

Optimizing Children's Vocabulary Understanding Through Singing Activities in Early Childhood Education

Nur Isiani¹, Sukrin², Fuaduddin³

¹Universitas Muhammadiyah Bima; e-mail.@ nurisiani03@gmail.com

²Universitas Muhammadiyah Bima e-mail.@ babaraoht69@gmail.com

³Universitas Muhammadiyah Bima e-mail.@ fuadkarumbu@gmail.com

*Korespondensi: nurisiani03@gmail.com

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Abstract

This study aims to describe efforts to improve early childhood word comprehension through the implementation of the singing method at PAUD Alam J.A. Warraihan in Bima City. Children aged 5–6 years are in a crucial stage of language development. However, field conditions indicate that children's ability to understand words has not yet developed optimally, particularly in responding to instructions, recognizing the meaning of adjectives, and using vocabulary in simple sentences. This study employed a qualitative approach with a case study design. The research subjects consisted of 12 children from Group B. Data were collected through observation, interviews, and documentation, and were then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The findings show that the singing method was implemented through three main stages. The first stage was preparation, which included selecting songs and learning media. The second stage was implementation, namely introducing vocabulary through songs, movements, and games. The third stage was evaluation, conducted both formatively and summatively. The successful implementation of this method was supported by children's enthusiasm, teachers' creativity in adapting songs, the use of the natural environment, and various learning media. Meanwhile, the obstacles identified included differences in children's learning pace and limited instructional time. Thus, the singing method can serve as an effective strategy for optimizing word comprehension in early childhood, particularly when implemented in a planned and enjoyable manner and supported by a concrete learning environment.

Keywords: Word Comprehension, Early Childhood, Singing Method, PAUD Alam J.A. Warraihan

INTRODUCTION

Early Childhood Education (PAUD) plays a strategic role in developing children's foundational skills, particularly in language. Early childhood is known as the "golden age," a period during which children's ability to understand and use words develops rapidly (Astini & Rachmayani, 2025). One of the key factors in preparing children for the next level of education is language development; this skill forms the foundation for the development of speaking, reading, and writing skills (Mangkurat, 2024). The language skills in question do not merely involve vocabulary mastery, but rather emphasize the importance of understanding words as a key factor in children's ability to communicate, particularly when it comes to comprehending the lessons taught by their teachers (Nuryatin, 2025).

Developing children's language skills in early childhood education requires teachers to use creative and innovative methods and to engage children actively in the learning process. Implementing innovative learning strategies in early childhood education can increase children's active participation and improve their communication skills (Dewi, 2024). Language serves as a child's primary means of communicating and understanding their surroundings (Solihah, 2025).

Children who have strong vocabulary skills tend to be better able to express ideas, solve problems, and interact effectively with their peers (Rahmadani, 2025). However, the reality on the ground shows that efforts to improve children's vocabulary comprehension still face various challenges. The learning process often takes place in a conventional manner, such as through the use of worksheets that lack variety (Fitriana et al., 2024). A child's language development is often hindered by various factors, one of which is a lack of appropriate stimulation from the surrounding environment (Trini Dama Yanti, 2025). In addition, the methods currently used are not yet fully capable of maximizing children's vocabulary development. Children aged 5–6 are in a stage of rapid language development, during which they are already able to understand and use a wider variety of words; therefore, they require appropriate learning stimulation to ensure that their vocabulary comprehension skills develop optimally (Ihsanda, 2024).

Based on initial observations of 5–6-year-old children at the Alam J.A. Warraihan Early Childhood Education Center in Bima City, the children's vocabulary comprehension is still not optimal. Of the 24 children, some were not yet able to consistently follow two-step instructions, understand the meaning of certain words—especially adjectives and rarely used words—or use vocabulary appropriately in simple sentences. The children's engagement in question-and-answer activities and discussions was also low. Therefore, a learning method that is enjoyable, interactive, and suited to the characteristics of young children is needed. This situation indicates a gap between the goals of children's language development and the reality on the ground. Although the children have been introduced to new vocabulary, their ability to understand, remember, and use it is not yet optimal. Therefore, more effective learning strategies are needed, one of which is through research on the application of singing methods to optimize vocabulary comprehension among early childhood students at PAUD Alam J.A. Warraihan in Bima City.

