



The Use of Percussion Instruments to Improve Musical Intelligence of Young Children

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Abstract

Musical intelligence is one of the essential aspects that should be given to children. With music, children can easily remember and manipulate patterns of musical forms. Music will primarily affect human life in the form of musical rhythms, musical instruments, and songs. Therefore, to improve musical intelligence in early childhood, an educator must use percussion instruments to improve children's musical intelligence. One way to improve it is to use percussion instruments, where percussion instruments are hit musical instruments found by children in the surrounding environment and can have a positive and educational influence on early childhood. This research was conducted at Raudhatul Atfhal Baitul Umi Pajaresuk Pringsewu in group B1 students. This research is a Classroom Action Research with a descriptive qualitative research type. The formulation of the problem that the author proposes in this study is "Whether the use of percussion musical instruments can increase the musical intelligence of children in group B1 RA Baitul Umi Pajaresuk Pringsewu. The research subjects were 20 students in group B1, while the object of research was early childhood musical intelligence. Based on the research results at RA Baitul Umi Pajaresuk Pringsewu, it can be concluded that using percussion musical instruments can improve children's musical intelligence at RA Baitul Umi Pajaresuk Pringsewu in the 2016-2017 school year with excellent results. This can be seen from the musical intelligence of students where in the pre-cycle of research, it can be seen that students who achieve very well development do not exist from all students totaling 20 students. Then in cycle I, students with perfect musical intelligence improvement still have not shown results. And in cycle II, it increased again to 1 learner or 80% of learners who had reached the predetermined assessment standards.

Keywords: *Percussion Instruments, Musical Intelligence, Young Children*



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INTRODUCTION

Early childhood is when an individual undergoes a rapid development process fundamental to later life. Early childhood is the span of human life development. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of development. Based on Law Number 20 of 2003 concerning the National Education System Chapter 1, Article 1, Item 14, it is emphasized that early childhood education is a coaching effort aimed at children

from birth to six years of age which is carried out through providing stimulation for physical and spiritual growth and development so that children have the readiness to enter further education. (*Peraturan Menteri Pendidikan Nasional Nomor 58 Tahun 2009, Standar Pendidikan Anak Usia Dini*, 2009)

One period that details early childhood is The golden age or golden period. Many concepts and facts explain the golden period, an age when all children's potential develops the fastest. Some of the concepts juxtaposed for early childhood are exploration, identification/imagination, sensitization, and play periods. (Novan A. Barmawi, 2014). Early childhood education plays a significant and decisive role in the history of the child's further development because it is the basic foundation of the child's personality. Children who receive proper and practical guidance early can improve their physical and mental health and well-being, impacting learning achievement, work ethic, and productivity to be independent and optimize their potential. (Mulyasa, 2016).

Early childhood education can also be interpreted as a form of education that focuses on laying the foundation towards growth and development, both motor coordination (fine or gauze) emotional intelligence, multiple intelligences and spiritual intelligence. In accordance with the uniqueness and growth of Early Childhood, the provision of Education for Early Childhood is adjusted to the stages of development through which Early Childhood itself passes. (Hibana S. Rahman, 2005). Gardner states that intelligence is not a single entity that can be measured simply with an IQ test. Intelligence can be developed throughout a person's life (Utama, 2018). Gadner defines intelligence as the capacity to solve problems or form products of value in one or more cultural settings. (JJ Reza, n.d.).

The characteristics of Multiple Intelligences are that each intelligence is different, but equal, possessed by every human being in unequal levels, there are many indicators in each intelligence, each intelligence works together, intelligence is found throughout the world, the natural stage begins with making basic patterns, intelligence is expressed through obstacles in the pursuit of professions and hobbies, intelligence may be at risk (PAUD44D4, 2010). Multiple Intelligences is a compound intelligence found in early childhood. In this intelligence, children must be given a good development and growth stimulus. In multiple intelligences there are several applications of the concept of intelligence that must be developed. Linguistic-verbal intelligence, mathematical-logical intelligence, visual-spatial intelligence, rotmic-musical intelligence, kinesthetic intelligence, interpersonal intelligence, naturalistic intelligence, interpersonal intelligence, and existential intelligence (Nur Tanfidiyah & Ferdian Utama, 2019).

