International Journal of Multicultural and Multireligious Understanding

http://ijmmu.com
editor@ijmmu.com
ISSN 2364-5369
Volume 8, Issue 8
August, 2021
Pages: 189-201

Music Enhancing Young Learner's Creativity

Nurhenti Dorlina; Wulan Patria Saroinsong; Resi Rosalianisa; Kartika Rinakit; Sri Widayati; Intan Kurnianingtyas

PG-PAUD Department, Faculty of Education, State University of Surabaya, Indonesia

http://dx.doi.org/10.18415/ijmmu.v8i8.2880

Abstract

This research emphasizes on elaborating the feasibility of the media of the bandwagon educational game on the creativity of children aged 5-6 years. To obtain the research objectives, this researcher conducted research and development using the 4D model developed by Thiagarajan, namely define, design, develop and disseminate. The subjects in this research trial were five children aged 5-6 years and 30 ECE teachers. The data collection instrument used a structured interview technique and an online questionnaire through a google form accompanied by a video of the implementation of the bandwagon educational game. The data analysis technique used quantitative and qualitative descriptive analysis. From this research, it shows that the development of the bandwagon educational game tool that has been tested on a small scale is valid and feasible. This shows that this bandwagon game is effective and can be applied and has an appeal for early childhood in learning.

Keywords: *Early Childhood; Creativity; Musical Train Game*

Introduction

Early childhood is a child in the age category 0-8 years in the growth process. Early childhood growth has an impact on later life. Early childhood has characteristics, namely high curiosity, creative, active, happy to explore, adventure, and express themselves in the surrounding environment. Guslinda and Kurnia (2018:46). During the golden age, it means that during this period the child's intelligence develops 8 times so that encouragement and support are needed so that children develop optimally Harfiani (2019: 01). According to Bloom's theory in Trenggonowati (2018: 02) early childhood requires appropriate education according to the characteristics and development of children so that intellectual development is well stimulated.

Early Childhood Education (ECE) has a goal that is stated in UU Number 20 of 2003 concerning SISDIKNAS stating ECE is an effort to provide early education for children aged 0-6 years before moving on to the next level Indonesia (2003). Education is given through a stimulus that aims to improve the development and growth of children physically and spiritually so that children are ready to enter the world of formal, non-formal, or informal education Musfah, (2012:74).

Early childhood education is education directed at developing all aspects of early childhood development, one aspect that needs to be developed from an early age is creativity Rahayu (2021:833). Children's creativity is very important to be developed to prepare children's education as well as their future.

The process of creativity is related to the child's cognitive. Generating ideas or ideas from the results of children's creativity has a good effect for their future. Torrance argues in Asmawati (2017:148) that the notion of creativity is a way for children to understand the problems they face by finding a way out through changing ideas and then realizing them properly.

Creativity according to Santrock in Masganti (2016: 01) is the ability of children to generate new thoughts and unique solutions to overcome the problems experienced. According to Setyabudi in Dabeturu (2019: 234) creativity is the process of combining various experiences that have been carried out ending up producing new ideas that are useful and able to make them happen but in different ways. Furthermore, according to Munandar in Fakhriyani (2016: 195) creativity is a child's skill in creating new variations based on data or experience information that comes from social interactions in the surrounding environment. From some of the opinions above, it can be concluded that creativity in children is an attempt by children to give birth to new thoughts based on their experiences through exploring activities in the surrounding environment.

In early childhood creativity will be clearly seen when children play, where they create various forms of works, paintings or spontaneous fantasies with their toys because playing is an activity that has a happy effect on children so that it has a positive psychological impact, which can release negative emotions, give a sense of safe and increase children's creativity in Fakhriyani (2016:66).

When playing, children are free to do activities that aim to complete their curiosity so that children can express through imagination, role playing, constructive play and so on. By freeing children to play will create a comfortable, safe atmosphere so that they grow and develop creativity. The achievement of the level of creativity development of children aged 5-6 years has been stated in Permendikbud 146 concerning Standards for the Level of Achievement of Child Development (STPPA) aged 5-6 years Permendikbud (2014). Based on the Child Development Achievement Level Standard (STPPA) No. 146 Children aged 5-6 years can do activities, namely: 1. Doing activities while singing 2. Playing musical instruments/instruments/objects with friends 3. Playing traditional 3 / 4 musical instruments or other musical instruments to imitate a certain rhythm or song.