Various studies show that teaching methods that lack variety can hinder vocabulary acquisition in young children. Children find it easier to understand words through learning that involves rhythm, movement, and hands-on experiences. Therefore, approaches that are not interactive enough and do not align with children's developmental characteristics can be a reason for suboptimal word comprehension (Khotimah, 2023). Ideal learning places the child at the center of the learning process through active engagement in every stage of learning. Because every child has different

interests, learning styles, and paces of understanding, teachers need to adapt their teaching strategies to make them more appropriate, enjoyable, and meaningful.

One approach to addressing this issue is to implement learning methods tailored to the characteristics of young children. Singing is viewed as a relevant solution for optimizing young children's vocabulary comprehension. According to Bruner, children's learning process occurs through enactive, iconic, and symbolic stages. During singing activities, children imitate the movements or rhythm of a song, connect the lyrics to images, and then understand the meaning of the words in the song (Purnomo, 2022). Thus, singing can support the gradual acquisition of vocabulary. In line with this, Vygotsky emphasizes the importance of social interaction and support from teachers or parents through repetition, explanations of meaning, and guidance tailored to the child's needs to ensure optimal language development (Etnawati, 2022).

Thus, the urgency of this study lies in the importance of optimizing children's word comprehension as the initial foundation for language development—that is, as the basis for their readiness to enter the next level of education. The ability to comprehend words supports the development of early reading skills, the understanding of instructions, and communication skills (Sudarto, 2024). Language learning in early childhood education requires strategies tailored to children's characteristics, and the singing method has the potential to be effective because it combines repetition, rhythm, and meaning in a fun activity (Ramadhany et al., 2024). Therefore, it is crucial to stimulate children's vocabulary development from an early age; the more words they acquire and understand, the better they will be at interacting with peers, parents, teachers, and other adults—especially when it comes to understanding the lessons taught by their teachers.

Although several studies have examined the use of singing in children's language learning, research focusing on 5–6-year-old children at the Alam J.A. Warraihan Early Childhood Education Center in Bima City remains limited. Furthermore, few studies have specifically examined the impact of singing on overall word comprehension, including children's ability to respond to instructions, understand the meaning of words in context, and actively participate in learning. Therefore, this study is important to provide an empirical foundation regarding the effectiveness of the singing method in optimizing word comprehension in early childhood. The results of this study are expected to serve as a reference for early childhood educators in developing innovative, contextual, and developmentally appropriate language learning strategies. This study stands out because it focuses on the local context and the specific age of the children, as well as comprehensively evaluating word comprehension through the singing method. The research results are expected to provide effective practical strategies for improving children's word comprehension and engagement in language learning in early childhood education.

METHODS

This study employs a qualitative method using a case study approach to examine efforts to optimize vocabulary comprehension in early childhood through singing. The data used comes from two types of sources: primary and secondary data. Primary data was obtained directly from the research subjects through interviews with teachers, school principals, students, and parents. Meanwhile, secondary data was obtained from learning documents, teaching modules, child development records, books, and relevant journals. Data collection was conducted through observation, interviews, and documentation, using instruments such as observation guidelines, interview guidelines, and supporting documents. Subsequently, the data was analyzed through the processes of data reduction,

data presentation, verification, and drawing conclusions. Data validity was ensured through source triangulation, methodological triangulation, and extended observation to ensure that the research results obtained were more credible, systematic, and consistent with real-world conditions in the field. The research was conducted at the J.A. Warraihan Nature-Based Early Childhood Education Center in Bima City over a two-month period, from March to May 2026.

RESULTS AND DISCUSSION

Results

PAUD Alam J.A. Warraihan in Bima City is a B-accredited early childhood education institution located in Mpunda District. The institution occupies a 1,200 m² site that is utilized as a nature-based learning space, featuring a learning garden, a mini-garden, a fish pond, a rabbit hutch, and a sandplay area. In the 2026 school year, there were 40 students divided into Group A and Group B, supported by four educators. This study focused on Group B, with 12 children aged 5–6 years as subjects, because word comprehension abilities at that age can be observed more clearly and measured.

a. Implementation of the Singing Method

Based on the researcher's observations, in implementing the singing method to optimize children's vocabulary comprehension, teachers at the Alam J.A. Warraihan Early Childhood Education Center in Bima City followed several stages: the preparation stage, the implementation stage, and the evaluation stage. The researcher presents these three stages in the research findings below.

