



## The Differences in Children Music Skills That Follow Kolintang Extracurriculars with Children Who Do Not Follow Kolintang Extracurriculars

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### Abstract

Children have many abilities that continue to develop; there are musical abilities of children who also develop. At the Kintelan Semarang State Kindergarten there is a kolintang extracurricular to support the development of children's musical abilities, but not all children join the kolintang extracurricular. The aim of this study was to determine the musical ability of children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities at Kintelan Semarang State Kindergarten. This research uses quantitative research with comparative methods. The subject and population of this study were children of Class B of Kintelan Semarang State Kindergarten. The data collection was carried out by distributing questionnaires. The data analysis technique used is the analysis of the independent sample t-test, which was previously subjected to a prerequisite test, namely the normality and homogeneity tests. The results showed that children who took kolintang extracurricular activities got a minimum value of 86, a maximum score of 134, and an average value of 119.79, while children who did not take extracurricular kolintang received a minimum value of 70, a maximum value of 114, and an average value of 90.93.  $t_{count} > t_{tabel}$  is  $4,389 > 1,701$  and  $Sig < 0.05$  is  $0,000 < 0.05$ . The conclusion of this study is that there is a significant difference in the musical abilities of children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities. The suggestion of this research is that the teacher should motivate all children to be able to participate in kolintang extracurricular activities so that their musical abilities can develop optimally.

### How to Cite

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## INTRODUCTION

Early childhood is children aged 0-8 years. At this time, the child experiences growth and development quickly. Child growth and development includes all aspects, namely, physical and motoric aspects, cognitive and language aspects, moral and religious aspects, and social and emotional aspects. Growth and development of all aspects of the child is the right time to provide stimulation to stimulate the development of these aspects (Nuryanto, 2017), in addition to stimulation of growth and development of children also requires special attention from the surrounding environment in order to run optimally.

Education is one of the forms of attention for children, education is important to be given to children because education is the basis of children's physical and psychological development. On the physical side, brain cells and organs of the child's body begin to grow and develop and continue towards gross motor development such as walking, running, tiptoeing, and jumping, as well as fine motor development such as grasping, squeezing, and writing (Sit, 2015). So education has an important role to support the growth and development of children.

Education becomes a program to improve the quality of human resources. Parents are the first educators for children. Education can begin from the child in the womb by providing stimuli. Parents must have the right strategy for the child's future (Saputri & Neneng, 2017). Education becomes the initial stage for children towards the future, with the implementation of children's education to produce a generation that is knowledgeable and has mature abilities. When children begin to grow and develop and have understood the surrounding environment, parents can introduce children to the wider world of education, namely schools.

Schools are educational institutions that provide various planned programs to support the improvement of children's development. The school component consists of educational goals, students, curriculum, and educational infrastructure. The school component tries to make the learning process run well (Fikriyyah & Henny, 2017). The initial educational institution for children is Early Childhood Education (PAUD). PAUD is a coaching activity for children in developing children's personality both character and abilities of children. Every child is born with a variety of abilities and intelligence. Gardner (Semiawan, 2009) explained that there are eight types of intelligence in children, namely linguistic

intelligence, mathematical-logical intelligence, picture and space intelligence, musical intelligence, movement intelligence, social interpersonal intelligence, intrapersonal intelligence, and natural intelligence. PAUD institutions facilitate activities that support to optimize children's abilities and potential, namely extracurricular activities (Khoironi, 2017).

Education is not only focused on the academic field, but also pay attention to the potential and abilities possessed by children. Extracurricular activities are activities that support children to channel their abilities (Khoironi, 2017). The aim of extracurricular is to increase knowledge, skills, insights, and optimize the intelligence of children. The existence of extracurricular activities in PAUD institutions also adds to the attractiveness of an institution where in this modern era many institutions have implemented extracurricular activities to produce outstanding children with optimal abilities. The activities and the achievements of an institution are considered by parents in choosing a school, so extracurricular have their own charm for a school institution.

Management in extracurricular activities makes the success of the extracurricular activities; in addition, parental support affects the enthusiasm of children to participate in extracurricular activities. The success of extracurricular activities in general makes children happy to channel the interests and abilities that children have. This point shows that when children have the ability they will be motivated to participate in carrying out extracurricular activities, but there are also children who are less enthusiastic about joining extracurricular activities.

One of the PAUD institutions in Semarang city that has implemented extracurricular activities is Kintelan Semarang State Kindergarten Semarang. Extracurricular activities implemented at Kintelan Semarang State Kindergarten are dance extracurricular, Al Qur'an reading, and kolintang extracurricular. The aim of all extracurricular activities that have been implemented is to support the abilities and the potential possessed by children. One of the preeminent programs of Kintelan Semarang State Kindergarten is kolintang extracurricular.

