

# THE IMPACT OF MUSIC ON MOTOR DEVELOPMENT IN EARLY CHILDHOOD AT ALMA PAUD POS, BAKALAN VILLAGE, KALINYAMATAN DISTRICT, JEPARA REGENCY

**Monalisa Enggar Febrianti<sup>1</sup>, Aton Rustandi Mulyana<sup>2</sup>**

<sup>1,2,3</sup> Program Studi Etnomusikologi FSP, Institut Seni Indonesia Surakarta

✉Correspondence E-mail: <sup>1</sup>arm.etnomusikologi@gmail.com\*

*\*Corresponding Author*

---

## Abstract

This research aims to explore and describe in depth the influence of music on motor development in early childhood at POS PAUD ALMA Bakalan Village, Kalinyamatan, Jepara. The research method used is qualitative with participatory techniques, interviews, and content analysis of the data collected. Research participants involved PAUD teachers and early childhood children at POS PAUD ALMA. Data was collected through direct observation of children's activities when exposed to music, interviews with children and PAUD teachers, as well as content analysis of children's responses to musical experiences in the classroom. Data analysis resulted in the finding that the use of music in the context of early childhood education at ALMA PAUD POS has a positive impact on children's motoric development. Through music, children show improved gross and fine motor skills, as well as motor coordination abilities. Apart from that, music also creates a fun environment and motivates children to develop their motor skills. This research contributes to understanding the role of music as an effective learning tool and can help improve the motor skills of young children. The implications of this research can be the basis for further development in the context of early childhood education at POS PAUD and provide guidance to educational practitioners to integrate music more effectively in the learning process.

**Keywords:** Music, Motor Development, Early Childhood Education, Quality Approach.

---

## INTRODUCTION

Early childhood years represent a crucial and foundational phase in a child's growth and development. It is widely recognized that development is an unavoidable journey; every individual undergoes development at various stages of their life (Cahyadi 2024). This phase is characterized by several key stages that are essential to a child's future life, extending all the way to the final stage of development.

Early Childhood Education (PAUD) facilities are instrumental in the establishment of the foundation for early childhood development (Nurachadijat, Kundan Selvia 2023). In early infancy, motor development is a critical component that encompasses physical abilities and movement coordination. Environmental factors, such as the incorporation of music, can significantly influence the facilitation or obstruction of this process (Romlah 2017). This research

examined the impact of music on the motor development of young children at the ALMA PAUD Center located in Bakalan Village, within the Kalinyamatan District of Jepara Regency. A deeper comprehension of the impact of music on motor development during early life stages is essential for enhancing educational strategies in this level. This research applied qualitative methods to explore the influence of music on the motor development of children at the ALMA PAUD Center (Handayani 2019).

Music has historically been regarded as a fundamental aspect of human existence. Recent research pointed out the significant role of music in enhancing children's motor development, whether by listening to music or engaging in musical activities like singing or playing instruments (Damayanti 2020). The impact of music has the potential to stimulate motor development in toddler.

This study provided a detailed examination of the geographic context of Bakalan Village, located in the

Kalinyamatan District of Jepara Regency, with the objective of enhancing our understanding of the role of music as an effective tool for stimulating early childhood motor development (Tahtani dan Sunaryo 2021), (Permadi 2021). This investigation applied a qualitative methodology to examine the experiences and perceptions of children, educators, and parents concerning the incorporation of music in early childhood educational settings.

This study's findings are anticipated to enhance curriculum development and teaching methodologies in early childhood education, especially regarding the use of music as a means to foster children's motor development. Moreover, gaining deeper insights into the significance of music in early childhood education can establish a basis for the development of more efficient and enduring learning approaches.

The progression of motor skills during early childhood is a significant focus of study within the discipline of child education, particularly in the context of Early Childhood Education Programs (PAUD). This study explored various research findings that examined the impact of music on motor development during the early stages of life, aiming to enhance our understanding of the influencing factors in this area. This literature review seeks to establish a theoretical and contextual foundation for upcoming studies into the impact of music on early childhood motor development at the ALMA PAUD POS in Bakalan Village, Kalinyamatan District, Jepara Regency, utilizing qualitative research methodologies.