The characteristics of creativity are categorized into two, namely the characteristics of creativity related to the ability to think or think creatively (divergent thinking), namely expertise in formulating many correct answers and various variations of solutions to the problems encountered in Hayati (2016: 89). Another characteristic is the characteristics concerning the attitudes and feelings of a person called the effective and creative characteristics. These characteristics are creative characteristics related to cognition, the ability to think someone with the ability to think creatively. According to Rachmawati and Kurniati in Latifah (2016: 02) reveal that there are 7 strategies in developing early childhood creativity, namely 1) through product creation activities (hasta work), 2) through fantasy, 3) through adventure activities, 4) through pilot activities, 5) through music games, 6) through project activities, 7) through language. Researchers refer to one strategy in increasing early childhood creativity, namely through music games.

A child's personality can be formed through music because music can increase logic, aesthetic sense, and the level of creativity. Music can increase IQ and improve children's mathematical abilities so that their brain development is stimulated properly. Music comes from ideas written by composers who use musical language in the form of symbols and signs Yuni (2020:10).

Music makes a very big contribution in education, especially in music education and the world of other arts and other fields of life Dian (2019:20). According to Sousa in Santosa, (2019:78) music has a strong effect on the brain by stimulating intellectually and emotionally.

The function of music in everyday life is very diverse. For example, music is used to rock children when they want to sleep, music is used when bathing children and music can be used to convey information or knowledge that contains a moral message Deka (2018:17). Music is an important part of a child's experience because at the age of 5-6 years the indicator of the development of musical intelligence is that the child is able to play a musical instrument. By playing music can stimulate the senses and improve their thinking in learning. According to Lau and Grieshaber in Prehatiningsih (2016: 03) they argue that increasing musical creativity in children can be done through musical games. By playing simple musical instruments can make children more expressive, creative and imaginative.

A musical instrument is an instrument made or modified for the purpose of producing music. In principle, anything that produces sound, and is in some way regulated by musicians, can be called a musical instrument. However, this term is generally intended for tools specifically intended for music, while the field of science that studies musical instruments is called organology in Setiawan (2011: 19). Musical instruments in the world of Indonesian music are very varied and of various types, for example musical instruments that are beaten are the tambourine and saron, the plucked musical instruments are the harp and guitar, and the musical instruments that are shaken are maracas and rattles.

Data from observations and interviews with ECE (Early Childhood Education Department) teachers in Surabaya and Sidoarjo found the problem of early childhood, namely the lack of activities in learning music at school. The results of observations in five kindergarten schools showed that music learning activities in schools were lacking and there were even schools that did not implement and teach music in their learning activities. There is only one school that conducts drumband and angklung extracurricular activities every 2 weeks. In addition, there are no schools that provide music games for children and the availability of educational games (APE) in schools that were observed only consisted of block games, story books, hand puppets and puzzles so that a media was needed to increase children's knowledge about the names of musical instruments and children's creativity in playing musical instruments.

The educational game of the bandwagon is a game of sounding musical instruments such as tambourines, harps, saron, maracas and guitars in the shape of a train carriage. Each train car has a length of 15-20 cm, a height of 10-15 cm and the distance between one carriage and another is about 5 cm. In the head carriage there is a rattling instrument that sounds when it moves. In the first carriage there is a lute musical instrument, this instrument is played by plucking with the fingers. In the second carriage there is a tambourine instrument, this instrument is played by hitting it with the palm of the hand. In the third carriage there is a saron musical instrument, this instrument is played by hitting it with a punch. In the fourth carriage there is a maracas musical instrument, this instrument is played by shaking or moving it. In the fifth carriage there is a guitar musical instrument, this instrument is played by picking.