Based on the concept of multiple intelligences, every child has 9 intelligences. There are intelligences that are well developed, sufficient, and lacking. Other terms in early childhood assessment are not yet developing, starting to develop, developing as expected, and developing very well. The child can develop to an adequate level. The intelligence works together by realizing daily activities. Each child has different ways of realizing their intelligence (Ardiana, 2022).

One of the intelligences to be developed in this research is musical intelligence. Musical intelligence is a combination of recognizing tone patterns, high and low pitch, melody and rhythm, coupled with sensitivity in capturing aspects of sound and music deeply or soulfully. Children who are intelligent in the field of

music will enjoy singing, tapping on the table, snapping their fingers, nodding their heads to the rhythm of the music, which is an early sign of musical intelligence (Yeni R, 2010) .

Music is something real and ever-present in human life. Nature is rich in musical nuances and rhythms. Humans will never be able to escape the sounds that are heard every second with various types of frequency, duration, tempo and rhythm. Each displays its own natural characteristics, Nature teaches humans with harmony, balance, symmetry, systematic, and a sense of togetherness united through the rhythm of natural sound (Suwono, 2022). Art partly referred to in paragraph 1 includes the ability to explore and express oneself, imagination and movement, drama music, and diversity in other fields of art (painting, fine arts, crafts), as well as being able to appreciate works of art, movement, and dance and drama (Kemdikbud, 2015). Music has several ways to enjoy it, there are by listening to songs, singing directly according to the rhythm, or by playing musical instruments directly. Not only that, musical instruments are also divided into several types of ways of using them, some are beaten, or shaken (Putri & Ismet, 2020).

Percussion instruments are musical instruments easily found in the environment around human life. Utilizing new glassware at home or even those still used can be used as musical instruments, namely percussion. Percussion instruments are easy to play just by being hit. But it must have good intonation and rhythm. Playing percussion instruments takes creativity and patience because it can educate children musically. Percussion instruments are musical instruments that are used to beating (Rossing & French, 2001). The drum band is one of the musical instruments used in RA Baitul Umi school. The drum band is the only musical equipment used to improve children's intelligence at school. Drum band instruments have been in RA Baitul Umi school since 2008, and took a break for 2 years. Now it is actively played again by students at school and has won the 3rd all-around champion of the drum band competition in the Pringsewu district at the level of pre-independent children.

In this study, percussion instruments that will be used to improve children's musical intelligence are drum bands, buckets, cans, gallons, and others. How to use it only by hitting it, it will make a sound. It will create a beautiful sound or rhythm according to the characteristics of the percussion sound. It will create a beautiful sound or rhythm according to the characteristics of the percussion sound. Based on the pre-survey conducted, it can be seen that students in group B1 RA Baitul Umi Pajaresuk Pringsewu, at this time children are still less developed in musical intelligence. This can be seen when researchers conducted activities (presurvey) with drum band instruments in Group B1 RA Baitul Umi Pajaresuk Pringsewu. Activities that contain elements of musical intelligence are playing drum band instruments. All students of group B1 RA Baitul Umi Pajaresuk Pringsewu followed them. Many learners still have less developed musical intelligence, both in terms of rhythm, tone, singing, tone intonation, and especially by playing musical instruments (Partiyem, 2016). Thus, this research contains a problem formulation about how the use of percussion musical instruments can improve the musical intelligence of early childhood at RA Baitul Umi Pajaresuk Pringsewu.

METHODOLOGY

The type of this research is Classroom Action Research which in English is Classroom Action Research (CAR). Classroom Action Research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving performance so that student learning outcomes increase (IGAK, 2011). This Classroom Action Research (PTK) is qualitative because researchers naturally interact directly with research subjects, namely students at RA Bitul Umi Pajaresuk Pringsewu. In classroom action research, it is an act of collecting, processing, analyzing, and concluding data to determine the level of success of the type of action implemented by teachers in the learning process (Kunandar, 2001). McNiff, in his book *Action Research Principles and Pre active*, views PTK as a form of self-reflective research whose results can be utilized as a tool for curriculum development, school development, teaching skills development, and as a form of teacher self-evaluation. (E. Mulyasa, 2009).