## LITERATURE REVIEW

Numerous prior researchers have explored the connection between music and motor development during early childhood. The findings of the study clearly indicated that combining music and movement serves as a powerful approach to enhance children's motor skills. Research conducted by Rahardja (2009) titled "Efek Musik Terhadap Prestasi Anak Usia Prasekolah: Studi Komparasi Efek Lagu Anak, Dolanan Jawa, Dan Musik Klasik"; the study by Yuliasari and Widayati (2019) titled "Pengaruh Musik Dan Gerak Terhadap Kemampuan Motorik Kasar Pada Anak Kelompok A TK Dharma Wanita Kesiman Mojokerto"; Budiwati's (2021) work titled "Aplikasi Model Pendidikan AUD Berbasis Seni Musik Sebagai Upaya Mengembangkan Kepekaan Motorik Pada Guru-Guru Di Wilayah Selaawi Garut"; and the research by Purwanto and Baan (2022) titled "Pengaruh Aktivitas Pendidikan Jasmani Terhadap Keterampilan Motorik Kasar Anak Usia Dini"

collectively indicate that various forms of musical activities, including listening to music, playing musical instruments, and engaging in physical activities accompanied by music, can enhance the development of gross and fine motor skills in early childhood.

Recent investigations that bolster these conclusions encompass Adawiah et al.'s (2023) titled "Membentuk Nilai Karakter: Berkreasi Dengan Musik Dan Gerakan Untuk Meningkatkan Motorik Halus Pada Anak Prasekolah," which specifically emphasizes the influence of music and movement on enhancing fine motor skills. Additionally, Iriani and Salman's (2024) study, "Menggali Potensi Senam Dan Ritmik Dalam Pengembangan Keterampilan Motorik," along with Dianti et al.'s (2024) research, "Mengembangkan Motorik Kasar Pada Anak Usia Dini (Paud) Melalui Gerak Dan Lagu," delve into the beneficial impacts of movement, song, and rhythmic gymnastics on gross motor skills.

A more specific approach, such as the hadrah game examined by Syarran et al. (2024) titled "Peningkatan Kemampuan Motorik Kasar Melalui Permainan Hadrah Pada Anak Usia Dini," alongside the gymnastics research conducted by Lubis et al. (2025) titled "Peningkatan Kemampuan Motorik Kasar Anak Melalui Senam Irama Di Paud An-Nura Panyabungan Barat Kabupaten Mandailing Natal," demonstrated a notable effect on enhancing children's gross motor skills through targeted studies.

The findings presented in these studies highlighted the significant impact that the combination of music and movement has on the development of motor skills in early childhood. The findings emphasized that engaging in musical activities, including singing, playing instruments, rhythmic exercises, and gymnastics, can greatly enhance the development of both gross and fine motor skills during early childhood. Moreover, these activities enhance body coordination and promote physical fitness. This article builds upon and substantiates the findings presented in earlier works. Early childhood education (PAUD) is an engaging and significant form of learning through play. Play and music are essential elements that contribute to the formation and enhancement of early childhood motor skills, paving the way for subsequent educational stages.

## METHOD

This study applied qualitative methods with a descriptive approach, as such research data elucidates the characteristics of the population or

phenomenon under investigation (Lestari 2021). This approach entailed the observation of student behavior at the ALMA Early Childhood Education Center (POS PAUD) throughout the music-centered learning experience.

The focus of qualitative research is to gain insights into the experiences of subjects, including aspects like perceptual behavior, motivation, performance, and more. Baba (2017), emphasizes that it encompasses a comprehensive and detailed approach, articulated through language and words, situated within a particular natural context and employing diverse natural methods (Baba 2017). The collected data consists of words and images rather than numerical values, as a result of employing qualitative methods. Additionally, the gathered information is probably crucial to the insights that have been obtained (Moleong 2017).

This study used qualitative approaches, specifically observation, interviews, or document analysis, along with documentation. This qualitative approach was chosen for a variety of reasons. First, qualitative approaches offer greater flexibility in addressing various inquiries. Second, this approach explicitly outlines the dynamics of the interaction between researchers and participants. Third, this approach demonstrates greater sensitivity and can effectively accommodate various value patterns that emerge from combined effects (Moleong 2017). Drawing from qualitative research theory that elucidates phenomenology, scholars adopting a phenomenological lens aim to grasp the significance of events and their connections to individuals in specific contexts (Suprayitno, Degdo 2024), (Moleong 2017).

Thorough documentation plays a crucial role for researchers as they navigate their learning journey. Consequently, the process of documentation was carried out through both written and audio-visual formats. Scholars utilized notebooks and writing materials to record the educational journey through notes. Utilizing audio-visual documentation is crucial for examining the learning process through music, as it allows for capturing these moments on a mobile device. This aligns with Efferin's assertion that employing multiple methods of documentation can aid researchers in the triangulation process, enabling them to gather data that is genuinely verifiable (Efferin 2010).

