Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

Needs Analysis: Development of Songs Using Acoustic Music for Language Introduction for 5-6 Year Old Children in Kindergarten

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ARTICLE INFO

Article history:

Received: 21 Sept 2025
Revised: 13 Oct 2025
Accepted: 25 Oct 2025
Published online: 05 Nov 2025

Keywords:

Needs Analysis,
Children's Songs,
Acoustic Music,
Early Childhood,
Language Introduction

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Article Doi:

https://doi.org/10.31258/jes.9.6.p.5206-5220

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A B S T R A C T

This study aims to analyze the need for developing learning media in the form of acoustic music-based songs to support language acquisition in children aged 5–6 years in kindergarten. Language and music are essential components of early childhood development, as songs serve not only as entertainment but also as tools for stimulating cognitive, emotional, and linguistic growth. Using a qualitative descriptive approach through interviews and observations with teachers and students at Pembina 5 State Kindergarten in Palembang and several other kindergartens, the study found that songs are frequently used in learning activities and are considered effective in improving children's language, cognitive, and motor skills. The children showed great enthusiasm for singing, particularly when accompanied by acoustic instruments such as guitars and ukuleles, which created a more interactive and enjoyable learning atmosphere. Teachers also highlighted the need for new acoustic songs designed to match the vocal characteristics and thematic learning needs of young children. These findings suggest that developing acoustic music-based songs is important as an innovative learning medium that can enhance children's language literacy, foster creativity, and increase active participation in the classroom. Overall, acoustic music offers a more authentic and engaging approach to early language learning.

1. Introduction

Language and music are two important elements in early childhood that are interrelated in supporting their growth and development. Through enjoyable approaches such as singing and listening to music, children can gain more meaningful learning experiences, especially in language skill development (Dewi & Eliza, 2021; Triningsih et al., 2022). Musical activities not only provide entertainment but also strengthen children's cognitive, social, emotional, and linguistic aspects from an early age (Wulandari, 2012).

Between the ages of one and five, children enter the linguistic stage, which is the period when they begin to develop language skills. In linguistic terms, this is also known as the language acquisition phase, during which children learn language and acquire language proficiency naturally as native speakers (Damaianti et al., 2020). Language is a system of symbols for communicating with others. Budianto et al. (2024) also explain that language is the organized expression of a person's thoughts and emotions, used as a means of communication between members of society, consisting of listening, speaking, reading, and writing. Language is an integrated communication system, encompassing spoken language, reading, and writing (Dwi Rambat Isparianto et al., 2024).

In general, children begin to recognize certain songs at the age of two. At the very least, these songs are very spontaneous and based on their own ideas. In their subsequent development, they will naturally recognize phrases, rhythms, and songs (Afriyuninda & Oktaviani, 2021). Basically, children will improve their singing skills when their language skills have developed well. According to Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education, the expected abilities in the aspect of music for children aged 5-6 years are: 1) Singing simple children's songs with the correct intonation and rhythm. 2) Recognizing and imitating the sounds of musical instruments or sounds from the environment (e.g., animal sounds). 3) Following simple movements that match the rhythm of the song. 4) Expressing feelings through songs and music(Ardiana, 2022). According to Andriani (2019) enjoyable learning is a process that can attract students' attention without causing boredom. One effective method is to use music and songs in the learning process. In a study conducted by Marta et al. (2024), singing with music and songs has been proven to increase students' enthusiasm, make them more excited, and facilitate the absorption of learning material.

Effective learning media are essential to facilitate early childhood educators in the teaching and learning process. Teachers must create a relaxed and enjoyable atmosphere during learning. A comfortable atmosphere interspersed with singing activities will surely make children happier (Fadillah & Ali,2023). Audio media are media whose messages can only be received by the sense of hearing. The message or information to be conveyed is translated into in the form of auditory symbols such as words, music, and sound effects. Audio media for teaching are materials containing messages in auditory form (tapes or records) that can stimulate students' minds, feelings, attention, and willingness, thereby facilitating the teaching and learning process (Ulfah, 2020).

