

The Effect of ASYIK Model Song Music Instruments on Early Childhood Learning Spirit

Sudiaryati Sudarto, Sri Watini
Panca Sakti University Bekasi

ABSTRACT

This research is an experimental study that aims to determine whether there is an effect of giving ASYIK song music instruments on the enthusiasm for early childhood learning. The research design used in this study is the observation of 2 class groups by looking at the difference between the class that is given treatment, namely the ASYIK song music instrument, and those that are not given treatment. The population in this study included four Group B classes at Al-Fath Kindergarten in the 2024/2025 academic year, totaling 104 students. The research sample included 26 students of class B1 as the experimental group, 26 students of class B2 as the control group, and 26 students of class B3 as the validity test class. There are two data collection techniques used in this study, namely observation and documentation. The analysis technique used includes hypothesis testing using the t-test processed using SPSS version 25. It can be seen that the enthusiasm of children's learning with equal variance not assumed is 9.577 with a probability of 0.001. Because the probability for a two-sided test ($0.001 / 2 = 0.0005$) < 0.005 , then H_0 is rejected, or both the average (mean) of the learning spirit of children who are given ASYIK musical instruments with the learning spirit of children who are not given ASYIK musical instruments is higher than children who are not given ASYIK musical instruments.

Keywords: *Musical Instruments, ASYIK Songs, Learning Spirit, Early Childhood*

Corresponding author

Name: Sudiaryati Sudarto

Email: Sudiaryati@gmail.com

INTRODUCTION

The key to success is to have a high spirit. Children must have a passion for learning to be a driving force in achieving achievement. As stated by Elida Prayitno in Alam (2022), the spirit of learning can be identified through student behavior concerning interest, sharp attention, ability to concentrate, and perseverance. The spirit of learning is the inner part that determines the success of the learning process. Similar to motivation, the spirit of learning is a vital internal driving force in the learning process. Both function as prime movers that activate and sustain learning activities. Although it is not a cognitive aspect, the spirit of learning is very decisive; even an individual with high intelligence can fail if they do not have sufficient motivation to learn (Yearin & Yukofani, 2024).

Music cannot be removed from human life. Music lovers of all ages, including the old, the young, and even children, need it (Aulia & Setiawan, 2022). By using music, this

learning can be fun. Most children around the world love music. Children will usually move their bodies according to the rhythm after hearing music. With these conditions, children will be more enthusiastic in carrying out the learning process..

In early childhood education, the teaching methodology emphasizes the concept of edutainment, where learning activities are integrated with fun play activities. Therefore, the “ASYIK” model is used to implement the learning process in a fun way, where the “ASYIK” Play model is a collaboration of Experiential Learning Theory (ELT) and Integrated Learning. The “ASYIK” play model is systematically structured, starting from the initial activities, core activities, and final activities in which there are elements of 3B (Singing, Playing, and Moving) and has distinctive songs, chants, and rewards. The word ASYIK is an abbreviation in which the letter “A” means “safe,” related to the chosen theme, material learned, media used, supporting facilities, activities carried out, and various learning resources selected in the safe category in accordance with the regulations in the standard PAUD learning process. The meaning of “happy” in the ASYIK model includes several concepts, namely happy to do activities, not forced, passionate, motivated, not bored, happy, and enjoy. “Y” stands for ‘Confident’ and ‘Self-Confidence,’ which is a feeling of self-acceptance, having high confidence, and integrity that he is capable. “I” stands for ‘Innovative,’ which means in the ASYIK Model, it is how learning activities can be interesting and varied, starting from methods, media, and all activities to accommodate children's different learning styles related to something interesting, surprising, never seen before, strange, and amazing. “K” stands for ‘Creative.’ The meaning of creative in the ASYIK Model is how teachers are able to design the creativity of students to develop the ability to think and act (Watini, 2020).

