



Analysis of extracurricular angklung material at ABA Karangwaru Kindergarten and ABA Blunyah Gedhe Kindergarten, Yogyakarta

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ABSTRACT:

This study aims to evaluate the implementation of angklung extracurricular activities at TK ABA Karangwaru and TK ABA Blunyah Gede, Yogyakarta, in fostering the development of early childhood growth. Using a descriptive qualitative approach, data were collected through observations, interviews with instructors and teachers, and documentation. The results indicated that angklung activities effectively enhanced fine motor skills, socio-emotional development, and cultural awareness in children. Children learned coordination through angklung play and gained collaborative experiences that strengthen their sense of responsibility and empathy. Challenges included short attention spans and varied motor skill levels. Strategies such as divided children into smaller groups and provided positive reinforcement were employed to address these issues. In conclusion, angklung activities served as an educational medium supporting early childhood learning principles, effectively nurtured interest and talent, and were recommended for broader implementation in other preschools.

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1. Introduction

Art is a form of expression of creativity and imagination that helps humans find identity and becomes a means of healing. There is a positive correlation between creative activities and individual mental health (Heather L. Stuckey and Jeremy, 2010). Art involves a combination of thought processes, physical skills, and final manifestations in specific forms or movements (Felix, 2012). This is a human expression that includes aesthetic elements, which are also innate instincts to fulfill emotional needs. Islam teaches us to appreciate beauty because Allah also loves beauty (Qardhawi, 2002). This beauty then develops in various forms of art.

One of these areas of art is music or works of art that are enjoyed through the sense of hearing (Bahari, 2014). Music is usually associated with vocal art and involves acoustic instruments (instruments), while singing is more associated with the human voice (singing) (Purwanto, 2019).

Music can also reflect the identity of a particular person or group (Pierce & Gardner, 2017), therefore, music is not only a means of expression, a means of group identity, but also a means of stimulation for early childhood, especially for the development of listening skills.

Early childhood is characterized by unique cognitive, emotional, and social development. The learning process at this stage affects future physical and mental development, including musical ability (Susanti & Pamungkas, 2023). According to Shatter Darson and Gabriel, musical development in children occurs in the following stages:

- 1) 0-1: Children begin to respond to sound.
- 2) 1-2: Showing spontaneous musical ability.

- 3) 2-3: Begin to imitate song phrases that you hear.
- 4) 3-4: Explore melodies and learn instruments.
- 5) 4-5: Can distinguish musical notation and imitate simple rhythms.
- 6) 5-6: Understand sound dynamics and be able to recognize rhythmic patterns.
- 7) 6-7: Begin to master singing techniques with the correct tone.
- 8) 7-8: Estimate consonance more accurately than dissonance.
- 9) 8-9: Improve rhythm skills.
- 10) 9-10: Development of melodic memory and acquisition of more complex rhythms.
- 11) 10-11: They will be able to understand harmony better.
- 12) 12-17: Puberty stage.

Cognitive and emotional awareness of music is increasingly developing (Aulia & Setiawan, 2022). In Indonesia, differences in children's backgrounds affect their musical development. Some children can exceed this age limit if they have good interests, talents, and stimulations from their environment. Age 0 to 3 years is the most important period to start playing music, because at this age children's learning abilities are in optimal condition (Wilfried Gruhn, 2010).

Music activities in early childhood often include singing, playing musical instruments, recognizing rhythm, humming, and creating movements and images that accompany music (Orman, 2002). Appreciation and expression are central to music education (Suharto, 2018). Music not only stimulates hearing development, but also maximizes children's potential from an early age so that parents can play an active role in their children's growth and development (Riyan Hidayatullah, 2022).

Psychobiology, music has a relaxing effect by stimulating emotional responses through the release of endorphins and neuro-emotional circuits (Jaak Panksepp, 2002). Therefore, introducing music early on is important for children's development (Kusumawardani & Aulia, 2020) and can also be a means of personality development (Farouq, 2014). Teachers can also recognize children's musical talents through song and musical instrument introduction activities (Arifmiboy, 2016).

A music room equipped with electronic equipment can provide optimal stimulation for children's cognitive development. (Perdana, 2022). Through art, children can learn in a more enjoyable way and according to their interests which are in line with the independent curriculum realized in extracurricular activities (Yuana Anike Putri, 2020).

