



IMPLEMENTATION OF THE MEANINGFUL RECEPTION LEARNING APPROACH IN MOTION AND SONG LEARNING

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ABSTRAK

This study intends to find out how the implementation of the Meaningful Reception Learning approach in motion and song learning at PAUD Jelita in Pringsurat Village, Temanggung Regency. This approach was chosen by the school because it is considered capable of overcoming students' psychological problems, resulting in effective learning activities. The method used in this study, namely qualitative research. Through field activities, several stages are carried out, which include data collection, data verification, analysis, and synthesis. As for the form of presentation, it is the exposure of learning phenomena in an analytical descriptive form. The results of this study show that meaningful reception learning in PAUD Jelita Pringsurat Village, Pringsurat District, Temanggung Regency, is implemented in large class students whose students are 6 years old. The approach is considered appropriate if applied in such classes because the psychology of students is easier to condition. In addition, the stages of the Meaningful Reception Learning approach can be passed effectively. The stage that goes through first is the initial setting (Advance Organizer). An initial arrangement is a form of classroom conditioning carried out by the teacher. Then the second is progressive differentiation, that is, learning from the general thing to the particular. Furthermore, the third is superordinate learning which is the learning of concepts by relating concepts that have been understood before. The last stage is an integrative adjustment. The stages are carried out in the form of compiling material consisting of various concepts, in which the concepts have a general to a special relationship

INTRODUCTION

The child's personality is a very unique person so it needs special attention in its development (California Department of Education, 2000). Human development starting from infancy, children then increasing to adolescence and adulthood became the observation of many scientists, in particular in their learning process. As for the learning process itself, it is influenced by two factors, both internal and external. Factors from within the personal or internal for example, such as physical or bodily health

conditions, and psychic states related to emotional, intellectual, and sociable intelligence with the environment and society. The quality of a person's internal condition in learning will affect readiness, process, and learning outcomes (Soeparwoto, 2004). Meanwhile, the variety of material and *difficulty levels*, the atmosphere of the learning environment, and culture are external factors that affect the learning process, from preparation to results.

In learning activities related to child development, psychological factors can be

said to be the main factors and need special attention, such as Children's emotions. Djohan (2009:79) states that emotions are an important factor in human life. Some emotions are called primary, namely a sense of pleasure or happiness, sadness or fear, and anger. While social emotions are commonly called secondary emotions, which include guilt, feelings of shame, worry, alertness, and pride. A human being who is still at an early age can already feel these emotions in his life. In everyday events, apart from physical problems, and illness, for example, emotional factors can also affect children in their activities. Learning activities, especially for students who are experiencing emotional tension, *ups and downs in mood*, loss of enthusiasm and motivation, and unfocused attention are some of the problems that often arise from Early Childhood Education participants in learning. Although in Early Childhood Education what is emphasized is learning packaged in play, the daily routine passed in school can be tedious for students who are still at the age of 4 to 6 years. At least this is a description of the condition told by Sri Haryamti, one of the teachers of PAUD Jelita in Pringsurat Village, Temanggung Regency (interview on December 25, 2021).

One of the important learnings to pay attention to in early childhood is the learning of Motion and Song. According to Kamtini as quoted by Viena (2020), Motion and Song learning can improve students' kinesthetic abilities and intelligence, especially their motor aspects in the form of reflexes and motion control. He further said that learning in the form of movement activities and songs must always be present and packaged in the form of games. This is intended so that learning becomes a play activity, and play is learning, to create a sense of pleasure in children. In addition, it will also be able to stimulate children's linguistic development, sensitivity to music (rhythm), and self-confidence, and cultivate courage. Musical experiences in motion and song activities can also improve the child's ability to express his ideas and feelings through his rhythm, his

voice, and body movements. Children's mental development can go well, one of which is through the experience of listening to the sound of songs (Kamtini in Viana, 2020). However, in following the learning of motion and song, teachers must be very patient in teaching. Children cannot be forced to sing while performing movements according to the direction of the teacher in a descending psychological state. The purpose of this activity, of course, is not just that children can memorize song lyrics and movements taught, but it is hoped that they can understand the meaning of songs, and moral messages, so that there is also an increase in cognitive aspects.

