Application of Singing Activities in Developing Social Behavior of Children 5-6 Years of Age

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Abstract
The development of social behavior of children aged 5-6 years is urgent considering the condition of children who are entering a wider social world outside the family. One of the activities that can be done to develop children's social behavior is by implementing singing activities. Singing can take children on a colorful social and emotional adventure through beautiful melodies. Singing is able to attract children's attention and become an ideal stimulus to optimize their social-emotional development. This study aims to determine how the description of singing activities in developing social behavior of children aged 5-6 years at Teratai UNM Integrated Preschool. A qualitative approach is the approach used in this study using descriptive research. The research was conducted at Teratai UNM Integrated Preschool by taking the population of all children aged 5-6 years in group B. The sample in this study were 1 teacher and 14 students. Data collection techniques in this study used interview techniques, observation, and documentation. Triangulation techniques were used to check the validity of the data in this study. The results showed that the singing activities carried out had a positive impact on the social behavior of children aged 5-6 years at Teratai UNM Integrated Preschool. The conclusion that can be drawn from the results of this study is that children's social behavior develops in a more positive direction through singing activities as indicated by (1) Good changes in the attitude of playing with peers; (2) Children appear to respect friends when singing; (3) and children show manners and manners when in their environment. The application of singing activities is considered very appropriate to be recommended in the use of learning activities in the teaching and learning process in the classroom.

Key words: Singing, Social behavior, earlychildhood

INTRODUCTION
Education is the means that unlocks children's potential, making it the key to the nation's progress. Guidance, teaching, training, and education provided to children will equip them with the necessary values, skills, and knowledge to lead a successful and meaningful life. Early childhood education plays an important role in laying a solid foundation for a child's future. A holistic and comprehensive approach, covering physical, cognitive and social aspects, is designed according to each child's unique interests and learning style (Santrock, 2007). Early childhood education not only prepares children to enter the next level of education, but also nurtures the character, independence, and intelligence of early childhood to become strong individuals who can contribute to the progress of the nation.

Early childhood education is provided to stimulate all aspects of child development which include aspects of cognitive, language, physical-motor, religious and moral values, and social-emotional development (Islamiyah et al., 2024). Early childhood education is provided by filling the child's world of play with activities that can stimulate aspects of child development.

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Early childhood education provides opportunities for children to explore the world of language, develop critical and creative thinking skills, express themselves through art, build physical and motor skills, instill moral and religious values, and learn to interact and communicate with others. The fun and stimulating activities provided in early childhood encourage children to reach their maximum potential in various fields, becoming smart, creative, resilient, and noble individuals. Early childhood education must be implemented using a curriculum that enables children's potential by providing stimulation, guidance, care, and learning activities (Hayani et al., 2022).

Early childhood education is not only about academics, but also about fostering a strong social and emotional spirit in children. Positive activities and interactions encourage children to get to know their surroundings, be it the natural, social and cultural environment. Children learn about roles in society, appreciate differences, and develop a sense of love for the country. Early childhood education will help children build a positive self-concept, foster curiosity and enthusiasm for learning, and develop self-control and empathy for others. Thus, children are expected to grow into individuals who are intelligent, have noble character, and are able to contribute positively to society in the future (Mardiyani & Widyasari, 2023).

Teachers have a role to carry out learning activities, namely activities to manage information and the environment. Teachers not only act as conveyors of knowledge, but also as guides and facilitators, so that the learning process becomes effective. According to (Rohayati, 2013) early childhood has a strong urge to be recognized by peers, which encourages children to develop social skills to be accepted in groups. Children make various kinds of efforts to be accepted and play with other friends who are in the same group. Play is the key to early childhood development, because almost all aspects of development can develop through the process of play (Sartika et al., 2017).