Various extracurricular activities include intellectual, spiritual, physical, and artistic (Saputri & Sa, 2021). The success of extracurricular activities must follow the development of early childhood (AUD), such as learning while playing, integrated stimulation, a conducive environment, a thematic approach, and the use of information technology that is relevant to the development and needs of children (Munastiwi, 2018). Extracurricular music arts, especially traditional musical instruments, play an important role in shaping students' character (Untari, 2018). Traditional music arts activities, as mandated in Permendikbud Number 62 of 2014, contribute significantly to the formation of character and appreciation of the nation's cultural values (Permendikbud, 2014). Introducing traditional musical instruments from an early age can shape national identity and foster a sense of love for the homeland (Zulaini, Yuline, 2015). Angklung extracurricular activities between these two schools serve as a representation of traditional music art; the authors chose to focus on angklung as a point of comparison between the institutions, particularly given the Yogyakarta government's mandate for its inclusion in school programs

2. Method

This study adopted a qualitative descriptive approach by collecting and analyzing data through direct observation (Fadli, 2021). Data collection techniques in this study included direct observation of the angklung music learning process at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten Yogyakarta, as well as in-depth interviews with teachers, trainers, and students to identify obstacles faced in understanding music art material.

This study used unstructured interviews, namely free interviews where researchers did not follow planned and systematic interview guidelines (Iryana, 2019). The sources in this study include Mas Hafidz as an Angklung trainer from ABA Karangwaru Kindergarten, and Mrs. Yuni as an Angklung trainer from ABA Blunyah Gede Kindergarten.

In addition to the angklung trainer, there are also class teachers, namely Mrs. Diah, a teacher at Aba Blunyah Gede Kindergarten, and Mrs. Fia, a teacher at Aba Karangwaru Kindergarten, in addition to the two principals at the location.

In addition, a documentation study was conducted to obtain relevant written information to complement the research. Data collection is also complemented by a literature study to find valid references that can be used as references in compiling research.

Data analysis followed the stages described by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions/verification (Sugiono, 2010). These three stages were interactive processes that take place simultaneously during data collection in the field. Miles and Huberman described that in this analysis process, researchers continuously carried out these three flows: data reduction, data presentation, and verification or drawing conclusions to ensure accurate and meaningful results.

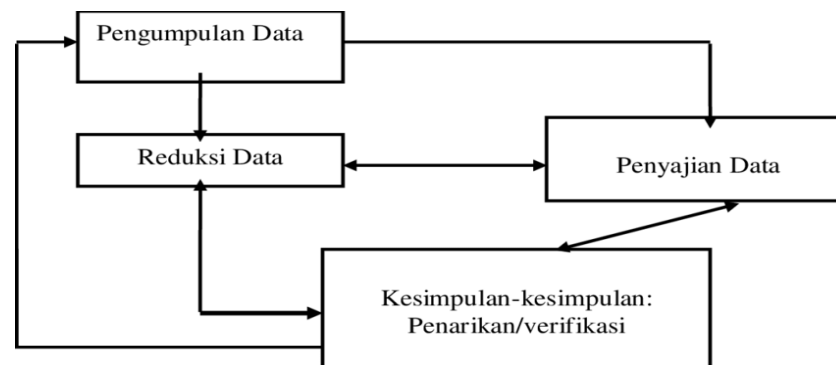


Figure 1: Data Analysis Techniques Model (Miles & Huberman, 1984)

The process of collecting and analyzing data in qualitative research is interrelated. The researcher continue to develop our thinking while collecting data. (Rijali, 2018).

The researcher conducted direct observation of the implementation of extracurricular angklung music arts activities at ABA Blunyah Gede Kindergarten and ABA Karangwaru Kindergarten Yogyakarta. Information was obtained through interviews with angklung music trainers, accompanying teachers, and principals at the institutions. In addition, the researcher also observed student activities during the activities. To strengthen the findings, the researcher supplemented the data with relevant documents that support the research.

3. Result

Based on the results of observations and interviews with the school trainer at ABA Karangwaru Kindergarten, Mas Hafidz, the principal Mrs. Mukirah Eny Setyowati, and the accompanying teacher Mrs. Fia, it was found that the angklung extracurricular activity had a positive and significant impact. This extracurricular activity plays an important role in stimulating the development of children's creativity by presenting a different learning atmosphere. According to Mrs. Eny, the art of angklung music is still rarely taught at the PAUD level. Therefore, the child's growth period (golden age) needs to be utilized as optimally as possible. The principal socialized this program to parents as a means to develop children's interests and talents while contributing to school achievement.