Teachers at the Jelita Early Childhood Education School (PAUD) in Pringsurat Village are very aware of the problem. Especially regarding how to relate the psychological condition of the child, teaching materials, and the right approach, so that optimal learning outcomes are obtained. In practice, they implemented the *Meaningful Reception Learning* approach in motion and song learning, which is seen as the most appropriate approach to dealing with these problems. This approach is generally understood as the correlation of children's cognitive schemes to the new material given, resulting in a meaningful learning activity. However, on a practical level how it is implemented, so far no research has studied it. Therefore, departing from the phenomenon of learning and such conditions, this study intends to describe analytically the implementation activities of the learning approach, with the research title, "Implementation of the *Meaningful Reception Learning* Approach in Motion and Song Learning in PAUD Jelita Pringsurat Village, Temanggung Regency".

RESEARCH METHODS

This study uses qualitative research methods. Qualitative research according to Moleong (2006), is a research activity with a natural background based on qualitative data, which is in the form of views, ideas, narratives, opinions, observations, and so on.

The phenomenological paradigm is used in this study, which intends to reveal the facts of the phenomenon by placing meaning in the natural side of the research subject. Meanwhile, this research is a movement and song learning activity using the *Meaningful Reception Learning* approach carried out by PAUD Jelita in its large class group, namely students aged 6 years.

There are four factors in this study, namely data collection, data verification, analysis, and synthesis. In the data collection activity, researchers immediately went into the field to observe learning activities and interviews with PAUD Jelita teachers. In addition, secondary sources were used in this study, which included books and various related scientific works. After these sources are collected, the next activity, namely data verification by triangulating the data of the three types of data, is to produce valid data. Further activities are carried out analysis and interpretation of data so that it appears to be an intellectual construct for the phenomenon under study. The last step is to perform synthesis and presentation in written form.

RESULTS AND DISCUSSION

1. Pendekatan *Meaningful Reception Learning*

In terms of learning in schools, there are many approaches used by teachers. *Meaningful Reception Learning* is a learning theory developed by David P. Ausubel. The theory explains that learning success can be achieved through meaningful learning. Providing meaningful information will provide optimal learning outcomes. The most important thing that is the basis of *Meaningful Reception Learning* is the basic information or basic cognitive abilities of each person, then associated with new information and knowledge provided by the teacher. In *Meaningful Reception Learning*, the functioning of more senses will further support successful learning. The direct active involvement of learners became very important (Ausubel 1966, 157-175).

In addition to affirming the relationship between new information and old information

that has been recorded in the human brain, the theory developed by Ausubel also explains the existence of an *Advance Organizer* (Kawakami, 2012). *Advance Organizer* is one of the very important principles and is the first step of learning with a *Meaningful Reception Learning* approach. The form, namely the conditioning psychologically and cognitively of students, will determine the success of subsequent learning (Safitri 2020, 28-29).

According to Ausubel in Obilade (2013), the second step in the *Meaningful Reception Learning* approach, namely progressive differentiation, that is, learning from the general to the particular. Next, the third step is to learn superordinates. Superordinate learning is concept learning by relating concepts that have been previously understood. The fourth step, namely the adjustment of the concept in the form of the preparation of material consisting of various concepts, of which the concepts have a general to a special relationship. The learning theory developed by Ausubel became an approach that was then implemented in learning steps.

2. Musical characteristics (songs) of early childhood

The child at an early age (2-4 years) is still very self-oriented, his interests are more directed at himself and rarely carries out joint activities. This period is an exploratory period for children. They are still learning to control the activities of their limbs, such as learning to walk and run. Therefore, on the contrary, the musical stimulation in this period is more directed at efforts to support the freedom to do physical activity and increase *body awareness*.

Getty Rachmi et al argue that ideally, music for early childhood has three main components, namely: having vocals, being able to stimulate movement, and being able to stimulate children to listen carefully or listen (2008: 13). Therefore, in this period of development, the child is still more likely to learn to coordinate gestures. On the contrary, the musical stimuli given should be directed to support the coordination of gestures, and to

create learning activities while playing, which conditions learning activities to be fun.