In-depth observation and analysis were employed to explore social facts, focusing specifically on the learning phenomena at POS PAUD ALMA, where music serves as a medium. The aim was to thoroughly

investigate the background, conditions, and interactions that take place during the learning process through the use of music as a medium. This study aimed to investigate how effectively music serves as a medium for enhancing motor development in early childhood. The primary objective was to evaluate the significance and impact of music within the educational framework at POS PAUD ALMA.

## **RESULT AND DISCUSSION**

### **Results**

Prior to embarking on further research, the author engaged in a telephone interview with Ms. Sri Rejeki, S.Pd., who serves as the principal. During the first interview, the author posed a series of questions designed to gather insights into PAUD ALMA's experience with utilizing music as an educational tool. During this interview, the researcher concentrated on exploring various inquiries, such as: (1) When did PAUD ALMA start using music as a learning medium?; (2) What are the reasons underlying POS PAUD ALMA to finally use music as a learning medium for early childhood?; (3) What is the initial basis for selecting music used as a learning medium at POS PAUD ALMA?

The interview disclosed that PAUD ALMA commenced the incorporation of music into its educational framework upon its inception in July 2009. The foundation for utilizing music media in education stemmed from the training provided by the Jepara City Government, which was attended by Ms. Sri Rejeki, S.Pd., in her capacity as principal. Through the training, she acquired extensive knowledge and ultimately made the decision to establish a PAUD school supported by the government, which was subsequently named POS PAUD ALMA. Ms. Sri Rejeki, S.Pd. discovered that incorporating music media into the learning process served as an effective alternative to traditional theoretical instruction, aligning with the curriculum in place during that period. This experience aligns with the findings from Kurniawati's study, which indicates that incorporating music and movement into learning enhances children's enthusiasm and serves as an effective break from theoretical instruction within the PAUD curriculum (Kurniawati 2023).

Educators were required to modify and refine their choices in the music they selected. At first, they employed music with a slow tempo, including pieces like "Topi Saya Bulat" and "Bintang Kecil." The effect

of these selections was that children became drowsy and lacked motivation, attributed to the slow beats of the music. In late 2009, they selected upbeat, lively tracks, including "Baby Shark," which was created in 2006, as a medium for learning. Children started to engage with the rhythms, exhibiting joyful and spirited reactions. This phenomenon corresponds with Kurniawati's research findings, which elucidate that choosing music with the appropriate tempo, rhythm, and expression is a vital element in enhancing learning effectiveness (Kurniawati 2023). This reflects the experiences of educators who began with slower-paced songs such as "Topi Saya Bulat" and "Bintang Kecil," but later transitioned to faster, more upbeat tunes like "Baby Shark," which were found to be more successful in engaging children's attention and stimulating their eagerness to learn.

Following the selection of the material, which included the song "Baby Shark," the educator developed and implemented standardized movements intended for use in the formal gymnastics routine. The purpose of these movements is to enhance children's physical, emotional, and intellectual abilities. The students' enthusiasm during gymnastics was evident as they eagerly mimicked the teacher's movements, committed the song's lyrics to memory, and sang along with delight.



**Figure 1.** *Gymnastics activities at the ALMA PAUD POS*

At POS PAUD ALMA, music and dance instruction for students is carried out through a range of engaging activities tailored to support early childhood development. At the outset of the session, educators will guide participants in performing the POS PAUD ALMA song, followed by a selection of songs that align with the theme of the current lesson. The duration of each lesson theme is typically 4 to 5 weeks.

Every Friday, the educators engage in preparations for the upcoming weekly schedule at the ALMA PAUD

POS, focusing on promoting physical activity. Initially, one of the educators plays the track "Senam Ceria 2," and subsequently, the tune "Baby Shark" follows. In both compositions, the instructor demonstrates the movements in alignment with the specified rhythm. As the session commences, the children replicate the actions illustrated by the instructor. These activities include those that develop both gross and fine motor skills.

Engaging in activities that integrate music and movement, like singing while in motion, playing instruments, or keeping time with a song, offers enjoyment for children and serves as crucial stimulation for their motor development. This has been demonstrated to be effective in stimulating children's motor development. The study conducted by Harahap et al. (2024) demonstrates that engaging in Making Music Game activities can enhance fine motor skills, gross motor skills, and cognitive function during early childhood (Harahap et al. 2024). This aligns with the practices observed at POS PAUD ALMA, where children engage in movement to the rhythm of the song, showcasing their coordination, balance, and emotional expression all at once.