1. Preparation Phase

During the preparation phase, the teacher selects songs that align with the weekly theme and the children's age group. Each day, the teacher prepares two to three songs, each lasting about two to three minutes, such as "Look at My Garden," "My Cat," "My Big Brother Ruri," and "Days of the Week." The teacher also uses popular children's songs that have been adapted to align with the learning objectives.

This is in line with the explanation provided by Ms. Wardatunnisa, who noted that vocabulary selection is tailored to the learning theme and the children's developmental stage. For children aged 5–6 years, teachers aim to introduce five to seven new vocabulary words in each session, primarily concrete nouns that are easy to observe, such as the names of animals, fruits, body parts, and objects in the early childhood education (PAUD) environment. These vocabulary words are repeated several times in songs to help children more easily recognize, remember, and understand their meanings.

The Head of Early Childhood Education, Mrs. ST. Mariyam, emphasized that preparing teaching aids is a crucial step before instruction begins. Teachers prepare materials such as picture cards, hand puppets, natural materials, audio equipment, and projectors to display animated song videos. These materials help children understand the vocabulary in the songs through images, concrete objects, sounds, and visual experiences.

Based on an observation of the Lesson Plan (RPPH) document on April 27, 2026, the teacher has systematically developed the lesson plan. The RPPH includes the song used, target vocabulary, supporting media, achievement indicators, and a plan for modifying the song to align with the learning theme and the children's developmental needs.

2. Implementation Phase

The implementation phase is the core of applying the singing method in learning. Based on observations, the activity begins with an opening song lasting five to seven minutes to create a positive atmosphere, capture the children's attention, and prepare them for the main content. The teacher invites the children to stand, clap their hands, and move to the rhythm, then sit in a circle to make the learning experience more intimate, equal, and focused. Observations from the first session showed that the majority of children responded positively to the singing activity at the start of the lesson. Of the 12 children, 10 children, or about 83%, actively clapped their hands and moved to the rhythm, while the other two children still appeared passive. These findings indicate that the opening song was able to capture the attention of most children, although some children still required additional stimulation to become actively engaged.

The core activity lasts about 25–30 minutes and follows a relatively consistent pattern in each session. The teacher begins the activity by introducing three to five new vocabulary words using picture cards, then sings the song slowly so that the children can clearly understand the words. After that, the children are invited to sing along two to three times at a normal tempo, accompanied by body movements and facial expressions to help connect the sounds of the words with their meanings.

The teacher then conducts a "Point to the Picture" game, in which the children are asked to point to the picture corresponding to the word mentioned. The activity continues with simple Q&A about the song's content and a turn-taking exercise to complete the lyrics. This sequence demonstrates that the singing method is integrated with vocabulary introduction, repetition, movement, games, and active word recall exercises.

Observations from the third session, themed "Plants," showed that the core activity was conducted using the song "Lihat Kebunku" and picture cards. The teacher introduced vocabulary such as tree, leaf, flower, fruit, and seed, repeating each term three times. Afterward, the children were invited to sing the song together while performing body movements that illustrated the meanings of the words, allowing them to hear, imitate, and understand the vocabulary through repetition.

Next, the teacher asked the children to point to the picture cards corresponding to the words mentioned, then asked simple questions related to the children's experiences. At the end of the activity, the children took turns filling in the missing lyrics of the song with the correct vocabulary. This sequence demonstrates that vocabulary learning is conducted in stages through pictures, song repetition, movements, games, question-and-answer sessions, and lyric-completion exercises.

Interviews with the Head of PAUD revealed that the core activities in singing instruction are considered effective and systematic. Instruction is conducted in stages, beginning with vocabulary introduction, repetition through songs and movements, and culminating in assessment through games and question-and-answer sessions. The use of body movements is a key aspect, as it helps children understand the meaning of words in a concrete way and encourages passive children to become more engaged in the learning process.

One of the distinctive features of PAUD Alam J.A. Warraihan is learning that utilizes the surrounding environment as a direct learning resource. Activities are not only conducted in the classroom but also in the yard, garden, and animal pens. For the "animals" theme, children are invited to observe rabbits directly, touch their fur, watch their movements, and then sing the song "Kelinciku." Meanwhile, for the family theme, learning takes place in the garden with the help of hand puppets and the song

"Ruri Abangku." These activities make children more interested, enthusiastic, and help them understand vocabulary through concrete experiences.