One of the best ways to create a comfortable, enjoyable, and anxiety-free atmosphere is through engaging activities. Songs certainly make teaching and learning activities enjoyable and serve as a useful tool for learning that does not put pressure on students (Budianto et al., 2024). One effective way to develop language skills in early childhood is through music activities (Syahfitra & Satria, 2021). Songs are a type of listening activity that has great potential. Music and songs are an important part of student learning development. Children love to sing, and teachers naturally use songs to teach concepts and language in a fun way. Some important characteristics of songs are that they are enjoyable, and the most

important feature is repetition. Songs not only contain language patterns but also develop listening, pronunciation, and rhythm skills (Javadi-Safa, 2018).

Young children can easily develop the ability to express musical forms. This means that musical intelligence is the ability to perceive and understand, create and present musical forms (Amin & Soh, 2020). Music can also be used to stimulate the potential of early childhood and help improve children's memory, especially for early childhood (Dewi & Eliza, 2021). Based on literature studies and previous research results, the use of songs is effective because it can attract children's attention and make learning more enjoyable (Iis Novianti & Sri Watini, 2022). Songs create a pleasant learning atmosphere, thereby increasing children's motivation and involvement in the learning process (Oktaviani, 2021). The results of research Eslit (2023) show that children who are taught using songs and movements experience a significant increase in vocabulary mastery.

Although various studies have shown the effectiveness of songs in increasing motivation, engagement, memory, and vocabulary acquisition in early childhood, most studies still focus on the general use of songs or those with easily accessible digital media. In fact, digital media often does not fully consider children's vocal characteristics and auditory qualities that support phonological development. Research on the use of acoustic music as an accompaniment to songs in learning is still very limited, especially in the context of early childhood language acquisition. This research gap is important to bridge because acoustic music can provide a more authentic, interactive, and multisensory learning experience through children's direct engagement with musical instruments. Thus, further research is needed to develop acoustic music-based song media that are appropriate for children's language development needs.

2. Methodology

This needs analysis uses a descriptive qualitative method through interviews and observation techniques (Eprilia et al., 2023). This approach was chosen to obtain an in-depth picture of the needs, perceptions, and expectations of the research subjects, namely educators (teachers) and students (children aged 5-6 years). The analysis stage was carried out to obtain information related to the problems occurring in the field. The activities carried out at this stage were as follows:

Analysis of Student Needs

This stage documents relevant school data, such as the number of children in group B who are the subjects of the study. In addition, interviews with homeroom teachers are conducted to understand the development of children that affects their learning activities, as well as to identify problems that arise and their causes (Lalita et al., 2024).

Analysis of the Needs of Students and Educators

This stage was conducted through in-depth interviews, classroom observations, and reviews of the curriculum and teachers' workloads. The aspects examined included competencies, roles, and forms of support needed in the learning process, including training needs, mastery of teaching methods, and the ability to utilize technology. Observations are also conducted to directly understand the daily challenges faced by teachers in managing classrooms, using learning media, and dealing with students with diverse learning styles. From these findings, areas that need strengthening can be formulated, such as improving pedagogical skills or providing more effective learning aids to support teacher performance and the success of the literacy introduction process in children (Widodo, 2019).

Data Collection from Educators

Data from educators was obtained through structured interviews focusing on school policies, song usage habits, children's interest in music, and the need for innovation in learning media.

Student Data Collection

Data from students was obtained through simple interviews and observations focusing on children's responses, interests, and preferences regarding singing activities and the use of musical instruments.

Research Instruments

The following is an outline of the student needs analysis interview instrument used in this study, which can be seen in Table 1 below.

Table 1. Interview Instrument Grid

No	Aspect	Indicator	Question Number
1	Learning Activities	a. Learning activity process	1
		b. Challenges faced	2
		c. Delivery of material to students	3
		d. Methods used	4
		e. Availability of facilities and infrastructure	5
2	Learning Resources	a. Learning resources used	6, 7
		b. Student response to learning resources	8, 9, 10

Meanwhile, the interview instrument grid for analyzing the needs of educators used in this study can be seen in Table 2.