The implementation of simple music in educational settings plays a crucial role in enhancing fine motor skill development during early childhood. Engaging in gymnastics allows children to actively refine their hand and finger skills as they mimic the movements demonstrated by their instructor. This activity has the potential to enhance the development of small muscles that are essential for foundational skills like writing, drawing, and tool handling. This finding aligns with the research conducted by Arwinda et al. (2024), which demonstrated that sensory integration activities can enhance fine motor development, especially by improving hand-eye coordination and strengthening finger muscles (Arwinda 2024), (Oktadhus 2024). A structured and innovative learning approach that incorporates music and movement serves as a highly effective strategy for fostering optimal growth and development in children.

Alongside its contributions to cognitive and emotional development, the integration of music learning with movement significantly enhances the growth of children's gross motor skills. At POS PAUD ALMA, engaging activities like singing while jumping, dancing to the rhythm, and playing music with dynamic movements promote physical activity among children. Engaging in these activities enhances

muscle strength, boosts dexterity, increases flexibility, and promotes overall motor coordination. According to a study conducted by Thai and Rattanakiat (2024) it has been found that children who engage consistently in music and sports activities demonstrate notable enhancements in their motor skills, including improved running, jumping, and various athletic capabilities. Optimal outcomes can be attained when a learning environment characterized by familiarity is established (Tai 2024). Consequently, engaging with music serves not only as a source of enjoyment but also fosters children's comprehensive physical growth.

The approach to music learning at POS PAUD ALMA is both consistent and enjoyable, fostering an environment that nurtures children's physical and emotional development in a balanced manner. The integration of music and movement serves as a powerful way for self-expression, cultivates discipline, and enhances self-confidence from a young age. Engaging in consistent, organized activities like musical gymnastics and themed singing enables children to develop their ability to recognize pitch and rhythm. Additionally, these activities foster collaboration, turn-taking, and adherence to instructions, all of which play a vital role in their social and motor growth.

Table 1. Motor Development Based on Song Material

No.	Material	Gross Motor Skills	Fine Motor Skills
1.	PAUD PADMA Song	<ul style="list-style-type: none"><li>- Clap hands.</li><li>- Shake body left and right.</li><li>- Shake both hands left and right.</li><li>- Pull both hands in front of chest.</li></ul>	<ul style="list-style-type: none"><li>- Imitate the song being sung.</li><li>- Raise both thumbs.</li></ul>
2.	Ceria 2 Gymnastics Song	<ul style="list-style-type: none"><li>- Raise arms to your shoulders and swing them up and down.</li><li>- Repeatedly make small</li></ul>	<ul style="list-style-type: none"><li>- Imitate the rhythm of the song</li><li>- Respond to the beat of the song</li></ul>

No.	Material	Gross Motor Skills	Fine Motor Skills
		<ul style="list-style-type: none"><li>- circles with both hands from above head until you're bent over.</li><li>- Hold knees while rotating groin joints repeatedly.</li><li>- Repeatedly clap hands to the left and right.</li><li>- Step forward and jump backward.</li><li>- Repeatedly wave arms to the left and right.</li><li>- Rotate body.</li><li>- Spread arms wide.</li></ul>	
3.	Baby Shark Song	<ul style="list-style-type: none"><li>- Shake waist and hips to the right and left.</li><li>- Clap hands like a shark opening and closing its mouth.</li><li>- Place hands above head and shake them to the right and left.</li><li>- Perform a sprinting motion.</li></ul>	<ul style="list-style-type: none"><li>- Imitates songs sung by the teacher, even if not quite correctly.</li><li>- Clenches or clenches fists. Snaps fingers, including index finger and thumb, until they touch each other, and does this repeatedly.</li></ul>



No.	Material	Gross Motor Skills	Fine Motor Skills
4.	Plant Song	<ul style="list-style-type: none"> <li>- Clap hands.</li> <li>- Shake body left and right.</li> <li>- Raise hands forward, resembling the motion of watering a plant.</li> <li>- Circle hands above head.</li> </ul>	
5.	Rhythmic Gymnastics Song	<ul style="list-style-type: none"> <li>- Stretch both arms forward.</li> <li>- Swing both arms from bottom to top.</li> <li>- Bow or bow.</li> <li>- Stretch both arms wide.</li> <li>- Round both arms above head and swing them in a circular motion.</li> <li>- Step feet.</li> <li>- Shake head left and right.</li> </ul>	<ul style="list-style-type: none"> <li>- Place both hands on waist.</li> <li>- Clench fists.</li> </ul>

It can be inferred that the educators at POS PAUD ALMA participated in an extensive evaluation of the efficacy of music in early childhood education. The benefits of music for children's motor, emotional, and cognitive development were once questioned. However, the instructors have shown through experience and firsthand observation throughout the activities that music is essential to the development of all three areas in early childhood.