According to Djohan (2009), several activities are commonly carried out in music education for children, for example singing to help children's development in articulation on language skills, rhythm, and respiratory control. The second is to play music. Musik play activities help the development and coordination of motor skills. Learning a piece of music by playing it can develop musical skills and build self-confidence and self-discipline. Next up is rhythmic motion, used to develop physiological range, combining mobility or dexterity or strength, balance, coordination, consistency, breathing patterns, and muscle relaxation. Then listen to music that can develop cognition skills, such as memory and concentration. Music can stimulate relaxation responses, motivations or thoughts, imaginations, and memories that are then tested and discussed individually or in groups.

3. Implementation of *Meaningful Reception Learning Approach* in Motion and Song Learning in Paud Jelita.

a. Overview of PAUD Jelita Pringsurat Village, Temanggung Regency.

PAUD Jelita is an educational institution located in Bleder Hamlet, Pringsurat Village, Pringsurat District, Temanggung Regency. The location is flanked by two hamlets to the west, namely Mirikerep Hamlet and the North which is Ngloho Hamlet. The location is quite strategic and easy to reach because it is not far from the homes of all students. The existence of PAUD Jelita was initiated by the Pringsurat Village government, with the hope that there will be educational institutions aimed at early childhood, in the neighborhoods of the three adjacent hamlets. PAUD jelita is an educational institution managed by Yayasan under the auspices of the Pringsurat Village government. Established in 2011 until now it has led its students to be better prepared for the next level of school.

Early childhood children attending PAUD Jelita are children who live in the vicinity of the three hamlets mentioned above, namely Bleder, Mirikerep, and Ngloho. There are no other PAUD schools around the hamlet, so PAUD Jelita is the only PAUD school where parents can place their children to learn how to play.

The play and learning activities that took place at PAUD Jelita were constrained during the COVID-19 pandemic from the end of 2019 to the end of 2021. It was told by Erna Nur Sugiarto (Teacher of PAUD Jelita) that children's play and learning activities at PAUD Jelita are carried out at each student's home. Then an emergency curriculum arrangement was created in response from the school to the COVID-19 pandemic situation. The emergency curriculum adapts to existing conditions, but still directs students to keep playing while learning with assistance from parents and is implemented at home. The teacher's control over play and learning activities from home is carried out by the teacher by establishing communication with the parents of students using the *Whatsapp Group*. Learning activities from home are documented by parents, then sent to the teacher, so that teachers can observe and respond. Such conditions lasted for about two years. Until then the government began to provide directions for face-to-face schools, the implementation of which was still adjusted to the development of pandemic conditions. PAUD Jelita at the end of 2021 has begun to carry out limited face-to-face learning activities. Limited face-to-face meetings are carried out by dividing the schedule of activities in ECCE. Each student is given a schedule for play while learning activities twice during the week. Small groups of three- and four-year-olds are scheduled for Mondays and Wednesdays, while large groups of five- and six-year-olds are scheduled on Tuesdays and Thursdays.

When the study was conducted, it was found that 13 students were active in PAUD Jelita. Since June 2022, some students continue to kindergarten because there is a policy by the local education office that to continue to elementary school they must have a kindergarten diploma. This makes the students at PAUD Jelita reduced, that later, the whole student is divided into three groups that distinguish

the age and characteristics of student learning activities. The groups of students at PAUD Jelita can be seen in the table below.

Table 1. Student groups in PAUD Jelita as of June 2022

No	Group	Age	Number of students	Characteristics of Learning Activities
1.	Ant	3 Years	3 children	In this group, learning activities are generally carried out by playing, but habituation and motor stimulation activities are the focal points.
2.	Butterfly	4 Years	5 children	In this group, learning activities are carried out by playing. Habituation and motor stimulation activities continue to be carried out, by following the development of students' age.
4.	Elephant	5 Years	5 children	Play activities remain a situation maintained by the teacher so that students always feel happy while studying. Stimulation of creativity, cognition, and the motor is increasing. Habituation is always carried out, and the linguistic aspect and understanding of concepts are carried out in a way that is easily accepted by the child.