This bandwagon can be played by sounding or playing musical instruments in each carriage and varied with songs to increase children's creativity and if the bandwagon is pulled it will be able to walk. For the stages of making the bandwagon, namely: 1) designing and designing the bandwagon, 2) correcting the design of the bandwagon, 3) making a picture of a train with four carriages on wood (each carriage is approximately 15-20 cm long), 4) cutting wood that has been drawn using a saw and wood cutting tool, 5) attaches each piece of wood to form a train carriage, 6) makes wheels from wood and attaches them under the train carriage, 7) makes tambourine, harp, saron, maracas and guitar-sized instruments. approximately 15-20 cm, 8) attaching each musical instrument on the train carriage, 9)

attaching each band carriage using wire hooks, 10) coloring each train carriage using wood paint to make it look good and more attractive.

Based on the background of the problem described above, the formulation of the problem in this study is as follows: How is the feasibility of educative media playing the bandwagon on the creativity of children aged 5-6 years?

In accordance with the background and formulation of the problem above, this study aims to determine the feasibility of the musical train educational game media on the creativity of children aged 5-6 years.

Literature Review

Research by Fitriah (2017:84-98) concludes that used media can increase children's creativity. However, in this research, what will be developed is the media game "lid lemonade" in increasing creativity. The development of this media is that children can learn by using a lemon bottle cap, children experience increasing changes and bring positive values to the learning process. There are several game media that can stimulate early childhood creativity.

According to Docket and Fleer in Rakhmawati, et al, (2019:579) that through games, children can connect and develop their knowledge. This opinion is reinforced by research conducted by Jackie (2018: 872) with the subject of children aged 0-5 years in England concluding that through games can improve children's creative thinking, namely "Play that allows children to explore, develop ideas, and make something" thus combining creative thinking and creative action. In this learning, the child can receive a lot of stimulation, besides being able to make himself happy, it can also increase the child's knowledge.

According to Foti (2020:02) in a study conducted on 87 kindergarten children who were divided into six groups in Athens, Greece, it proved that an educational program based on the universal language of music through music and singing education which includes songs, rhythms, music games and listening to music, able to attract the interest and attention of preschool students. Furthermore, a study conducted by Dere (2019:653) examined the effect of a music playing program on the creativity of preschool children which was applied to 184 preschool children in Ankara Turkey. According to the results of the study, it was determined that the music playing program was effective in developing children's creative behavior. This opinion has become one of the foundations for the development of the bandwagon educational game media which contains material on the creativity of children aged 5-6 years. Through the educational media of the bandwagon, children can learn while playing so that learning is more effective and efficient and develops children's intelligence in creative thinking.

Methodology

The method used in this study is the R&D (Research and Development) method, which is a research method that is useful for producing certain products and testing the effectiveness of the method. From this definition, research and development is simplified into two core words, namely: product and effectiveness Pangesti (2019:03). In the field of education, research and development or Research and Development (R&D), is a research method used to create new products or develop existing products which are then validated for use in education and learning Hanafi (2017: 130). The product produced in this research is the development of the bandwagon educational media. The stages and development in this research refer to the development model formulated by Thiagarajan (1974:05-09). The research and development stages of Thigarajan known as the 4D model include 4 stages, namely define, design,

develop and disseminate. In this study, it only reached the develop stage, meaning that the product trial stage was on a small scale because it was due to the Covid-19 pandemic, so it was not effective if a large-scale trial was carried out.

The subjects in this research trial were five children aged 5-6 years and 30 teachers. The product of the trial is a bandwagon educational game media that has been validated by material experts, media experts, ECE teachers, and tested on five children aged 5-6 years. The validation results aim to determine the feasibility of the media. In the validation process, suggestions can be made by the validator as an improvement in improving the media. If the product is not feasible, then the product will be evaluated and made improvements until it is said to be feasible to be tested.

The method of data collection was first to make observations at several schools to find out about music learning and to find out the extent of children's creativity in playing music. This initial observation is needed to support the formulation of the problem in the research on the development of the bandwagon educational media and as a background for the research. The second stage is to conduct structured interviews with teachers to find out the school's needs regarding problems in introducing the material for the bandwagon educational game.

