



## Teacher's Experience in Using the Singing Method to Stimulate Minangkabau Cultural Introduction in Early Childhood

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### Abstract

Childhood Education (PAUD) has role strategic in form foundation development children in aspects cognitive, language, social-emotional, motor, moral, and spiritual. One of them aspect important is introduction culture and history local. Research This explore teacher experience in use method sing for stimulate introduction history Minangkabau culture in children. Approach qualitative phenomenological used with involving eight PAUD teachers in Bukittinggi, West Sumatra, as participants. Data collected through interviews, observations participatory, and documentation. Research results show that teachers adapt song child popular with modify lyrics use vocabulary Minangkabau culture, or create song simple new. Singing method implemented in a way interactive with visual and motion media support so that learning become more interesting. Challenge The main problems faced by teachers include: limitations availability song area, the minimum guide curriculum, inadequate facilities adequate, and low training received by teachers. However, teachers develop creative strategies like modification lyrics, collaboration with parents, and the use of simple visual media. The singing method proven effective in increase vocabulary culture, foster a sense of pride, as well develop aspect social-emotional child.

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### 1. Introduction

Childhood Education (PAUD) has role strategic in form base development good boy aspect cognitive, language, social-emotional, motoric, as well as moral and spiritual. The age period early often called as *the golden age*, namely period gold when development brain child happened very quickly, until reach 80% of capacity optimally (Santrock, 2021). Therefore that, stimulation appropriate education at this time will give impact significant to quality source Power humans in the future. One of them aspect important things that need to be done introduced to child since age early is culture and history local. Introduction culture No only intended as knowledge cognitive only, but also as effort formation identity, strengthening characters, as well as instilling a sense of pride to nation and region origin. According to Suyadi & Sutrisno (2019), education-based culture local can implant mark Love homeland, tolerance, and award to diversity since age early. More far, education-based culture also supports realization profile students Pancasila as listed in policy The Independent Curriculum was initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022). Minangkabau culture is one of the... inheritance Indonesian culture is rich with values noble. Minangkabau has system unique matrilineal kinship, customs strong customs, as well as philosophy life *Basandi Customs Sharak, Sharak Basandi The Book of Allah (ABS-SBK)* which integrates mark customs with Islamic teachings (Navis, 2020). History of the struggle Minangkabau figures such as Tuanku Imam Bonjol, Haji Agus Salim, to Siti Manggopoh, as well as existence House gadang, clothes customs, arts randai, and oral literature of traditional pantuns,

are riches the culture that should be introduced since early. However thus, the fact shows that generation young Minangkabau people today This the more Far from its culture Alone consequence heavy current globalization and domination culture modern popular (Mutiani & Putra, 2020). On the other hand, children age early more familiar with songs popular on social media than song traditional or song loaded child culture local. Phenomenon This indicates existence disconnection generation in inheritance Minangkabau culture. If the conditions This No quick handled, worried will happen crisis identity culture in Minangkabau children in the future. Because Therefore, a learning strategy is needed that is fun, contextual and appropriate. with characteristics child age early in introduce history Minangkabau culture.

### **The Importance of Singing Methods in Early Childhood Education**

Learning in children age early must done with appropriate approach with the world of children, namely playing, singing, and telling stories (Brewer, 2018). Among them method said, singing own uniqueness alone Because involving aspect language, rhythm, movement, and emotion at once. The song can become means effective for stimulate memory term long, training skills language, develop intelligence musical, as well as implant values certain through simple lyrics (Campbell & Scott-Kassner, 2019) <sup>[5]</sup>. In the context of culture local, song own strength for introduce identity regional. Traditional songs and song modified child with cargo culture local can become a medium of internalization values, knowledge history, as well as pride to culture area. Nugraha & Hidayati (2021) emphasized that children who are introduced with songs area will easier understand identity cultural at a time own attachment emotional with environment. For children age early, learning through song more pleasant compared to method conventional. Songs allow child Study without feel burdened. The song also facilitates interaction social between child with teachers and Friend peers, so that impact positive on development social-emotional children (Utami, 2019). With Thus, the method singing is very potential For utilized as a stimulation medium introduction history Minangkabau culture in children age early.