The inclusion of singing in the 3B stage (Singing, Playing, and Moving) of the ASYIK Model, conducted at the beginning of the learning process, can serve as a medium to focus children's attention and motivation to actively engage in play or learning activities. Movement and song are very dominant activities in the world of early childhood. Through movement and song, children can enrich their vocabulary, learn various knowledge, enhance intelligence, and increase their enthusiasm for learning in a fun way. Children's energy can be channeled because all their sensory functions are involved, thereby enriching the stimulation of their brain nerves and influencing their interest in learning (Citra et al., 2022). To support movement and song activities, musical accompaniment that can boost children's enthusiasm is certainly very much needed. It's a pity that, due to the limited number of teachers, children often sing without musical accompaniment. In the structure of the ASYIK Model, there is the ASYIK song with melodies and notations determined by the creator of the ASYIK Model. Basically, the ASYIK song has a simple melody suitable for young children, lyrics that are easy to remember and understand, the content of the song stimulates children to be enthusiastic, the lyrics contain an abbreviation of the word ASYIK, the song's notation is within the range of children's songs, and there is a cheer at the end of the song that is enjoyable for children. However, due to the absence of musical instruments, when applying the ASYIK model, many children sing the ASYIK song with a pitch that does not match the correct notation of the song. When singing the ASYIK song, the

children can only show happy expressions to the lyrics of the ASYIK song, but they do not express lively movements that follow the melody of the song, because to move more actively, children need accompanying music as a reference. The simple melody of the song ASYIK becomes difficult to sing correctly if it does not follow the accompanying rhythm as a reference. Therefore, the author conducted an experiment by adding musical instrument accompaniment to the Asyik Model Song, to serve as a reference for the correct pitch of the song, thereby enhancing children's learning enthusiasm.

Therefore, the musical instruments accompanying the ASYIK song when sung, show a "spirited" behavior in children. Indicators of behavior that emerge when a child is enthusiastic are: (1) Happy: The child can sing along with the musical accompaniment happily; (2) Focus: The child can concentrate well while singing along with the musical accompaniment. (3) Active Participation: The child actively engages in singing along with movements to the accompaniment of musical instruments; (4) Independent: The child performs the singing activity following the musical instrument accompaniment correctly without being demonstrated. (5) High interest (not bored): The child shows a strong interest in singing along with the accompaniment of musical instruments; (6) Internal drive: The child has a strong internal drive to perform the ASYIK song movements correctly according to the lyrics while following the musical accompaniment. (7) Voluntarily: The child sings the ASYIK song without being forced. (8) Diligent: The child does not easily give up in finding ways to perform the correct movements according to the lyrics and follow the rhythm of the song. (9) Optimistic: The child has a positive outlook to be able to perform the correct movements in the activity of singing the ASYIK song following the accompaniment of musical instruments; (10) Expressive: The child sings the lyrics of the ASYIK song with full emotion in accordance with the rhythm of the musical instruments. Bottom of Form

In the context of early childhood education, the main focus is on integrating learning into play activities. This approach emphasizes the concept where children acquire knowledge and skills through enjoyable and meaningful play experiences. Therefore, the "ASYIK" learning model is implemented through enjoyable games. The "ASYIK" Play Model created by Sri Watini combines Experiential Learning Theory (ELT) and Integrated Learning. This model is implemented systematically and structurally, starting from the initial activities, core activities, and concluding activities. Each stage includes the 3B elements (Singing, Playing, and Moving) and involves songs, cheers, and distinctive rewards, which are expected to provide motivation or enthusiasm in children's learning through the words "I Can, I Am Great, and I Succeeded." Yes!" (Astuti & Watini, 2022). The implementation of the ASYIK Model has stages and a learning structure that can make learning very enjoyable. Teachers who implement the ASYIK model must design learning that follows the sequence or stages according to the guidelines for implementing the ASYIK model. This model allows children to explore and connect their play environment with their lives. Watini & Efendy (2018) argue that, "The ASYIK design fosters children's internal learning motivation to achieve more extraordinary results compared to just relying on others around them."

