

THE INFLUENCE OF SINGING METHOD ON EXPRESSION OF CHILDREN'S EMOTION AT KINDERGARTEN OF JABAL RAHMAH PADANG

Nadia Resika¹, Indra Yeni²

Pendidikan Guru Pendidikan Anak Usia Dini

Fakultas Ilmu Pendidikan Universitas Negeri Padang

Email: nadiaresika64@gmail.com

Abstract: The method that can develop children's emotional expression is to use the method of singing, based on the background of the problem that researchers found, this study wants to find out the extent of the effect of the singing method on children's emotional expression. The research approach used *quasi-experiment* with the subject: group B1 consisted of 10 children in which 6 boys and 4 girls, and group B2 consisted of 10 children in which 7 boys and 3 girls. The data collection techniques used were action tests, with tools collection data using statement sheets, then managed using a data difference test (t-test). The results showed the experimental class with the singing method got an average value of 88.75 higher than those in the control class 78.12 using the role-playing method. Visible $t_{count} > t_{table}$ is $2,41590 > 2.10092$. It can be concluded that the method of singing affects the emotional expression of children in kindergarten Jabal Rahmah Padang in 2018/2019 school year

Keywords: Singing Method, Emotional Expression

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BACKGROUND

PAUD is an education provider that focuses on growth based on uniqueness, and the stages of development that children go through to grow all the potential that children have. According to Rakimahwati (2018: 1) education is an important thing that must be obtained by all children, with the aim of being able to show good behavior, so that they can live perfectly, in harmony with society and nature. Early childhood is unique in having its own patterns of growth, development, and characteristics according to its stage. Beside that, education is also develop students' abilities and attitudes to educate students potential to be able to devote to god almighty, good attitude, healthy, knowledgeable, skillfull, creative, independence, and responsible to their life (Aziz, 2017). In this age range, the child is in the golden period, which is the most

valuable period that cannot be repeated in the future. Lubis and Khadijah (2018: 178) state childhood is a time when the child is in a level of development that has its own taste, mind, will.

Talking about early childhood can not be separated from aspects of child development, one of which is the aspect of emotional development, where children are required to be able to control their feelings so that they can express their feelings according to what they are experiencing, and will also make it easier for him to make friends. Emotional intelligence is an important intelligence possessed by children. According to Mashar (2011: 60) in Astuti (2018: 26), emotional intelligence is the ability to recognize, control the emotions of children so they can respond when there are emotional stimuli.

One aspect of child development that must be developed is an emotional expression. Filtri (2017: 34) states emotions are feelings that have a lot of impact on behavior. According to Mulyana (2017: 217), emotion is an overflow of feelings expressed in expressions that can be seen through individual physical movements. Nadhirah (2017: 62) states that emotions are expressed by behaviors that express comfort or not whether someone is in a situation or when interacting. According to Wullur (1970: 16) in Sobur (2011: 424) expression is a person's inner statement can be in the form of words, songs, and movements. Pluchik (2003) in Mashar (2011: 38) states that emotional expression can be seen from facial, body, and vocal expressions. According to Yeni (2018: 150) feelings of anger, fear, pleasure, sadness, hate, sadness, love, enthusiasm, boredom and so on are forms of emotional expression.

According to Susilawati (2014: 143), early childhood learning methods are a way for educators to achieve learning goals. Learning methods that develop emotional expression are singing methods. Suryaningsih (2015: 134) states the method of singing is a method that uses elements of art. Fadlillah (2012: 175) in Dewi (2017: 56) suggests that the singing method is learning using poems that are sung.

According to Ndari (2018: 139), the singing method can develop children's emotional social. According to Astuti (2018: 15), singing is one technique to convey learning material. According to Hidayat (2003: 96) in Isnansih (2016: 717) with singing activities can increase children's vocabulary, children's language and imagination, emotional expressions that cause pleasure, train children's motor skills. According to Hidayat (in Mindradini, 2012: 16) in Miranti (2015: 169) good songs for kindergarten children are songs that pay attention to poetry that is not long, easy to memorize, there is an educational mission, according to the character and world of the child, the tone taught is easy to master child.

Based on observations of researchers at TK Jabal Rahmah Padang, found that children's emotional expression has not developed well. Children have not been able to control emotions, so children can not express anger properly. When singing children have not been able to express emotions when the singing is sad or happy. The method used is also less varied. Thus the existence of this research can we know whether or not the influence of singing methods on children's emotional expression.

RESEARCH METHODS

Based on the problems studied, this study uses quantitative research with a *quasi-experimental* design. According to Sugiyono (2018: 120) experimental research is a method for finding the effect of certain treatments on others under controlled conditions.

