



## Clapping And Singing In Stimulation Of Six Aspects For Early Childhood Development

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**Abstrak** Bermain tepuk-tepuk dan bernyanyi adalah metode yang digunakan dalam kegiatan belajar pada taman kanak-kanak. Bermain, bernyanyi, dan bercerita merupakan tiga komponen penting dalam aktivitas keseharian anak di sekolah. Aspek perkembangan anak usia dini meliputi aspek kognitif, aspek moral dan agama, aspek fisik motorik, aspek sosial emosional, aspek bahasa, dan aspek seni. Tepuk-tepuk dan bernyanyi adalah aktivitas inti dalam pembelajaran di taman kanak-kanak. Penelitian ini dilakukan dengan tujuan untuk mengetahui apakah bermain tepuk-tepuk dan bernyanyi dapat menstimulasi aspek perkembangan anak usia dini. Penelitian ini menggunakan jenis penelitian deskripsi, yang bermaksud menjelaskan atau menggambarkan terhadap objek yang diteliti. Metode pengumpulan data menggunakan metode kualitatif dalam bentuk deskripsi melalui observasi, wawancara, skala sikap, dan dokumentasi. Hasil penelitian ini deskripsi atau penjelasan bahwa bermain tepuk-tepuk dan bernyanyi dapat menstimulasi enam aspek perkembangan anak. Dengan bermain tepuk-tepuk dan bernyanyi, anak melakukan gerak, maka fisik motorik anak baik, kognitif anak baik, emosi anak dalam melakukan baik. Saat bertepuk dan bernyanyi, anak menyanyikan syair maka bahasa anak baik, nilai moral agama dan juga seni baik. Sehingga penelitian ini menyimpulkan bahwa bermain tepuk-tepuk dan bernyanyi dapat menstimulasi enam aspek perkembangan anak.

**Kata Kunci:** Tepuk-tepuk dan bernyanyi, Aspek Perkembangan, Anak Usia Dini

**Abstract** Playing clapping and singing are methods used in learning activities in kindergarten. Playing, singing and telling stories are three important components of children's daily activities at school. Aspects of early childhood development include cognitive aspects, moral and religious aspects, physical motor aspects, social-emotional aspects, language aspects, and artistic aspects. Clapping, clapping and singing are core activities in kindergarten learning. This research was conducted with the aim of knowing whether playing clapping and singing can stimulate aspects of early childhood development. This study uses a descriptive type of research, which intends to explain or describe the object under study. The data collection method used qualitative methods in the form of descriptions. through, observation, interviews, attitude scale, and documentation. The results of this study describe or explain that playing clapping and singing can stimulate six aspects of children's development. By playing clapping and singing, the child moves, so the child's physical motor is good, the child's cognitive are good, and the child emotions are good. When clapping and singing, children sing poetry, so the child's language is good, and the moral values of religion and art are good. This study concludes that playing clapping and singing can stimulate six aspects of children's development.s.

**Keywords:** Clapping and Singing, Developmental Aspects, Early childhood

## Background

Clapping and singing are typical of early childhood learning activities. These activities encourage social interaction so that children can become acquainted with and educated about their surroundings. For the field of developmental childhood, children are said to be physically active, cheerful, and enjoy playing with their friends, with their physical motor development being the most dominant and developing aspect.

As parents and educators, we are sometimes concerned for the cognitive development of our children in areas such as counting and writing. Children have inherent potential; what is emphasized more is how to stimulate this potential so that it starts to develop in accordance with their age (Leonard, 2014).

Masitoh clarified that in early childhood education, learning is accomplished through imaginative and enjoyable play activities. Playing activities, which are performed unconsciously, can enhance all aspects of development. These activities teach children to discover objects and their experiences (Aisyah et al., 2014).

There are six aspects of early childhood development: cognitive aspects, physical aspects of motoric social emotional aspects, religious and moral aspects, language aspects, and artistic aspects. The learning of children is personalized to the child's level of comprehension. In the process of learning, teachers or educators are mentors and guides for the course of learning. In addition, educators are facilitators for early childhood who have a positive impact on student achievement. As a result, children will also gain knowledge more easily and freely to enhance their social-emotional and linguistic skills. Together with their friends, they will be more adaptable and motivated to learn (Wulandari & Purwanta, 2021).