This study also shows that the type of song and how it is presented influence young children's vocabulary comprehension. Songs accompanied by movements, or action songs, such as "My Cat," appear to be more effective in helping children understand vocabulary than songs that are simply sung without movements, such as "Days of the Week," which is performed while sitting. This is because songs combined with movements provide a more concrete learning experience. Children not only hear the words in the lyrics but also see and imitate the movements that illustrate the meaning of those words.

3. Evaluation Phase

The evaluation phase is conducted to assess children's vocabulary comprehension after participating in singing activities. The evaluation consists of formative and summative assessments. Formative assessment is conducted at the end of each lesson for 5–10 minutes through simple questions, both individually and in groups. The teacher also observes the children's engagement, the accuracy of their movements, and their ability to point to pictures corresponding to the vocabulary words mentioned.

The summative evaluation is conducted at the end of the week through a role-playing activity. Children are asked to portray objects or characters related to the theme while stating the key vocabulary words they have learned. This evaluation assesses not only the ability to recall words but also understanding of meaning, the connection between words and movements, and the use of vocabulary in context. Observation results on the "Colors" theme show that formative assessment is conducted after singing activities through simple questions. Children are asked to name the colors of objects shown by the teacher, such as a shirt, a dry leaf, and a ripe apple, to assess their understanding of color vocabulary.

In addition to the question-and-answer session, the teacher also evaluated the children's participation during the singing activity. The observations showed that 10 of the 12 children were actively engaged through body movements and sang clearly, while two children still appeared hesitant. These findings indicate that most children were active and able to respond to color vocabulary, although some children still require further support. The Early Childhood Education (PAUD) director explained that evaluations are conducted comprehensively through oral tests, participation observations, and portfolios of the children's work. Teachers also document each child's daily progress as a basis for assessing learning outcomes and designing future lessons.

b. Factors Supporting the Optimization of Word Comprehension

1. Children's Enthusiasm and Active Engagement

Based on interviews with the Head of the Early Childhood Education Center and the Class B teacher, and supported by field observations, several factors were identified that contribute to the successful implementation of the singing method in learning. One of the main factors is the children's enthusiasm and active engagement during the activity. In an interview on May 4, 2026, Ms. Wardatunnisa explained that most children showed a positive response when invited to sing. About 10 out of 12 children appeared cheerful, clapped their hands, jumped, and danced when the song began. In fact, children who had previously tended to be quiet, such as AN, began to show the courage to laugh, move, and make sounds when the teacher sang the song "My Cat" while demonstrating movements like a cat's claws. This indicates that

singing activities can serve as a means to help shy children begin to communicate and participate in learning.

The results of observations during the fifth session, on May 5, 2026, also corroborated these findings. When the teacher sang the song "Buah-Buahan," all the children stood up and moved spontaneously without needing to be prompted. Children who had previously been passive, such as DA, began to show positive responses by smiling and occasionally clapping along. These findings indicate that the singing method is effective in creating a fun learning atmosphere, encouraging children's engagement, and opening up opportunities for communication for children who are still hesitant or less active.

2. Teachers' Creativity in Adapting Songs

The Head of the Early Childhood Education Center, Mrs. ST. Mariyam, explained in an interview on May 4, 2026, that one of the factors supporting the implementation of the singing method is the teachers' musical ability and creativity in modifying songs. According to her, Mrs. Wardatunnisa has a strong ability to adapt the lyrics of popular children's songs by incorporating target vocabulary without altering the original melody. One example is the modification of the song "Balonku" into a song about the names of fruits, so that the lyrics are adapted to the learning material, such as the introduction of apples, mangoes, bananas, oranges, and grapes. Because the children are already familiar with the melody of "Balonku," it becomes easier for them to follow and remember the new lyrics containing the learning vocabulary.

A similar point was made by Ms. Wardatunnisa in an interview on May 4, 2026. She explained that teachers need to find ways to ensure that the songs used in the classroom do not feel monotonous to the children. If the original lyrics do not fit the theme, teachers adapt the lyrics or create new songs with simple melodies. Several well-known children's song melodies, such as "Pelangi-Pelangi," "Naik Delman," and "Bintang Kecil," are frequently used because their rhythms are easy for children to follow. According to the teacher, effective songs for early childhood education are those with simple melodies, repetitive structures, are easy to remember, and use vocabulary appropriate for children's abilities. The teacher also adds playful movements to make singing activities more enjoyable and better at capturing children's attention.

