

The Use of Children's Songs in Improving Indonesian Vocabulary for Children Aged 5–6 Years at RA Al Rizky Padang Sidempuan

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Abstract

This study aims to determine the influence of the use of children's songs in improving the Indonesian vocabulary of children aged 5–6 years at RA Al Rizky Padang Sidempuan. The method used is Kurt Lewin's model Class Action Research (PTK) which consists of two cycles, each with two meetings. The subjects of the study were 16 children of group B consisting of 9 girls and 7 boys. Data was obtained through direct observation of learning activities and teachers' notes. The results of the study show that the active and interactive use of children's songs can significantly increase children's vocabulary mastery. Children become more familiar with and remember new vocabulary, and are able to use them in simple sentences. Songs also create a fun learning atmosphere, increase participation, and build children's confidence in communicating. The application of movement and repetition in songs strengthens memory and provides a more meaningful learning experience. From the results of this study, it can be concluded that children's songs are an effective and relevant learning medium to improve Indonesian vocabulary in early childhood. This media deserves to be widely applied in learning strategies in early childhood education institutions.

Keywords: Children's Songs, Indonesian Vocabulary, Early Childhood, RA Al Rizky Padang Sidempuan, Classroom Action Research, Kurt Lewin Model, Learning Media

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Introduction

Early childhood, or often referred to as the golden age, is a child who is in the range of birth age up to six years. At this age, children are in a very rapid developmental phase, both physically, cognitively, linguistically, and emotionally (Widyas et al., 2024). Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1 paragraph (14): "Early childhood education is a coaching effort aimed at children from birth to the age of six years which is done through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education". According to Munisa (2020), Early Childhood Education (PAUD) is an education that provides care and services to early childhood children 0-6 years old. Because this age is the golden age along the age range of human development. Early childhood is an individual who is undergoing a rapid and fundamental development process in the next life. During this period, there was a process of growth and development in various aspects, one of which was the aspect of social interaction. Early childhood education, which is a golden age, means that it is the best time in the learning process that is only once and will never be repeated (Rozana et al., 2023).

Language skills are one of the important aspects of development in early childhood, especially at the age of 5-6 years. According to Parapat et al. (2023), language skills are a key component in the child's education process. Language is not only a means of communication, but also a means for children to develop the ability to think, socialize, and understand the world around them. In the process of language development, vocabulary mastery is the main foundation that determines children's smooth communication. According to Putri and Lubis (2025), growth and development at this time will be decisive for the growth and development of children at the next stage.

Children aged 5–6 years are in a very rapid phase of language development. They began to be able to string together more complex sentences and expand their vocabulary. Therefore, proper stimulation in vocabulary development is needed. One of the learning media that has proven effective for children is children's songs. Children's songs have fun, memorable characteristics, and often contain vocabulary repetitions that support comprehension and memorization.

According to Khusnul Khotimah (2020), "the use of songs in early childhood learning can increase learning enthusiasm and enrich language vocabulary Indonesia is a significant child". Songs help children understand the meaning of words through context and rhythm, as well as form positive associations with language learning. Songs also strengthen children's memory of new words. Tyasrinestu (2016) stated that "Indonesian children's songs have a basic vocabulary that is musically structured and repeated, so that it greatly supports children's verbal abilities" (ISI Yogyakarta Digital Library). In other words, songs are an effective means of building children's language skills naturally.

A study by Maulina (2021) corroborates this argument, stating that "traditional songs can improve early childhood vocabulary because of the musical element that is easily accepted and remembered by children" (Journal of Early Childhood Education, UNISRI). Songs are not only an entertainment medium, but also a contextual learning resource that introduces children to new vocabulary in a fun atmosphere. From a psychological and neurological perspective, listening to songs can also stimulate the development of children's left brain (language and logic) and right brain (music and creativity) in a balanced manner. Azzahra (2025) in his article stated that "children's music and songs are not only a means of entertainment, but also an effective tool to support the growth and development of children's languages from an early age".

The use of children's songs is an effective method in improving Indonesian vocabulary in children aged 5–6 years because it optimally combines entertainment and learning aspects.