RESULTS AND DISCUSSION

Percussion Instruments

Percussion comes from the word percussion (which means to hit) and percussionist (a noun meaning "blow"). Types of music that fall into this percussion instrument category include drum sets, marimba, tambourine, etc. (Rossing & French, 2001). Percussion instruments or hit instruments are musical instruments whose sound is caused by the hit of an object with another object (Bucur, 2022).

Percussion instruments are one way to increase children's musical intelligence because every method carried out by the teacher is also followed by every child either through singing while playing percussion instruments, making rhythmic sounds with percussion instruments, to harmonizing song lyrics with percussion instruments and correcting children who are less able to do it correctly. Percussion is the name for all musical instruments whose playing techniques are hit using hands or sticks. Musical instruments are any object that can produce sound either because it is hit, shaken, rubbed, mixed, or in any way that can vibrate the object. The term percussion instrument is usually used on objects used as accompaniment in a musical game. (Suwono, 2011).

All objects can be used as musical instruments. These kinds of used percussion instruments include household appliances such as pots, pans, glasses, gallons of drinking water, and plastic buckets. Not only from household appliances but also from building materials such as cans used for house paint, paragon or drums used for road asphalt. Percussion from these used items is generally from household appliances. Because it is used goods, the equipment used has been used and has changed its function. But not all of these used percussion instruments are damaged. To set the tone of percussion, this used item is also unique. Usually, these used percussion instruments are given additions such as duct tape around the equipment so that the tone formed is louder. Or to hit the used percussion equipment, use other additional tools such as sticks or sticks (Arsyad & Putrianti, 2020).

Early Childhood Musical Intelligence

According to Howard Gardner, intelligence is an ability that has three components, namely the ability to solve problems, produce new problems, and create something. In detail, according to Howard Gardner's multiple intelligences paradigm, intelligence can be defined as three main components: The ability to solve problems that occur in daily life. The ability to generate new problems that are faced to be solved. The ability to create something or offer a service that will generate respect in one's culture.

All humans possess all of these abilities, although humans have different ways of demonstrating them. As for intelligence according to the psychometric approach, intelligence is seen as a psychological trait that is different in each individual. Intelligence can be estimated and classified based on intelligence tests.

Intelligence measurement figure Alfred Binet said that intelligence is an ability consisting of three components: The ability to direct thoughts or actions. The ability to change the direction of thought or action. The ability to criticize one's thoughts and actions. Children's intelligence is also based on Armstrong's primary view of the multiple intelligences theory, as he says that: Every child has the capacity to possess nine bits of intelligence. All children can generally develop each intelligence to a sufficient level of mastery. The intelligence work together in daily activities. Children have different ways of demonstrating their intelligence in each category.

When it comes to children's musical intelligence, according to Gardner, musically intelligent individuals who have frequent contact with music can manipulate sounds, rhythms and tone colors to participate with much skill in musical activities, including composing, singing or playing instruments. Musical intelligence is defined as the ability to handle musical forms. According to Armstrong, this ability includes: The ability to perceive musical forms, such as perceiving or enjoying music and tonal sounds. The ability to distinguish musical forms, such as distinguishing and comparing musical characteristics of sounds, voices, and instruments. The ability to change musical forms, such as creating and converting music. Ability to express musical forms, such as singing, singing, and whistling.

Using Percussion Instruments to Improve Children's Musical Intelligence

Based on the results of the analysis, the research implementation conducted 2 cycles, and each cycle consisted of four stages, namely: planning, implementation, observation, and reflection. In cycle I, researchers applied primary image media to improve language skills. While in cycle II, researchers focused more on using percussion instruments to increase children's musical intelligence. Among them are the use of percussion instruments related to various percussion instruments and how to use them: tools that can increase musical intelligence.