Early childhood learning is important to build attitudes and learning abilities at the next stage. (Aprianti, 2017) suggests that learning activities are explained through a systematic plan that includes goals, materials, and learning activities. This plan also includes methods, media, and evaluation. Meanwhile (Mardiah & Ismet, 2021) said that learning is characterized by the acquisition of knowledge, abilities, and a positive perspective on a person in accordance with the expected goals is known as learning. Many factors influence the success of learning, one of which is the method used and the media that functions as a link between learning messages. Learning methods are like maps that guide teachers and students in order to achieve learning goals. In the map, there are rules that regulate the teaching and learning process step by step, creating a conducive learning atmosphere and leading students to achieve the expected goals (Malik et al., 2022).

Dewi & Eliza (2023) explained that development in children's social behavior is shown by a high interest in activities with friends to characterize children's social development. Group activities make children show various social behaviors, such as sharing tasks, competing, fighting, sympathizing, and helping each other. Social behavior is strongly influenced by the learning environment and interactions with others, including the very important role of the teacher. Therefore, the learning process must be designed with creative and fun methods so that children can achieve maximum potential in various aspects, including social development.

Initial searches conducted by researchers in group B2 PAUD Teratai UNM students totaling 14 students, found that there are 7 children who have not been able to play with their peers, have not been able to respect their friends when speaking / performing in front of the class and have not been able to recognize manners and manners. This can be seen when the child does not want to join in praying together and laughs at his friend when his friend is wrong in performing the memorization of daily prayers. The class teacher gets around this by implementing singing activities which are considered as one of the stimulations that are able to develop children's social-emotional, namely by singing. According to (Dwi Rohmawati et al.,
(2018) that the teacher as a facilitator is not only required to be careful in transferring knowledge, but also able to design learning activities that are fun and liked by children. One of the children's favorite activities is singing. Melodious melodies can attract children's attention and become the right stimulus to help children learn and achieve achievements in various fields (Luthfillah et al., 2022).

The same thing was expressed (Dwi Rohmawati et al., 2018) that singing is not just voicing a melody, but a unique and artistic personal expression. The instrument is the human body, and the process is a combination of thoughts and sounds that flow naturally. In line with that (Susiyati et al., 2019) explains that melodious strains and cheerful rhythms in singing are not just entertainment, but very effective stimulants for the development of children aged 0-8 years, especially in the aspects of art and movement. Children will sing and move energetically, following their interests and talents. Through singing, children can express their thoughts, feelings, and imagination freely and creatively. (Susiyati et al., 2019) further explained that singing activities carried out will have a significant impact on aspects of children's artistic, cognitive, and language development.

According to (Fauziah, 2019) the advantages of singing can provide pleasure for children, foster self-confidence, and open a window of expression for children. In order for the process to be optimal, teachers need to prepare songs that match the learning theme and observe carefully when children sing, so they can understand the meaning behind the melody and children's expressions. The same thing is explained by (Ardiyani, 2017) Singing activities are very appropriate for small classes, because they can arouse the spirit of learning and create a lively and fun classroom atmosphere. Singing activities are a powerful tool for teachers in instilling friendly and communicative character values, because they encourage positive interactions between students. Uniquely, the same lyrics and songs can be used in different classes with the same material, showing its flexibility and ease of application. Therefore, it can be concluded that singing is not just entertainment, but a beneficial activity for the subjects in this study. Singing techniques are able to raise spirits, bring joy, and train children's self-confidence, paving the way for optimal child development.

Susilawati (2014) states that singing is a way to pour out feelings and thoughts to communicate. Nurjannah (2017) explains that singing is very effective in its function to communicate, as we can see in education. Singing helps children develop physically, cognitively, emotionally and socially.

The response evoked by the child is expressed through the activity of training to develop children's social behavior through observations that appear to the child. The ability of children's social behavior is defined as the ability of children to manage their emotions with people who are pleasing to the heart and care for others, as well as the ability to manage themselves and others so that they can interact well with their friends. According to (Susanto, 2015). In the early period of life, children have dependence on others to meet their needs, such as food, clothing, health, affection, understanding, security, and mental and social encouragement. The same thing is explained (Hamuni et al., 2022) that the key to children's social maturity lies in their ability to adapt and establish relationships with others. This ability is honed through positive interactions with people in the environment around the child.

