

# The Practice of Early Childhood Musicality Education in Germany

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Abstract: Music has an important role to play in a child's life, especially in children's development. Therefore, this paper discusses the importance of music in optimizing tasks of early childhood development in accordance with the stages of his development. Things that are discussed is a result of direct observation and experience of playing music with children at an early age. The purpose of music education for the child is to introduce more to various related parties both in the school environment and around about the importance of music as a powerful medium to stimulate all the basic potential of children in order to develop properly and optimally. Thus, music education held in PAUD institutions is not just a child learning to sing and play musical instruments so they have special skills in that field or just to channel their interest and talent in the field of music, Far from that, music can be understood as one of the areas of science that have a special role for the development of their lives. This paper presented about various "suggestions" of playful music activities for children, including how the methodology of delivery as the main discussion in this paper so that it can be used as an alternative model of music education for children in the early childhood education level. And it is expected that teachers who do not have qualifications in the field of science can implement it in accordance with the needs in the field.

## 1 INTRODUCTION

As it is known that Indonesia is one of the developing countries in line with the time following the development of increasingly sophisticated technological science, it causes the increasing competition of human resources quality. So, the younger generation should choose to survive with a better quality. In order to strengthen the stance and clarity of the child's identity, then educators should not only equip them with science. However, there are more important things, especially in relation to the formation of identity, namely through the building attitudes and characters from an early age. So the Indonesian Children have a good attitude as a human being. The real Indonesia is a man who has a balance in carrying out religious values in his everyday life. Building a good attitude should be invested early, because the early age is the golden age that will affect someone's life in the future. If at this stage of age children get optimal stimulus, then the tasks of development will grow and run well, optimally, and productively. Through this, children can be prepared to become productive human resources in the future. So as to compete in the era of globalization.

With regard to human resource development efforts, including the development of attitude, knowledge, and skill competencies, attention should be paid to the needs at every level of education. Because there will be different formulations for each level especially in relation to the effort of developing the competence. The earlier the educational level is, the greater the composition of planting each of these competencies should be. Because the formation of attitudes and character development in early childhood will be a strong foundation. It will not be realized if the formulation is not in accordance with the proportion. Therefore, there need to be good and appropriate strategies in order to build the expected attitudes effectively.

Another thing that need to be taken into account by teachers and facilitators is that every child is unique and different from one to another so that they are not as easy as managing elder level child. Children at the same age can be compared. Their needs are different even though they are in the same level of development. This must be considered carefully by teachers and parents so as to not misunderstand the upbringing technique. In this condition, creative and innovative teachers are needed to create more comfortable and fun learning

atmosphere. If this can be achieved, the educators' competences are also achieved.

The educational process leading to the development of attitudes and character in early childhood education is not an instant thing and can be achieved in a short time. It needs long, consistent and continuous process in line with the children learning diversity. Any education process that will be applied to children should consider how early childhood learning is done through "learning by playing" and "playing while learning". If the learning process is carried out through playing activities, the learning process will be more comfortable, meaningful and child-friendly. Playing is also one way of introducing real world situation. Zulkifli (1995, p:41) stated that "the real world situation will be introduced and known through playing activities". Playing may introduce children a new things that they had never found at school or at home. Playing can also stimulate the children to experiment based on their interests, needs and skills. This can bring joy to the children. They experience no compulsion or pressure from others. According to Hurlock (1991, p.320) "playing is an activity that has no rules except those set by the players themselves and no final outcome intended in the external reality". This statement makes it clear that in play, the child is not charged a responsibility as the adult game does to achieve a certain goal.

Based on observations in several kindergartens in Bandung that the author did in last three years, the growth of the competences above are in a less successful process. The main problem is the presence of a gap between expectations and reality in achieving the goals of early childhood education. The main cause is the mismatch of teaching methodology applied by the teacher, and the lack of understanding to the child's development.

One example is that in early childhood there are reading, writing, and arithmetic lessons using approaches as for school-aged children. Ironically, this is used as one of the benchmarks of successful implementation of education at that level. Actually this activity is not entirely wrong, if the approach made by the teacher adjusts to the abilities and needs of the children. In reality, the teacher seems to get pressure or demands from parents, which causes them can not avoid this situation. So that this condition as if forced to not care about the limits of the ability of the child's reasoning power. Therefore, learning as intended, contains elements of coercion so that children can successfully achieve the objectives of the activity.