From the table above it can be said that with the increasing age of students, the characteristics of learning applied by the teacher become more and more developed. Based on the results of an interview with Sri Haryamti (PAUD Jelita Teacher), it was explained that the teacher will automatically adjust the age development of students. In addition, individual development factors of children are also always considered. Because each child has different abilities, talents, and characters from other children. Sri Haryamti said that the psychological aspect of children is a challenge for PAUD Jelita teachers because teachers must be good at reading children's "moods" when they come to school.

(interview on May 15, 2022). Together with other teachers, Sri Haryamti enjoyed activities with Paud Jelita students under all the conditions. Six teachers actively teach at PAUD Jelita led by a principal with a different educational background from each teacher.

It can be seen that more teachers do not have a background in ECCE education, but the teaching ability of teachers continues to be developed by attending training and workshops for ECCE teachers. In addition, seminar activities are also quite often followed. The teachers are also encouraged to continue to the S1 level of ECCE education so that the teaching competence of teachers in PAUD Jelita is getting better. Each class in PAUD is taught

by 2 teachers. Although students as of June 2022 are decreasing, educational activities at PAUD Jelita are still running normally.

b. Overview of Learning in PAUD Jelita Pringsurat Village, Temanggung Regency.

The play and learning activities of PAUD Jelita students since June 2022 have been carried out in full face-to-face. This means that from Monday to Saturday, students of PAUD Jelita come to school. The implementation of play and learning activities at PAUD Jelita starts at 08.00 to 10.00 WIB. As has been explained above, that learning is divided into four groups. The three- and four-year-old age groups are referred to as small classes. A small class consists of groups of ants and butterflies. Meanwhile, students and students who are five and six years old are called large classes consisting of groups of elephants.

The implementation of learning with group classification as above is followed by adjustments to the type and weight of the material taught. This is realized by making a Weekly Learning Implementation Plan (RPPM) for each teaching teacher in each group. Each RPPM is then reduced to a form of Daily Learning Implementation Plan (RPPH) which contains details of play and learning activities.

Teachers create RPPHs based on themes. These themes are used as the main idea or topic in the development of the details of the excitement carried out in one day. The themes raised in the main ideas or topics in playing and learning are very diverse. Theme determination refers to the early childhood education curriculum. The themes used include the theme of My Environment, Myself, Transportation/Vehicles, Plants, Animals, Universe, Communication Tools, My Homeland, My Family, and My Needs. The predetermined theme is initially *broken down* into sub-themes. After that,

it is then elaborated by compiling the concept of knowledge.

Furthermore, in determining the details of play and learning activities carried out, it always refers to aspects of student development which in RPPM are referred to as Basic Competencies (KD). In PAUD Jelita, there are six aspects of student development as outlined in the Weekly Learning Implementation Plan (RPPM). The six aspects include 1). Religious and Moral Values, 2). Motor Physique, 3). Cognitive, 4). Language, 5). Social Emotional and 6). Art.

Aspects of Art were highlighted in this study. The learning of motion and song is contained in this aspect. Based on the observations made, movement and song learning in PAUD Jelita is associated with several themes, including the theme of vehicles, the universe, animals, and myself. Based on the observations made, it can be seen that the learning of movements and songs in PAUD Jelita is carried out with the practices of Musik children, namely singing, rhythm training by clapping hands, and moving the body to the rhythm and content of the song. When learning motion and song, it can be seen that the teacher patiently conditions the child. If occasionally some children are difficult to condition, the teacher is seen to provide an opportunity for the child to express what the child wants. However, then the teacher again directed the child to focus on learning motion and song. During the learning of movements and songs, the interesting thing is when the teacher inserts an explanation of a new knowledge concept in the child. For example, when singing the song "Rainbows" as one of the activities on the theme "Nature". In addition to teaching how to sing with the correct rhythm and lyrics, the teacher also explained the meaning and message of the song "Rainbows". Then the teacher explains in simple language related to knowledge

about the formation of rainbows. So it can be said that learning motion and song, not only doing music and dance activities (movements and songs) but there is another thing, namely the teacher tethering the old concepts that the child has with the new concepts given by the teacher. Then relate those concepts to new knowledge for students. This is the hallmark of the *Meaningful Reception Learning approach*.

c. Implementation of motion and song learning using the *Meaningful Reception Learning* approach.