In this study, the population is Jabal Rahmah Padang Kindergarten, located at Jl. Garuda 1 No.3 In Front of Padang Hajj Tabing Dormitory. This kindergarten is headed by Ibu Murni, S.Pd. The sampling technique is done by cluster sampling. Here groups B1 and B2 serve as

research samples, where group B1 is the experimental group and B2 is the control group. With a sample of 10 children in each group. According to Roscoe (1975) in Uma Sekaran (2016: 160) in Syriac (2015: 193) provides guidelines for determining the sample size, one of which is for simple experimental research with strict control of the sample size of 10 to 20 elements.

The instruments used in this study used teacher-made tests with the checklist format for the assessment according to the assessment criteria, including: very well developed (BSB) score 4, developed as expected (BSH) score 3, started developing (MB) score 2 and undeveloped (BB) score 1.

The data analysis technique is by looking at the difference between the two average values, before conducting the t (t-test) it is necessary to have a normality test to find out the data to be processed comes from normally distributed data with Liliefors test. Furthermore homogeneous tests with Bartlett test. After obtaining normally distributed and homogeneous data, data analysis is then performed by looking for comparisons using *t-tests*.

RESEARCH RESULT

In research that has been done the data obtained from the results of *pre-test* and *post-test* in the experimental class (B1) and in the control class (B2) using a hypothesis test with t-test where the experimental class uses the singing method and the control class uses the role-playing method. The activities were carried out 10 times, 5 times in the experimental class consisting of 1 *pre-test*, 3 *treatments*, and 1 *post-test* as well as the control class. To develop children's emotional expressions with 4 item statements, they are able to express pride, confidence, happiness, and sadness.

In the implementation of learning in the experimental class using the singing method, in-class B1 the teaching teacher is the researcher himself, while in the control class using the role-playing method in class B2 the teaching teacher is the class teacher. The following are the results of the *pre-test* and *post-test* hypotheses with the t-test in the experimental and control class.

Table 1. *Pre-test* Calculation Results with t-test testing

No	Group	N	Average Results	t_{count} $\alpha 0.05$	t_{table}	Decision
1	Experiment	10	56.25	1,1961	2 10092	H ₀ accepted
2	Control	10	50.62			

From the hypothesis test, it is obtained t_{count} from t_{table} (1.1916 < 2.10092). Judging from the table above $dk (N_1 - 1) + (N_2 - 2) = 18$ for the real level $\alpha = 0.05$ (5%), the hypothesis H_a is rejected or H₀ is accepted. Thus, there is no significant difference between the *pre-test* results (initial ability) of children in the experimental and control groups in developing children's emotional expression.

Table 2. Calculation Results from *Post-test* testing with t-test

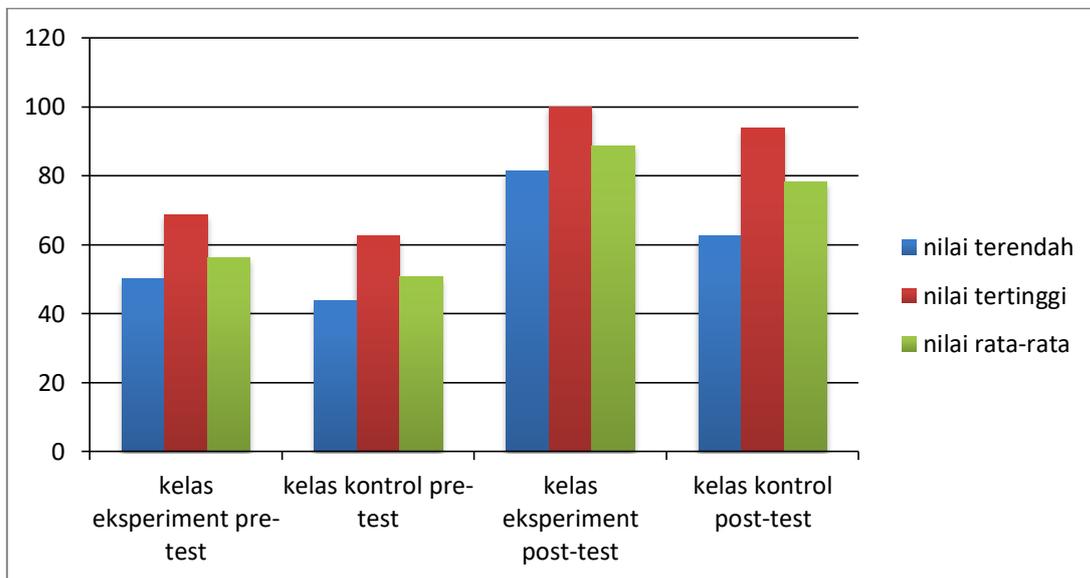
No	Group	N	Average Results	t_{count}	t_{table} $\alpha 0.05$	Decision
1	Experiment	10	88,75	2.415902	2,10092	H ₀ Reject
2	Control	10	78.12			

From the hypothesis test obtained t_{count} is greater than t_{table} ($2.41590 > 2.10092$) with dk $(N_1 - 1) + (N_2 - 2) = 18$ for the real level $\alpha = 0.05$ (5%) then it can be said that H_a accepted or H_o rejected. Thus it can be concluded that there is a significant difference between the results of children's *post-test* in the experimental and control groups in developing children's emotional expression.