Kolintang extracurricular is an extracurricular which aims to develop children's musical abilities. Music ability is one of the abilities that can easily be found in children in addition to language skills. As stated by Rahmawati & Wulan (2018) who explained that art training in early childhood aims to stimulate sympathy and tolerance, especially the art of music that unites the

elements of music. Music is not a strange thing in learning in kindergarten. The application of music has an important role in learning, because with music, children can be more cheerful and excited. Music helps children to express their thoughts and feelings without anxiety. Music art education is used as a means of expression, imagination, creativity, and appreciation of children's music (Nasution, 2016).

Music education in children world provides many benefits, namely music can expand the vocabulary through song lyrics, strengthen the ability of children's memory, and increase listener sensitivity. Antara (2016) explains that by singing, playing music, and moving creatively can reduce the level of aggressiveness of children.

Playing music is a creative activity that produces products without any pressure or coercion from anyone. At present, music education in the world of children's education is developing rapidly, as evidenced by the existence of various musical competencies (Wardani & Agustinus, 2018). The involvement of children in playing music can improve children's development. Playing musical instruments is an activity that can channel the thoughts and the feelings of children. Music education can unite movements in accordance with accompaniment and lyrics in music (Rahmadani & Neneng, 2019). Kolintang can be introduced to children because kolintang is a musical instrument that is easy to play that is by being hit that can train the child's motor hand and is not harmful to children. The shape of the kolintang which is neatly arranged from wood makes the atmosphere more pleasant and the child is not confused. Kolintang which consists of several instruments that are played simultaneously makes children able to work together, coordinate, concentrate, and discipline to unite the tone.

Kolintang extracurricular becomes interesting because many people think about the musical abilities of kindergarten children with young age can play kolintang, but it is proven that children are able to practice and play kolintang music well. Music learning is one of the common practices in the children world (Nugroho, 2012). Playing kolintang can make a child be able to compose the tones to form the rhythm, adjust the sound when hitting kolintang, adjust the level of pitch, repeat the sound with the same pattern, and understand the speed of the tones when being played. Kolintang extracurricular has been running well for seven years in Kintelan Semarang State Kindergarten which makes children able to learn to recognize musical elements such as melody, rhythm, and harmony. Although it has

been going well, there are still children who are less interested in kolintang extracurricular activities. There are some children who prefer to play and learn in class rather than join kolintang extracurricular activities. But these children still participate in other extracurricular activities, namely dance extracurricular and Al Qur'an reading and writing extracurricular activities.

The gap between children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities can be seen when learning in class. Children who take kolintang extracurricular activities have space to learn to understand the elements of music and practice musical instruments, while children who do not take kolintang extracurricular activities are less extensive in learning music and practicing musical instruments. Children who follow kolintang extracurricular look more sensitive and easy to remember in listening and singing new songs, more actively accompany the song when singing with applause, while children who do not follow kolintang extracurricular are passive in responding to the song and often neglect the accompaniment of applause when singing.

Based on that, it is considered necessary to study the differences in the musical abilities of children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities in Kintelan Semarang State Kindergarten. The aim of this study is to determine the differences in musical abilities possessed by children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities. The knowledge about the different musical abilities possessed by children in Kintelan Semarang State Kindergarten, teachers can motivate children more to be able to participate in extracurricular activities, especially in kolintang extracurricular activities. In addition, this research can also provide more knowledge to the wider community related to the ability of music and bring new inspiration in the world of Early Childhood Education in implementing extracurricular activities.

## METHODS

This research uses quantitative research with comparative methods. This research only looks at whether there is a difference between the musical abilities of children who take extracurricular kolintang with children who do not take extracurricular kolintang. The independent variable in this study is kolintang extracurricular, while the dependent variable is children's musical

**Table 1.** Descriptive Analysis of Children's Music Ability

Children's Music Ability	Following Kolintang Extracurricular	Not Following Kolintang Extracurricular
Minimum Value	86	70
Maximum Value	134	114
Average value	119.79	90.93
Middle value	112	92
Standard Deviation	12.378	14.955
Varian	153.210	223.638
Range	48	44

ability. The research was conducted in Kintelan Semarang State Kindergarten from January to July 2019, with population and subject is class B in Kintelan Semarang State Kindergarten. The sampling technique used in this study is simple random technique, which is a random sampling technique without regard to the strata in the population (Sugiyono, 2016). There were 30 samples sample in this study consists of 15 children who participated in kolintang extracurricular activities and 15 children who did not participate in kolintang extracurricular activities.

The data collection technique of this study is by using a questionnaire of children's musical abilities with 37 valid items that have been tested so that it can be used in research. The analysis in this study uses the independent sample t-test. Independent sample t-test is a two-sample test to find out whether there is a mean difference between the two population samples. Before analyzing the data, a prerequisite test was done using a normality test and a homogeneity test. The normality test is used to determine whether the research data is normally distributed or not, while the homogeneity test is used to find out whether two or more variants of the population are the same or not. After the data is declared normal and homogeneous, it can be continued with data analysis by using the independent sample t-test.

## RESULTS AND DISCUSSION

This section is an explanation of the results of the research related to the differences in musical abilities of children who take kolintang extracurricular with children who do not take kolintang extracurricular Based on the data obtained, it can be seen Table 1.