**The Role of Teachers in Character-Based Education Culture**  
PAUD teachers have role important as facilitator, mediator, and innovator learning based culture. Teachers are not only transfer knowledge, but also to become agent preservation culture local. According to Vygotsky (1978) <sup>[43]</sup>, interaction social with teachers and the environment around is factor main in development cognitive child. In case this, teachers can facilitate child for now culture through appropriate media, one of which is through song. However, the teacher's experience in develop method sing with cargo culture local, especially Minangkabau culture, not yet Lots researched. Most of the study more Lots discuss use song in aspect development Language or cognitive child in a way general (Yulianti, 2020), or research education-based culture local

without linking with method singing (Mutiani & Putra, 2020). Therefore that, research This important done for fill in emptiness studies. Some study previously shows effectiveness song in Early Childhood Education (AUD) learning. For example, research by Utami (2019) found that that song can increase skills Language children. Yulianti (2020) shows that sing capable increase concentration and memory children. Another study by Nugraha & Hidayati (2021) confirmed that song area effective for strengthen identity culture child.\

In on the other hand, Mutiani & Putra (2020) researched education-based culture local at school basis, and conclude that integration culture in curriculum capable strengthen character students. However, until moment This Not yet There is research that is specific dig experience of PAUD teachers in use method sing for introduction history Minangkabau culture. This is become gap research (research *gap*) that is wanted answered by study This. In practice in PAUD, teachers have role central in develop method sing for introduce history culture Minangkabau. Teachers do not only function as facilitator learning, but also as agent preservation culture. Teacher experience in use method sing become source information important for understand to what extent the method This can effectively use in introduction culture local. However, until moment this, research that is specifically specific examine experience of PAUD teachers in use method sing for stimulation introduction history Minangkabau culture still limited. Most of study previously more Lots discuss use song in Early Childhood Learning general (Utami, 2019), or implementation education-based culture local (Mutiani & Putra, 2020), but Not yet linking both of them in a way contextual in practice real teacher.

Based on background behind said, research This aim for describe teacher experience in use method sing For stimulation introduction history Minangkabau culture in children age early. Research This make an effort answer a number of question the main points, namely: (1) how teachers design and choose song with cargo Minangkabau culture, (2) how teachers implement method sing in activity classroom learning, as well as (3) obstacles and teacher strategies in carry out method sing For introduce history Minangkabau culture to children. Research results This expected can give contribution theoretical and practically. In theoretical, research This enrich study about integration method sing with education-based culture local in PAUD context. In practical, results study can become reference for PAUD teachers to developing learning models-based song area in introduce history Minangkabau culture. In addition, research this is also useful for taker policy in designing more PAUD curriculum responsive to culture local and needs children. With Thus, research This own relevance strategic in answer challenge education culture in children age early in the era of globalization. Through teacher experience, research This will dig How method sing can become a fun medium at a time meaningful in introduce history Minangkabau culture since age early.

## Research Methods

Study This use approach qualitative with type studies phenomenology. Approach qualitative chosen Because study This focus on understanding meaning and experience subjective teacher in use method sing for introduce history Minangkabau culture in children age early. According to Creswell (2018) <sup>[6]</sup>, phenomenology aims dig experience life participants in a way deep so that can obtain understanding essential from the phenomenon being studied. Research implemented in several Early Childhood Education (PAUD) units in Bukittinggi City and its surroundings, West Sumatra. The location was selected in a way purposive with consideration that area the own potential strong Minangkabau culture as well as availability of teachers who have use method sing in learning.

### Subject study is a PAUD teacher who meets the requirements criteria

1. Have taught for at least 3 years in PAUD institutions.
2. Once or currently use method sing in learning.
3. Own experience introduces Minangkabau culture to child his students.

Amount participants A total of 8 teachers were selected use technique purposive sampling.

### Data collection was carried out with a number of techniques

1. Interview deep with PAUD teachers to dig experiences, strategies, obstacles, and solutions in use method sing.
2. Observation participatory in activities learning that uses song loaded Minangkabau culture.
3. Documentation in the form of recording songs, photos activities, as well as Plan Implementation Daily Learning (RPPH) related to with implementation method sing.