3. Support from the School Environment

The head of PAUD Alam, Mrs. ST. Mariyam, explained in an interview on May 5, 2026, that the PAUD Alam concept is based on the belief that young children learn most effectively when they experience firsthand the objects or events they are studying. According to her, learning at PAUD Alam is not confined to the classroom but is directly connected to the surrounding environment. When children learn a song about leaves, they can hold real leaves. When learning a song about rabbits, they can see and touch the rabbits directly in their cages. Learning experiences like this provide multisensory stimulation because children not only see and hear, but also touch, smell, feel, and interact with real objects.

This view was also reinforced by Mrs. Wardatunnisa in an interview on May 5, 2026. She explained that when the children were taken to the orchard to pick guavas while singing the "Guava" song, they showed great enthusiasm. The children not only hear the word "guava," but also see the fruit's color, feel the texture of its skin, smell its aroma, and taste its flavor. This hands-on experience makes the word "guava" easier to understand and helps it stick in the children's memories. In fact, when the

word “guava” was mentioned again the following week, the children could still recall the experience of picking the fruit with their teacher.

4. Varied Learning Materials

The results of the observation show that the teacher uses a variety of learning materials to support the children's singing activities and vocabulary development. Based on an interview with Ms. Wardatunnisa on May 5, 2026, the teacher does not rely solely on sound in the learning process but also uses visual and concrete media, such as picture cards with attractive colors, hand puppets, natural materials like dried leaves and stones, and animated song videos displayed via a projector. According to her, children tend to be more interested in media that are brightly colored, move, and are interactive. Hand puppets are one of the most popular media because when the puppets seem to speak and sing, children view them as new friends. This makes children more willing to respond to the puppets than to respond directly to the teacher.

c. Factors Hindering the Optimization of Vocabulary Comprehension

1. Differences in Children's Learning Speeds

Based on an interview with Ms. Wardatunnisa on May 5, 2026, the main challenge in implementing the singing method is the variation in learning speeds among children. The teacher explained that some children grasp vocabulary very quickly, such as RF, who is 6 years old. This child is able to remember the entire vocabulary after just one or two singing sessions. Conversely, there are children like DA, who is 5 years and 3 months old, who require more repetition—even up to six or seven times—to grasp a single new word. This situation poses a challenge for the teacher because class time is limited, while children's learning needs vary. If the lesson proceeds too quickly, children who need more repetition will fall behind. However, if the lesson moves too slowly, children who grasp the material more quickly will easily become bored and lose focus.

The results of observations during the second session, on April 28, 2026, support this statement. When the teacher repeated the song about family members for the third time, RF began to show signs of losing focus, such as fidgeting, playing with the hem of his shirt, and looking out the window. At the same time, DA still appeared to have difficulty distinguishing between the dolls representing “older sibling” and “younger sibling.” These findings indicate that differences in children's abilities and learning speeds are limiting factors that must be considered when implementing the singing method.

The Head of the Early Childhood Education Center (PAUD), Mrs. ST. Mariyam, also emphasized in an interview on May 5, 2026, that differences in learning speeds are a natural part of early childhood education. However, the limited number of teachers poses a distinct challenge in providing individualized support. With a ratio of one teacher to 12–15 children, it becomes difficult to give special attention to children who require more intensive assistance. According to her, an ideal scenario would be for each class to be supervised by at least two educators, or for one teacher to be assisted by one aide, so that children experiencing delays in comprehension can receive more optimal guidance.

2. Limited Learning Time

Based on an interview with Ms. Wardatunnisa on May 5, 2026, one of the challenges faced in implementing the singing method is limited learning time. She explained that the core activity lasts only about 30–40 minutes each day. Meanwhile, optimizing vocabulary comprehension through the singing method requires

repetition not only during a single session but also in subsequent sessions. In other words, the same songs and vocabulary need to be repeated periodically so that children have sufficient opportunity to memorize and understand the meanings of the words. However, curriculum requirements that mandate teachers move to a new theme every day or every other day prevent the previous vocabulary from being reviewed to the fullest extent. As a result, some vocabulary that children have begun to master at the start of the week may be forgotten again if not reviewed in the following days.

The impact of these time constraints was further underscored by the results of interviews with parents. Mrs. Ratna, RF's mother, stated in an interview on May 5, 2026, that her child often talked about how much he enjoyed singing at school. However, when asked again about the song learned the previous day, RF sometimes could not recall it in its entirety. According to her, this likely occurs because the songs used frequently change daily, so the child has not had sufficient repetition. On the other hand, parents actually want to help practice the songs at home but face difficulties because they do not know the full lyrics, and the child can only recall parts of the song.