With this method, it is hoped that children will not only increase their vocabulary, but also increase their interest and language skills as a whole. In the RA (Raudhatul Athfal) environment, the use of contextual and fun learning media is essential to create an effective learning atmosphere. RA Al Rizky Padang Sidempuan as an early childhood education institution has great potential to implement children's songs as part of language learning strategies. With this approach, teachers can enrich children's learning experiences and significantly improve their mastery of Indonesian vocabulary.

Based on this presentation, it is important to conduct research on the extent to which the use of children's songs can improve the Indonesian vocabulary of children aged 5-6 years at RA Al Rizky Padang Sidempuan. This research is expected to be the basis for development of language learning strategies that are more interesting, effective, and in accordance with the characteristics of early childhood.

Research Methods

The research design conducted in this study is Classroom Action Research (PTK). Mulyasa (2011) explained that PTK is an action research carried out with the aim of improving the quality of children's learning processes and outcomes. The Class Action Research (PTK) conducted in the study took place at RA Al Rizky Padang Sidempuan, the subjects of this study were group B children totaling 16 children, 9 girls and 7 boys. The classroom action research used in this study refers to Kurt Lewin's model. According to Sanjaya, this model is the underlying model of other models departing from the Action Resaraka model. Kurt Lewin explained that there are four things that must be done in the classroom action research process, namely planning, action, observation, and reflection. The implementation of action research is a process that occurs in a continuous circle. The research conducted is a collaborative classroom-based research, which is cooperation between the teacher who implements the action and the researcher as the one who observes the implementation of the action. With that, the creation of a learning plan that will be given to the child. The research was planned in two cycles with four meetings.

Results and Discussion

Research conducted at RA Al Rizky Padang Sidempuan on group B children aged 5 to 6 years old shows that the use of children's songs as a learning medium has a significant influence on enriching early childhood Indonesian vocabulary. This activity was designed using the Classroom Action Research (PTK) approach with the Kurt Lewin model, which includes four important stages, namely planning, implementation, observation, and reflection. The entire process is carried out in two cycles, and each cycle consists of two meetings that are carried out collaboratively between the classroom teacher and the researcher to ensure continuous evaluation and improvement in learning. The subjects in this study were 16 children of group B consisting of 9 girls and 7 boys. The learning process lasts for two cycles, with each cycle being carried out in two meetings.

In the implementation of the first cycle, teachers began to introduce several children's songs that contained basic vocabulary such as the names of surrounding objects, colors, animals, body parts, and daily activities. These songs are played through audio media and sung with children, accompanied by explanations of the meaning of the words contained in them. Although this activity arouses interest in some children, in general the level of vocabulary mastery is still relatively low. Children have not shown optimal ability to use these words in sentences. Many of them tend to be passive, lack confidence, and have not fully understood the meaning of the words of the songs they are learning.

After reflecting on the implementation in the first cycle, it was concluded that the approach used was not effective enough and needed to be improved to be more in line with the

way of early childhood learning. Therefore, in the second cycle, modifications to the learning strategy were made. The songs used are accompanied by movements or physical activities related to the lyrics of the song to make it easier to understand. The song is also played repeatedly, and the child is given the opportunity to say the word independently. Learning becomes more active, participatory, and fun.

In the second cycle, the results were much better than the first cycle. Children seem to be more actively involved in learning activities, they show the courage to say new words, and begin to be able to use them in simple conversations. The enthusiasm for learning increases, the classroom atmosphere becomes more dynamic, and the learning process takes place naturally and passionately. Teachers observed that the use of songs made children recognize and remember new vocabulary faster, and they enjoyed learning activities more.

In addition to developments in language aspects, this learning method with songs also has a positive influence on children's social and emotional skills. They are more courageous to appear in front of the class, are more likely to interact with friends, and are more open to teachers. Songs create a familiar and fun atmosphere, strengthen children's confidence, and increase harmony in the classroom. In other words, songs not only play a role as a means of entertainment, but also as an educational tool that contains high learning value.

Overall, this study concludes that children's songs are the right learning medium to be used in the language learning process, especially in enriching early childhood Indonesian vocabulary. Songs that are appropriately chosen and delivered through a fun approach have proven to be effective in helping children understand and remember new words. Learning becomes more meaningful because children not only memorize words, but also use them in contexts that are appropriate to daily life.