The same thing was said (Rizki Ananda, 2018) that the journey of children's emotional development cannot be separated from the important role of their relationships with other people, peers, and parents. The level of maturity of the relationship becomes the foundation for the child's social skills, which later helps him in dealing with various situations and obstacles in life. To lead children to optimal emotional intelligence, appropriate stimulation is needed and in accordance with the characteristics and learning styles of children. Understanding the nature and way children learn is key in paving the way for the development of effective social emotional skills (Nisa et al., 2021). Thus, it can be concluded that social skills built at an early
age will help children communicate well, respect others, respect themselves, and accept criticism and suggestions.

Based on an initial search at Teratai UNM Integrated Preschool, it was found that there were several children who showed difficulties in social interaction. This is indicated by behaviors such as reluctance to share with friends, children show fear which is reflected in their behavior, children also show irritable behavior, anxiety when left by parents at school, and do not show a response to praise or reprimand. The development of early childhood social behavior can be pursued through various educational methods, one of which is the application of singing activities. Through singing, teachers can help children reach maturity by developing physical, intellectual, emotional, and social aspects.

The early age period is an important period to maximize children's potential through stimulation programs, guidance, care, and planned learning activities. For this reason, the author plans to research and raise the title “Singing in the Development of Children's Social Behavior at UNM Integrated Teratai Preschool”. With the aim of knowing that Singing can Develop Children's Social Behavior at Teratai UNM Integrated Preschool.

METHODS

The research conducted used qualitative research methods with descriptive research types, which describe narratively and descriptively about things found at the research location that are verbal. This research was conducted at Teratai UNM Integrated Preschool, the population in the study was the entire group B at UNM Integrated Preschool, and the sample of this study was group B2. The research subjects were 1 teacher and 15 students at Teratai UNM Integrated Preschool. The focus of this research is the social behavior of children aged group B2.

Data collection conducted in this study using observation techniques, interview techniques and documentation techniques. Direct observation is that researchers are involved in the activities of students' learning activities from the initial activities until the children go home. Interviews are direct face-to-face and oral contact with research data sources, Documentation is a document in the form of photos of activities and other supporting data. The data analysis technique used in this research is thematic analysis (Moleong, 2019). The thematic data analysis technique allows researchers to find important themes that are at the core of an experience experienced by the research subject. By identifying patterns of meaning that emerge from the data, this technique helps researchers uncover the meaning of singing activities that have an impact on children's social behavior. Data validity checking was carried out using triangulation techniques, where data collection techniques in this study used interviews, observation, and documentation.

RESULTS AND DISCUSSION

1. The application of singing activity

Singing activities carried out at Teratai UNM Integrated Preschool are in accordance with the themes taught during the learning process. Through the application of singing activities, it is expected that children can develop children's social behavior, so that it can foster children's confidence and courage to interact in their environment both in their school environment and beyond.

Before implementing singing activities in front of children, the teacher has first made preparations and steps for implementing singing activities to attract children's attention so that children can concentrate when singing. The steps that need to be prepared in singing activities are: 1). Sing and repeat the song three times; 2). The teacher sings the song with the child; 3). Children make movements according to the rhythm of the song; 4). Repeating the song together; and (5). The teacher gives an assessment.

In addition, interactions between teachers and children often occur, based on the results of interviews the teacher stated that interactions between teachers and children often occur such
as the teacher guiding the child if the child is not paying attention by calling the child's name and directing the child so that the child can follow the movements shown by the teacher again. In addition, the development of social behavior such as playing with peers, respecting friends who are singing and knowing manners and courtesy. To improve the nature of children's social behavior, singing activities are applied. With the application of singing activities, children are trained to channel the feelings in their hearts. This is in line with the opinion of Fatimah et al. (2024) who explained that singing activities in the classroom provide a golden opportunity for children to practice increasing their self-confidence. Before starting the singing in class, the teacher gives clear instructions to the children. The goal is to help children focus on the learning material taught by the teacher, so that early childhood can more easily understand the material and develop their social emotional abilities. Children's social emotional development is reflected when children make efforts to understand and respond to information conveyed by the teacher. Sing-along activities in the classroom not only create a fun atmosphere, but also help children feel happy and increase their confidence when displaying their abilities. The singing method also allows children to more easily understand what they hear, and see. Singing activities are like a safe space for children to express their feelings and concerns freely without fear. Therefore, the initiative to keep singing is very important in supporting children's education and helping them develop holistically.