Table 2. Educator Needs Analysis Grid

No	Aspect	Indicator	Question Number
1	Learning Needs	Initial learning conditions	1, 2
		Teacher's attitude in the learning process	3
2	Learning media requirements	Use of learning songs as media	4, 5, 6, 7
		Learning process using songs	8
3	Need for understanding the material	Appropriateness of material to learning objectives	9, 10
		Evaluation	11, 12
4	Contextual Additions	Collaboration & innovation development	13, 14, 15

Data Processing Needs Analysis

Data collection used for needs analysis was conducted using interviews and questionnaires. Interviews were used to analyze the needs of students and educators. In this study, interview results were obtained through dialogues between researchers and students at Pembina 5 State Kindergarten in Palembang and several educators at three kindergartens in the city of Palembang. The data obtained from the interviews was used to analyze the background, analyze needs, and identify problems and solutions appropriate to the circumstances of the students, learning activities, and learning activity requirements to achieve learning objectives. The student needs analysis instrument can be seen in Table 3 below.

Table 3. Student Needs Analysis Instrument

No	Aspect	Indicator	Question No.	Question	Answer
1	Learning Activities	Learning activity process	1	Do you enjoy singing together while learning at school?	
		Challenges faced	2	Have you ever found it difficult to follow the song while studying?	
		Delivery of material to students	3	Is it easy for you to follow the songs sung by the teacher?	
		Methods used	4	Do you like learning by singing?	
		Availability of facilities and infrastructure	5	What musical instruments do you see or hear when singing at school?	
2	Learning Resources	Learning resources used	6	Have you ever heard a song about animal sounds at school?	
			7	Do you like singing along to guitar or ukulele accompaniment?	

		Student responses to learning resources	8	How do you feel when singing with friends and teachers about animals?
			9	Do you find it easier to remember animal names after hearing the song?
			10	Would you like to sing another song about animals with musical instruments such as a guitar or ukulele?

In addition to students, educators are also a primary source of information regarding learning needs. Questionnaires and interviews were conducted to determine school policies, the use of songs in learning, children's responses, and educators' expectations regarding innovations in songs with acoustic music. These instruments cover aspects of learning needs, media, material comprehension, and contextual additions. The following is a presentation of the educator needs analysis instruments, which can be seen in Table 4.

Table 4. Questionnaire Instrument for Needs Analysis

No	Aspect	Indicator	Question No.	Question	Answer
1	Learning Needs	Initial learning conditions	1	What is the school's policy on the use of music or songs in early childhood education?	
			2	How often do teachers use songs in classroom teaching and learning activities?	
		Teachers' attitudes in the learning process	3	What kind of song themes do you think are appropriate for early childhood education?	
			4	What types of music do you usually introduce to children?	
2	Learning Media Needs	Use of educational songs	5	What media is most often used to play children's songs?	
			6	Do you see a positive impact of songs on children's development?	
			7	What are the main benefits of using songs in early childhood education?	
		The learning process using songs	8	How do children respond when they hear or sing songs in class?	

		Suitability of material to learning objectives	9	Do children find it easier to understand learning through songs and singing?
			10	How do children react when listening to songs used to support learning?
3	Need for Material Comprehension	Evaluation	11	How much interest do children have in songs with acoustic music accompaniment compared to digital music?
			12	Does the school have facilities or resources to support children's musical activities?
			13	Has the school ever collaborated with external parties?
4	Additional Contextual Information	Cooperation & innovation development	14	Is there a need for updates and innovation in implementing new songs with acoustic music?
			15	What are your expectations for the development of songs with acoustic music for children's language acquisition?

3. Results and Discussion

Based on the results of a needs analysis conducted on educators and students at Pembina 5 State Kindergarten in Palembang, it was found that the use of music and songs has become an integral part of teaching and learning activities (KBM). The results of observations and initial interviews with the principal, Mrs. Khairunnisya, S.Pd, Gr., conducted by the researcher at Pembina 5 State Kindergarten in Palembang, show that the school has implemented learning using songs and singing almost all the time. The media used to listen to songs are electronic media such as speakers, sound systems, and projectors. It is also not uncommon for this school to conduct learning activities where teachers and students sing together and use limited musical instruments, namely tambourines.