Though such a learning process can be done through playing activities so that reading, writing, and arithmetic for children are not complicated matters. Learning while playing is nor rarely seen in PAUD. The fact is that the teaching and learning process is a monotonous atmosphere. In this situation, the teacher just runs the routine, so there is almost no effort to create activities that can foster children's creativity. If only this is done, then the learning activities while playing will bring excitement for children. In addition to this, if the process of such activities can take place in early childhood, then the basic competence of the child can be built positively. Through this effort, the cultivation of children's social attitudes will develop properly and optimally so that they can later become good members of society. One of the other play activities is through music to overcome child boredom. Playing fun music can stimulate the development of all the basic potential of the child. Nevertheless not always learning music can be said to be fun if the learning methodology is not tailored to meet the needs of the children. Because there is often no communication between the children and their teachers.

## 2 THE ROLE OF MUSICAL EDUCATION FOR EARLY CHILDHOOD

As already discussed at a glance above that music has an important role in helping the early childhood development. The basic potential of children in the physical, emotional, cognitive, creative, language and social aspects can be developed optimally at an early age through various musical activities. Therefore, this basic potential needs to be stimulated well in accordance with the development of their age. In addition to this, music can stimulate children to move actively, express things freely, so these two things can be a means to create a fun atmosphere for children. In general, the outcomes of these activities can be beneficial to foster a child's overall development and foster a healthy personality and a strong soul.

Gruhn (1998, p.11) said that:

" children need music. It does not have to be if it's a majestic or simple, classical, jazz or rock, but they need a sound that sounds and its rhythm stimulates them to move. They need it for the developmental needs of all of their senses and cultivate a creative attitude to develop their experience of space and time, and to describe the structure of music

that can all be reinforced under their consciousness. "

The above statement is meaningful to explain that music has a very important role for the needs of child development. This should be recognized by various parties, especially by art educators. They understand that music has become an inseparable part of the world of children. Only, they have the limitation to apply the right formula, according to the level of development and characteristics of early childhood. So the music games have not been fully applied in the form of musical activities that are meaningful and beneficial for the child.

### 3 PLAYING MUSIC METHODOLOGY

Playing music is identical only by teaching singing only. The picture of the activity is that teachers teach repetitive songs without any other activities that can involve children actively. If this continues to happen, then playing music will be a very tedious activity. In fact, singing is one of the musical activities favored by children.

Based on the author's observation, there are various limitations that become obstacles for the art teachers in Early Childhood Education, among others, is no curriculum of Early Childhood Musical Education which can be an orientation to develop learning materials. Then the limitations of teaching materials that can provide a musical experience for the children. Haselbah (1989, pp. 10) adds that "there should be teaching materials that focus on a variety of activities related to aesthetic values". Teaching materials available so far, the portion contains more about theories that express the notion of the various terms, not the instructions for conducting practices that lead to the experience of sound. This fact is obvious to most teachers, but teachers feel powerless to implement it all because they have limited musical competence.

### 4 MUSICAL EDUCATION FOR EARLY CHILDHOOD MODEL

Below are a variety of music play activities that can be done with early childhood that is expected to increase child creativity and develop child sensitivity.

#### 4.1 Singing

Singing is one of the musical activities that is considered very easy and preferred by everyone even if the person cannot sing well. What is needed to sing is actually very easy, because the required media is the sound that is generally already available to everyone. Only what is needed is how to process the material to be said to sing with "good", that is singing in accordance with the rules that exist in the grammar of music in effect so that people can enjoy the strains of a song sung by someone. Why does singing become an important activity in music education?

Haselbach (1989, p.12) said that:

"Singing or in general the use of sound is considered important and important in the education of early childhood musicality. Sound is something that has been available since one was born. Our body is the resonance of the musical instrument and the sound we carry throughout our lives. They are bridges to advance musical experiences such as the color of sound, rhythm, melody. We sing it alone or together. Thoughts and experiences on the feelings of the soul are found in addition to singing but also in the composition of speech, expression, and togetherness".

The statement above illustrates that singing activities in music education for early childhood can actually provide many benefits for the children themselves. The requirement is the teacher must always be able to function the song according to the needs of their situation and needs. In addition, Haselbach (1989, p.12) said that:

"Singing can be used as a way to communicate with others, initiating themes and ways to assist in preparing sound, distance of tone, sound of space, rhythm. Also as a picture of the past, it stimulates an improvisational attitude to continue singing, dancing, encouraging to play, learning musical instruments as a companion, repeating the meaning of important texts, singing on their own because they love to sing."

