



Improving Children's Singing Skills with Audio Visual Media

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Abstract

This study was to describe the use of audio-visual media in improving the singing skills of Darma Wanita Kindergarten, which is located on Jalan Masjid Taqwa in Muara Rupit Village, North Musi Rawas Regency, South Sumatra. The research method used is descriptive qualitative. The analysis results show that audio-visual media is a vehicle for delivering information or learning messages to students; it is hoped that teachers can stimulate children's brain development using audio-visual media. The use of audiovisual media in learning media has both advantages and disadvantages. Designed primarily to improve singing skills in accordance with children's world abilities. Applications of this study: Darma Wanita Kindergarten on Jalan Masjid Taqwa, Muara Rupit Village, North Musi Rawas Regency, South Sumatra, benefits from research. Researchers want to conduct research on the use of audio-visual media in improving children's singing abilities. Darma Wanita Kindergarten is located on Taqwa Mosque Street in Muara Rupit Village in the North Musi Rawas Regency of South Sumatra. To advance this research, further research activities are needed. This research is a new science in Early Childhood Education.

Keywords: *Audio Media; Singing; Kindergarten*

Introduction

Early childhood education is a vast and ever-expanding topic of discussion.(Nurlaili 2018). Childhood is the start of a child's growth and development.(Ningsih and Mahyuddin 2021). Childhood is the period during which a child's growth and development begin. At this age, a child has enormous potential to optimize all aspects of his development, including moral development.(Nauli, Karnadi, and Meilani 2019), Gross and fine motor skill development(Fitriani and Adawiyah 2018), development of language(Isna 2019), mental development(Novitasari 2018), and emotional and social development(Farida 2016). The task of educating can only be accomplished if the educator has a clear understanding of who a human being is.

Early childhood education is a type of school education that provides programs for children aged 0 to 6 years old until they enter elementary school.(Pratiwi 2017). This is stated in the Early Childhood Education Law of the Republic of Indonesia No. 20 of 2003, which states that Early Childhood Education is a coaching effort aimed at children from birth to the age of six years, carried out through the provision of educational stimuli to assist physical and spiritual growth and development, so that children are prepared to enter further education.(Nasional 2019). Teachers play a critical role in directing learning activities. If the teacher possesses a high level of professional ability, he or she can perform this critical role.

Language skills, thinking or cognitive abilities, physical abilities, and artistic abilities are examples of ability development activities in early childhood education(Risnawati and Nuraeni 2019).Teachers can use media to help them communicate learning to their students(Dini 2021). The presence of audio-visual media that displays a variety of colors, sounds, and motions will increase children's interest in learning, ensuring that the learning material delivered is well absorbed by children.

Media is a channel of connecting facilities and communication tools, as well as anything that can channel messages that can stimulate students' thoughts, feelings, and desires in order to promote the development of a teaching and learning process(Maimunah 2016). While learning media are tools used by teachers or students to stimulate thoughts, feelings, and attention, as well as streamline communication, in order to make learning more varied and meaningful, the learning process can be carried out well with the cooperation of teachers and students(Wati 2019). Audio media is media that can only be heard, such as recorded tapes and the like(Sulfemi 2018). This media channel audio messages from the source to the intended recipient, making the learning environment more communicative and developing students' imaginations about the material presented.Visual media is defined as media that can only be viewed in the form of photographs or images.(Budiman 2016). This media helps students develop motivation and improve their mastery of events that are impossible to present in class. Audio-visual media refers to media that can be seen and heard, such as films, recorded images, and videos.(Fujiyanto, Jayadinata, and Kurnia 2016). This media is used to convey more realistic messages, directly overcome space and time constraints, and provide comprehensive information.Meanwhile, audio-visual media in the form of recordings can help children improve their singing abilities.

Singing is one effective method of learning in early childhood education. Music has a physiological effect on the body; for example, listening to music while studying has been shown to (1) slow down the heart rate.(RENI 2020), (2) activate brain waves for higher-order thinking(Alfionita 2019), and (3) create a positive mental state that is relaxed and open(Andaryani 2019).

Vocal music is music that is performed solely with vocals and no other instruments(Lapian and Mulyana 2017). Singing refers to the practice of playing music with vocals(Tulutfiah 2021). A child's musical intelligence is demonstrated by singing. While musical intelligence is the ability to recognize sounds and compose rhythmic note compositions, a person with musical intelligence can do the following: (1) sing a song in harmony with tone and rhythm, (2) use songs or music to recall information, and (3) comprehend the relationship between music and feelings(Putri and Ismet 2020).