The success of this research is also influenced by the synergy between teachers and researchers in the implementation of classroom actions. This collaboration allows evaluation to be carried out continuously and learning strategies can be adjusted to the needs of students. Thus, the children's song-based learning approach can be used as a strategic alternative in improving early childhood language skills and creating a fun, interactive, and effective learning process.

3.1 The Effectiveness of Children's Songs in Increasing Indonesian Vocabulary in Early Childhood

This study revealed that the use of children's songs as a learning medium has a significant impact on improving Indonesian vocabulary in children aged 5–6 years. Before being given treatment, many children only know a number of basic words related to daily life, such as the name of objects and limbs. However, after the implementation of song-based learning methods, there has been a marked increase in the quantity and quality of the vocabulary they understand and use.

Singing activities that are carried out repeatedly with songs such as "Balonku", "Pelangi", "Naik-Naik ke Puncak Gunung", and "Cicak di Dinding" indirectly introduce various types of words, ranging from nouns, adjectives, to verbs. Children are not only able to memorize the lyrics of songs, but also begin to understand the meaning of the words contained in them, and apply them in simple sentences when speaking. For example, after listening to a song My balloon, my child is able to express sentences like "I like green balloons" or "My balloon pops."

3.2 The Process of Strengthening Vocabulary Through Songs: Rhythm, Repetition, and Context

Children's songs are very effective in strengthening vocabulary because they contain elements of rhythm and repetition that support the development of children's memory. In addition, songs usually contain a concrete and easy-to-understand context. These elements

make the process of learning vocabulary more natural and fun for early childhood.

The characteristics of children's songs that are simple, easy to memorize, and full of repetition make it easier for children to remember and understand new words. Songs are a form of indirect learning that builds the association of meaning through sound and rhythm. This is in line with Piaget's theory of cognitive development, which states that children aged 5–6 years are in the preoperational stage, where they learn most effectively through concrete and attention-grabbing media. By singing a song repeatedly, children not only hear new vocabulary, but also imitate it, pronounce it, and gradually associate the word with the experience or object around them.

3.3 Songs as a Learning Media Involving Many Senses

The use of songs in language learning has also been shown to be effective because it involves many sensory or sensory channels, including hearing (audio), vision (visuals through props or illustrations), and body movements (kinesthetics). This multisensory process strengthens the child's memory and makes the learning experience more immersive.

For example, in the song "Cicak di Dinding", the teacher not only sings the lyrics but also invites the children to do movements such as imitating creeping lizards. This combination of sounds, movements, and visualizations creates a strong association between words and meanings, thus accelerating children's understanding and memory of the vocabulary.

3.4 Songs Increase Children's Interest and Participation in Language Learning

This research also shows that children become more interested and active when learning involves music or song. A pleasant learning atmosphere makes them feel comfortable, less stressed, and more prepared to receive the material. This supports Vygotsky's theory, which emphasizes the importance of conducive social and environmental interaction in the early childhood learning process.

Observations made during the activity showed that children who initially lacked confidence and rarely spoke became more enthusiastic and often said the words in the song. Songs also encourage children's participation in communication, both verbally and non-verbally.

Conclusion

Based on research conducted at RA Al Rizky Padang Sidempuan, it can be concluded that the application of children's songs as a means of learning has a significant impact on improving the Indonesian vocabulary of children aged 5-6 years. Songs delivered with an interactive approach through singing, movement, and repetition have been proven to make it easier for children to recognize, understand, and use new words appropriately in daily activities. Children show improvement in mentioning new vocabulary, forming simple sentences, and showing more active participation during the learning process.

The use of songs also has a positive influence on the social and emotional aspects of children, where they become more active, confident, and courageous in expressing their opinions orally. This reinforces the notion that learning media that are appropriate for the characteristics of early childhood development—such as children's songs—can create an encouraging and effective learning atmosphere. In addition, the Classroom Action Research approach carried out collaboratively between teachers and researchers allows for continuous improvement that has an impact on improving the quality of children's learning processes and outcomes.

Thus, children's songs can be used as an alternative learning media that is innovative and contextual in developing early childhood vocabulary skills, especially in Indonesian learning in the early childhood education environment.

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