This development research uses an online trial design using a questionnaire in the form of a google form. The research sample (teachers) who have met the requirements are directed to provide an assessment of the product development of the bandwagon educational game by filling out the google form that has been provided. The assessment is carried out first by viewing the video game of the bandwagon educational game contained in the google form (video link is also available). The teacher provides supportive input for product improvement for further research. After completing the assessment, the teacher is also asked to distribute the video game of the bandwagon educational game to parents or guardians of the students as an effort to disseminate the innovation of the bandwagon educational game media.

The data analysis technique in this research is using structured interview techniques and online questionnaires via google form which is accompanied by a video of the application of the bandwagon educational. Figure 1 is a figure of research design:

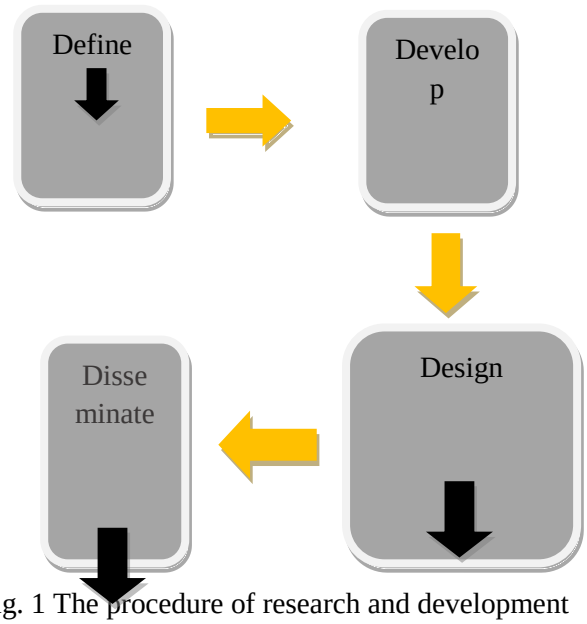

Fig. 1 The procedure of research and development

The data measurement process is carried out using a Likert scale reference as shown in Table 1.

Table 1 Product feasibility rating scale

Score Scale Value	Rating
4	Very good
3	Good
2	Enough
1	Less

This media is said to be feasible if the average of all components of the validation get 61%. The table of media (Table 2) eligibility percentage criteria is as follows.

Table 2 Percentage of product feasibility validation criteria

No	Average Score	Category
1.	0%-20%	Very less
2.	21%-40%	Less
3.	41%-70%	Enough
4.	71%-80%	Good / Decent
5.	81%-100%	Very good /Very Worthy

(Riduwan, 2013:41)

a. Material Expert Validation Assessment

The score obtained from material validation is 45. The percentage of the feasibility of the bandwagon educational media is 90% so it can be stated that the bandwagon educational media is very valid and worthy to be tested and get suggestions and input that the game material is good and in accordance with the educational game model.

b. Media Expert Validation Assessment

The score obtained from media validation is 42. The percentage of the feasibility of the bandwagon educative media is 75% so it can be stated that the bandwagon educative media is valid and worth trying out and get suggestions and input that the media must be improved in terms of coloring to make it more interesting and added two musical instruments namely maracas and guitar so that the composition of musical instruments is balanced.

c. Validation Assessment of 30 ECE Teachers

Table 5 Validation assessment of 30 ECE teachers

No.	Question	Score	Percentage
1.	The development of the bandwagon game contains material that can develop the creativity of children aged 5-6 years	78	93,8%
2.	The game material provided is in accordance with the developmental stages of children aged 5-6 years	99	90,6%
3.	The game material is related to the learning theme	102	93,8%
4.	The plot and how to play the bandwagon game is easy for children to understand	96	87,5%
5.	Game materials support materials to stimulate children's creativity	101	93,6%
6.	The development of the bandwagon game is a game that is not boring	104	90,7%
7.	The bandwagon game is the right choice of game to stimulate creativity in children	106	93,7%
8.	The bandwagon game can be a reference material for teachers to present the game in the game learning at school	101	90,7%
9.	The game design looks interesting	90	93,6%
10.	The size of the game material is right for children	87	90,7%
11.	The color of the game material used is interesting	87	90,6%
12.	The shape of the bandwagon in the game is clearly visible	83	96,9%
13.	How to play the game is clear	96	93,6%
14.	Interesting game material	87	90,6%
15.	Safe play materials for children	87	90,7%