Each learning activity uses themes to help children develop their growth aspects in a directed manner. The presence of themes in early childhood learning activities is not an

end goal, but a tool to broaden their horizons and support development until they reach a level of maturity (Setyaningsih & Watini, 2022). The learning design in the ASYIK Model is implemented by following the learning theme, both during the singing stage and in the execution of the learning process. In principle, during the learning process, children must feel happy and enthusiastic about participating and show their activity. One of the most important dynamic components in the learning process is motivation, which encourages people to participate actively. Children must have a learning spirit to achieve optimal results so that they will strive to exert all their potential (Daswati, 2019).

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Singing activities are an effective learning strategy to enhance the learning enthusiasm of early childhood children. The use of songs in the teaching and learning process is often integrated into various learning themes for early childhood. This method serves as a valuable tool in encouraging and supporting various aspects of child development. Through singing, we can express our feelings and convey them through the melody of a song. Singing can also be used to describe someone's mood or state through songs (Iis Novianti & Sri Watini, 2022). By incorporating elements of music and songs into the curriculum, educators can create a more engaging and stimulating learning environment, which in turn helps facilitate the holistic development of early childhood children. In early childhood, their concentration is still short, and they tend to get bored quickly with the activities being carried out. In addition, they are easily distracted. When learning becomes monotonous, it can make children feel bored and less interested in participating in the learning process. Therefore, innovation is needed to attract children's attention and interest in learning through various activities (Rahayuliana & Watini, 2022). Therefore, the ASYIK Model includes songs that boost enthusiasm and can serve as a strategy to focus children's attention.

Singing is a part of expressive arts that children enjoy. Therefore, the ASYIK Song has high flexibility in its application in the learning process. Singing this song can be effectively integrated at various stages of the learning activities, both as an opener to start the session and as a closing to end the series of lessons. The process to boost children's confidence by singing the ASYIK song is as follows: "How was today's lesson?" Cool, how was learning today? Cool, how was studying today? Cool, how's studying today? Cool." The child continued by saying the letters, "A= Aman, S= Senang, Y= Yakin and Percaya Diri, I= Innovative, K= Creative, how was learning today?" "Cool" and the teacher will ask, "Say it?" Then the child will answer, "I can, I am great, and I am successful, yes!" (Kastanja & Watini, 2022b). The ASYIK song is performed as an opening for activities and can also be performed as a closing for activities.

METHOD

This research uses a quantitative experimental approach to determine how certain treatments affect others under controlled conditions. This is achieved by comparing one or more experimental groups that receive treatment with one or more control groups that do not receive treatment (Arikunto, 2013:207 in Girsang & Samosir, 2019). Additionally, this quantitative research uses numbers to present data and analyzes it to determine solutions to the problems being studied. This method is used to test the hypothesis by examining the influence of the ASYIK song's musical instruments on the learning enthusiasm of early childhood.

The research design used involves a study design with two class groups, namely the experimental class (Beetle class or TK B1) and the control class (Butterfly class or TK B2). The design of this research can be described as follows:

Table 1. Research Design

Class	Treatment	Result
Experiment	X	O1
Control	-	O2

Explanation:

X : Treatment using musical instruments

- : Not given the treatment of using musical instruments

O1 : the condition of learning enthusiasm with treatment

O2 : learning enthusiasm condition without treatment

FINDING AND DISCUSSION

RESEARCH RESULTS

This research was conducted with the aim of determining whether there is an influence of children who are given ASYIK musical instruments and children who are not given ASYIK musical instruments on the learning enthusiasm of early childhood. This research uses an experimental method, where the researcher applies two different treatments to two sample groups to observe their learning enthusiasm. This research is located at Al-Fath kindergarten in South Tangerang City. The researcher designated class B1 (Beetle) as the experimental class or the children who were given the ASYIK musical instrument, and class B2 (Butterfly) as the control class or the children who were not given the ASYIK musical instrument. After the research data was obtained, the data was then described, and the results of each are as follows:

Table 2. Learning Enthusiasm Scores with Musical Instruments

N	Valid	26
	Missing	0
Mean		80.6154
Std. Error of Mean		1.59429
Median		82.0000
Mode		82.00
Std. Deviation		8.12934
Variance		66.086
Range		27.00
Minimum		65.00
Maximum		92.00
Sum		2096.00

From the table above, the highest score for children's enthusiasm who were given the ASYIK musical instrument is 92, the lowest score is 65, the average (mean) score is 80.62, the standard deviation is 8.13, the most frequently occurring score (mode) is 82, and the middle score (median) is 82.