Data Processing and Findings from Student Needs Analysis

Based on interviews conducted with three educators at Pembina 5 State Kindergarten in Palembang, the following is a summary of the data presented in tabular form. This data describes the initial learning conditions, media needs, understanding of the material, and expectations for the development of songs using acoustic music for language introduction for children aged 5-6 years. The results of the educator needs analysis can be seen in Table 5.

Table 5. Results of Educator Needs Analysis

No.	Indicator	Question No.	Question	Answer
1.	Initial learning conditions	1	What is the school's policy on the use of music or songs in early childhood education?	100% (3 out of 3) educators stated that the school strongly supports the use of music or songs to support teaching and learning activities (KBM).
		2	How often do teachers use songs in classroom teaching and learning activities?	100% (3 out of 3) educators use songs every day, especially when lining up, learning in class, and when going home from school.
2	Teachers' attitudes in the learning process	3	What kind of song themes do you think are appropriate for early childhood?	100% (3 out of 3) educators stated that the appropriate song theme is cheerful children's songs with themes of animals, plants, oneself, or the environment.
		4	What type of music do you usually introduce to children?	100% (3 out of 3) educators introduce cheerful and uplifting children's music.
		5	What media is most often used to play children's songs?	100% (3 out of 3) educators use electronic media, such as sound systems, projectors, laptops, and YouTube.
3.	Use of song learning media	6	Do you see a positive impact of songs on children's development?	100% (3 out of 3) educators saw positive effects, such as children becoming happy, cheerful, enthusiastic, and more focused in their studies.
		7	What are the main benefits of using songs in early childhood education?	100% (3 out of 3) educators stated that songs can help improve children's language, cognitive, and motor skills, as well as make it easier for them to understand and remember the material.
4	's learning process using songs	8	How do children respond when they hear or sing songs in class?	100% (3 out of 3) educators observed very positive responses; the children were happy, excited, enthusiastic, sang along, clapped their hands, and followed the rhythm of the song.
5.	Alignment of materials with learning objectives	9	Do children find it easier to understand learning through songs and singing?	100% (3 out of 3) educators answered yes, children find it easier to understand learning with songs and singing.
		10	How do children react when listening to songs used to support learning?	100% (3 out of 3) educators stated that children immediately start moving, clapping their

				hands, and following the rhythm of the song.
6.	Evaluation	11	How interested are children in songs accompanied by acoustic music compared to digital music?	100% (3 out of 3) educators stated that children are very interested in acoustic music because it captures their attention with its sounds and instruments.
		12	Does the school have facilities or resources to support children's musical activities?	100% (3 out of 3) educators stated that the school has limited facilities, such as tambourines, sound systems, laptops, and speakers.
		13	Has the school ever collaborated with external parties?	100% (3 out of 3) educators responded that they had never collaborated with external parties.
7.	Additional Context	14	Is it necessary to update and innovate in applying new songs with acoustic music?	100% (3 out of 3) educators feel that innovation is necessary because it is considered more interesting and helpful for teaching and learning activities.
		15	What are your expectations for the development of songs with acoustic music for children's language acquisition?	100% (3 out of 3) educators hope that this product can help teaching and learning activities, improve language literacy, and make it easier for children to remember the material.

The results of interviews with three educators (Ms. Zaleha, S.Pd., AUD, Mrs. Mikka Juniarti, S.Pd, and Mrs. Woro Endah Larasati, S.Pd.) indicated a strong need for innovative learning media, especially songs with acoustic music. Key findings include:

1. **Initial Learning Conditions:**

Educators reported that the school strongly supports the use of songs in teaching and learning activities (KBM). Songs are used every day to create a cheerful and enthusiastic atmosphere, which is in line with the research by Rismayani et al. (2023) which states that singing can increase student enthusiasm and excitement.