In the results of the assessment of 30 ECE teacher, the percentage of the feasibility of the bandwagon educational media is 93% so it can be stated that the bandwagon educational media is very valid and feasible to use to increase the creativity of children aged 5-6 years through music games.

d. Trial on Five Children Aged 5-6 Years

Before playing a musical instrument

In the test results on five children aged 5-6 years before playing musical instruments, a score of 40 was obtained. In finding the percentage of eligibility, it was calculated by the following formula:

The percentage before the trial on five children aged 5-6 years was 32% and this percentage increased after the bandwagon educational media was tested on five children aged 5-6 years.
After the activity of playing a musical instrument.

Table 4 Trial on five children aged 5-6 years

No.	Question	Score	Percentage
1.	The activity of playing musical instruments using this media allows children to know the names of new musical instruments	5	25%
2.	The use of this media makes children think creatively how to play various kinds of musical instruments while singing	20	75%
3.	Has the child played or seen this musical instrument	5	25%
4.	The form of media makes children interested in participating in music playing activities	5	25%
5.	With the media bandwagon, children become active and their curiosity increases	5	25%

Table 5 Trial on five children aged 5-6 years

No.	Question	Score	Percentage
1.	The activity of playing musical instruments using this media allows children to know the names of new musical instruments	25	100%
2.	The use of this media makes children think creatively how to play various kinds of musical instruments while singing	25	100%
3.	Has the child played or seen this musical instrument	5	25%
4.	Be The form of media makes children interested in participating in music playing activities	25	100%
5.	With the media bandwagon, children become active and their curiosity increases	25	100%

In the results of trials on five children aged 5-6 years after playing musical instruments, a score of 105 was obtained. The percentage of the feasibility of the bandwagon educational media after playing musical instruments is 84% so it can be stated that the bandwagon educational media is very valid and feasible to use to increase the creativity of children aged 5-6 years through music games.

Result and Discussion

This research resulted in the development of a bandwagon educational game media that contained material about the creativity of children aged 5-6 years. The results of the validation assessment that have been carried out by material experts and media experts are that the development of game media is valid and feasible to use to increase the creativity of children aged 5-6 years through playing musical instruments. This expert assessment was strengthened by the feasibility assessment of 30 ECE teachers and trials on five children aged 5-6 years. The results of the feasibility assessment of 30 ECE teachers and trials on five children aged 5-6 years explain that this game media is valid and feasible to use to increase the creativity of children aged 5-6 years through playing musical instruments.

This media game trains and improves children's musical abilities, introduces children to musical instruments and how to play them, trains the development and coordination of children's motor skills by playing musical instruments, trains children to think creatively how to play new musical instruments and makes children interested in activities. learn while playing a musical instrument. This can be proven by the results of the percentage of material experts, media experts and the feasibility assessment of 30 ECE teachers, and trials on five children aged 5-6 years as shown in Figures 2 and 3.

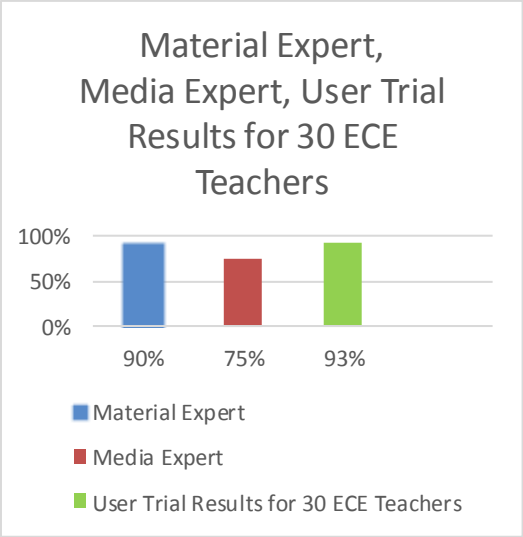

Fig. 2 The expert judgment percentage of media (N=30 ECE teachers)

The results of the material expert validation calculations are 90%. The percentage of material expert validation falls into the very good/very needed/very feasible category. The materials contained in this game media are considered very suitable for use by children aged 5-6 years. This is reinforced by the results of calculations on the media expert assessment questionnaire shown in figure 1.