The above quotation explains the teacher to be able to overcome the monotony and boredom that occurs when teaching a song that is always repeated and repeated until they memorized the songs. Thus it can give an idea that only with one of the material children can actually learn many things. All of that depends on the creativity of teachers in processing the learning materials. About the method of teaching Haselbach (1989, p.14) adds that:

"Boredom in repetition can be avoided by doing some variations in singing. For example humming, repeating parts that have a particular accent or in a memorable part, singing alternately between teacher and children, moving the basic tone, deepening the various expressions of sound and making the song as a game to learn various musical parameters.

Another process of activity related to sound or singing is to find and use different colors of sound. Spontaneity and fantasy are two factors that play a major role in the process of the activity, considering that at the age of the children both factors can be a bridge for their active involvement. Mastery of material on children's songs and game songs is a must-have for a teacher. Thus the concentration of teachers will not be much divided on the material itself, for example, because it has not memorized the song text and or other things. Thus, the whole time can be used to answer the response given by the children. It is very important to note because it will be associated with the smooth process of these activities. Singing for children is an activity that can add vocabulary, improve speaking skills, and can add insight into things they do not know yet. Thus singing is not only one of the arts activities but also relevant to the language education for them.

#### 4.2 Simple Musical Instrument Game

Simple musical instruments assumed with a game of percussive pitchless musical instrument. Why is this thing said simple for children to play? Because the process requires no special game techniques as a piano, guitar and so forth. Rather it only hit the hand either with the bat or directly with the hand on the instrument without the need for the complexity of coordination between the hands and eyes. The game of simple musical instruments is also said to be easy because it does not require high concentration. The process of basic game activity of a simple musical instrument is done to give the child a chance to get the sound experience from various musical instruments. The series of activities that can be done are:

1. They can identify sound.
2. They can explore and find various sounds and they can distinguish the sound.
3. They are introduced to different music parameters (octave, dynamic and tempo)

This activity can be deepened with discussions about what they feel and tell all that they experience, including mentioning the various parameters of

music they have experienced. Once they have basic experience on various basic game techniques of playing a musical instrument, activities can be continued on deepening of the musical instrument, for example about body percussion. Children can be invited to know his own body as one source of sound. It can be used as a musical instrument and can be sounded in various ways. The body itself can be two functions simultaneously, as the source of the sound itself, and as a means to sound it, such as hands with other body parts such as clapping with thigh, picking fingers and stomping feet. Other games are for example: we can explore gestures with sound accompaniment, such as imitating the animals' motion and sound.

In addition, musical activities with children can be done by using clean waste in their surrounding environment. We can use the waste as the musical instrument. With children, we can create maracas by utilizing aqua bottle bottles filled with nuts. We can make tambourine with bottle caps. We can function buckets as drums, and more effort to utilize the tools around the students. Through these tools, children have a great interest in playing "noise". This activity will also build the child's hearing becomes more sensitive and build their interest in music. This activity is a valuable experience for children, because playing music in group will indirectly shape the process of adjustment to the social environment.

#### 4.3 Motion and Dance

Early childhood requires a strong and natural movement. Through motion, children learn to gain experience of themselves and their environment. They need this to understand their motoric needs that are interconnected with each other. Children have an interest to observe and recognize the situation in the surrounding environment, they can be invited to play mimic and gesture. It is useful to fill space and time by playing roles with their fellow friends. They usually play a role with motor movements agreed by their own group. Hurlock (1991, p.171) states that "childhood is mentioned as the ideal time to learn motor skills because the child's body will be more flexible than adults".

Children have a motor development that can be interpreted as the development of elements of maturity and control of gestures. In the development process, gross motoric develops better than fine motoric. When they play music together, often they accompany the sounds with irregular gestures according to the will of their hearts. Naturally, these

activities have been practicing their body taste and balance so they have good dexterity.

## 5 CONCLUSION

The material model presented above is just an offer for teachers who teach music at an early childhood level. Of course not all the material should be mastered by the teacher and does not even have to be taught to children, but teachers can pursue one such material as a fun music learning orientation. If the above material offer can be implemented optimally, then there will be a positive impact on the cultivation of attitudes and the formation of creative children's character that will be facilitated and even developed well through music art learning. Important notes for the music teacher in particular as well as the classroom teacher in general is make the class into an experimental class together with the child. No need to fear to try with things that are considered new in order to give birth to creative and innovative attitude as one of the competencies needed in the present and future.

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