2. **Children's Interest in Acoustic Music**

Educators have observed that children show a much higher interest in songs accompanied by acoustic music than digital music. This is because acoustic accompaniment arouses children's curiosity when they see and touch musical instruments directly.

3. **The Benefits of Songs in Learning**

Educators see the positive impact of songs on children's development, including improvements in language, cognitive, and motor skills. Educators feel that children find it easier to understand and remember material presented through songs.

4. **Development Needs:**

Educators feel the need for innovation and renewal in developing new songs with acoustic music to improve children's literacy and language skills. Interviews with teachers at Pembina 5 State Kindergarten in Palembang (Ms. Zaleha, Ms. Woro, and Ms. Mikka) indicate that the school consistently supports the implementation of this method. Songs are routinely used every day, especially during lining up, classroom activities, mealtimes, and when preparing to leave school. The use of these songs aims to create a pleasant classroom atmosphere and facilitate understanding of the subject matter (Eprilia, et al., 2023).

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Teachers said that songs make learning easier and help kids understand what they're teaching. This is in line with findings that songs play an important role in boosting students' enthusiasm and excitement during class. Teachers also see the benefits of songs in helping children focus during learning activities. The school has facilities such as tambourines, sound systems, laptops, and speakers to support teaching and learning activities. Regarding updates, educators feel that there is a need for innovation in applying new songs with acoustic music because they are considered more interesting and helpful for the learning process (Nadiyya & Suryadi, 2024).

B. Data Processing and Findings from Student Needs Analysis

Based on the results of interviews conducted with 10 students
(5 boys and 5 girls) at Pembina 5 State Kindergarten in Palembang, the following is a summary of the data presented in tabular form. This data describes the students' responses and interests in song-based learning, their preferences for music media, and the effectiveness of songs in helping them understand and remember the material. The results of the student needs analysis can be seen in Table 6.

Table 6. Results of Student Needs Analysis

No.	Indicator	Question No.	Question	Answer
1	Learning activity process	1	Do you enjoy singing together while studying at school?	100% (10 out of 10) children answered yes.
2	Challenges faced	2	Have you ever found it difficult to follow the song while learning?	50% (5 out of 10) children answered yes, while 50% (5 out of 10) answered no.
3	Delivery of material to students	3	Is the song sung by the teacher easy for you to follow?	100% (10 out of 10) children answered that it was easy to follow.
4	Method used	4	Do you like learning by singing?	100% (10 out of 10) children answered yes.
5	Availability of facilities and infrastructure	5	What musical instruments have you seen or heard at school?	50% (5 out of 10) of children have seen or heard musical instruments such as guitars and drums.
6	Learning resources used	6	Have you ever heard songs about animal sounds at school?	40% (4 out of 10) children answered yes, while 60% (6 out of 10) answered no.
		7	Do you like singing along to guitar or ukulele music?	100% (10 out of 10) children answered yes.

7	Student responses to learning resources	8	How do you feel when singing with friends and teachers about animals?	100% (10 out of 10) children gave positive responses such as happy, joyful, or delighted.
		9	Do you find it easier to remember the names of animals after hearing the song?	100% (10 out of 10) children answered that it was easier to remember.
		10	Would you like to sing another song about animals with musical instruments like a guitar or ukulele?	100% (10 out of 10) children answered yes.

Based on interviews and observations of students, the findings were consistent with those of educators, reinforcing the urgency of developing this medium. The following are the main findings from the analysis of student needs: Positive Response to Song-Based Learning: Most children (9 out of 10) said they liked singing together at school. This positive response was shown by all girls (5 out of 5) and most boys (4 out of 5). They felt happy, joyful, and excited when singing, which shows that songs create a fun learning atmosphere. The children showed positive responses and enthusiasm when singing at school.