Table 3. Comparison of *Pre-test* and *Post-test* Value Calculation Results

Variable	<i>Pre-test</i>		<i>Post-test</i>	
	Experiment	Control	Experiment	Control
The highest score	68,75	62,5	100	93,75
Lowest Value	50	43,75	81,25	62,5
Average	56,25	50,62	88,75	78,12

The table shows the highest value in the experimental class *pre-test* that is 68.75 and the lowest value 50 with an average of 56.25 while in the control class the highest value is 62.5 and the lowest value is 43.75 with an average of 50.62. For the *post-test* in the experimental class, the highest score namely 100 and the lowest value of 81.25 with an average of 88.75 while the control class the highest value of 93.75 and the lowest value of 62.5 with an average of 78.12. For more details can be seen in the graph below:



Graph 1.

Comparative data on the results of *pre-test* and *post-test* the ability of children's emotional expression in the experimental class and the control class

DISCUSSION

This research was conducted in Jabal Rahmah Padang Kindergarten starting in April to May 2019. This study used 4 instruments as a starting point in evaluating children's emotional

expression. In this study a sample of 10 people. Based on the research results obtained $t_{\text{count}} > t_{\text{table}}$, which is $2.41590 > 2.10092$, it can be said that the hypothesis H_a is accepted or H_0 is rejected. It can be concluded that there is a significant influence of the use of the singing method on children's emotional expression in Jabal Rahmah Padang Kindergarten.

Fudryartanta (2011: 339) states that emotional expressions can vary, for example laughing, smiling, being happy and happy, crying because of sadness, certain movements such as dancing, running around because they are happy. According to Yusuf (2011: 54) at preschool-age children can express all their emotions and react appropriately. Nurmalitasari (2015: 106) argues that at the age of 6 children understand emotions that are more complex, for example jealousy, pride, sadness, loss.

Yeni (2010: 89) argues that singing is fun for children and the experience of singing will give satisfaction to him. Rasyid (2010: 160) in Isnanigsih (2016: 717) states singing activities have benefits for children, among others; a listen to enjoy singing; b feels happy when singing together; c expressing thoughts; d learn to control sound; e express feelings within; f the ability to demonstrate; creativity.

When researchers use the singing method in the experimental class (B1) the child looks enthusiastic. When the teacher starts introducing a new song to the child, the child looks enthusiastic and wants to follow the song poetry that the teacher follows. Then the child sings together and there are some children who want the song to be sung again, the child invites to stand while singing, the child can also express through the song he sings well when the song is happy, the child is excited and happy when singing, as well as when singing sad child songs will have sad expressions. Then the teacher tells the contents of the song so that children can feel and bring them into the song's contents, which will make the children express themselves in accordance with the contents of the song that is sung.

Whereas in the control class (B2) using the role-playing method. According to Madyawati (2017: 156) in Aryenis (2018: 50) playing that role is tantamount to playing symbolic, playing fake and imagination. The role-play in this research is the children pretending to be a character or someone else, for example activities conducted in the control class where children pretend to be fathers, mothers, brothers, and sisters, then they pretend to cook and help each other in activities play a role. Based on the results of research conducted by researchers, about the effect of singing methods on children's emotional expression, it can be seen that emotional expression in the experimental class is more developed than in the control class.

CONCLUSION

Research shows there are differences in the average value of children's emotional expression results in the experimental class (B1) conducted using the singing method is higher than in the control class (B2) by playing a role in kindergarten Jabal Rahmah Padang. It was proven that the average value of the experimental class was 88.75 and in the control class was 78.12 with the results of the hypothesis test $t_{\text{count}} > t_{\text{table}}$ where $2.41592 > 2.10092$ with a significant level $\alpha 0.05$ this meant that there were significant differences between the results of the expression the emotions of children in the experimental class (B1) and the results of expression in the control class (B2). It can be concluded that the singing method proved to be influential in developing emotional expression in Jabal Rahmah Padang Kindergarten.

SUGGESTION

From the results of the study the suggestions are explained; 1) For teachers, the singing method can be applied in order to be able to develop children's emotional expression; 2) For School Principals, to pay more attention to the learning process, facilities and infrastructure for the development of all aspects of child development; 3) For the next researcher can be used as a reference source. It also can be taken into consideration if you are going to do *quasi-experimental* research.

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