## Discussion

The institution known as POS PAUD ALMA is situated on Jl. Makam Yi Kholil RT.11 RW.02 in the Bakalan area of the Kalinyamatan District, within the Jepara Regency of Central Java Province. The establishment of this POS PAUD dates back to July 17, 2009, with official permission granted in 2014. ALMA

stands for Al-Mubarakatul Ma'arif. The head of POS PAUD ALMA is Ms. Sri Rejeki S.Pd., who has been instrumental in the school's establishment since the beginning. At present, POS PAUD ALMA comprises a team of 5 educators, in addition to the principal and a school coordinator. Since its inception, POS PAUD ALMA has successfully graduated over 1,000 students. The present situation indicates a total of 35 active students distributed across two classes, referred to as class A and class B. The property comprises a primary structure featuring two classrooms and a hall, in addition to two restrooms. The exterior features a parking facility alongside a small playground area.

Since its establishment in 2009, POS PAUD ALMA has incorporated music into its educational approach. Initially, the use of slow-tempo music led to children becoming bored, sleepy, and less engaged. In response, teachers transitioned to faster-paced songs with cheerful and energetic tones. This adjustment has successfully fostered a more vibrant and enjoyable learning environment, particularly when paired with entertaining tracks. The founders of POS PAUD ALMA firmly believe that music serves as an effective tool for enhancing children's motor development (Arwinda 2024), (Kurniawati 2023).

### A. Objectives of Early Childhood Education (PAUD)

Early Childhood Education (PAUD) represents a foundational stage of learning prior to elementary education, focusing on the developmental needs of children from birth to six years old. This initiative involves offering educational stimulation to support both physical and emotional growth, ensuring that children are adequately prepared for subsequent educational opportunities. It is implemented through various channels, including formal, non-formal, and informal settings (Kementerian Pendidikan dan Kebudayaan 2020).

Early childhood education emphasizes establishing a strong base for children's growth and development across multiple dimensions, including physical development (both fine and gross motor skills), cognitive abilities (such as thinking, creativity, emotional intelligence, and spiritual intelligence), socio-emotional aspects (attitudes, behavior, and religious understanding), as well as language and communication skills, all tailored to the unique characteristics and developmental stages that young children experience. The implementation of PAUD must pay attention to the stages of early childhood development that are holistic and integrative (Kementerian Pendidikan dan Kebudayaan 2020).

The objectives of early childhood education (PAUD) are twofold (Kementerian Pendidikan dan Kebudayaan 2020), yaitu:

1. Primary objective: to develop quality Indonesian children, namely children who grow and develop according to their developmental level, thus achieving optimal readiness for primary education and life in adulthood.
2. Subsequent objective: to help prepare children for academic readiness in school.

In accordance with the aforementioned objectives, it is essential for a PAUD teacher, instructor, or tutor to not only excel in various learning methods but also to effectively oversee the learning process in alignment with the intended goals, specifically the skills anticipated from children. Consequently, engaging in music-related activities within Early Childhood Education plays a crucial role in fostering children's creativity and potential, ensuring that their talents and interests flourish to their fullest extent.

## **B. Overview of Early Childhood**

Children are a precious blessing that requires attentive care and nurturing, enabling them to develop strong character and pursue their aspirations. Early childhood, namely children with pre-school age (0-6 years), according to various studies is the golden age of humans (golden age), where human intelligence is determined during this period (Hariwijaya and Sukaca 2009). In 1964, Benjamin Bloom (1964) conducted observations on children's intelligence over a specified timeframe, leading to the development of a hierarchical framework. He posited that the intelligence exhibited by children at the age of 15 is significantly influenced by their early childhood education experiences. Consequently, early childhood education plays a crucial role in aligning personal development and intelligence with individual interests and talents.

It is crucial to recognize that each child follows a distinctive developmental trajectory. The interplay of genetic influences, environmental contexts, and social interactions is essential in determining a child's growth and development in the early years of life. Offering suitable assistance, encouragement, and care can facilitate their growth and development in the best possible way.

## **C. Characteristics of Early Childhood Music**

During the early childhood stage, specifically between the ages of 2 to 4 years, children exhibit a predominantly self-focused perspective, with their interests largely centered on themselves and limited

participation in group activities. This developmental phase serves as a crucial time for exploration. Children are in the process of mastering their physical movements, including walking and running. At this age, they frequently demonstrate a propensity to mimic simple movements or dances they observe. Their ability to express themselves through body movements often aligns with the rhythm of music. Consequently, musical engagement during this stage is primarily aimed at fostering freedom of physical activity and enhancing body awareness.