The *Meaningful Reception Learning* approach is applied to PAUD Jelita students in the Gajah group. Based on the results of an interview with Sri Haryamti (Elephant group teacher), movement and song learning with a Meaningful Reception Learning approach is very suitable if applied in large classes that are already 6 years old. The stages in the Meaningful Reception Learning approach can be effectively applied to large-class students. The stages passed are the initial settings (*Advance Organizer*). The initial arrangement is a thorough classroom conditioning activity. Then the second is progressive differentiation, that is,

learning from the general thing to the particular. Next is superordinate learning which is the learning of concepts by relating concepts that have been previously understood, and the last is an integrative adjustment in the form of compiling material consisting of various concepts, where the concepts have a general to a special relationship.

According to Sri Haryamti, based on his experience applying the *Meaningful Reception Learning* approach, child conditioning is not too long, the concepts of knowledge about a theme have been widely owned before they are then concluded in more specific concepts. In the context of learning motion and song, in practice musical (singing) students have known many songs. The introduction of the songs is obtained while the student is in a small class. In addition, the understanding related to the content of the song is more easily understood by the students of the big class. The new thing that students will gain in large classes with motion and song learning using the Meaningful Reception Learning approach is, the teacher will give new knowledge. That new knowledge begins by relating concepts that students already know first. (interview on June 16, 2022).

For more details, the implementation of the *Meaningful Reception Learning* approach in motion and song learning in PAUD Jelita is described as follows:

1. Vehicle Theme

Sub Theme: Traditional vehicles.

Song material: Naik Delman

Table 2. Implementation of the Meaningful Reception Learning approach in motion and song learning at PAUD Jelita from Vehicle

No	Stages	Activity Description
1.	<i>Advance Organizer</i>	The teacher Performs preliminary conditioning of the students. The teacher will see the psychological condition of the child when he comes to school. If a child is encountered who lacks "mood", the teacher will condition it first. The way this is done is by asking questions, telling stories, or turning attention to things that are interesting and fun for the child. If

		all students are well-conditioned, then movement and song-learning activities can continue.
2.	<i>Progressive differentiation</i>	At this stage, the teacher as much as possible continues to maintain and condition the conduciveness of the students. The key word in this stage is to learn from the general to the particular. The point is, in general, the child of rel f mastered the material of the song, i.e. ascending delman. However, in particular, the teacher emphasizes the correctness of the tone and rhythm. Although achieving the expected results is often difficult, the teacher continues to stimulate the courage of the child in voicing the tone well. Repetition by the teacher is quite often performed, by directing the students to jointly sing the song up the Delman. At the end of the song whose lyrics read, "tuk-tik-tak-tik-tuk-tik-tak-tik-tuk-tik-tak-tik-tuk". "Tuk-tik-tak-tik-tuk-tik-tak the sound of horseshoes", the teacher with a loud volume of sound accompanied by the sound of clapping directs the child so that the rhythm performed is appropriate. When the song-singing activity is carried out, students are also directed to move to the rhythm of the song. Movements are often directed also by the teacher, but some students also move according to their wishes and imagination. If this stage is felt by the teacher running well while still controlling the condition of the students, then the next stage can be carried out.
3.	<i>Learning superordinates</i>	After singing while moving to the rhythm of the song, in this third stage students are asked to sit neatly and then listen to the teacher. The teacher explained and told stories about the vehicle. Students are asked to name various vehicles. There is an interactive discussion between teachers and students with the theme of vehicles. The teacher further reviewed the song naik delman. It was explained by the teacher that the song naik delman describes the joyous situation when Dad takes the child to the city by riding Delman on Sunday. The child sat at the front of the Delman, next to Mr. Coachman. The coachman is the one who controls the horse and pulls the Delman so that the horse runs well. At this stage, the teacher tries to provide an understanding of the content of the song, so that students are not only able to sing and move to follow the song, but can understand related concepts. For example, the concept of Delman, coachman, controlling a horse, and the sound of a horseshoe pounding while walking.
4.	<i>Integrative Adjustment</i>	At this last stage, the teacher tells a story and explains that the coachman's work is to control the horse. If the horse is not controlled then the horse will run indeterminately for an indeterminate purpose. If the coachman controls the horse, then the horse will obey the coachman's command to walk toward a destination. This is explained in a very simple language and even occasionally interspersed with Javanese as the local language. The activity in the last stage ended with

