



## Strategies of Music Learning For Children with Special Needs in Kindergarten

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### Abstract

*Hj. Isriati Baiturrahman 2 Semarang kindergarten, which is included in the category of public schools, has differences from other public schools, namely there are children with special needs. This study aims to determine the learning process and strategies used in Hj. Isriati Baiturrahman 2 Semarang Kindergarten. This research uses qualitative research methods, as well as various theories for qualitative research. The result of this study was that during the music learning process, the teachers introduced and listened to several types of songs, such as regional music, to see the children's responses. And the music learning strategy implemented at TK Hj. Isriati Baiturrahman 2 Semarang is carried out with the process of seeing, imitating, and finding. The strategy is to know the condition of children, especially children with special needs, because of each child's emotional differences. The imitation strategies that teachers use greatly help children in learning comprehension. Learning strategies make teachers more creative in learning in the classroom.*

*Keywords:*

*Learning strategies, music arts, children with special needs, kindergarten.*

## INTRODUCTION

Education is a means of forming quality human resources and potential in the fields of science and technology as well as in the 1945 Constitution states that the government of the Republic of Indonesia has the aim of educating the nation's life, therefore quality education and according to talent interests are entitled to be obtained for every Indonesian citizen regardless of status, social, race, ethnicity, religion and gender. From this goal, the government is required to organise quality education. In the quality of education there are educational processes and outcomes. The education process is considered to have quality when it is carried out effectively and in accordance with predetermined standards. Thus, education is considered quality if the applicable standards have been met by the process and results (Haerullah & Elihami, 2020).

According to Rien, music is a work of art in the form of a song that describes the thoughts and feelings of its creator (Juna Irawana, 2019). A person will more easily express feelings through music therefore music as a learning medium that is directed to increase children's creativity, and can foster an appreciative attitude, critical attitude, and creativity in children. In order to advance the quality of learning that is useful for educational purposes by setting educational process standards. The ability that has been teachers should have, namely designing learning strategies.

Learning strategies according to Mulyasa are learning strategies intended for learning such as discussing, making observations and

carrying out questions and answers and all activities that encourage and shape skills for students (Fitriyani Toyiba, 2018). Learning strategies can be interpreted as learning activities selected and used by teachers in accordance with the characteristics of children, school environmental conditions and environmental conditions. The implementation of learning strategies in educational activities can facilitate the path of learning so as to achieve the expected results. The influence of learning strategies has an impact on the good and bad results of learning, so here the role of the teacher is to use a clear learning strategy because without a clear strategy the learning process will not be directed and learning objectives will be difficult to achieve.

Music learning strategies for children with special needs mediate learning between trainers and children by understanding their characteristics. Children with special needs, according to Mangunsong's explanation, are described as children who have differences in terms of mental characteristics, differences in sensory abilities, physical differences, behaviour in socialising, ability to socialise, and social skills. communicate (Triyanto, 2016). Each kindergarten has a different approach and curriculum for teaching music.

In general, kindergarten schools in Indonesia only accept normal children, unlike the school that is the subject of this research, HJ. Isriati Baiturrahman 2 Semarang Kindergarten, which also accepts students from children with special needs. In teaching and learning activities there is already a classification between normal children and children

with special needs. However, the problem is that there is no special strategy used by teachers in teaching and learning activities.

This research focuses on music learning strategies for children with special needs at HJ Isriati Baiturrahman 2 Semarang Kindergarten. Music learning strategies for kindergarten children with special needs are very important as one of the efforts in improving national education. This research has two main objectives, namely to find out the process of learning music at HJ. Isriati Baiturrahman 2 Semarang Kindergarten and to find out how the music learning strategy at HJ. Isriati Baiturrahman 2 Semarang Kindergarten.

## **METHOD**

This research method uses a qualitative approach which has a descriptive nature. The use of this approach is because the problems that will be discussed in this research have the aim of describing matters related to music learning strategies for children with special needs at Tk Hj Isriati Baiturrahman 2 Semarang. With qualitative research methods that make direct observations in the field to find out the interactions that occur in the field (Hadini, 2017). The main objectives of research using a qualitative approach as mentioned by Creswell are to understand, to describe field conditions, to develop information and to find central phenomena or explain in more detail with objectives, research subjects, research locations (Wekke, 2019).

## **RESULT AND DISCUSSION**

### **Characteristics of children in Hj Isriati Baiturrahman 2 Semarang kindergarten**

The number of children in Tk Hj Isriati Baiturrahman 2 Semarang in 2020-2023 is 185, there are 8 kindergarten classes with 55 boys and 62 girls. As for Tk B, there are 8 classrooms with 40 boys and 28 girls.

In the A1 class of Hj. Isriati Baiturrahman 2 Kindergarten, there are 30 children and 7 children with special needs. The name of the child with special needs has been marked by the kindergarten to be given special attention. For this reason, teachers and staff have identified children who receive special attention at the time of class.

Learning in the classroom from departure at school to dismissal time, By tagging their names, it is hoped that children with special needs at Tk Hj. Isriati Baiturrahman 2 will get attention and support from the environment for the development of child

### **Music learning Process In TK Hj Isriati Semarang**

The learning process according to Reber is a series of steps taken to achieve certain goals (Herawati, 2018). In the learning process, the process leads to teaching and learning activities carried out by teachers and children in achieving the expected final results. A process that goes through several stages in order to produce changes and is expected to eventually appear the goals that have been set.