Young children frequently find joy in singing, particularly with simple melodies or those that incorporate physical activity. Music serves as a powerful medium for facilitating the acquisition of new vocabulary and ideas. Engaging in musical activities within a group setting can be a delightful experience for young children. This may involve engaging in collective singing, playing music collaboratively on basic instruments, or taking part in group music activities within a classroom setting.

Ideally, music for young children should have three main parts: singing, the ability to get kids moving, and the ability to get them to pay attention or listen carefully (Rachmi 2008). Consequently, throughout this stage of development, children continue to refine their ability to synchronize their bodily movements. On the other hand, the musical stimulation offered ought to focus on enhancing the coordination of body movements. Consequently, at this developmental stage, children tend to favor learning through play, making the music offered an enjoyable educational experience for them.

The musical compositions suitable for early childhood, specifically for ages 2 to 4, exhibit simple yet notably consistent structures and rhythms, rendering them particularly beneficial for children in this developmental stage. Basic musical frameworks can be established by crafting melodies within a single octave. A fitting musical tempo for children of this age typically falls within a moderate range, avoiding extremes of speed.

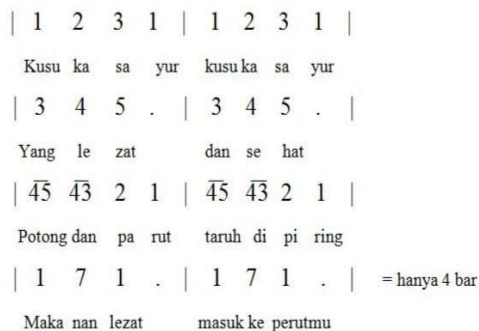
Example of simple songs for young children:

*Kusuka Makan Sayur  
Kusuka sayur kusuka sayur  
Yang lezat dan sehat  
Potong dan parut taruh di piring  
Makanan lezat masuk ke perutmu*

*Kusuka brokoli kusuka brokoli  
Disop pun baik untukmu  
Dia kan buatmu kuat tuk jalan setiap hari  
Makanan lezat masuk ke perutmu*

**Analysis:**

1. The song has a medium tempo
2. 4/4 time signature
3. It has an A, B, A', B' rhythmic pattern
4. It has a melodic rhythmic pattern

**Figure 2.** *Song Tone*

Why is the song said to be a simple song form?

1. Because there are only two main motifs and two variations.
2. There are no extreme pitch jumps, using almost sequential pitch rises and falls.
3. The lyrics are tailored to the rhythm and tone, with frequent repetitions, and the words are not difficult and easy to memorize.
4. It allows children to memorize the tune, lyrics, and words.

**CONCLUSIONS**

Music education in early childhood plays a vital role and contributes positively to children's overall development during their golden years. The influence of music on young children is profound, as it aids in enhancing intelligence, language abilities, coordination, and creativity. Engaging in music education allows children to nurture their talents and promotes growth aligned with their individual interests and abilities, encompassing various aspects such as language, communication, physical, emotional, cognitive, social, and aesthetic development.

The process of early childhood education fundamentally revolves around the concept of children acquiring knowledge and skills through playful activities. Consequently, early childhood education fundamentally revolves around the concept of learning through play, indicating that

children acquire knowledge through enjoyable, engaging, and free-form approaches. Being free entails the absence of external commands or objectives imposed by others, allowing one the liberty to initiate and conclude at will. Reflecting the nature of early childhood, where children actively engage with their surroundings, play activities serve as an integral component of the learning process.

Early childhood education must be structured in a way that allows children to engage in their developmental milestones without feeling overwhelmed. To create a learning environment that is neither overwhelming nor dull, it should be characterized by a natural, warm, and enjoyable atmosphere. Activities that encourage children to engage with their peers and surroundings are emphasized. Moreover, given that children possess distinct and diverse characteristics, it is essential to take into account their individual differences and interests.

**ATTACHMENT**

Documentation of learning at POS PAUD ALMA:

**REFERENCES**

- Adawiah, Laila Robiatul, Sahrona Harahap, and Devita Savitri. 2023. "Membentuk Nilai Karakter: Berkreasi Dengan Musik Dan Gerakan Untuk Meningkatkan Motorik Halus Pada Anak Prasekolah." *Refleksi: Jurnal Penelitian Tindakan* 1 (1): 48–55. <https://doi.org/10.37985/refleksi.v1i1.155>.
- Arwinda. 2024. "The Effect of Sensory Integration Activities on the Fine Motor Abilities of Early Childhood." *Jurnal Pendidikan Anak Usia Dini (Undiksha)* Vol. 13 No. <https://doi.org/10.23887/paud.v13i1.87415>.



