

# Teachers' Perception on the Music and Movement and Song Instructions at Kindergartens in Samarinda

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**Abstract-**The objective of this study is to describe and explain teachers' perception on the music and movement instructions at kindergartens in Samarinda. This study used qualitative methods. Data were collected through observation, interviews, and documentation. The data were analyzed by data reduction, data display, and research data verification. The results showed (1) that teachers at seven kindergartens in Samarinda perceived that the implementation of music and movement's instructions are very difficult in the process of learning. They perceived that materials and planning are needed for the implementation in the learning process in the classroom. These activities are rarely carried out and mostly done incidentally.

**Keywords:** *perception teacher, movement and song in kindergarten samarinda*

## I. INTRODUCTION

Early childhood education is a fundamental education for life [1]. This makes the government aware that the proper implementation of early childhood education will help the government in preparing the golden generation in the next 2045. Many learning methods and strategies in the implementation of early childhood education. Learning method is one of the keys to the success of educators in learning activities that have been carried out according to plan. The choice of methods that are often used in the daily schedule in class must be relevant to the learning objectives

The methods that can be implemented in the PAUD curriculum are the storytelling method, conversation method, Question and answer method, field trip method, demonstration method, sociodrama (role playing), experimental method, project method and assignment method [6]. The repertoire of suitable

learning methods for learning in formal PAUD services was the playing method, field trip method, conversation, storytelling method, demonstration method, project method, and assignment method [2]

The above view is a variety of learning methods in PAUD. One method of learning in PAUD that is rarely done by teachers is motion and song. Movement and song are innovative developments from early childhood education experts who have undergone several years of renewal. The movements and songs are the development of playing activities that become a game. Through the implementation of learning games and songs, there are many aspects that can be stimulated such as motor development and social-emotional development. There are many understandable factors that occur [1]

Based on the results of the research team's research through several scientific references, one of the causes is the perception of PAUD teachers about the implementation of movement and song learning. Most teachers have limitations in developing their own creative movements and songs and the availability of facilities means and learning facilities [5]

This research aim aim to know the perception of Kota Samarinda PAUD teachers on the implementation of 2013 curriculum learning and song-based learning and the inhibiting and supporting factors in the implementation of 2013 curriculum learning and curriculum-based songs.

Movement and song are movements that children do based on song lyrics that are usually shared by children [4]. Through this opinion, provides an illustration that in the implementation of motion and song always uses song lyrics that are easily understood by early childhood. The selection of the song also adjusted the theme in PAUD. There are a number of goals in motion games and songs are

as follows: a. As a means of stimulating growth and physical, spiritual and health development for children. b. To train the skills, freshness and dexterity of motion, can also train children's thinking power. c. As a tool to improve emotional development. d. As a tool to improve social development. e. To grow self confidence in children [7]

The principles of choosing perception influenced by both internal and external attention factors. The factor of attention that influences the selection of perception from within includes the learning process, motivation, and personality [4]. The learning process, someone who has experienced the learning process has its own assessment based on his knowledge of a symptom. Motivation, Desires and motives stimulate one's attention and interest in giving their judgment. Personality, in deciding something including perception, one's personality becomes a factor that is always considered.

The external factors that influence the choice of one's perception include intensity, size, resistance, repetition, movement, and new and familiar things. Intensity, attention can be expressed if the greater the intensity of external stimuli, the greater the things that can be understood. The essence of perception is the process of obtaining information based on individual experience on the reaction of interactions that exist in themselves and the surrounding environment.

## II. METHODS

The research method used in this study is a qualitative research method. While this type of research is a qualitative descriptive approach. The place of this research was carried out in 20 samarinda PAUD, 10 KB and 10 kindergartens.

The selection of 20 PAUD in Samarinda is to see how the teacher's perceptions regarding the learning of motion and song are based on the 2013 curriculum. While the time of this study is from May 20 to October 25, 2018.

Subjects in this study were teachers and heads of play groups and kindergartens in Samarinda. Whereas, the object of his research is learning motion and song according to the 2013 curriculum in 20 Samarinda PAUD institutions. Data collection techniques used in research through, observation, interviews, documentation. Analysis of the data used in this study (a) data reduction, (b) data presentation, and (c) conclusion drawing and verification.

## III. RESULT AND DISCUSSION

The results and discussion on this research are. Of the seven institutions, which institutions have motion and song learning planning documents? It can be seen that from the seven schools we conducted

research with data analysis techniques using documentation interviews. Only three schools have music and song learning planning documentation. Namely, PAUD Negeri 1, TK Hidayah, TK Dharma Bahagia.

Based on the seven institutions we chose to conduct research. Actually already have adequate facilities and infrastructure for programming motion and song learning. However, from the results of interviews, it was found that some teachers had difficulties when making movements.

Based on the seven schools we studied, only Dharma Bahagia Kindergarten made a special assessment for motion and song learning. Whereas PAUD Negeri 1 and TK Hidayah provide assessment through looking at the physical and motoric aspects of children. because in PAUD Negeri 1 and TK Hidayah carry out motion and song learning during Morning Sacle.

Based on the findings and discussion of the results of the study Analysis of PAUD Teacher Perception Towards Motion Learning and Song Based on 2013 Curriculum In Samarinda, the researchers can make the following conclusions:

Movement and song are that children do based on song lyrics that are usually shared by children. (Sujiono, 2010: 9.8). Through this opinion, provides an illustration that in the implementation of motion and song always uses song lyrics that are easily understood by early childhood. The selection of songs also adapted the themes in PAUD.

Based on the seven schools we examined using data collection techniques of observation, interviews and documentation. There are only three schools that carry out motion and song learning activities. However, it does not provide a specific assessment of movement and song learning. The teachers give a more skewed assessment of the physical motor of the child.

Teachers 'and principals' perceptions of movement learning and song are very good. However, there are several teachers and principals who still do not understand about motion and song learning. Teachers understand that motion and song learning are the same as extracurricular dancing.

## IV. CONCLUSION

Based on the results of the analysis of PAUD teachers' perceptions of learning curriculum and 2013 curriculum-based songs in Samarinda, it is necessary to conduct research and development through learning media such as DVD and guidelines for the implementation of movement learning and songs for early childhood.

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