Instrument main in study qualitative is researchers himself (Sugiyono, 2021). Researcher play a role in designing, implementing, collecting data, analyzing, as well as interesting conclusion. Instrument help in the form of guidelines semi- structured interviews, questionnaires observation, and documentation format.

Data analyzed using the Miles, Huberman, & Saldaña (2014) <sup>[19]</sup> model which includes three steps:

1. **Data reduction:** select important data in accordance focus study.
2. **Data presentation:** display data in form narrative, matrix, or table.
3. **Withdrawal conclusion:** found patterns, themes, and meanings from teacher experience.

For guard validity of data used technique triangulation sources and methods, checking members (member checking), and discussion colleagues.

## Results and Discussion

### 1. Designing and Selection of Songs

From the results interview with PAUD teachers, it was found that:

- The teacher has not yet own song specifically for Minangkabau children, so that they change lyrics song popular like *My Balloon* or *Riding a horse-drawn carriage* become poem containing Minangkabau cultural vocabulary, for example " house " "gadang " and " bundo " "container ".
- Another teacher tried create song simple with rhythm short and repetitive, for example about form House gadang and clothes custom, to make it easy remember child.
- Observation show child more fast catch song with the rhythm that has been known, so that the adaptation strategy lyrics assessed effective.

### 2. Implementation of the Singing Method in Class

Based on observation activity learning:

- The teacher starts with apperception: asking to child whether they Once see House big or clothes Minangkabau customs.
- Teacher then introduce song with using image media House gadang and clothes customs.
- Children are invited sing together while do movement simple like pat hand, pointing image, or waving hand.
- The teacher repeats song 2–3 times for the child easy memorize.
- Documentation Photo show child seen enthusiastic, smiling, and participating active moment sing.

Interview results confirm that the teacher deliberately use method sing for make things easier child remember cultural vocabulary at a time create atmosphere fun learning

### 3. Teacher Obstacles and Strategies

From the results data triangulation (interviews and observations), obstacles found includes

- Limitations song Minangkabau culture → teachers overcome with modify lyrics or create song new.
- Lack of guide curriculum → more teachers Lots depend on creativity personal.
- The lack of facilities /media such as tool music traditional → teachers use alternative in the form of images, posters, and videos.
- Training limited related learning-based culture → teachers mutually discuss with colleague colleagues and search references on the internet

Documentation in the form of notes teacher reflection strengthens that although There are obstacles, permanent teachers try look for solution creative.

Focus Study	Interview	Observation	Documentation
1. Design and Selection of Songs	The teacher admitted No There is song special Minangkabau culture, so that they replace lyrics song popular ( <i>My Balloon, Riding a Delman</i> ) with Minangkabau cultural vocabulary (house) gadang, rendang, saluak). Some teachers also create song simple rhythmic short.	More children fast catch song with the rhythm that has been known. When the teacher introduces lyrics new about Minangkabau culture, children looks enthusiastic and easy memorize.	notes and sheets lyrics results teacher modification contains customized songs with theme culture local.
2. Implementation of the Singing Method	The teacher explains that song always integrated with visual media (images) House gadang, clothes customs) and movements simple for children No bored.	The teacher starts with apperception, then show picture, inviting child sing while do movement simple. The child looks happy, active, and participating.	Photos and videos of activities show child smile, pat hands, and join move in accordance teacher's instructions during sing.
3. Teacher Obstacles and Strategies	Constraints: lack of song loaded Minangkabau culture, lack of guide in curriculum, limited facilities, and not yet There is teacher training. Strategy: creating song new, replace lyrics song popular, using image /video media, and involving parents.	During the activity ongoing, visible limitations tool music simple. The teacher overcomes it with use pat hand or visual media as escort song.	Notes teacher reflection shows alternative strategies used, for example look for reference song from the internet or make cultural posters as an auxiliary media.
4. Impact on Children	The teacher stated child more fast know Minangkabau cultural vocabulary after singing. The child feels proud and often repeat songs at home.	Children are able mention Name House gadang, clothes customs and figures culture. Children are seen believe self-moment come on stage singing in front of his friends.	Activity photos show expression happy child moment singing, and results documentation portfolio child who writes back to cultural words simple.

