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## **The Provision of Lyrics: Developing Children's Socio-Emotional Development**

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### **Abstract**

This research presents children's socio-emotional development in terms of the provision of lyrics. It was conducted at Tarbiyatul Athfal Kindergarten, Jepara with 23 correspondence in experiment group and 21 students in the control group. The aim of this research knowing if provisioning a song lyrics has an impact on the children's social emotional development. The type of this research was a quantitative research. The researcher used three methods to collect the data; they were observation, questionnaire, and documentation. An analysis technique that researcher used was population record analysis, first stage data analysis and last stage data analysis. The results of this research showed percentage increasing for experiment group in the amount of 26,97% and 18,11% for the control group. If the emotional development went well, the social development will develop as emotional development. Because, both has important thing with social development correspond to the age of children.

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## INTRODUCTION

Children in kindergarten age are very interested in their friends. By setting a productive relationship, a socially positive and work relationship with other children in the same age provide the foundation for developing a sense of social competence. The social emotion process involves a change in someone's relationship with others such as emotional changes, and personality changes. The smile of a child because of mother's touch, and children attack to his playmate are represent the development of social emotions.

Emotion holds a very important role in human being's life, it is important to know how the development and the effect of emotion to personal and social adaptation. It is difficult to learn children's emotion because of the information about subjective emotion's aspect only can proceed by doing an introspection, which children cannot understand it well how to do it because of they are still very underage.

Recognized the possibility of genetic differences in emotionality, evidence suggest that environmental conditions may have contributed to the differences. According to the research, there are children who grew up in a noisy environment and continuous pressure to conform to the demands of parents that are too high can develop into people who are tense, nervous, and have a high emotionality. It is difficult to investigate the emotional reactions through observation of the visible expression, especially facial expressions and actions related to various emotions because children like to adjust to social demands.

The main activities are widely used for the teaching of music this is the beginning of the singing activity. Almost all subsequent music experience starts from songs that have been sung. Besides, singing activities provide an opportunity for children to use their voice as an expressive instrument. "Music is an innate intelligence that is ready to be revealed at an early age" (Jean Piaget). This literally proved that music can change the structure of the developing brain in children and can relieve tension, encourage social interaction, stimulate language development and improve motor skills among the children. When a child grows, social and academic skills can be improved through familiarity with the music. Music can reflect the emotions that only half understood and helped him learn to express their feelings.

Musical activity is an important part of the education program in kindergarten. In the book of Mother-Play and Nursery Songs, a character is important and believes in the values of

musical experiences for children (Bayless in Jatmiko, 1996). It is suggested that children should be given as much as experience of singing and playing.

Sometimes, children hum the song lyrics that they memorized. For example, either playing alone or with their friends. Without realizing it, the child will interpret, and understand what will be spoken through a song. This kind of process appears involuntarily, but what they catch from the lyrics of a song will eventually settle into their subconscious.

From the problems that exist nowadays, many children prefer to sing an adult song lyrics rather than a children poem which is a line in their age. Lyrics as it will greatly affect the social development of the children's emotions. Because they will know better the social behavior of adults who absorbed from the song that children will tend to imitate, regardless of good or bad behavior. Due to that bad behavior, it will be found to the social inequality which quite often happens. It is required that parents can monitor the progress of these children.

For the education in school, the teacher should also be a positive influence more than the environment. Teachers should provide guidance to child's behavior, is that good for someone else or it was not. This research leads to the influence that exists as a result of the provision of an adult song lyric that affects social-emotional development of children.

From the problem above, it is expected that teachers can carefully choose what song that they will be given to the children. So, in the delivering the song towards the children, the teacher will know which are the appropriate poems to teach for the children and which are not fit or less appropriate to teach towards children. Teachers can minimize a child's behavior that created social inequalities due to their behavior. The purpose of this research is to determine the effect of the children song lyric to the children's social emotional development in early ages in Tarbiyatul Athfal Krapyak Jepara Kindergarten.

## RESEARCH METHOD

The method that the writer used in this research is a quantitative method, as it aims to determine whether there is the effect of the children song lyric to the development of social emotional's children. Experimental research is a quantitative research approach that is fairly typical. This method of the research was done 2 times a week and there is 12 times treatment overall.

This research was conducted in Tarbiyatul Athfal Krapyak Jepara Kindergarten, with subject in the class A2 as the experimental group and the class A1 as a control group.

Researcher used the type of construct validity and reliability with alpha formula. The data analysis technique used are the analysis of population data, data analysis early stages and the final stage of data analysis.