In fact, parents frequently believe that play has a serious affect, as children prefer to spend hours engaged in the same activity, role-playing with friends, or simply laughing in groups (Newberry, 2017). According to Piaget, the preoperational period of critical learning is completely controlled by physical activity during the cognitive development of children. Despite the child's egocentricity, the child's cognitive capacity begins to develop symbolically (Tunc, 2019). The goal of children's cognitive abilities is to enable them to resolve issues using their acquired knowledge and experience. In the emotional and social aspect, self-confidence, the capacity to experience emotions, and the ability to interact with the external environment are expected (Zulkarnaini & Adriany, 2021). On the religious and moral side, it seeks to know God, oneself, and the worship procedures. In the advancement of the physical aspect of the motor, it is possible to develop fine and gross muscle movements, as well as physical skills, so as to encourage the growth of a robust, healthy, and competent body. In terms of language, the ability to express thoughts, ideas, and concepts with clarity and simplicity (Setiawan, 2017). Communicating effectively The artistic ability aims to foster imagination, regulate emotions, and engage in enjoyable activities such as singing, dancing, and dancing (Novianti & Febrialismanto, 2020; Risqiyah, 2022).

The activities of clapping and singing are children's games and play activities. Play serves its own purpose in the process of child development. According to Catron and Allen (1999: 241), the purpose of play is to advance six aspects of early childhood development, namely cognitive aspects, physical motoric aspects, socio-emotional aspects, moral and religious aspects, and artistic aspects (Gurholt & Sanderud, 2016) Playing will provide emotional experiences, such as happiness, sadness, excitement, disappointment, pride, and anger. Children gain insight into themselves and their social surroundings through play (Khadijah & Armanila, 2017). Children will comprehend

how to interact with one another, the rules of the association, and the social norms of society. (241 Catron, 1999). Additionally Catron and Allen (1999: 150). Emphasizing play can be beneficial in a number of ways, including:

1. Develop the ability to plan and resolve issues. For instance, children often work in teams or groups. In football games, children must perform a match, which is how the settlement is reached. There are rules when playing. When a problem arises, they will collaborate to find a solution.
2. Supports social development. Includes the social interaction activities, working together, conserving resources by appropriately caring for objects and the environment, caring for others, and understanding and accepting others as individuals.
3. Focus on providing children with opportunities to acknowledge themselves in relation to their environment, which represents the world outside of themselves.
4. Assisting children overcome conflict and social trauma enables them to become adept at having to manage, coping with, and solving existing problems; as a result, they will be able to deal with issues in the future by solving them intelligently.

Play is useful and effective in fostering the six facets of early childhood development. Through play, he will be able to explore the environment, recognize the rules of association, manage his emotions, and solve problems with self-awareness and the assistance of others (Abdullah K., 2018).

According to the stages of early childhood development, clapping and singing can stimulate certain aspects of child development. Consequently, the author desires to conduct research. " Playing Clapping And Singing In Stimulation Of Six Aspects For Early Childhood Development "

## Method

This strategy employs qualitative descriptive research methods. Descriptive research is research that systematically and accurately describes symptoms, facts, or events pertaining to the characteristics of a specific population or geographic region. Thus, descriptive research is a description intended to acquire information about the status or symptoms of a specific population or area, or to map facts based on the researcher's perspective at the time the research was conducted (Raihan, 2017). Qualitative research is also natural research (natural condition) because it focuses on the natural circumstances of the subject (Maemonah, 2016).

The data collection techniques used in this research included observation or direct observation of the object under study, interviews, and documentation. Data analysis involves data reduction, data display (*Data Display*), and conclusion drawing (*conclusion drawing*).

The class B1 students of RA Diponegoro School 92 Karangklesem Banyumas were the focus of this research. The average age of the 25 students is between 5 and 6 years.

## Results and Discussion

Based on observations of learning activities at RA Diponegoro 92 Karangklesem, including activities for welcoming children, acclimatization, core activities, and closing activities. During the welcoming activity for children or students,

which takes place between 7.30 and 8.00, the children form a line before entering the classroom. According to the RPPH, habits consist of praying, memorization of Asmaul Khusna, playing clapping games, and singing. The aspects of child development covered by habituation activities involve religious and moral growth, social and emotional development, and physical motor development.