## Discussion

### 1. Design and Selection of Contentful Songs Minangkabau Culture

Interview results with PAUD teachers demonstrating that design song become challenge alone Because limitations source songs that are special load content Minangkabau culture. Most teachers stated No find song available children in book text or guide related curriculum direct with culture local. Because of this that, the teacher did innovation with modify lyrics song popular and creating song new. Teacher A, for example, explains that He often replace lyrics the song "My Balloon" with words like *House gadang, saluak, baju kuruang, and rendang*. This is done so that the child easier remembers vocabulary culture Because rhythm the song Already known. In addition, some teachers try make song new with pattern melody simple, so that easy sung together. RPPH documentation also shows that song the inserted into the activity opener for build atmosphere, or activity closing as strengthening material.

Findings This indicates that teachers play a role as innovator learning that fills emptiness source learn. In a way theoretical, thing This in line with Johnson's (2002) view regarding Emphasizing *Contextual Teaching and Learning* importance linking material with life real children. Songs that contain symbol culture local become bridge contextual for child for now identity its culture since early. Campbell and Scott-Kassner (2019)<sup>[5]</sup> also emphasized that music can help child build understanding cognitive and language Because combine rhythm, pattern repetitive, and emotional. With Thus, the teacher's strategy in designing song prove that limitations source Study No obstacles, but rather opportunity for grow creativity and innovation learning based local culture.

### 2. Implementation of the Singing Method in Activity Learning

Based on results observation, implementation method sings done with variation approach so that children No fast bored. The teacher integrates song with movement, for example child requested move hand forming the roof of the house big, or pretending to cook rice in the kitchen traditional. Symbolic

movement This make child more understand content song at a time activate aspect motor They. In addition, teachers also use visual media in the form of posters, pictures House gadang, kuruang clothes, to short videos about Minangkabau customs. Some teachers added tool music simple like tambourine or angklung for accompany song. Implementation This proven effective Because observation show children more enthusiastic, passionate, and capable remember vocabulary culture after activity sing.

Implementation method always sing too customized with theme learning in RPPH. On the theme *Myself*, the song that was introduced relate with clothes Minangkabau customs. Meanwhile, on the theme *My environment*, the teacher introduces song about traditional Minangkabau markets. Approach This consistent with Bruner's theory (1960) about *spiral curriculum*, where the concept introduced in a way gradually in accordance with level development and experience children. In a way pedagogical, activities singing that involves senses double hearing (song), seeing (pictures), and moving (movement body) reflects theory *multisensory learning* from Dale (1969). According to him, learning will more meaningful If child involved through various experience sensory. This is proven in study this, because child No only hear song, but also see symbol culture and doing movements that represent Minangkabau culture.

### 3. Teachers' Constraints and Strategies in Implementing the Singing Method

Although method sing proven effective, teachers face a number of constraints in implementation. First, there is limitations song loaded Minangkabau culture. There is no guide official or book text that provides song so that teachers must innovate in a way independent. Second, the PAUD curriculum, even though flexible, not yet give directions specific related use song area as a learning medium. This is causing teachers to be less own reference standard in designing learning-based song. The next obstacle is limitations facilities and media. Not all PAUD institutions have tool music simple, cultural posters, or recording song area. Some teachers even only depend on voice without additional media support. In addition, the teacher also



conveys that training special about learning based culture local still very minimal, so that they must Study in a way autodidact. For overcome constraint in this case, the teacher developed alternative strategies.

frequent strategy done is replace lyrics song popular with vocabulary culture local as well as create song new with rhythm simple. Teachers also utilize visual media such as picture or easy video accessible. In addition, some teachers establish collaboration with parents, for example with request child listen Minangkabau songs at home or introduce vocabulary culture through activity family. Findings This show teacher creativity as a problem solver in condition

limited. This strategy in line with Vygotsky's (1978) <sup>[43]</sup> theory regarding *Zone of Proximal Development (ZPD)*, that child can reach understanding Better when get *scaffolding* in the form of support from teachers, media, and parents. Teachers play a role as facilitator who provides help beginning, until Finally child capable understand and internalize draft culture in a way independent. In addition, the role of the teacher as agent change in education as emphasized by Fullan (2007) is also seen real. Teachers don't only operate curriculum, but also innovate for grow pride culture local in children.