2. An overview of the application of singing in developing social behavior skills

The implementation of singing activities at Teratai UNM Integrated Preschool is carried out every day of the week and is carried out at the beginning of each lesson. In this case the researchers conducted research once a week, the song sung every day was determined from the theme that had been applied. The song chosen by the teacher, is able to be sung no less than three times to be listened to by the child, so that the child is able to sing the song according to what is heard from the teacher, then the child can memorize and perform in front of the class. The application of singing activities provided correlates with social development in children. This is in line with research (Nugrahini et al., 2024) which explains that the singing method effectively leads children towards positive social, emotional and character development. This singing method is not only effective in instilling an understanding of positive values, but also makes the learning process more fun and increases children's involvement. Children become more confident, dare to express themselves, and are able to interact with their friends better. Optimal social-emotional development in childhood is an important foundation for children's future success. Therefore, stimulation through various creative and fun methods, such as singing, is very important.

The description of the application of singing activities in children's social behavior based on classroom observations is as follows:

![Figure 1. Child Social Behavior Assessment during Singing Activity](image-url)
Based on observations made from week one to week three, the application of singing is carried out at the beginning of the activity before entering learning. There are 3 behaviors that are expected to be achieved, namely playing with peers, respecting friends who are singing and knowing manners and courtesy. The explanation of the development of children's social behavior is as follows:

1) Play with peers

The results of observations made in group B2 related to children's ability to play with peers during learning observations show that in group B2 there are 3 children who still need guidance, this can be seen during singing activities with their peers, children who are still busy playing alone, children have not been able to focus on the singing of friends beside them and have not been able to sing with other friends besides that, children have also not been able to respond well when there is something to say.

Based on the results of interviews with teachers, the teacher stated that with the application of singing, the attitude of children can play with fellow children when singing songs began to appear. Thus it can be concluded that singing activities can affect children's social behavior, namely mutual cooperation.

2) Respect friends who are singing

On the indicator of respecting friends when singing The results of observations made in group B2 related to children's ability to play with peers during the observation of learning took place showed in group B2 that there were 10 out of 14 children who appeared to respect their friends when singing together according to the teacher's direction, the child seemed to enjoy every lyric of the song sung. The song is sometimes repeated three times, even then the child still seems to want to sing the same song.

Based on the results of interviews with teachers, children still disturb their friends when singing, so it is necessary to repeat singing. Thus it is concluded that singing can affect children's social behavior, namely mutual respect for friends. By singing together, children learn to be able to share and develop a sense of togetherness, so that feelings of mutual respect for each other are formed. Fatimah et al. (2024) explained that singing activities give children the opportunity to interact directly. Interaction with the environment is the main key in developing children's social behavior. Little by little, through interaction, children's social behavior develops rapidly, paving the way for the development of their senses and their ability to understand and react to various situations. The environment the child is in also plays an important role in shaping his or her feelings. Therefore, it is important to create a safe, comfortable and loving environment that allows the child to explore and learn freely.

3) Familiarize with manners and courtesy

The results of observations made in group B2 that there were 10 out of 14 children already seemed to follow the lyrics of the song delivered by the teacher with good and polite lyrics without any additional movements, sometimes children still ask the teacher to repeat the song. Children look very enthusiastic and enjoy every lyric of the song sung, based on the observations of researchers, the song is sometimes repeated three times, even then the children still seem to want to sing the same song.