		back singing the song naik Delman while moving to the rhythm together.
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In the table above, motion and song learning activities have been explained by implementing the *Meaningful Reception Learning* approach on the theme of Vehicles. The activity was attended by paud Jelita students in the large class, namely the age of 6 years. According to Sri Haryamti (Teacher of PAUD Jelita, a big class

teacher), from this activity, children are not only doing singing activities and moving to the rhythm of the song. More than that, children gained a broader knowledge of the song "Naik Delman". (interview on June 16, 2022).

2. Nature Themes

Sub Theme: Rainbow

Song material : Pelangi-Pelangi

Table 3. Implementation of the Meaningful Reception Learning approach in learning motion and song in PAUD Jelita from Nature Themes.

No	Stages	Activity Description
1.	<i>Advance Organizer</i>	The teacher performs preliminary conditioning on the students. The teacher will see the psychological condition of the child when he comes to school. If a child is encountered who lacks "mood", the teacher will condition it first. The way this is done is by asking questions, telling stories, or turning attention to things that are interesting and fun for the child. If all students are well-conditioned, then movement and song-learning activities can continue.
2.	<i>Progressive differentiation</i>	At this stage, students are constantly conditioned by the teacher to stay focused on motion and song-learning activities. When the research was carried out, the song used on the theme of Nature was a song with the title Pelangi-Pelangi. In general, all students have known and can even sing rainbows from beginning to end, along with body movements to the rhythm of the song. The students are very familiar with the song Pelangi-Pelangi because from a small class they have been taught the song by the teacher. However, in a small class, it is only limited to knowing the tone and lyrics. In motion and song learning using the Meaningful Reception Learning approach, teachers emphasize students dare to produce sound appropriately even at high notes. So at this stage, the teacher stimulates the students by giving examples, then the students imitate the sounds. However, based on observations it can be seen that not all students can imitate high voices precisely. According to the teacher's explanation, although not all of them can imitate examples correctly, the stimulation is believed to still affect students who are still at an early age, musically. At this stage, the special thing that students then learn is to imitate high notes. To produce high tones requires more power.

3.	<i>Learning superordinates</i>	At this stage, the teacher tethers the old concept that has been known by the students with the new concept given by the teacher. While the students rested after singing accompanied by movements, the teacher had an interactive discussion with the students. Students are asked questions by the teacher, who created the Rainbow. The student, who is still in early childhood, is invited to imagine the shape of a rainbow. Then the students were asked by the teacher about the colors of the rainbow. The concept of rainbow colors is already owned by most students. Then the rainbow color concept that has been known to students, is tethered to a new concept from the teacher, namely the concept of rain and sunlight.
4.	<i>Integrative Adjustment</i>	The teacher explained in very simple language, the process of forming the Rainbow. According to the teacher's explanation, explaining by telling stories will increase students' knowledge. So that the song Pelangi-Pelangi is not only limited to being able to sing the notes. More than that, students came to know that the sun that shines after the rain stops can form colors in the sky, these colors are then called rainbows.

The explanation in the table above is an overview of the implementation process of *Meaningful Reception Learning* in motion and song learning on the theme of Nature which is derived into a rainbow sub-theme. The art aspect in the lesson plan is applied using rainbow-rainbow songs as material for motion and song learning activities. The goal is that students can sing along using rainbow songs accompanied by movements

according to the rhythm. The artistic aspect manifests from the activity. However, the characteristic of *Meaningful Reception Learning* can be seen from the explanation of the concept of new knowledge from the song Pelangi-Pelangi. So that students do not just sing and move the body, but the meaning of the song and the process of forming a rainbow can be conveyed to students.