Based on the results of the reflection of the 1st and 2nd meetings, it can be concluded that several problems arose in the implementation of the first cycle. For this reason, in the implementation of cycle II, the learning design needs to be improved. The revision plans are:

1. Time management that is as efficient and significant as possible in the implementation of play activities in class B1, one of which can be done is by dividing groups before the activity is carried out so that children can more easily understand the use of percussion instruments.

2. Provide motivation and enthusiasm to the best children at every meeting in class B1 so that they can better participate in activities to play percussion instruments. In addition, in presenting activities or materials to children, teachers are made as attractive as possible, easy to understand and memorize to make children more focused on the activities of playing percussion instruments.

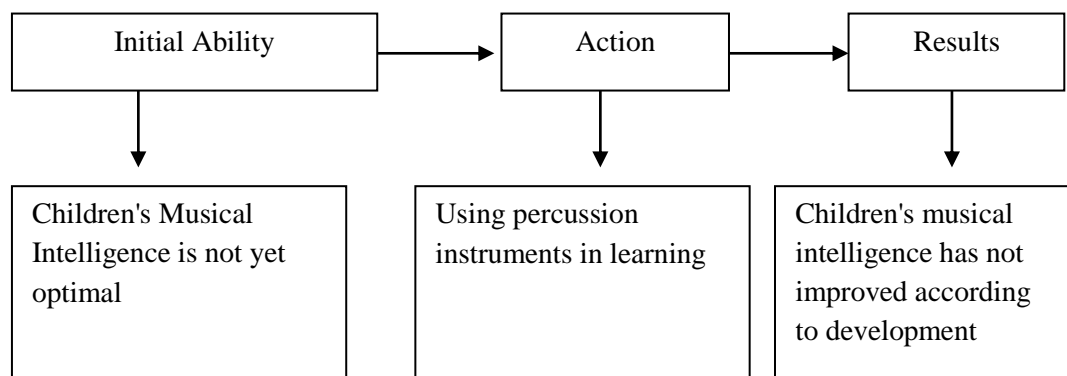


Figure 1. The Cycle of Success (Cycle I)

After taking action in cycle I, it turned out that the results still showed many children who had not been able to reach the assessment standard of developing very well. This made researchers try to make improvements through activities in cycle II.

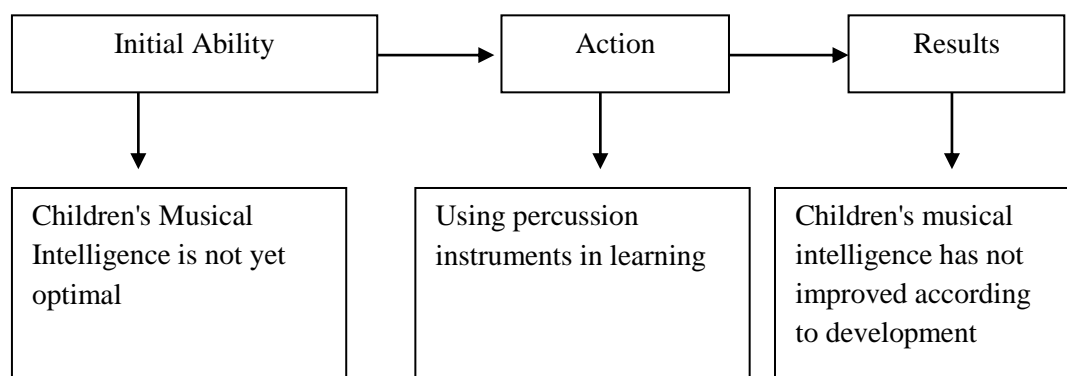
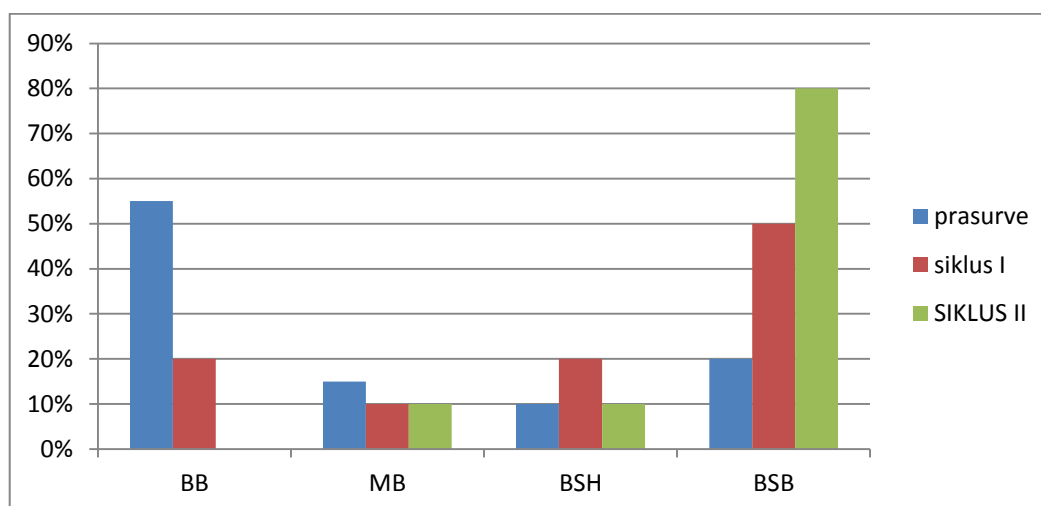