## RESULTS AND DISCUSSION

Generally, judging students by the daily behavior in the kindergarten of Tarbiyatul Athfal Krapyak Jepara is still very far from expectations. It is characterized by the presence of some children who have a higher emotional than other children. Occasionally, less controlled emotion comes from student's daily behavior at home, less parental attention and the influence of the environment. Schools become the most potential place to change the attitudes of children. Therefore, teachers should give a great influence on

the student's attitudes and behavior, so the child's emotional behavior can be minimized by the teacher's treatment.

Children whose parents are steadily practicing emotional exercises have better physical health as well as to obtain higher grades academically when compared to children whose parents do not provide such guidelines. These children get along better with their friends, not much experience behavioral problems, and not so easy to commit acts of violence. Overall, children are trained emotions experienced a number of less negative feeling and feel more positive feelings (Gottman, 1997:8).

Social development is closely related to emotional development, the better development of the emotions, the better behavior that the student's do to others. Unfortunately, the deviant social behavior is still prevalent in kindergarten Tarbiyatul Athfal Krapyak. It can be found by someone's behaviors that are less concerned about the social behavior of the child. Some students who have poorly controlled social behavior

**Table 1. Descriptive table of experimental group's pre-test data.**

Interval percentage	Criteria	Frequency	Percentage
81.25% < Score ≤ 100%	Very good	0	0%
62.5% < Score ≤ 81.25%	Good	2	9%
43.75 % < Score ≤ 62.5%	Not good	21	91%
25% < Score ≤ 43.75%	Very bad	0	0%
Total		23	100%
Highest		62.7%	
Lowest		45.5%	
Average		55.6%	
Criteria		TB	

**Table 2. Descriptive Table of control group's pre-test data.**

Interval Percentage	Criteria	Frequency	Percentage
81.25% < score ≤ 100%	Very good	0	0%
62.5% < Score ≤ 81.25%	Good	1	5%
43.75 % < Score ≤ 62.5%	Not good	20	95%
25% < Score ≤ 43.75%	Very bad	0	0%
Total		21	100%
Highest		62.7%	
Lowest		47.3%	
Average		55.1%	
Criteria		TB	

**Table 3. Distribution table of social-emotional skills of the children after given the treatment in experimental groups (Post-Test Experiment).**

Interval Percentage	Criteria	Frequency	Percentage
81.25% < Score ≤ 100%	Very good	0	0%
62.5% < Score ≤ 81.25%	Good	18	78%
43.75 % < Score ≤ 62.5%	Not good	5	22%
25% < Score ≤ 43.75%	Very bad	0	0%
Total		23	100%
Highest			80.9%
Lower			58.6%
Average			69.2%
Criteria			B

**Table 4. The table of emotional control group's questionnaire (Post-Test Control)**

Interval Percentage	Criteria	Frequency	Percentage
81.25% < score ≤ 100%	Very good	0	0%
62.5% < score ≤ 81.25%	Good	13	62%
43.75 % < score ≤ 62.5%	Not good	8	38%
25% < Score ≤ 43.75%	Very bad	0	0%
Total		21	100%
Highest			75.5%
Lowest			54.5%
Average			63.9%
Criteria			B

are students that have less attention from the parents.

Description of emotional abilities in kindergarten early childhood Tarbiyatul Athfal Krapyak Jepara before being given treatment giving children a song lyric can be seen in the Table 1.

From the Table 1, it can be acquired information of the student's number of who has the social skills of emotional with both categories are 2 students, the number of students who have the social skills of emotional categories was not good are 21 students, the general level of social skills of emotional students in the experimental group before given the treatment are included in the category not good with the index 55.6% percentage.

Description of emotional social skills in early kindergarten childhood Tarbiyatul Athfal Krapyak Jepara before given the treatment can be seen in the Table 2.

From the Table 2, can be acquired the information of students who have the social emotional skills with good category 1 student, number of students who have the emotional ability with not

good category are 20 students, the general level of social-emotional skill of students in the control group before given treatment are included in the not good category by index percentage of 55,1%.

Description of emotional social skills in early kindergarten childhood Tarbiyatul Krapyak Jepara RA after given the lyric treatment in children can be seen in the Table 3.

From the Table 3, can be acquired the information of students who have the social emotional skills with good category are 18 students, students who have the emotional skill with not good category 5 students, the general level of social-emotional skills of students in the experimental group after given the treatment included in good categories with the percentage index of 69,2%.