Early childhood is greatly influenced by what they see, hear, and feel. The process of observing is an important part of their development, because children's curiosity about their surroundings develops rapidly (Ari Patma Sari, 2021). Children learn to recognize notes, how to play, and move the angklung. They are taught to play the angklung by following the trainer's instructions simultaneously to create a beautiful harmony of notes. 1. Planning for Angklung Music Extracurricular Activities

Table 1. Step of prepared the planning stage

1.	Needs analysis: Identifying support from educational units in implementing extracurricular activities.
2.	Background consideration: Evaluating previous activities to map out strengths and weaknesses
3.	Determining objectives: Developing aspects of child development, such as religious and moral values (NAM), social-emotional, motor skills, language, and art.
4.	Budgeting: Estimating the operational costs required.
5.	Materials: Prepared according to the type of activity and approved by the foundation and the principal.
6.	Facilities and infrastructure: Adjusting facility needs to the type of activity.
7.	Scheduling: Adjusted to the agreement between the foundation, instructors, and accompanying teachers.
8.	Trainer selection criteria: Determining trainers and accompanying teachers based on appropriate competencies.

This activity is based on the principles of PAUD, such as learning while playing, a conducive environment, and a thematic approach based on local culture. Implementation involves the stages of planning, organizing, implementing, and evaluating, with a focus on six aspects of child development. Extracurricular music arts activities must be in accordance with PAUD principles. Starting from planning, implementing, to evaluating, all must pay attention to the child's overall development.

Implementation of Angklung Extracurricular

a. ABA Karangwaru Kindergarten

Before the activity began, the children prayed together and took the angklung from the stand. Mas Hafidz chose simple songs such as "Kasih Ibu" and "Ambilkan Bulan" so that they could easily understand the children. He also made sure the size of the angklung was in accordance with the child's posture so that it would be more comfortable to play.

The training process consists of:

- 1) Introduction to the instrument: Children are introduced to the angklung and how to play it.
- 2) Hand codes: The trainer uses finger symbols to help children recognize the basic notes
"do-re-mi-fa-so-la-si-do."
- 3) Scheduled training: Held every Tuesday from 10:00 to 11:00 to maintain children's concentration.

Training procedure:

The trainer arranged the children's positions and roles according to their abilities. Children who are quicker to grasp instructions were placed in front as an example for their friends. Choosing simple songs helped children practice at the right tempo. Based on interviews with the principal and trainer, this program not only focused on training, but also produces achievements in various events.

This extracurricular has achieved achievements through participation in several events, such as Gebyar Maulid, and Pentas Seni. The trainer also collaborates with the angklung community and routinely registers children in festivals, usually 2-3 times a year, to strengthen motivation and improve children's achievements.

Each child is always the object of observation to assess the success of the implementation of extracurricular activities. The trainer immediately conducts an evaluation by providing suggestions and input, ensuring whether the child is able to follow the activities well or not. During the activity, the trainer provides direction and repeats instructions if the child makes a mistake. Repetition is carried out up to two times, with the aim that the child can match the tempo and tone of the angklung played with his friends, so that a harmonious harmony is created.

The activity ends with a joint evaluation session, where children are encouraged to provide input and reflection. After tidying up the musical instruments, the session is closed with a joint prayer and motivation from the trainer to improve discipline and enthusiasm for learning.

During the training period, children experience limitations in communicating with friends, so that the focus of the training cannot last long. To overcome this, the trainer tries to motivate children to remain enthusiastic about

participating in competitions and achieving achievements in various competitions. This support aims to increase children's enthusiasm and self-confidence during training. Motivation and giving rewards have been proven effective in influencing children's learning motivation, as stated by (Permanasari, 2017). Teachers hope that with rewards, children will be more motivated to study harder and actively participate in activities.

TK ABA Blunyah Gede

Before the activity began, the children prayed together. Mrs. Yuni chose 2 songs, namely "Kasih Bunda" and "lihat Kebunku".

The training process consists of:

- 1) Introduction to the instrument: Children are introduced to the angklung and how to play it.
- 2) Hand codes: The trainer uses finger symbols to help children recognize the basic notes "do-re-mi-fa-so-la-si-do."
- 3) Scheduled practice: Held every Tuesday at 10:00 to 11:00 to maintain children's concentration.

The trainer arranges the child's position and role according to their ability. Children who are quicker to grasp instructions are placed in front as an example for their friends. The selection of simple songs helps children practice at the right tempo. Based on interviews with the principal and trainer, this program not only focuses on training, but also produces achievements in various events.