The percentage of media expert validation assessment shows a value of 75%. This value can be categorized into good/needed/decent categories. This media is suitable for use by children aged 5-6 years. It can be explained that from a physical point of view, the shape, color, and use of this media is considered feasible. After the material expert and media expert gave an assessment of the feasibility of the game media questionnaire, the research continued by conducting a limited trial to five children aged 5-6 years. This limited trial process will be recorded, then the recording results will be entered into a google form which will be distributed to the user trial of 30 ECE teachers. The results of the user trial assessment of 30 ECE teachers are in line with the assessments of material experts and media experts. In the results of the user trial assessment of 30 ECE teachers, the results were 93% for the combined assessment. These results fall into the category of very good/very much needed/very decent. The material contained in this game media is considered very suitable for use by children aged 5-6 years.

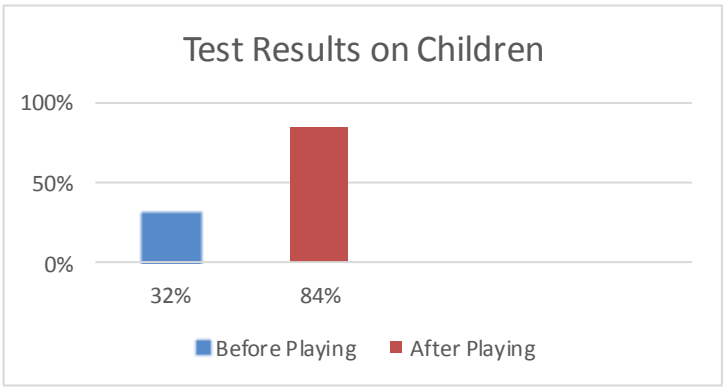

Fig. 3 The percentage of test results on five children aged 5-6 years before playing a musical instrument

The percentage before the trial on five children aged 5-6 years was 32% and this percentage increased after the bandwagon educational media was tested on five children aged 5-6 years. The percentage of the feasibility of the bandwagon educational media after playing musical instruments is 84%. The increase in children's creativity and ability to think creatively can be seen in the results of the percentage before the trial, which is 32% and increases to 84%. These results fall into the very good/very decent category. In the trial conducted on five children aged 5-6 years in Sidoarjo, before the activity, the children were asked about the name of the musical instrument and how to play it, and whether they had seen and played the instrument. When asked, all the children answered that they did not know the name of the musical instrument and how to play it. They only know the guitar instrument.

During the activities one by one the children tried to play the rattles, tambourine, harp, saron, maracas, and guitar individually. After that, the children were invited to play musical instruments together. Each child plays a musical instrument while singing together. During the activity, the children were very interested, happy, and enjoyed playing musical instruments while singing. During the activity of playing musical instruments, four children showed that they were very curious, active, and thought creatively to try playing different musical instruments but there was one child who did not understand how to play a musical instrument. However, the child was assisted by another child to try to play the instrument.

After the music playing activity, the children were asked again about the name of the musical instrument and how to play it, as well as whether they had seen and played the instrument. The children gave very good and correct answers. They know the names of musical instruments and how to play them so it can be concluded that this educational game of the bandwagon can improve children's creative thinking skills and skills in playing musical instruments and increase children's knowledge of the names of musical instruments so that this media is suitable for use by children aged 5 years. -6 years.

The functions of this musical train educational tool are: 1) train and improve children's musical abilities, 2) introduce children to musical instruments and how to play them, 3) train children's creativity through playing music while singing, 4) train the development and coordination of children's motor skills by playing a musical instrument, 5) train children to think creatively how to play a new musical instrument. The advantages contained in this musical train educational game media are using wood so that the musical instrument train carriage can be disassembled and safe for children, has a variety of musical instruments that attract children's interest, the materials from this game media are also safe for children.