Singing can stimulate social attitudes and behavior, so that social attitudes are formed as a result of the social interactions that individuals have.(Eni, Ali, and Lukmanulhakim n.d.).In social interaction, individuals have a mutually influencing relationship with one another, a reciprocal relationship that affects each individual's behavior patterns as a member of society. Music education for children is not an extravagance. A child will benefit from good music lessons both physically and spiritually. Music, according to Campbell, is important for kindergarten and elementary school children's rhythm sensitivity, balance, emotional development, social awareness, and way of thinking, which are becoming increasingly sophisticated(Fujiyanto et al. 2016).

Darma Wanita Kindergarten, located on Jalan Masjid Taqwa in Muara Rupit Village, North Musi Rawas Regency, South Sumatra, is one of the formal educational institutions run by the North Musi Rawas Regency Educational Institution. According to field observations, students are less skilled in singing and some are unable to sing. When the teacher asked them to sing, they remained silent because they couldn't and didn't want to. One of the reasons is that the media used by the teacher has not been able to pique the children's interest.

Previous research only looked at the effect of the singing method on children's speaking skills through audio-visual media. (Widiani, Putra, and Agustika 2019), Learning outcomes for singing abilities via audio-visual media (Koerniati 2020), The use of audio-visual media in the performance of folk songs, (Saragih 2021), the outcomes of science learning on water cycle materials using the audio-visual singing method (Utami 2019), Previous research did not make any attempts to improve children's singing skills through audio-visual media. Because of the significance of this, additional research with the title "Use of audio-visual media in improving children's singing skills" is required.

The study's findings are expected to be useful in the development of knowledge in the Darma Wanita Kindergarten School Jalan Taqwa Mosque, Muara Rupit Village, Musi Rawas Regency, North Sumatra, regarding the use of audio-visual media using video recordings to improve children's singing skills.

Research Methods

This is a qualitative study that aims to develop a comprehensive and in-depth understanding of social reality and various phenomena that occur in the schools under study, in order to describe the characteristics, characters, traits, and models of these phenomena (Moleong 2021). Naturalistic research methods are often used to refer to qualitative research methods because the research is conducted in natural settings. Qualitative methods are used because the data collected and analyzed are more qualitative in nature (Rukajat 2018). This research was conducted at Darma Wanita Kindergarten on Jalan Masjid Taqwa, Muara Rupit Village, North Musi Rawas Regency, South Sumatra, and lasted from October 2021 to November 2021.

People who are directly related to providing information about the situation and conditions or the object of research are considered research subjects. There were three subjects in this study: one kindergarten principal, one kindergarten teacher, and one guardian from Darma Wanita Kindergarten, Jalan Masjid Taqwa, Muara Rupit Village, North Musi Rawas Regency, South Sumatra.

To collect data for the study, data collection techniques were used. This study employs several research methods, including observation, interviews, and documentation. This study employs Miles and Huberman's analytical technique, which includes three simultaneous activities: data reduction, data presentation, and drawing conclusions. (Miles, Huberman, and Saldaña 2018). The triangulation method was used to test the validity of the data in this study. Triangulation is defined as checking data from various sources in various ways and at various times. In this study, sources were triangulated, which means that the data was checked from multiple sources.

Dharma Wanita Kindergarten principals, teachers, and parents served as research subjects. Data from sources is then described and classified to determine which views are similar, which views differ, and which are unique to these sources. Researchers conducted research from a variety of different sources to verify the accuracy of the information, and then researchers investigated the accuracy of the information from school archives and documents, similar to the efforts of Dharma Wanita Kindergarten teachers in increasing independence in singing through audio-visual media using recordings. The researcher then analyzed the data in order to reach a conclusion on which agreement was sought.

Research Results and Discussion

Research Result

Children's singing abilities are quite good, according to the findings of observations or interviews conducted by researchers at the Darma Wanita Kindergarten on Jalan Masjid Taqwa, Muara Rupit Village, North Musi Rawas Regency, South Sumatra, especially after using audio-visual media. Mrs. DS, the principal of the school, said in an interview about the importance of singing for Kindergarten children and what is expected in singing for children at Darma Wanita Kindergarten, Jalan Masjid Taqwa, Muara Rupit Village, North Musi Rawas Regency, South Sumatra, that: "Singing is an important part of a child's self-development. As a result, kindergarten teachers must instruct their students not as singers, but rather on how to get children excited about singing. Singing allows children to express themselves, dream about something beautiful, and express their feelings. This is due to the fact that singing also serves as a means for children to express their thoughts and feelings. As a result, singing is essential in Kindergarten".

"In this case, singing is expected so that children: (1) hear and enjoy the song; (2) enjoy the pleasure of singing together; (3) express thoughts, feelings, and moods; (4) have fun singing and learning how to control the voice; and (5) add to the repertoire of songs," said the principal with Ms. MK, a teacher at Taman Kindergarten Darma Wanita. Furthermore, children's singing abilities benefit greatly from audio-visual media.