Observations were carried out naturally, namely when they played angklung as usual, without engineering. This ensures that the observation results reflect the child's potential, interests, and true talents. Researchers saw that enthusiasm, courage, and high self-confidence in children were positively correlated with their ability to play angklung.

The results of observations at ABA Blunyah Gede Kindergarten showed that most students (38 children) had achieved a very good level of development in playing angklung, indicating that this activity was in accordance with the developmental stage of early childhood.

Researchers also observed the extracurricular process at ABA Karangwaru Kindergarten. Researchers found that in one period of time, extracurricular teachers taught 33 with 2 groups A and B at once. Consisting of 18 boys and 16 girls, showing 1 child who has not developed, 6 children who are starting to develop, 16 children who are developing according to expectations and 10 children who are developing well. Several factors that influence children's ability to play angklung are the techniques used by teachers in conditioning children to stay focused on activities, in addition the number of children in one activity also affects the child's concentration so that children are more interested in playing alone. From the whole, it can be summarized that in teaching children to play angklung, there are several techniques that must be mastered by teachers. This is in line with the results of research from the two institutions, ABA Blunyah Gede Kindergarten separates children into 3 groups, so that the results taught are more optimal.

4. Discussion

The angklung extracurricular program at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten shows that traditional music education has great potential in supporting early childhood development, especially in motoric, social-emotional, and cultural aspects. This activity is in accordance with the principles of PAUD, namely learning through play, which is effective in increasing children's involvement and interest. Through structured group play, children not only hone cognitive and motoric skills, but also develop social skills, such as cooperation, responsibility, and empathy. This approach provides a rich cultural experience, which strengthens children's identity and pride in Indonesian culture.

The challenges faced include managing attention span and communication skills, which are influenced by the child's developmental stage. To overcome this, the training method is adjusted by using simple songs, repetitive practice, and providing positive reinforcement that is effective in motivating and increasing children's participation. This study highlights the significant role of the angklung program in encouraging self-expression and building children's confidence in the performing arts, which is supported by parental involvement and support from the educational environment.

Thus, angklung activities function as an effective medium for character building and cultural education. Future implementation can be expanded through collaboration with local arts communities and participation in traditional music festivals to increase children's enthusiasm and achieve optimal development in the PAUD environment.

Observations conducted at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten showed that extracurricular angklung activities had a significant positive impact on the development of early childhood. The activity process began with a joint prayer, followed by an introduction to the angklung instrument and basic technique training. Children were introduced to hand symbols to recognize the notes "do-re-mi-fa-so-la-si-do", which made it easier for them to understand and play simple melodies.

At ABA Karangwaru Kindergarten, the training involved two groups of children, namely groups A and B, with a total of 33 participants. From the observation results, there was 1 child who had not developed (BB), 6 children were starting to develop (MB), 16 children were developing according to expectations (BSH), and 10 children were developing very well (BSB). The division of roles in the group was adjusted to the child's abilities; children who were quicker to grasp instructions were placed in front so that they could be examples for their friends.

At ABA Blunyah Gede Kindergarten, the implementation of the activity was carried out by dividing the children into three small groups, which proved effective in providing more personal attention. Of the total 50 children, 5 children are categorized as starting to develop (MB), 7 are developing according to expectations (BSH), and 38 are developing very well (BSB). Each session begins with a basic explanation of the angklung instrument, playing techniques, and tone settings to create harmony.

1. **Improvement of Motor and Social-Emotional Skills** Angklung activities play an important role in developing children's fine motor skills through hand movements when playing the instrument. Each movement requires coordination between the hands and eyes, which helps develop their fine motor skills. This is in line with Hadayatullah's study (2019) which states that music can stimulate children's sensorimotor development and help them hone their physical skills. From a social-emotional aspect, children learn to work together and follow instructions in groups, which teaches the values of responsibility, empathy, and discipline. Active involvement in this group game strengthens children's social interactions and builds their confidence and courage to appear in front of others.
2. **Learning Methods in Accordance with PAUD Principles** The approach applied in this activity is in line with the principles of PAUD, namely learning while playing. Simple songs such as "Kasih Ibu" and "lihat Kebunku" were chosen so that children can more easily follow the rhythm and tempo. This strategy has proven effective because children enjoy and understand the learning process more. According to Komariyah (2016), the use of hand symbols helps children recognize basic tones and rhythms, making learning music more fun and informative.
3. **Challenges and Strategies to Overcome Them** This activity, although it provides many benefits, faces several challenges. One of the main challenges is the relatively short duration of children's concentration. Some children are easily distracted, especially if they have difficulty following instructions. Teachers overcome this problem with strategies of repeating instructions, positive motivation, and using a more interactive and interesting approach. In addition, differences in children's motor skills are a challenge that affects the results of the exercise. Children with better motor skills understand and master playing techniques more quickly, while children whose motor skills are not yet developed take longer. At ABA Blunyah Gede Kindergarten, the use of small groups allows trainers to provide more focused attention, so that children feel supported and more motivated.
4. **Use of Motivation and Rewards** Providing motivation and awards or rewards has been proven effective in increasing children's enthusiasm. Praise or small gifts given after successful practice encourage children to continue to follow the practice and actively participate. Setyowati and Watini (2022) noted that awards can motivate children to study harder and foster a sense of pride in their achievements.