Description of social-emotional skills in early kindergarten childhood Tarbiyatul Athfal Krapyak Jepara after given the treatment can be seen in the Table 4.

From the Table 4, can be acquired the information of students who have the social emo-

tional skills with good category are 13 students, students who have the emotional ability with the category not good are 8 students, the general level of student's social-emotional skill in the control group after given the treatments include the not good category by index percentage of 63,9%.

Giving a song lyric can impact the child's emotional and social development. It can be seen from the scores of pre-test and post-test in the experimental group and the control group. In general, the level of social-emotional abilities of students in the experimental group after treatment include in a good category with index percentage of 69,2%. Whereas, the general level of student's social-emotional abilities in the control group after the treatment was included in a not good category with the percentage index of 63,9%. The difference is about 5,3%. Thus, it can be said that treatment of song lyric can give significant influence for the social and emotional development of children.

Children's literature is literature that specifically can be understood by children and contains the familiar words with the children. Such as the type of literature in general, children's literature also serves as an education and entertainment media, creating the child's personality, and leading the child's emotional intelligence. Education in children's literature contains the message and moral formation of children's personality, develop imagination and creativity, and also give a practical skill for children. Entertainment functions in children's literature can make the child feel happy or like to read, happy and excited to listen to the story when reading aloud or recited, and get pleasure or satisfaction of mind that guides their emotional intelligence (Wahidin, 2009).

Poetry is the sense in the literature while the lyrics are in the musical sense. Lyric is actually a non-musical element in a song. However, the lyrics create a new unique dimension in a song that enriches the splendor and harmony of a musical (Sitompul, 1986:96).

The development of children's songs performed by teachers is can be seen in the teacher's ability to change the poem in the learning process (Sinaga, 2005:14).

The sample used in the experimental group was kindergartners with total 23 in the experimental group and 21 in the control group. The treatments are 12 times in the experimental group. Data of normality test's result mentioned that the normal distribution of data can be seen from the calculation for the research data obtained sig for each group which is getting more than 5%. Thus, it can be said that the research

data in each group is a normal distribution. Therefore, data on the homogeneity test based on the calculation of the data obtained protest with Levene Statistic = 0,805, sig = 0,375 > 0,05 so we can conclude that the first data between the experimental group and the control group are homogeneous. While the post-test data obtained by Levene Statistic = 0.702, sig = 0.407 > 0.05, so it can be concluded that the post-data between the experimental group and the control group are homogeneous. After observing the analysis of normality test and homogeneity tests, the researcher conduct the next analysis named hypothesis analysis Paired Sample T-Test Experiment with a few trials (1) The t-test calculation obtained by thitung = 0,32 with sig = 0,75, so Ho is accepted. It can be concluded there is no difference in the average scores of social-emotional skills in early kindergarten childhood Tarbiyatul Athfal Krapyak Jepara between the experimental group and the control group before treatment was given (2) The t-test calculation obtained by thitung = 24,236 with sig = 0,000, so H1 is accepted. So we can conclude there are differences in social-emotional abilities in the experimental group before and after treatment of child a song lyric, social-emotional abilities of students after given by treatment is better than before the treatment (3) Based on the calculation t-test obtained by thitung = 8,19 with sig = 0,000, so H3 is accepted. So we can conclude there are differences in social emotional skill in control group before and after given by treatment is usually done in kindergarten Tarbiyatul Athfal Krapyak Jepara, where social emotional skill of students after given the treatment is better than before (4) Based on the t-test calculation obtained by thitung = 2,849 with sig = 0,007, so Ho is accepted. It can be concluded there is a difference in the average score of social emotional skill in early childhood kindergarten Tarbiyatul Athfal Krapyak Jepara between the experimental group and the control group after given by the different treatment that, where the experimental group were given by child song lyric treatment have social emotional skill better than the group that was not given by lyric treatment.

## CONCLUSION

Based on the results of research, it can be concluded that the treatment of the song lyric impacts the social and emotional development of children in kindergarten Tarbiyatul Athfal Krapyak Jepara. Emotional and social development after the child is given treatment with some lyrics by researchers and teachers of each class. There

are differences in social and emotional development in children seen from the percentage of the experimental group and the control group after given the treatment. So it can be proved there is the difference that can be seen in the control group and the experimental group with final results. For the experimental group the percentage increase of 26,97% and for the control group the percentage increase of 18,11%. It was testified that the give of a song lyric can give effect to the child's emotional and social development so that the first hypothesis in this research received. So it can be said that the give of lyrics to children's learning in kindergarten is very effective to enhance the emotional development of children.

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