Discussion

Based on the research findings, the preparatory stage of learning using the singing method involves selecting songs that align with the weekly theme and the children's age-specific characteristics. Teachers prepare two to three short songs, including both popular children's songs and songs modified to meet learning needs. Vocabulary selection is also tailored to the theme and the developmental level of 5–6-year-olds, targeting five to seven concrete vocabulary words per session. These vocabulary words are repeated in the songs so that children can more easily recognize, remember, and understand their meanings.

These findings align with Piaget's theory, which states that young children in the preoperational stage find it easier to understand concepts through concrete objects, pictures, symbols, and direct experiences. This is further supported by Vygotsky's theory that children's language development occurs through social interaction, teacher guidance, and meaningful learning materials. Thus, the use of songs, vocabulary repetition, and a fun learning environment can help children recognize, remember, and understand the meaning of words more effectively (Khotimah, 2023).

Theoretically, the use of visual aids aligns with Piaget's theory that young children find it easier to understand concepts through symbols, pictures, real objects, and concrete experiences. Materials such as picture cards, hand puppets, natural materials, and animated videos help children make direct connections between words and objects, while also supporting the development of vocabulary, language, cognitive skills, creativity, and social-emotional skills (Rupnidah & Suryana, 2022).

According to the research findings, the implementation phase of learning through the singing method begins with an opening activity lasting five to seven minutes. Teachers use an opening song to create a positive learning atmosphere, capture attention, and prepare the children before diving into the core material. The children are invited to stand up, clap their hands, and move to the rhythm, then sit in a circle to foster a more intimate and focused learning environment. Observations indicate that most children respond positively to this activity, although some still require additional encouragement to participate actively.

In theory, opening songs accompanied by movements and clapping align with the characteristics of early childhood learning, which are fun, concrete, and involve physical

activity. Singing activities are also effective at the beginning, during the main part, and at the end of a lesson because they capture children's attention and increase their engagement (Hayati et al., 2019). In addition, other studies have shown that singing in early childhood education classes is not only fun but also has a positive impact on children's language development, physical coordination, and social-emotional skills (Fatimah et al., 2024).

Based on the researchers' findings, the learning process continued through the "Point to the Picture" game, simple question-and-answer sessions, and exercises in which participants took turns completing song lyrics. These activities demonstrate that the singing method not only emphasizes singing but also integrates vocabulary recognition, repetition, movement, games, and active word recall exercises.

This strategy aligns with research findings that indicate singing can help expand the vocabulary of young children, as songs create a fun, memorable learning environment that resonates with children's experiences. Research on song-based learning also shows that supplementary materials such as pictures, movements, and explanations of word meanings can contribute to children's vocabulary development (Khotimah, 2023). In addition, the use of picture cards in learning activities has also been shown to help young children acquire vocabulary, as they can associate words with concrete visual representations (Fachrurrazi, 2020).

Further findings show that after introducing the vocabulary, the teacher had the children sing the song "Lihat Kebunku" while performing symbolic movements corresponding to the meanings of the words. The song was repeated three times so that the children could hear, imitate, and gradually understand the vocabulary. The activity then continued with a picture-pointing game, simple Q&A, and lyric-completion exercises. This sequence demonstrates that vocabulary learning is conducted actively through pictures, songs, movements, games, and repetition.

This approach is consistent with research showing that singing can improve vocabulary acquisition in young children because songs make learning more enjoyable, creative, and memorable (Agus, 2022). In addition, play and singing activities have also been shown to support language development in children aged 5–6, particularly because children are actively engaged in activities that combine songs, movement, and interaction (Anggraini, 2023). Other studies have also shown that the use of songs and movements can help children build their vocabulary, as they learn through multisensory experiences—that is, by listening, watching, moving, and imitating directly (Harahap et al., 2023). This is supported by research on action songs, which indicates that songs accompanied by movements help children process information through hearing, body movements, and motor activities, thereby supporting their focus, memory, and comprehension (Sánchez, 2025).