Focus Study	Findings Field (Interviews, Observation, Documentation)	Data analysis	Supporting Theory
1. Design and Selection of Contentful Songs Minangkabau Culture	- The teacher modifies lyrics song popular with Minangkabau cultural words ( <i>house gadang, baju kurung, saluak, rendang</i> ). - Some teachers created song new with rhythm simple to easy followed child. - RPPH documentation shows song inserted in activity opener or closing.	- Teachers play a role as innovator Because Not yet There is song special Minangkabau culture is available. - Simple, repetitive, and contextual songs easier remember child. - This strategy effective Because adapt with relevant vocabulary in life child.	- Johnson (2002) <i>Contextual Teaching and Learning</i> : learning must associate with life real children. - Campbell & Scott-Kassner (2019) <sup>[5]</sup> : music help child build understanding cognitive and language.
2. Implementation of the Singing Method in Activity Learning	- The teacher integrates song with movement (forming the roof of the house) big with hands, imitate cooking rendang). - Visual media used: posters, pictures, videos of Minangkabau culture. - Observation show child more enthusiastic when song equipped movement and media. - Songs are integrated to in theme ( <i>Myself, My Environment</i> ).	- Implementation sing more effective when involving senses double: hear (song), see (picture), move (movement) body). - Activities This grow enthusiasm, memory stronger, and a sense of pride to culture local.	- Dale (1969) <i>Cone of Experience</i> : learning multisensory strengthen understanding. - Bruner (1960) <i>Spiral Curriculum</i> : culture introduced gradually in accordance context and experience child.
3. Teachers' Constraints and Strategies in Implementing the Singing Method	- Constraints: (a) Lack of Minangkabau songs. (b) The PAUD curriculum does not specific direct use song area. (c) Media and facilities limited. (d) The teacher has not Lots get training. - Teacher strategies: (a) Creating song new. (b) Replace lyrics song popular. (c) Using image /video media. (d) Collaboration with parents (song) listened to at home).	- The teacher shows creativity as a problem solver in condition limitations. - Collaborative solutions expand environment Study children outside class. - This strategy confirms the role of teachers as facilitator at a time innovator in learning-based culture local.	- Vygotsky (1978) <sup>[43]</sup> <i>Zone of Proximal Development</i> : children understand faster when get <i>scaffolding</i> from teachers, media, and parents. - Fullan (2007): teachers are agent changes that must be made creative in overcome limitations.

## Conclusion

Based on results study qualitative through interviews, observations, and documentation, can concluded that:

- Teachers play a role as designer and innovator** in choose as well as create song loaded Minangkabau culture. Limitations availability song local encourage teachers to take the initiative replace lyrics song popular or create song simple and appropriate with development child age early.
- Implementation method singing in class done in a way creative** with blend songs, movements, and visual media (pictures, posters, or videos). This proven increase attention and participation children, and create a recognition process culture more meaningful.
- main obstacles faced by teachers** covering limitations source songs, lack of support curriculum, facilities that have not been adequate, and lack of related teacher training learning-based culture local. However Thus, teachers are able to develop various alternative strategies, such as collaborate with parents, utilizing simple media, until innovate create song new.
- Impact positive implementation method sing seen in various aspect development children**, namely:
  - Aspect cognitive: children know symbols Minangkabau culture such as House gadang and clothes customs.

- Aspect language: children learn vocabulary new in Language area.
- Aspect social-emotional: children more believe self and happy moment sing together.
- Aspect attitude: child start show pride to Minangkabau culture.

With Thus, the method sing can it is said effective as a pedagogical strategy in stimulate introduction history Minangkabau culture for child age early. Research this also confirms importance support curriculum, facilities, and teacher training for learning based culture local can implemented in a way more optimal and sustainable.

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