3. Theme of Myself

Sub Theme: My Family

Song material: Kasih Ibu

Table 4. Implementation of the Meaningful Reception Learning approach in learning movements and songs in PAUD Jelita from the Theme of Myself

No	Stages	Activity Description
1.	<i>Advance Organizer</i>	The teacher performs preliminary conditioning on the students. The teacher will see the psychological condition of the child when he comes to school. If a child is encountered who lacks "mood" then the teacher conditions it first. The way this is done is by asking questions, telling stories, or turning attention to things that are interesting and fun for the child. If all students are well-conditioned, then movement and song-learning activities can continue.
2.	<i>Progressive differentiation</i>	In learning movements and songs from my family's sub-themes, this stage is done by emphasizing how to sing in the right tone as

		well as movements that describe the expression of the song. The Kasih Ibu song has been known by students since the small class. However, some students are not quite right at pronouncing lyrics and producing notes. Teachers pay particular attention to students who are still not quite right in singing both in terms of lyrics and tone, by giving examples. The student is directed to focus on listening to the teacher's example and then the student mimics. Movement activities following the song are also directed by the teacher so that students can express themselves.
3.	Learning <i>superordinates</i>	This stage is carried out by relating the old concepts owned by students with new concepts given by the teacher. The teacher gives directions to the students to sit in a circle neatly. The teacher sat among the students while telling stories. It begins with the teacher's question, who is the mother? Then with their sentences, each child answers the teacher's question. The story given by the teacher is an explanation related to the meaning and message of the song Kasih Ibu. Students already have the concept of mother, but based on the lyrics of the song, students are given an understanding of the concept of love, the sun, and the concept of not expecting to return.
4.	<i>Integrative Adjustment</i>	Some of the concepts that students have known are both old concepts that have been owned with new concepts given by the teacher and then summed up in special concepts. The teacher explained that the affection given by a mother to her child is very large. A mother's affection will continue to exist for her child forever, even though the mother is very old and the child is an adult. The mother's affection is given to her child without asking for retribution. is like the sun constantly shining on the world. After the interactive discussion was over, it was continued with the return of singing the song of mother's love, accompanied by the expression of the rhythm of the song.

The table above contains an explanation of movement and song-learning activities using the material of the Kasih Ibu song. Based on the observations made, it can be seen that the activity is followed by students with good attention. Children are conditioned from the beginning to the end of the activity. In the material of the song Kasih Ibu, the teacher wants to teach the depth of the meaning of the song. So that children don't just memorize the lyrics and the tone. But more than that, in addition to singing in the right tone accompanied by a grating of expression, also knowing the meaning of the song. The teacher's explanation is carried out by continuing to maintain the *mood* condition of the students and focusing their attention on singing activities while moving

the body. The teacher's explanation is delivered using simple language to make it easy for students to understand.

During the study, there were three themes related to motion and song learning. Namely the Vehicle theme, the Nature theme, and the Myself theme. So far, no specific evaluation has been carried out by teachers to measure the effectiveness of using the *Meaningful Reception Learning approach*. However, the teacher gives an impression, based on observations of his students. That the Meaningful Reception Learning approach is an appropriate way to provide new knowledge or concepts to students, through movement and song learning activities.

CLOSING

The *Meaningful Reception Learning* approach in PAUD Jelita Pringsurat Village, Pringsurat District, Temanggung Regency, is implemented in large class students whose students are 6 years old. The approach is appropriate when applied in large classes because students are more easily conditioned. The stages of the Meaningful Reception Learning approach can be passed effectively in large-class students. The stages passed are the initial settings (*Advance Organizer*). The initial arrangement is a classroom conditioning activity carried out by the teacher. Then the second is *progressive differentiation*, that is, learning from the general thing to the particular. In the second stage, the practice of singing while moving is carried out with an emphasis on improving technique and quality. Next is *superordinate* learning which is concept learning by relating concepts that have been previously understood. The third stage is carried out by providing knowledge about the meaning of concepts related to the content of the song. Then it is associated with the understanding of general concepts that students have had before. The last stage is an integrative adjustment. The stages are carried out in the form of compiling material consisting of various concepts, in which the concepts have a general to a special relationship. The teacher gave an in-depth explanation of the meaning of the song. So that after learning motion and song with the *Meaningful Reception Learning* approach, students can sing while moving to express themselves. But the song sung has understood its meaning. At least the picture of the song message has been explained by the teacher and the new knowledge is obtained by the students.

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