Children feel that learning through singing is very enjoyable, as evidenced by all children (10 out of 10) responding that they like it, consisting of 5 girls and 5 boys. Songs have been proven to be effective in helping them remember material, such as the names of animals. Children explicitly acknowledge that songs improve their ability to remember material. Preference for Acoustic Music: Children explicitly enjoy singing along to acoustic instruments, as evidenced by all children (10 out of 10) responding that they like it, consisting of 5 girls and 5 boys. This shows that direct interaction with acoustic instruments creates a richer and more authentic sensory experience. Children's interest in songs accompanied by acoustic instruments is very high because they capture their attention. This is because children are interested in the sounds, instruments, and how to play them.

The results of interviews and observations of students show consistency with the findings of educators. Children show positive responses and enthusiasm when singing at school, and they explicitly acknowledge that songs improve their ability to remember material. When asked, most children said they felt "happy" when singing with friends and teachers. They also explicitly liked singing to the accompaniment of acoustic instruments such as guitars or ukuleles. These findings show that children enjoy interactive and fun learning, and that acoustic music-based songs have great potential to maintain their motivation and engagement in learning.

Discussion

Observations and literature reviews show that although digital song media (e.g., from YouTube) are easily accessible and popular among teachers, the content is

often not based on pure acoustic music. The tempo and tone used do not always take into account the vocal characteristics of early childhood, while the vocabulary presented is often general in nature and does not fully support phonological strengthening and thematic vocabulary mastery (Putri & Rustipa, 2023).

Although digital media such as sound systems and YouTube are prevalent and have supported teaching and learning activities, the interview results show that there is room for further innovation. Children's significant interest in acoustic music opens up new opportunities. Teachers observed that children showed a high level of curiosity and greater interest when they saw musical instruments such as guitars and ukuleles being played live. This interaction created a richer and more authentic sensory experience, in line with research Amin & Soh (2020) which states that music with high audio quality, rhythm, visualization, and sensory engagement enhances children's multisensory and language development.

Based on the researchers' findings, the development of learning media in the form of songs using acoustic music is an effective innovation to support language acquisition in children aged 5–6 years. This approach combines auditory and linguistic elements through soft melodies and simple lyrics, helping children recognize and understand new vocabulary naturally and enjoyably. Songs with animal themes are also relevant to children's world, strengthening their imagination and fostering curiosity. The use of pure acoustic music provides a more natural sound quality that supports children's sound and phonological perception compared to synthetic music (Rais et al., 2024). This approach is also in line with the theory of language development proposed by Friantary (2020), which states that language develops through social interaction and is closely related to the development of children's thinking. Through the activity of listening to songs and repeating the lyrics, children receive auditory stimulation that supports their ability to speak more actively, enjoyably, and meaningfully.

Based on the above description, it is important to develop learning media products that use songs accompanied by acoustic music using musical instruments such as guitars and ukuleles for children's language introduction. In this case, the researcher is interested in conducting research with the title "Development of Songs Using Acoustic Music for Language Introduction for Children Aged 5-6 Years at Pembina 5 State Kindergarten in Palembang." With this, the researcher hopes that this research can produce products that can have a positive impact on the world of education, especially early childhood education, and can also provide solutions for learning media that are interesting, effective, and practical so that children will enjoy learning.

4. Conclusion

The needs analysis conducted shows that songs accompanied by acoustic music have great potential to be used as a learning medium in early childhood language acquisition. Educators believe that the use of songs can create a fun and motivating learning atmosphere and help children understand the material more easily.

Meanwhile, students show great enthusiasm for singing activities, especially with acoustic music accompaniment, which provides a more authentic and interactive learning experience. These results emphasize the importance of innovative learning media that are relevant to children's characteristics, where acoustic music can be an effective alternative to commonly used digital media. Thus, the development of acoustic music-based songs not only supports language development but also integrates cognitive, social, emotional, and motor aspects in a balanced manner in early childhood learning.

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How to cite this article:

Luthfi, T. A., Sumarni, S., & Safitri, E. R. (2025). Needs Analysis: Development of Songs Using Acoustic Music for Language Introduction for 5-6 Year Old Children in Kindergarten. *Journal of Educational Sciences*, *9(6)*, 5206-5220.