Religiously and morally, it is filled with memorization of hadiths and daily prayers. In the social-emotional dimension, the teacher describes the responsible approach to the responsibilities. These two aspects can indeed be accomplished by memorization of hadith followed by poetry or singing, so that children tire of memorization. After the habituation activity concludes, the teacher conveys the core learning that will be covered; the children will begin this core activity at 8.30 and continue until 9:00. The teacher describes the cognitive and linguistic aspects of the art aspect. In the cognitive aspect of learning activities leading to knowledge or understanding. Using the theme of family members as an example, the child will be able to name family members. Such as the father, mother, grandparents, uncles, aunts, and brothers and sisters. Then, from a linguistic standpoint, the child is able to describe house-related activities. Moreover, in the art component, children will be able to color pictures and complete teacher-assigned tasks.

Overall, learning to play clapping games and sing is the primary focus of Kindergarten activities. Clapping in learning is variable and may involve learning-related aspects. For instance, clap a devout child, clap one, then the child claps once, clap two, then the child claps twice; the children follow the teacher's directions.

Children are stimulated in their schoolwork by the daily practice of clapping and singing, which is done by the students of RA Diponegoro 92 Karangklesem, according to observations made in class B1 with a total of 25 students. Children are enthusiastic about participating in learning when it is accompanied by enjoyable activities.

Playing, clapping, and singing can stimulate six aspects of early childhood development during learning activities. With the developmental and habituation processes completed, children possess good cognitive aspects, good moral and religious aspects, good emotional social aspects, good physical motor aspects, and good artistic aspects.

An example of clapping at RA Diponegoro 92 Karangklesem.

### **Tepuk Anak Soleh**

Aku, anak sholeh  
Rajin sholat, rajin ngaji  
Orang tua dihormati  
Cinta Islam Sampai Mati  
Lailahailloh Muhamadarrosullulloh  
Islam Islam yes!

### **Tepuk Angka**

Tepuk satu prok  
Tepuk dua Prok - prok  
Tepuk tiga prok prok prok  
Tepuk empat prok prok prok prok  
Tepuk lima prok prok prok prok

Clapping in Learning R.A. Diponegoro 92 Karangklesem is more commonly used in the habituation or early learning process; songs are sung at the start of learning and serve as its central learning. To make it simpler for children to comprehend the activities being learned, each theme has its own song.

**Example of a song**

**Rukum iman**

Rukun iman enam perkaranya  
Yang pertama iman pada Alloh  
Yang kedua Pada malaikatnya  
Yang ketiga Pada Kitab – kitabnya  
Yang ke empat pada rosul rosulnya  
Yang ke lima hari kiamat  
Yang ke enam qodho dan qodhar  
This is all we can believe. 2X

**Sholat WAJIB**

Sholat wajib ada lima  
Kita harus Melakukannya  
Jangan lalai, jangan lupa, kita harus melakukannya  
Subuh dua rokaat, dzuhur empat rokaat  
Asar empat rokaat, maghrib tiga rokaat isa empat rokaat.

**Astronaut Song**

Pergi kebulan menaiki roket  
Menjelajahi luar angkasa  
Berkeliling Planet , menilite bintang  
Melayang-layang diangkasa....  
Astronot

The RPPH created by the teacher is mentioned by RA Diponegoro in the results of interviews on early childhood education. For learning activities, teachers must be knowledgeable in the subjects and material. If the teacher can make learning enjoyable and follow the RPPH that has been created, the students will be highly enthusiastic and upbeat. The measures done by the teacher to support the learning process include the existence of an RPPH, which serves as a learning reference, the availability of educational material to support learning activities, assigning homework to children, conducting learning tests, and assessing the learning process. Clapping and singing are enjoyable activities for young children, and the game introduces and acclimates children to them. These activities are exploratory, probing, and encourage children's inventiveness to solve straightforward issues. Teachers have a significant role in determining the success of aspects of child development in addition to active children (Maemonah, 2016).

**Conclusion**

Learning is an approach to the RPPH that has been created as a result of RA diponegoro 92 Karangklesem's educational activities. The method of playing while

clapping and singing is fundamental to early childhood educational activities. Active, enjoyable learning is beneficial to six aspects of early childhood growth.

Playing with clapping and singing can stimulate the growth of six areas in early childhood, including cognitive, social emotional, physical motor, language, religious moral, and artistic aspects. The research has concluded that clapping and singing can stimulate six aspects of early childhood growth. based on results from observations and interviews.

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