5. Conclusion

Music arts learning, especially angklung, at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten faces several challenges that affect the effectiveness and achievement of learning objectives for early childhood. Some of the identified difficulties include:

- 1) **Children's Attention Span and Concentration.** Early childhood generally has a limited attention span, so maintaining their concentration during lessons is a challenge in itself. In both institutions, some children tend to be easily distracted, especially when they have difficulty following instructions or when there are disturbances from the surrounding environment. This problem requires teachers to repeat instructions, keep class dynamics interesting, and use fun approaches so that children remain focused on activities.
- 2) **Differences in Motor Skill Levels.** Differences in motor skills between children cause gaps in angklung playing abilities. Children who have more skilled motor skills tend to understand and master playing

techniques more quickly, while children with fine motor skills that have not developed optimally require more time. At ABA Blunyah Gede Kindergarten, placing children in small groups has proven effective in adjusting to these skill variations, allowing trainers to pay more attention to children who need additional assistance.

- 3) Diverse Social-Emotional Abilities** Some children are not yet fully able to work together or follow group instructions, which impacts harmony in playing angklung. In ABA Karangwaru Kindergarten, for example, there are children who show difficulty in following directions or collaborating with their friends, so that the game is sometimes not synchronized. Teachers overcome this by providing appreciation and rewards to encourage cooperation and support children's social-emotional development.
- 4) Limited Time and Frequency of Practice. Due to time constraints, this extracurricular activity can only be carried out once a week, resulting in limited practice frequency. This time constraint affects the continuity of learning and the development of children's skills in playing angklung. Several teachers suggest increasing the frequency of practice or holding additional practice outside the schedule to accelerate the development of children's skills.
- 5) Limited Facilities and Instruments. The limited availability of angklung musical instruments is an obstacle to optimally involving all children. Some children have to take turns using the angklung, which can reduce their practice time. In ABA Karangwaru and Blunyah Gede Kindergartens, optimizing facilities is a concern to ensure that every child gets adequate playing opportunities.

Overall, despite the challenges, angklung activities provide many benefits for the development of early childhood in both institutions. Suggestions or recommendations that can be used to overcome these difficulties include:

- a) Teachers use a more varied approach and involve interactive games so that children are more focused and motivated.
- b) Study groups are adjusted to children's motor and social-emotional skills, so that they feel more comfortable and focused in learning.
- c) Arranging a more flexible schedule and increasing the frequency of practice so that children's skills can develop more optimally.
- d) Collaboration with external parties, such as the arts community or sponsors, to add facilities and support for angklung instruments.

The angklung extracurricular program is expected to run more effectively and be able to provide maximum contribution to children's development with these steps.

Angklung extracurricular activities at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten have a positive impact on early childhood development in terms of motor skills, social-emotional, and cultural awareness. Children not only get to know traditional Indonesian music, but also learn to work together, be responsible, and be disciplined. The implementation of this activity is in line with the principles of early childhood education and can be a fun and educational learning medium.

This extracurricular program is recommended to be adopted by other PAUD institutions as a means of learning based on local culture. In addition, collaboration with the arts community and participation in traditional music festivals can be used as strategies to increase children's motivation and achievement in the arts.

Angklung extracurricular activities at ABA Karangwaru Kindergarten and ABA Blunyah Gede Kindergarten have been proven to provide positive benefits for early childhood development, especially in terms of motor skills, social-emotional, and musical intelligence. This program strengthens the principle of learning while playing and fosters children's love for local culture. To increase the effectiveness of the program, it is recommended to increase the frequency of training, improve facilities, and collaborate with local arts communities. These steps are expected to enrich children's learning experiences and optimize their skill development.

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