Conclusion

The development of this bandwagon educational media using the RnD method with a 4D model developed by Thiagarajan includes 4 stages, namely define (definition), design (design), develop (development) and disseminate (spread) but due to the COVID-19 pandemic, the stages of this research are: only up to the develop stage, namely at the trial stage carried out on a small scale so that it is not possible to carry out large-scale trials.

This development research resulted in bandwagon educative media which were declared valid and suitable for use. The results of trials conducted on five children aged 5-6 years, namely before the trial was 32% and increased to 84% after the trial of the bandwagon educational game media. This media band can improve children's creative thinking skills and skills in playing musical instruments and increase children's knowledge of the names of musical instruments so that this media is suitable for use by children aged 5-6 years to increase creativity.

The validation results from material experts are 90%, media experts are 75%, and the feasibility assessment of 30 ECE teachers is 93%. Based on the validation results from material experts, media experts, an assessment of the feasibility of 30 PAUD teachers and trials on five people aged 5-6 years, it shows that this educational game media is valid and feasible to use to increase the creativity of children aged 5-6 years.

References

Akdon, Riduwan. 2013. Rumus dan Data dalam Analisis Statistika. Bandung: Alfabeta.

ASMAWATI, L. (2017). Peningkatan Kreativitas Anak Usia Dini Melalui Pembelajaran Terpadu Berbasis Kecerdasan Jamak. *JPUD - Jurnal Pendidikan Usia Dini*, *11*(1), 145–164. https://doi.org/10.21009/jpud.111.10

Debeturu, B., & Wijayaningsih, E. L. (2019). Meningkatkan Kreativitas Anak Usia 5-6 Tahun melalui Media Magic Puffer Ball. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *3*(1), 233. https://doi.org/10.31004/obsesi.v3i1.180

Dere, Z. (2019). Investigating the creativity of children in early childhood education institutions. *Universal Journal of Educational Research*, *7*(3), 652–658. https://doi.org/10 .13189/ujer.2019.070302

Fakhriyani, D. V. (2016). Pengembangan Kreativitas Anak Usia Dini. *Wacana Didaktika*, *4*(2), 193–200. https://doi.org/10.31102/wacanadidaktika.4.2.193-200

Foti, P. (2020). *The effects of music and creativity on child ' s development an innovative educational program*. *03*(01), 1–9.

Guslinda & Rita Kurnia. 2018. Media Pembelajaran Anak Usia Dini. Surabaya: CV Jakad Publishing Surabaya.

Hanafi. (2017). Konsep penelitian R & D dalam bidang pendidikan. *Saintifika Islamica: Jurnal Kajian Keislaman*, *4*(2), 130. https://www.researchgate.net/publication/335227473_Research_and_ Development_RD_Inovasi_Produk_dalam_Pembelajaran

Harfiani, M. (2019). *Peninggalan Sejarah Sebagai Sumber Belajar Sejarah Dalam Penanaman Nilai-Nila Kebangsaan Pendahuluan Banyuwangi Merupakan Wilayah Yang Memiliki Beberapa Daerah Yang Berpotensi Memiliki Situs Peninggalan Sejarah Yang Sampai Saat Ini Masih Ada Namun Kondisi*, *1*(1), 41–57. http://www.ghbook.ir/index.php?name=های رسانه و فرهنگ نوین&option=com_dbook&task=readonline&book_id=13650&page=73&chkhashk=ED9C9491B4& Itemid=218&lang=fa&tmpl=component%0Ahttp://www.albayan.ae%0Ahttps://scholar.google.co.id /scholar?hl=en&q=APLIKASI+PENGENA

Hayati, F. (2016). Peningkatan kreativitas bermain musik anak usia 5-6 tahun dengan menggunakan barang bekas. *UIN Ar-Raniry*, *I*(Id), 84–99.

Indonesia, R. (2003). Undang-Undang Nomor 20 Tahun 2003, 41.