Table 3. Frequency Distribution Table of Learning Enthusiasm with Musical Instruments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	2	7.7	7.7	7.7
	69.00	3	11.5	11.5	19.2
	75.00	2	7.7	7.7	26.9
	79.00	4	15.4	15.4	42.3
	82.00	5	19.2	19.2	61.5
	85.00	4	15.4	15.4	76.9
	89.00	3	11.5	11.5	88.5
	92.00	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

From the table above, the learning motivation scores of children who were given the ASYIK music instrument are as follows: a score of 65 for 2 students, a score of 69 for 3 students, a score of 75 for 2 students, a score of 79 for 4 students, a score of 82 for 5 students, a score of 85 for 4 students, a score of 89 for 3 students, and a score of 92 for 3

students. The data on the learning enthusiasm scores of children who were given the ASYIK music instrument can be seen in Table 4:

Table 4. Learning Motivation Scores without musical instruments

Statistics		
N	Valid	26
	Missing	0
Mean		61.9231
Std. Error of Mean		1.12581
Median		61.0000
Mode		58.00 ^a
Std. Deviation		5.74054
Variance		32.954
Range		20.00
Minimum		51.00
Maximum		71.00
Sum		1610.00

From the table above, the highest score for children who were not given ASYIK music is 71, the lowest score is 51, the average (mean) score is 61.92, the standard deviation is 5.741, the most frequently occurring score (mode) is 58, and the median score is 61.

Table 5. Frequency Distribution Table of Learning Enthusiasm Without Musical Instruments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	2	7.7	7.7	7.7
	54.00	1	3.8	3.8	11.5
	58.00	6	23.1	23.1	34.6
	61.00	6	23.1	23.1	57.7
	64.00	5	19.2	19.2	76.9
	68.00	2	7.7	7.7	84.6
	71.00	4	15.4	15.4	100.0
Total		26	100.0	100.0	

From the table above, the children's learning enthusiasm scores without the ASYIK music instrument are as follows: a score of 51 for 2 children, a score of 54 for 1 child, a score of 58 for 6 children, a score of 61 for 6 children, a score of 64 for 5 children, a score of 68 for 2 children, and a score of 71 for 4 children.

Table 6. Hypothesis Testing Results

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Score	The Spirit of Children Who Were Given ASIK Song Instrument	26	80.6154	8.12934	1.59429
	The Spirit of Children Who Were Not Given ASYIK Song	26	61.9231	5.74054	1.12581

In the first part, a statistical summary of both samples is presented. for the average learning enthusiasm score of children given the ASYIK music instrument, it is 80.62 compared to the learning enthusiasm score of children not given the ASYIK music instrument, which is 61.92.

Table 7. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
Skor		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
	Equal variances assumed	2.766	.103	9.577	50	<.001	<.001	18.69231	1.95173	14.77215	22.61246
	Equal variances not assumed			9.577	44.968	<.001	<.001	18.69231	1.95173	14.76125	22.62336

Here, the two-sample t-test can be interpreted as a two-sample z-test. Just like the t-test, two stages of testing will be conducted; the first stage is to test whether the variances of the two populations can be considered the same? After that, a test is conducted to see if there is a difference in the population means. With the assumption of equal variance, which is 2.766, and a probability of 0.103, F is the value of the children's learning motivation. If the probability value is greater than 0.05, then Ho is rejected, or the two variances are not equal. The fact that there is a significant difference between the two variances leads to the use of variance to compare population means with the t-test (z-test). After the homogeneity of variance assumption test is completed, the t-test (z-test) is used to analyze whether the average learning enthusiasm of children given the ASYIK music instrument and those not given the ASYIK music instrument differs significantly.