Figure 1. The Cycle of Success (Cycle II)

Based on the results of the reflection of the two cycles can be seen significant development. The measurement results through written assessments show increased children's interest and enthusiasm in carrying out learning activities. Hence, this research ended in the second cycle with four meetings in group B1 RA Baitul Umi Pajaresuk Pringsewu can be found a significant increase in the percentage of development. This can be revealed in the table.

Table 1. Comparison of the Percentage of Students' Musical Intelligence

Sycle	RK H Mee ting	Musical Intelligence Development Assessment Results								Numb er of childre
		BB		MB		BSH		BSB		
		Child	%	Child	%	Child	%	Child	%	
PRA SURVEY		11	55%	3	15%	2	10%	4	20%	20
SYCLE I	2	4	20%	2	10%	4	20%	10	50%	20
SYCLE II	4	0	0%	2	10%	2	10%	16	80%	20
Total Percentage		100%		100%		100%		100%		

**Figure 3. Percentage Results of Pre-Cycle, Cycle I, Cycle II**

In cycle II also experienced a tremendous increase, from 20 students who showed excellent development (BSB) in cycle one 50% to 80%, developing as expected (BSH) 20% to 10%, and Starting to Develop (MB) from 10% remained 10%, while Not Developing from 20% to 0%. After conducting research, there are still some students who are just starting to improve in musical intelligence, namely: Bayu Pratama has not been able to follow the teacher's orders, has started to be able to play musical instruments but not according to the rhythm and song. Apin, it is challenging to remember songs, and play percussion music rhythmically as taught by the teacher. Based on the analysis in cycle I and cycle II, the author can conclude that percussion instruments can increase musical intelligence of early childhood. With percussion musical instruments, children can easily remember songs, play simple musical instruments following the rhythm, and recognize various songs.

CONCLUSION

Based on the results of data analysis and discussion above, it can be concluded that through Percussion Musical Instruments can improve children's musical intelligence in Group B1 RA Baitul Umi Pajaresuk Pringsewu. This can be seen from research that shows the musical intelligence of students who have increased. In cycle I, students who have not developed have a percentage value of 20% as many as 4 children, students who are starting to develop 10% as many as 2 children, students who are developing as expected 20% as many as 4 children, students who are developing very well have a percentage value of 50% as many as 10 children. This is caused by several factors including students lacking in remembering songs quickly and accurately, and having difficulty playing music according to the rhythm that has been taught by the teacher. Then when continued in cycle II, students who have not developed experienced a deficient number compared to the previous meeting 0%, meaning that there were no children who had not developed, began to develop 10% as many as 2 children, developed as expected 10% as many as 2 children, and students who developed very well experienced an increase and could be said to be successful because it was in accordance with the achievement level indicator of 80% as many as 16 children. So the author can conclude that through Percussion Musical Instruments can increase children's musical intelligence in group B1 RA Baitul Umi Pajaresuk Pringsewu.

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