Based on Table 1. Descriptive Analysis of Children's Music Ability, it is known that children who take kolintang extracurricular get the minimum value is 86, the maximum value is 134, the average value is 119.79, the middle value is 112, the standard deviation is 12,378, the variance is

153,210, and the range is 48. While for children who do not follow kolintang extracurricular, it is known that the minimum value is 70, the maximum value is 114, the average value is 90.93, the middle value is 92, the standard deviation is 14,955, the variant is 223,638, and the range is 44.

Furthermore, to find out the level of the musical ability of children who take extracurricular kolintang, it can be seen in the Table 2.

**Table 2.** Categories of The Musical Ability of Children who Following Kolintang Extracurricular

Score	Frequency	Percentage	Category
37 – 73	0	0%	Low
74 – 110	7	46.67%	Medium
111 – 148	8	53.33%	High
Total	15	100%	

In the Table 2 of the results of the study shows the level of musical ability of children who take kolintang extracurricular with low category is 0%, for the medium category is 46.67% or 7 children, and for the high category is 53.33% or 8 children. Then, it can be seen that the musical abilities of children who take kolintang extracurricular activities are in the high category.

While the data on the level of musical ability of children who do not follow kolintang extracurricular, it can be seen as Table 3.

**Table 3.** Categories of The Musical Ability of Children who do not Follow Kolintang Extracurricular

Score	Frequency	Percentage	Category
37 – 73	4	26.67%	Low
74 – 110	8	53.33%	Medium
111 – 148	3	20%	High
Total	15	100%	

For the level of musical ability of children who do not take kolintang extracurricular activi-

ties in the low category, there are 4 children with the percentage is 26.67%, the medium category is 8 children or equal to 53.33%, and the high category is 3 children with a percentage of 20%. So the musical abilities of children who do not take part in kolintang extracurricular activities are in the moderate category.

After knowing the level of children's musical ability and prerequisite tests, it is known that the research data is normally distributed and homogeneous. Then the data analysis can be performed with the independent sample t-test. In analyzing data using the SPSS version 21 program, the independent sample t-test can be seen in the Table 4.

**Table 4.** The Result of Independent Sample t-test

Children's Music Ability	T	Sig (2-tailed)
Equal Variances Assumed	4.389	0.000
Equal Variances Not Assumed	4.389	0.000

Based on the independent sample t-test formula, the data is said to have differences if  $t_{count} > t_{tabel}$  or concluded by looking at Sig (2tailed), if Sig (2tailed)  $< 0.005$  then there is a difference. In Table 4. the result of the Independent T-Test Sample can be seen in the t table that resulted in 4,389 and Sig (2-tailed) 0,000. From these results, it can be seen that the value of  $t_{count} > t_{tabel}$  is  $4.389 > 1.701$  and the Sig value  $< 0.05$  is  $0.000 < 0.05$ , so  $H_a$  is accepted and  $H_o$  is rejected. Then there are differences in the musical abilities of children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities.

The difference in children's musical abilities is caused by kolintang extracurricular activities which are not followed by all children. It can also be seen when learning activities, children who take kolintang extracurricular activities look more active, creative, and confident. In contrast to children who do not follow kolintang extracurricular activities, in learning activities, children are passive, less creative, and more shy. In line with the opinion of Rizqy and Dewanti (2017) which explains that the method of practicing music can be a way for children to express their opinions and develop children's confidence. Yuono (2014) also added that music learning through extracurricular activities can create an imbalance in children's musical abilities such as directly playing an instrument, following a musical accompaniment, and directing the sound to the same musical ele-

ments.

One of the activities that can improve children's musical abilities is by playing musical instruments directly. As said by Lestari (2014) by playing musical instruments can optimize children's musical potential such as singing in a choir (group), being able to follow the dance moves of a song, and singing a song accompanied by music. Playing musical instruments directly can make children have a wide space to recognize musical elements, Khalimatussa'diyah (2016) explains that playing musical instruments can develop children's musical talents such as recognizing and showing discordant notes, being able to remember songs quickly and accurately, and tapping fingers rhythmically.

In line with Rifqoh (2016) which explains that music extracurricular activities in school supports the development of the musical abilities of children who take music extracurricular activities, so that there are differences in the musical abilities of children who participate in extracurricular music with children who do not participate in extracurricular music. The difference can be seen from children who take music extracurricular activities at the beginning to show their low musical ability, but after joining music extracurricular, children are able to play music, sing, play music notation, and move to the beat.

## CONCLUSION

The conclusion of this study is that there is a significant difference between the musical abilities of children who take kolintang extracurricular with children who do not take kolintang extracurricular. It is indicated by the acquisition of  $t_{count} > t_{tabel}$  ( $4,389 > 1,701$ ) and sig  $< 0.05$  ( $0,000 < 0.05$ ). In addition, there is a difference between the average value of musical ability of children who take kolintang extracurricular activities (112.93) and children who do not take Kolintang extracurricular activities (90.93). Then, it is stated that there is a difference between the musical abilities of children who take kolintang extracurricular activities with children who do not take kolintang extracurricular activities.

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