According to several teachers, learning at PAUD Alam J.A. Warraihan takes place not only in the classroom but also by utilizing the surrounding environment as a learning resource. For the "animals" theme, children are encouraged to observe rabbits firsthand, touch their fur, watch their movements, and then sing the song "Kelinciku." Meanwhile, for the "family" theme, learning takes place in the garden with the help of hand puppets and the song "Ruri Abangku." These activities make the children more enthusiastic because vocabulary is learned through concrete experiences, movement, media, and direct interaction.

Theoretically, this activity aligns with environment-based and multisensory learning. Young children find it easier to grasp concepts through direct experiences, such as seeing, hearing, touching, moving, and interacting with real objects. The natural

environment can also serve as a learning space that supports children's language development (Prins et al., 2026). Other studies have also shown that playing and learning in natural environments are linked to children's language use, including fluency and vocabulary diversity (Prins et al., 2023). In addition, environmental exploration in early childhood education is viewed as an effort to bring children closer to their environment while introducing them to the potential of nature through concrete and meaningful activities (Mufid et al., 2023).

This study shows that the type of song and how it is presented influence young children's vocabulary comprehension. Songs accompanied by movements, such as "My Cat," are more effective than songs without movements because they provide a concrete learning experience. Through movements, children not only hear the vocabulary but also see and directly imitate the meaning of the words. These findings align with Rakhmawati's 2025 study, which concluded that the picture-assisted singing method can improve the speaking skills of 3–4-year-old children. In that study, children's speaking skills improved in terms of naming vocabulary, articulating words clearly, and forming simple sentences based on the songs and images used. Thus, visual aids such as images and motor aids such as movements can strengthen children's understanding of the words they are learning (Rakhmawati, 2025).

Based on the research findings, an evaluation phase was conducted to assess the children's vocabulary comprehension following the singing activity. The evaluation was carried out formatively at the end of the lesson through question-and-answer sessions, observation of the children's engagement, accuracy of movements, and their ability to point to pictures. Meanwhile, a summative evaluation was conducted at the end of the week through role-playing, in which children portrayed objects or characters related to the theme while stating key vocabulary words. This evaluation assessed the children's ability to recall, understand the meaning of, and use vocabulary appropriately within context. Additionally, role-playing is a relevant method for language evaluation because research indicates that this approach supports children's language development, particularly in verbal communication skills and the use of vocabulary in meaningful situations. (Khairani et al., 2023).

Based on the observations, a formative assessment was conducted after the singing activity on the theme of "Colors" through simple questions and observation of the children's participation. The children were asked to identify the colors of objects shown by the teacher, such as a shirt, a dry leaf, and a ripe apple. Most children were able to correctly identify the color vocabulary and demonstrated active engagement through movement and singing. However, there were still some children who appeared hesitant and therefore required further guidance and stimulation.

The implementation of this evaluation aligns with the principles of formative assessment in early childhood education, namely assessment conducted during or after learning activities to gather information about children's development and serve as a basis for teachers in designing follow-up learning activities. The Early Childhood Education (PAUD) Learning and Assessment Guidelines emphasize that formative assessment is oriented toward the development of children's competencies and is an integral part of the learning cycle. (BSKAP, 2025)

Based on the research findings, the success of implementing the singing method is supported by the children's enthusiasm and active engagement during learning. Most children responded positively by singing, clapping, jumping, and moving to the music. This method also helps children who were initially passive or shy to become more

confident in communicating and participating, making the learning atmosphere more enjoyable, active, and communicative.

Empirically, these findings align with research indicating that the singing method can enhance enthusiasm, confidence, and vocabulary mastery in young children. One study demonstrated that children who were initially shy, awkward, or reluctant to speak became more eager to participate, sing, and speak after engaging in learning through the singing method (Poku, 2022).

The research findings indicate that the implementation of the singing method is supported by teachers' musical ability and creativity in modifying songs to fit the learning theme. Teachers adapt the lyrics of popular children's songs by incorporating target vocabulary without altering the original melody, making it easier for children to follow and remember the new lyrics. Effective songs are those with simple, repetitive, and memorable melodies that are appropriate for children's abilities and accompanied by engaging movements to make learning more enjoyable.

This song modification strategy aligns with research showing that the use of familiar melodies can aid vocabulary development in preschool children. Songs with familiar melodies make it easier for children to follow new lyrics because they no longer need to learn the rhythmic patterns from scratch, allowing their attention to be better focused on the vocabulary being taught (Manaig & Bellen, 2020).