It is evident that the calculated z (see the calculated t value) for children's learning motivation with Equal variance not assumed (assuming both variances are unequal or using the separate variance test) is 9.577 with a probability of 0.001. Because the probability for the two-tailed test ($0.001 / 2 = 0.0005$) < 0.005 , Ho is rejected, meaning the two means of children's learning enthusiasm given the ASYIK music instrument and those not given the

ASYIK music instrument are truly different, in the sense that the learning enthusiasm of children given the ASYIK music instrument is greater than that of children not given the ASYIK music instrument.

DISCUSSION

This research, which uses an experimental method with a quantitative approach, was conducted to determine the effect of the ASYIK song's musical instrument on the learning enthusiasm of early childhood. From the two classes selected as samples, the researcher determined which class would be the experimental class and which would be the control class. The experimental class was given treatment, namely the accompaniment of musical instruments while singing the ASYIK song in the singing stage of the 3B ASYIK Model. The control class was not given that treatment. It is evident that the children in the experimental class who were given the ASYIK music instrument show high enthusiasm for learning and full concentration. When doing assignments, they also appeared enthusiastic in completing tasks with very good diligence. At the end of the lesson, the teacher invited the children to sing the song ASYIK again with instrumental music accompaniment. This made the children enthusiastic about completing their tasks because they really wanted to sing the ASYIK song again. Musical instruments have a positive impact on children's learning enthusiasm.

The results of this study are in line with the research of Eliamah et al. (2022) and the theory of learning motivation, which states that learning motivation is the total drive within students that encourages learning activities, ensures that these activities continue, and provides students with a path to achieve their goals. Meanwhile, according to Chernis and Goleman in Yearin & Yukofani (2024), enthusiastic behavior is characterized by a strong desire to achieve something, commitment to all tasks, initiative in carrying out activities, and an optimistic attitude towards the activities being performed. When singing the ASYIK song in the control class, the children appeared serious in following the lyrics and movements, but they did not seem to jump around joyfully. Very different from what happened in the experimental class, the children all expressed joy and sang enthusiastically accompanied by enjoyable musical instruments. Every time they repeated the movements and songs, from the moment the music started playing, the children immediately jumped and shouted with joy. In singing the song, they also show extraordinary enthusiasm. At the end of the song, there is a cheer accompanied by music. Here, the children are seen eagerly looking forward to the next activity. While doing their assignments, they hummed the song ASYIK. When the lesson ended, they asked to repeat it again. The classroom atmosphere became more vibrant because the children appeared full of enthusiasm. During the process, the researcher observed each child to see the difference in the influence of the ASYIK song instrument on the children's learning enthusiasm. There was a noticeable difference in enthusiasm shown by the children in the experimental class compared to the control class.

CONCLUSION

Based on the discussion, it can be concluded that the analysis requirement tests are very much needed for a researcher to test the proposed statistical hypothesis. The analysis requirement tests include the normality test using the one-sample Kolmogorov-Smirnov model, the homogeneity test using the Levene model, and the hypothesis test using variance analysis with Steps (1) formulate the hypothesis, (2) set the significance level, (3) determine the critical region, (4) establish the test statistic, (5) perform the calculations, and (6) draw conclusions. Based on the results of data analysis and discussion explained in the previous chapters, referring to the formulated hypothesis and a confidence level of 0.05, it can be concluded that there is a significant influence on children's learning enthusiasm when singing with the ASYIK music instrument, which carries over to their learning enthusiasm in subsequent activities after singing. The addition of the ASYIK song's musical instruments can make children more enthusiastic in singing the ASYIK song compared to children who sing the ASYIK song with musical accompaniment.

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