Kartini, K. S., & Putra, I. N. T. A. (2020). Respon Siswa Terhadap Pengembangan Media Pembelajaran Interaktif Berbasis Android. *Jurnal Pendidikan Kimia Indonesia*, *4*(1), 12.

https://doi.org/10.23887/jpk.v4i1.24981

Luthfiyah, E., & Rakhmawati, N. I. S. (2018). Pengembangan Permainan Domino Angka terhadap Kemampuan Mengenal Lambang Bilangan 1-10 Anak Usia 4-5 Tahun. *PAUD Teratai*, 1–8.

Masganti. (2016). Pengembangan Kreativitas Anak Usia Dini Teori dan Praktik. Medan: Perdana Publishing IKAPI.

Marsh, J., Plowman, L., Yamada-Rice, D., Bishop, J., Lahmar, J., & Scott, F. (2018). Play and creativity in young children's use of apps. *British Journal of Educational Technology*, *49*(5), 870–882. https://doi.org/10.1111/bjet.12622

Matin, L., Palupi, W., & Pudyaningtyas, A. R. (2016). Drawing Activity Sebagai Upaya Meningkatkan Kreativitas Anak Kelompok A TK An-Nur Semanggi Surakarta Tahun Ajaran 2015/2016. *Kumara Cendekia*, *6*(3), 153–157.

Musfah, & Jejen. 2012. Pendidikan Holistik: Pendekatan Lintas Perspektif. Jakarta: Kencana Prenada Media Grup.

Nuritha, C., & Tsurayya, A. (2021). Pengembangan Video Pembelajaran Berbantuan Geogebra untuk Meningkatkan Kemandirian Belajar Siswa. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *5*(1), 48–64. https://doi.org/10.31004/cendekia.v5i1.430

Pangesti, A. D. (2019). Research and Development: Penelitian Yang Produktif Dalam Dunia Pendidikan. *Researchgate*, *5*(1), 1–8. https://doi.org/10.13140/RG.2.2.28521.44640

Prehatiningsih, A., Palupi, W., & Syamsuddin, M. M. (2018). Pengaruh Permainan Musikal Terhadap Kreativitas Musik Anak Usia 5-6 Tahun. *Kumara Cendikia*, *6*(4), 282–289.

Purwokerto, I. (2020). *Melalui Kegiatan Drum Band Dan Angklung*.

Rahayu, H., Yetti, E., & Supriyati, Y. (2020). Meningkatkan Kreativitas Anak Usia Dini melalui Pembelajaran Gerak dan Lagu. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(1), 832–840. https://doi.org/10.31004/obsesi.v5i1.691

Rohman, M. A., & Mutmainah, S. (2015). Pengembangan Media Permainan Monopoli dalam Pembelajaran Seni Budaya dan Keterampilan Kelas VI SDN Tanamera I. *Jurnal Pendidikan Seni Rupa*, *3*(1), 47–56.

Sari, D. (2013). Efektivitas Musik Angklung Dalam Mengembangkan Kecerdasan Musik Anak Di Taman Kanak-Kanak Aisyiyah 1 Labuan Ratu Bandar Lampung. *Fakultas Tarbiyah Dan Keguruan*, *53*(9), 1689–1699.

Semarang, U. I., & Kunci, K. (2019). Urgensi Pembelajaran Musik Bagi Anak Usia Dini Didik Ardi Santosa Progdi PG-PAUD Fakultas Keguruan Ilmu Pendidikan Universitas IVET E-mail: *Journal of Chemical Information and Modeling*, *1*, 78–88.

Setiawan, H. (2011). *Pusat Pendidikan Musik Di Yogyakarta*. http://e-journal.uajy.ac.id/2174/3/2TA11210.pdf

Trenggonowati, D. L., & Kulsum, K. (2018). Analisis Faktor Optimalisasi Golden Age Anak Usia Dini

Studi Kasus Di Kota Cilegon. *Journal Industrial Servicess*, *4*(1), 48–56. https://doi.org/10.36055/jiss.v4i1.4088

Puspita, D. (2018). *Pengaruh bermain musik sederhana terhadap kreativitas anak di paud harapan ananda kota bengkulu*.