Meanwhile, the school principal reiterates his position on the use of audio-visual media, stating, "When using audio-visual media to improve children's singing skills, an educator must consider two basic things, namely the educational basis and the theoretical basis." Meanwhile, in this case, the teacher claims that "Several factors must be considered when providing song or music material as an educational basis, including: First, the psychological aspect." Second, the physical aspect of the song or music corresponds to the soul and nature of the child's mind. Children's power, strength, abilities, and skills are still limited. Organs in the body, such as the respiratory system and the vocal apparatus, are still developing. The third factor to consider is sociological. Music or songs are not provided by the child's environment, which includes joys and sorrows as well as daily childhood interactions, affection, and so on; The fourth point to consider is educational. The provided music is thought to be capable of assisting children's development, growth, intelligence, and skills in all areas leading to normal maturity. The fifth consideration is educational. The melody should be simple and straightforward. Step intervals should be manageable, and the distance between notes should not exceed a quart. The rhythm is straightforward, and the tones used are sufficient to tone 1 or 8".

The researchers made observations based on the findings of the interviews. According to the findings, after using audio-visual media to improve children's singing skills by imitating the songs in the video, the child's voice area was attempted not to imitate even though it was incorrect. Training can also be done gradually until you understand, and so on. Children learn to sing at the beginning of the stage by imitating songs they hear on audio-visual media. Melodic movements for children in early childhood education include: (a) moving in place, (b) stepping up and down, (c) moving with small jumps, up or down, that is, in regular intervals; (4) rhythm or rhythm is best suited using 1 or 8 notes; and (5) playing simple musical instruments made from materials found in their environment. (6) The most common forms of music in early childhood education are singular and binary. As a result, music or songs for kindergarten are typically brief but have interesting, lively, and sweet rhythms and melodies. (7) In early childhood education, children learn songs through imitation and habituation. While the benefits of audio-visual media for improving children's singing skills can make children happy and enthusiastic about singing because audio visual media is a fun activity for children.

While the songs used in teaching teachers are unknown, teacher interviews reveal that "the songs used are songs that children like and songs that are specifically for children." Furthermore, it is critical to

understand, pay attention to, and take into account the characteristics of children's voices and music in relation to their developmental stages. In early childhood education, children learn to speak and sing by imitating what they hear, responding to it, and expressing it in their own unique way.

Furthermore, the principal believes that "when selecting songs for early childhood education, there are a number of factors to consider." The songs chosen for preschool children are specifically songs that can encourage children to actively participate in activities organized by educators, relate to children's interests, relate to children's world, have melodies that contain phrases that are repeated so that children can easily learn and remember them, emphasizing the elements of rhythm, rhythm, and alliteration, if in the form of recordings of various versions of songs or instrumental music whose lyrics are in English.

Observations also revealed that, with such characteristics, educators must pay attention to the characteristics of sounds and songs for early childhood education when selecting songs for early childhood education. Songs should be able to develop and improve a child's musical experience and mood by using contrasting themes. The ability to read musical notation is a fundamental skill for introducing children's songs and teaching singing to young children. In addition, one of the parents stated, "My child has singing abilities; previously, my son was unable to sing." Because development is inextricably linked to the extent to which children gain direct experience with singing through the teacher's use of audio-visual media.

"My child's ability to sing children's songs is extraordinary," said one of the parents, "because the song is one of the manifestations of a statement or message that has the power to move the heart, has an insight into the taste of beauty, and the aesthetic taste that is communicated." As a result, the song has a social significance. We can see the power of song in this function in education, especially in raising children's intelligence."

Discussion

Early childhood education is defined as education that provides care, care, and services to children aged six and under. Early childhood education is a coaching effort aimed at children aged birth to six years old, carried out through the provision of educational stimuli to aid physical and spiritual growth and development in order for children to enter elementary school and the next stage of life. Early childhood education is a critical educational vehicle that establishes the foundation for children's fundamental knowledge, attitudes, and skills. The early education process's success serves as the foundation for the subsequent educational process.

Playgroups, daycare parks, similar units, and kindergartens rely heavily on the education system and processes in place. Children are miniaturized humans with enormous untapped potential. He has distinguishing characteristics that distinguish him from adults, and he will mature into a fully adult human. The child in this case is a human being or an individual who develops and requires differently than adults. Children have enormous potential that must be realized. Although children generally follow the same developmental pattern, the rhythm of their development will differ because each child is fundamentally unique. Early childhood is a critical period in a person's life because it is when their personality develops rapidly. A child in early childhood is defined as a child aged 0 to 8 years. The rate of growth and development in various aspects of human life, such as physical, socio-emotional, linguistic, and cognitive development, is currently at an all-time high.