Based on the results of interviews conducted with teachers, social behavior from the first-third week began to improve from the usual learning, especially in the aspect of manners, it can be seen that children are calm when singing, do not disturb their friends and no longer make loud noises when singing. This is in line with the results of research (Fatimah et al., 2024) which suggests that singing programs in early childhood in the classroom have a significant positive impact on various aspects of child development, such as language skills, social competence, and creativity. Children become more active, dare to express themselves, and are fully involved in learning activities. This shows that singing can be an effective and fun teaching method for
children. Therefore, teachers are encouraged to incorporate more singing activities into the curriculum as a strategy to improve early childhood learning abilities. Singing is not just about entertainment, it is also a powerful tool to support holistic child development.

In children's social skills, it can be seen that on average, children's social behavior skills are developing well, although some times they are still under guidance. With the right guidance, children's social interaction skills can reach their optimal potential. Internal and external factors play an important role in this development. Internal factors such as age, gender, motives, and openness of the child, as well as external factors such as family environment, out-of-home environment, characteristics of friends, and situations, all contribute to children's social interaction skills at UNM Teratai Integrated Preschool. This is in accordance with the statement (Efendi et al., 2017) which states that internal and external factors influence children's social interactions. Social interactions that connect one individual with another in a group are influenced by various complex factors. The development of children's social interactions is influenced by various factors, both from within the child (internal factors) and from outside the child (external factors). Internal factors include the child's age, gender, motives, and openness. While external factors include the environment, situation, conditions, characteristics of friends, and other factors that are outside the child. In building social interactions, it is important to pay attention to the processes of imitation, suggestion, identification and sympathy. These interactions can be categorized into two forms, namely associative interactions that are positive and cooperative, and dissociative interactions that are negative and full of conflict.

In this study there are several factors that support children's social interaction skills, aspects of children's social interaction in playing together, respecting friends and well-developed courtesy are influenced by internal and external factors because even though they already have their own initiative in social interaction, 4 children still need guidance from teachers and parents. According to (Mutia, 2023) singing is a powerful method that can not only improve children's social skills, but also develop children's emotional and language intelligence. This is in line with the opinion of (Amalia & Hasana, 2018) which states that singing is able to improve children's broad personal development which is influenced by several things, such as (1) Pleasing the heart (singing presents a cheerful and pleasant atmosphere, arousing children's enthusiasm); (2) Relieving anxiety (rhythms and melodies can calm the mind, helping children overcome anxiety and anxiety); (3) Expressing feelings (singing becomes a forum for children to express their feelings and emotions freely); (4) Improving memory (song lyrics that are repeated help train children's memory); (5) Building self-confidence (performing songs in front of others helps children dare to express themselves and increase self-confidence); (6) Fostering a sense of humor (singing with friends can be a fun moment of laughter, fostering children's sense of humor); (7) Developing thinking and motor skills (rhythms and movements in singing help train children's thinking and motor skills; and (8) Increasing group cohesion (singing together fosters a sense of community and strengthens relationships between children).

Based on the observation of singing activities, children really enjoy the activity. Sometimes children ask to repeat the same song, but because songs can only be repeated three times, children usually repeat songs outside of learning activities. It can be concluded that singing activities can reflect good attitudes, manners and courtesy for fellow friends.

CONCLUSION

Based on the results of the research conducted, it can be concluded that there is evidence of children's social behavior, especially in the behavior of playing with peers, respecting friends when singing, and knowing manners and manners. Through the application of singing activities at Teratai UNM Integrated Preschool can be seen from the evaluation results of each meeting. The results showed that the development of children's social behavior through singing activities at Teratai UNM Integrated Preschool paid more attention to children's interests and motivation and in every activity started with singing so as to develop children's social behavior at Teratai
Based on the results of the study, it can be concluded that children's social behavior develops in a more positive direction through singing activities as indicated by:

1. Good changes in the attitude of playing with peers;
2. Children appear to respect friends when singing;
3. Children show manners and manners while in the environment.

The application of singing activities is considered very appropriate to be recommended in the use of learning activities in the teaching and learning process in the classroom.

For further researchers, it is recommended to provide the latest innovations when implementing singing activities so that children are more interested and motivated again, besides that singing activities not only develop children's social behavior but also children's language aspects.

**REFERENCE**