- Baba, Mastang Ambo. 2017. *Analisis Data Penelitian Kualitatif*. Penerbit Aksara Timur.
- Bloom, Benjamin Samuel. 1964. *Taxonomy of Educational Objectives: Affective Domain*. Vol. 2. Longmans, Green.
- Budiwati, Dewi Suryati. 2021. "Aplikasi Model Pendidikan AUD Berbasis Seni Musik Sebagai Upaya Mengembangkan Kepekaan Motorik Pada Guru-Guru Di Wilayah Selaawi Garut." *Irama: Jurnal Seni, Desain Dan Pembelajarannya* 1 (2): 1-8. <https://doi.org/10.17509/irama.v1i2.21686>.
- Cahyadi, Ani dan Mubin. 2024. *Psikologi Perkembangan*. Edited by Jamridafrizal. I Juni 202. Banten: Yayasan Laksita Indonesia. [https://www.researchgate.net/profile/Ani-Cahyadi/publication/387962745\\_PSIKOLOGI\\_PERKEMBANGAN\\_Edisi\\_Revisi/links/67852ce955274940f123963d/PSIKOLOGI-PERKEMBANGAN-Edisi-Revisi.pdf](https://www.researchgate.net/profile/Ani-Cahyadi/publication/387962745_PSIKOLOGI_PERKEMBANGAN_Edisi_Revisi/links/67852ce955274940f123963d/PSIKOLOGI-PERKEMBANGAN-Edisi-Revisi.pdf).
- Damayanti, Rika. 2020. "Pengaruh Lingkungan Dan Stimulasi Terhadap Perkembangan Anak: Studi Kasus Di PAUD." *Jurnal Psikologi Indonesia* Vol. 15, N:145-58.
- Efferin, Sujoko. 2010. *Triangulasi Dalam Penelitian Kualitatif-Interpretif Di Bidang Akuntansi: Seni Mengelola Keterbatasan*. Yogyakarta: Program Magister Sains dan Doktor Ilmu-Ilmu Ekonomi - Universitas Gadjah Mada Yogyakarta. [https://repository.ubaya.ac.id/28809/6/Efferin\\_Triangulasi\\_dalam\\_Penelitian\\_kolokium\\_2010.pdf](https://repository.ubaya.ac.id/28809/6/Efferin_Triangulasi_dalam_Penelitian_kolokium_2010.pdf).
- Erina Dianti. 2024. "MENGEMBANGKAN MOTORIK KASAR PADA ANAK USIA DINI (PAUD) MELALUI GERAK DAN LAGU." *PERNIK* 7 (1): 52-61. <https://doi.org/10.31851/pernik.v7i1.15897>.
- Handayani, Sri. 2019. *Psikologi Perkembangan Anak: Teori Dan Aplikasi Dalam Pendidikan*. Pustaka Pelajar.
- Harahap et al. 2024. "The Impact of the Making Music Game on Early Childhood Physical-Motor and Cognitive Development." *Journal of Islamic Education Students (JIES)*.
- Hariwijaya, Muhammad, and Bertiani Eka Sukaca. 2009. "PAUD Melejitkan Potensi Anak Dengan Pendidikan Sejak Dini." *Yogyakarta: Mahadhika Publishing* 14:58-72.
- Iriani, Siti Zahra Aglia, and Salman Salman. 2024. "Menggali Potensi Senam Dan Ritmik Dalam Pengembangan Keterampilan Motorik." *Pubmedia Jurnal Pendidikan Olahraga* 1 (4): 10. <https://doi.org/10.47134/jpo.v1i4.465>.
- Kementerian Pendidikan dan Kebudayaan. 2020. "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini." <https://gtk.pauddikdasmen.kemdikbud.go.id/read-news/permen-nomor-137-tahun-2014>.
- Kurniawati, Leli et al. 2023. "Implementasi Pembelajaran Musik Dan Gerak Pada Guru PAUD Di Kecamatan Parongpong, Kabupaten Bandung Barat." *WISDOM: Jurnal Pendidikan Anak Usia Dini*. Vol. 4, No. <https://doi.org/10.21154/wisdom.v4i1.5343>.
- Lestari, Ayu. 2021. "TINJAUAN METODE AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) PADA PELAGUAN MATA PELAJARAN BAHASA ARAB DI MADRASAH DINIYAH ROUDLATUT THOLIBIN DESA JRAGANAN." *Sorai:Jurnal Pengkajian Dan Penciptaan Musik* Vol. 14, N. <https://doi.org/https://doi.org/10.33153/sorai.v14i2.4371>.
- Lubis, Ainun Ramadhani, Masganti Sitorus, and Muhammad Basri. 2025. "PENINGKATAN KEMAMPUAN MOTORIK KASAR ANAK MELALUI SENAM IRAMA DI PAUD AN-NURA PANYABUNGAN BARAT KABUPATEN MANDAILING NATAL." *Jurnal Review Pendidikan Dan Pengajaran* 8 (1): 3304-14. <https://doi.org/10.31004/jrpp.v8i1.43453>.
- Moleong, Lexi J. 2017. *Metodologi Penelitian Kualitatif/Lexy J. Moleong*. Pt Remaja Rosdakarya.
- Nurachadijat, Kun dan Selvia, Meri. 2023. "Peran Lembaga Pendidikan Anak Usia Dini Dalam Implementasi Kurikulum Dan Metode Belajar Pada Anak Usia Dini." *Jurnal Inovasi, Evaluasi, Dan Pengembangan Pembelajaran (JIEPP)* 3 No. 2. <https://doi.org/https://doi.org/10.54371/jiepp.v3i2.284>.
- Oktadhus, Henry. 2024. "GERAK SINKRON: PERAN GERAK DAN MUSIK BAGI HUBUNGAN INTERPERSONAL ANAK USIA DINI." *Sorai:Jurnal Pengkajian Dan Penciptaan Musik*