The ceremony is held on Mondays at Tk Hj. Isriati Baiturrahman 2 Semarang and is carried out once a fortnight, and the ceremony officers rotate according to class order. The purpose of the ceremony for early childhood is to foster a sense of nationalism from an early age. And after the ceremony the children and teachers who are in the field sing the mandatory song together to introduce the song and appreciate the services of the heroes.

Morning gymnastics at Tk Hj. Isriati is regularly held every Friday. Gymnastics with cheerful children's songs, such as baby shark, is one of the entertainment for children. During the gymnastics, children with special needs also jumped up and down with excitement, because they heard the rhythm of the music so they were excited to join the gymnastics.

Implementation of morning prayers teachers and students gather in front of the class to pray together and chant juz amma and some hadith in Masduki's expression with the activity of memorising juz amma can be free from anxiety and anxiety, calm the soul and increase intelligence and achievement in learning (Ismail et al., 2022) then the activity continues with singing national songs. at 08.00 and the children enter the classroom to continue learning by praying together, namely praying before learning and singing dolanan songs such as cublak-cublak suweng.

In addition to providing a religious based learning experience for the children, the school also introduces indigenous culture through singing dolanan songs and compulsory songs, which are sung

together every morning after the compulsory memorisation in the hall of Hj. Isriati Kindergarten.

Learning music carried out at Tk Hj Isriati Baiturrahman is carried out every day because basically all learning in kindergarten uses music-based learning media, with singing and body movements. Teachers use children's songs that are familiar to the ears of the people with changed the lyrics into lessons for children, such as the instrument song "anak kambing saya" whose lyrics were changed into a song about fasting.

The learning media used in music learning in class A1 during the researcher was in the classroom using more limbs and was clarified by an explanation from Mrs Nada as the A1 homeroom teacher because there are several children with special needs, the learning media used in class A1 does not use objects as props because it will be dangerous for children

Music Learning Strategy at Hj Isriati Semarang Kindergarten for children with specials needs

Development of music teaching materials for children with special needs teaching materials used by classroom teachers as materials in teaching, especially for learning music. That the teaching materials used in class A1 as learning in music still use songs and limb movements. By using music as a teaching material that makes children active by providing musical instruments that make children participate directly.

In music learning methods that can be applied to children with special needs depending on children's

abilities and special needs children's interest in learning music, using music as a therapeutic method is expected to improve communication skills, skills in emotional management because children with special needs have unstable emotions.

Music learning strategies as a way for teachers to carry out classroom learning, especially in one class there are normal children and children with special needs. Learning strategies implemented in class for normal children and children with special needs are definitely different, as revealed by Dick and Carey that learning for children with special needs requires strategies tailored to the needs of each child (Haes, 2019). Regarding the learning strategy applied at Hj Isriati Kindergarten, according to the results of psychologist observations, which can be a benchmark for teachers to carry out learning, especially for children with special needs, namely using the theory of Ki Hajar Dewantara which carries the theory of seeing, imitating and determining (I Wayan, 2021).

Seeing the circumstances and conditions of children in the kindergarten class who have diverse conditions makes teachers have to rack their brains to find learning strategies that suit children, especially children with special needs. For children with special needs at Tk Hj. Isriati, especially in the Tk A1 class, there needs to be a supportive environment, with two teachers in one class and the tolerance of friends who arenormal creating amusic learning environment where children can learn to play music.

special needs can easily get special attention from teachers. With music learning strategies that look at children's conditions and awareness of the surrounding environment can help develop children's skills and increase self- confidence and learn life skills for their future lives.

Music learning strategies with imitation strategies can be very helpful for children with special needs. With the teacher showing movements that allow Tk children to observe and imitate, by the way the teacher in the Tk A1 class becomes a prop during music learning. The strategy of imitating concept understanding by using games, is a game-based learning activity so that children are not bored in learning music. With the strategy of imitating for children can gain an understanding of learning through imitation or imitation, especially for children with special needs.

Music learning strategies with discovery strategies can help children in music learning to understand the learning that is being carried out. By exploring sounds, by producing sounds through clapping hands, clapping feet and singing sounds. Teachers must always be able to find strategies in learning, especially for children with special needs so that children can still carry out learning well. Every child with special needs has different strategies for handling learning in class. Like the strategy used in class A1 which is in There are children with special needs, so the strategies used with each child are different.

## CONCLUSIONS

Based on the results of the research, the strategy of learning music for children with special needs at Tk Hj. Isriati Baiturrahman 2 Semarang. The conclusions are: First, the music learning process carried out at Tk Hj Isriati Baiturrahman 2 Semarang the teachers introduce and listen to several types of songs to children such as regional music and see the response of these children, the process of learning music through singing and moving the body is also included in the music learning process at Tk Hj Isriati Baiturrahman 2 Semarang. Secondly, the music learning strategies implemented at Tk Hj Isriati are different for each child and the learning is carried out conditionally because each child has different emotions. In addition to using learning strategies that have been implemented, it is also important for teachers and children to build relationships so that learning goes well

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