Based on observations and supported by informants' accounts, learning at PAUD Alam takes place through direct experiences with the surrounding environment. Children not only learn in the classroom but also interact with real objects, such as leaves, rabbits, and guava fruit. These activities provide multisensory stimulation because children can see, touch, smell, taste, and directly experience the objects they are learning about. These experiences make vocabulary easier to understand, remember, and connect to real-world contexts. These findings align with multisensory learning, which emphasizes the engagement of various senses such as seeing, touching, smelling, and feeling objects to help children recognize and understand vocabulary more effectively. (Seidl & Indarjit, 2024).

Based on the research findings, teachers use a variety of learning media to support children's singing activities and vocabulary development. The media used include picture cards, hand puppets, natural materials, and animated videos. The use of these media makes learning more engaging, concrete, interactive, and multisensory. Picture cards help children recognize visual forms, natural materials connect children with real objects, while animated videos present colors, movement, sounds, and stories that support vocabulary comprehension.

The use of these varied media aligns with the principles of early childhood education, which emphasize the importance of concrete, engaging, and multisensory learning experiences. Visual media help children associate words with visual forms, while natural materials provide opportunities for children to explore objects in the real world. Animated videos can also be a fun media option because they can present movement, color, sound, and stories all in one display. Studies on the use of animated videos in early childhood education indicate that animated videos can serve as an alternative medium to foster various aspects of children's development in an engaging way (Adistiarachma & Alia, 2024). In addition, a study on thematic learning models using singing and movement has shown that singing aligns closely with the characteristics of young children and can be used to support various aspects of their development (Ah & Mukhtar, 2021).

Based on the research findings and interview results, the main challenge in implementing the singing method is the variation in children's learning speeds. Some

children are able to understand vocabulary after one or two repetitions, while others require more repetition. This situation makes it difficult for teachers to adjust the pace of learning because slower learners risk falling behind, while those who grasp the material quickly may easily become bored. Additionally, the limited number of teachers poses a challenge in providing optimal individual guidance.

Nevertheless, this study identified more specific characteristics of these barriers at PAUD Alam J.A. Warraihan, namely that differences in children's learning speeds are particularly pronounced. These differences are influenced by the families' socioeconomic backgrounds and varying levels of parental stimulation. Children who receive more intensive language stimulation at home tend to grasp new vocabulary more quickly, whereas those with less language reinforcement require more repetition and guidance. This finding aligns with research indicating that a lack of material repetition at home can impact children's memory retention during learning (Dyramoti & Wahyuningsih, 2022).

According to the research findings, time constraints are one of the obstacles to implementing the singing method. The duration of the core activity, which is only about 30–40 minutes, prevents teachers from effectively reinforcing vocabulary through repetition. However, understanding words through songs requires regular repetition so that children can more easily remember their meanings. The rapid change of themes also causes some vocabulary to be easily forgotten. Additionally, parents are unable to fully support repetition at home because they do not always know the lyrics of the songs their children are learning at school.

This finding is consistent with several studies showing that playing and singing can support language development in children aged 5–6, especially when these activities are carried out in a structured manner through the stages of planning, implementation, observation, and reflection. Research (Anggraini, 2023), shows that playing and singing can be used as part of learning activities to develop language skills in young children.

CONCLUSION

Based on the research findings and discussion results, it can be concluded that the singing method at PAUD Alam J.A. Warraihan in Bima City is implemented through three structured stages. These stages include the preparation stage, which involves selecting songs, vocabulary, and learning media; the implementation stage, which includes opening activities, core activities through songs, movements, games, question-and-answer sessions, and the utilization of the natural environment; and the evaluation stage, which is conducted formatively through questions and observations, and summatively through role-playing activities. The application of this method has shown positive results in improving vocabulary comprehension among 5–6-year-old children, as the learning process is designed to be enjoyable, meaningful, and aligned with children's learning characteristics, which are concrete and multisensory in nature.

Optimizing vocabulary comprehension through singing is supported by several factors, including children's enthusiasm and active participation, teachers' ability to create songs using melodies already familiar to the children, the early childhood education environment serving as a source of hands-on learning experiences, and the use of diverse learning materials, such as picture cards, hand puppets, and animated videos. However, the implementation of this method also faces several challenges, namely differences in children's abilities and learning speeds, as well as limited learning time, so that vocabulary repetition cannot yet be maximized. Therefore, teachers need to implement differentiated instruction and collaborate with parents to review song

content at home, so that children's vocabulary development can proceed more optimally and continuously.

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