- Vol.17, No:89-99.  
<https://doi.org/https://doi.org/10.33153/sorai.v17i2.6600>.
- Permadi, dkk. 2021. "Meningkatkan Kemampuan Motorik Kasar Melalui Gerak Dan Lagu Animal Dance Pada Anak Usia 4-5 Tahun Di RA Al-Ikhwan Soreang." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* Vol. 5, No:1844-52.
- Purwanto, Didik, and Addriana Bulu Baan. 2022. "Pengaruh Aktivitas Pendidikan Jasmani Terhadap Keterampilan Motorik Kasar Anak Usia Dini." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6 (6): 5669-78.  
<https://doi.org/10.31004/obsesi.v6i6.3158>.
- Rachmi, Tetty. 2008. "Keterampilan Musik Dan Tari." *Jakarta: Universitas Terbuka*.
- Raharja, Budi. 2009. "EFEK MUSIK TERHADAP PRESTASI ANAK USIA PRASEKOLAH: STUDI KOMPARASI EFEK LAGU ANAK, DOLANAN JAWA, DAN MUSIK KLASIK." *Cakrawala Pendidikan : Jurnal Ilmiah Pendidikan* 02 (02): 132-45.  
<https://doi.org/https://doi.org/10.21831/cp.v2i2.313>.
- Romlah, Romlah. 2017. "Pengaruh Motorik Halus Dan Motorik Kasar Terhadap Perkembangan Kreatifitas Anak Usia Dini." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 2 No. 2.  
<https://doi.org/https://doi.org/10.24042/tadris.v2i2.2314>.
- Suprayitno, Degdo, dkk. 2024. *Metodologi Penelitian Kualitatif: Teori Komprehensif Dan Referensi Wajib Bagi Peneliti*. PT. Sonpedia Publishing Indonesia.
- Syarran, Naldien, Sudaryanti Sudaryanti, and Ahmad Afiif. 2024. "Peningkatan Kemampuan Motorik Kasar Melalui Permainan Hadrah Pada Anak Usia Dini." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 8 (3): 648-56.  
<https://doi.org/10.31004/obsesi.v8i3.5914>.
- Tahtani dan Sunaryo. 2021. "Meningkatkan Motorik Kasar Dengan Media Musik Melalui Gerak Dan Lagu Kupu Kuwi Untuk Anak PAUD." *Murhum: Jurnal Pendidikan Anak Usia Dini* Vol. 6, No:108-118.  
<https://doi.org/10.37985/murhum.v6i1.1045>.
- Tai, Jianmin. 2024. "The Effect of Music Rhythm and Movement Activities to Promote Physical Development of Young: Early Children." *Interdisciplinary Academic and Research Journal* Vol.4, No.  
<https://doi.org/10.60027/iarj.2024.273641>.
- Yuliasari, Artika; Widayati, Sri. 2019. "PENGARUH MUSIK DAN GERAK TERHADAP KEMAMPUAN MOTORIK KASAR PADA ANAK KELOMPOK A TK DHARMA WANITA KESIMAN MOJOKERTO." *PAUD Teratai* 8 (1): 1-6.