Singing is an important part of a child's self-development. As a result, kindergarten teachers must instruct their students not as singers, but rather on how to get children excited about singing. Singing allows children to express how they feel, think, and dream while also exposing them to something

beautiful. This is because singing allows children to express their thoughts and feelings through song. As a result, singing activities in kindergarten are essential.

The expected singing in this case is for children to: (1) hear and enjoy the song; (2) enjoy the pleasure of singing together; (3) express thoughts, feelings, and moods; (4) have fun singing and learning how to control their voice; and (5) add to their song repertoire. Furthermore, children's singing abilities benefit greatly from audio-visual media. When using audio-visual media to improve children's singing skills, an educator must keep two things in mind: the educational basis and the theoretical basis.

When providing song or music material as an educational foundation, several factors must be considered, including: Consider the psychological aspect first. Then there's the physical aspect. The song's or music's content is truly in accordance with the soul and nature of the child's mind. Children's power, strength, abilities, and skills are still limited. Organs in the body, such as the respiratory system and the vocal apparatus, are still developing. The third factor to consider is sociological. Music or songs are not provided by the child's environment, which includes joys and sorrows as well as daily childhood interactions, affection, and so on. The fourth point to consider is educational. The provided music is thought to be capable of assisting children's development, growth, intelligence, and skills in all areas leading to normal maturity. The fifth consideration is educational. The melody should be simple and straightforward. Step intervals should be manageable, and the distance between notes should not exceed a quart. The rhythm is straightforward, and the tones used are adequate to tone 1 or 8.

Songs that children enjoy as well as songs written specifically for children are used. Furthermore, understanding, paying attention to, and taking into account the characteristics of children's voices and music in relation to their developmental stages is essential. Children learn to speak and sing in early childhood education by imitating what they hear, responding to it, and expressing it in their own unique way.

There are several factors to consider when selecting songs for children in early childhood education. Specifically, the song chosen for preschool children is a song that can encourage children to participate actively in activities organized by educators, is related to children's interests, is related to children's world, has a melody that contains phrases that are repeated so that children can learn and remember it, and has a melody that contains phrases that are repeated so that children can learn and remember it. If it is in the form of recordings of various versions of songs or instrumental music whose lyrics are easily replaced with new lyrics created by educators and students, children can be asked to replace their own names or the names of their friends. If the song mentions people's names, think of friends or relatives.

With such characteristics, educators must pay attention to the characteristics of sounds and songs for early childhood education when selecting songs for early childhood education. By using contrasting themes, songs should be able to develop and improve children's musical experience and mood. My son can now sing, whereas he could not previously. Because development is inextricably linked to the extent to which children gain direct experience with singing through the use of audio-visual media used by the teacher.

Children's ability to sing children's songs is exceptional, because the song is one of the manifestations of a statement or message that has the power to move the heart, has an insight into the taste of beauty, and the aesthetic taste that is communicated. As a result, the song serves a social purpose. We can see the power of song in this function in the field of education, particularly in its ability to increase children's intelligence.

The use of audio-visual media can greatly assist children in improving their singing abilities. The use of audio-visual media in the form of songs can help children develop aspects such as intelligence, social, emotional, and psychomotor development. Children can use appropriate songs to: (1) increase their

vocabulary, act creatively, and imagine intelligently; (2) play together, obey the rules of the game, and not be selfish; (3) channel emotions, causing emotional pleasure; and (4) exercise body muscles and coordinate psychomotor body movements. According to this definition, the song is (1) tone language, (2) emotional language, and (3) movement language. Tone language exists because songs can be heard, sung, and communicated through. Songs can arouse feelings of enthusiasm, admiration, or emotion, making them the language of emotion. Because the song is motion, the language of motion is reflected in the bars, rhythm pattern, and melody), which can motivate children to perform physical movements. Singing is a fundamental musical activity for children because they can hear with their own ears and voice a variety of pitches and rhythms in his own voice.

By inviting children to sing together, we provide them with a valuable and enjoyable experience. The goal of singing acquisition is for children to: (1) hear and enjoy the song; (2) enjoy the pleasure of singing together; (3) express thoughts, feelings, and moods; (4) enjoy singing and learn how to control their voices; and (5) add to their song repertoire. Because singing plays such an important role in the learning process in early childhood education, teachers are required to have simple emotional stimulation skills that will be taught to students.

Conclusion

Children's singing abilities can be greatly aided by the use of audio-visual media. Singing, for example, can help children develop aspects such as intelligence, social, emotional, and psychomotor development. The singing abilities of this child have a significant impact on their development.

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