



The Use of Angklung as a Medium for Preserving Traditional Musical Instruments in Early Childhood (Ages 5-6)

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Abstract

Indonesia is known as a country rich in culture, including traditional music, which serves as a national identity and asset. However, the current of globalization has brought significant challenges to the preservation of local culture, especially among the younger generation. This study aims to describe the use of angklung as a medium for preserving traditional musical instruments among early childhood students at Mambaul Ulum Gondanglegi Kindergarten. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation. The results showed that regular angklung playing activities can increase children's interest in local culture and support their cognitive, motor, socio-emotional, and character development. Children aged 5–6 years showed high enthusiasm in participating in angklung activities, which were packaged in a fun and contextual manner appropriate to their developmental stage. In addition to being a musical instrument, angklung has proven effective as a means of character education and a medium for cultural preservation integrated into early childhood learning activities. These findings underscore the importance of integrating traditional arts into the educational curriculum as a strategy to foster children's love of national culture from an early age.

Keywords : Angklung, Traditional Musical Instrument, Early Childhood

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INTRODUCTION

Indonesia is known as a country with an exceptionally rich culture. This richness encompasses diverse art forms, regional languages, customs, and belief systems that have developed within its communities. This cultural diversity is the result of a long history, interactions between ethnicities and nations, and noble values passed down through generations. Each region in Indonesia possesses unique and distinct cultural characteristics, making Indonesia a multicultural nation. From Sabang to Merauke, we can find a variety of dances, folk songs, languages, and traditional rituals that define local identities. This richness is a priceless asset and a source of national strength, strengthening unity. Therefore, preserving and safeguarding culture is not merely a matter of pride, but a shared responsibility of all elements of society to ensure the continuity of our ancestral heritage for future generations.

Indonesian culture holds significant value as a national identity and character, distinguishing it from other countries in the world. Local culture symbolizes the nation's character, reflected in various forms of expression in people's lives. However, with the changing times and the rapid flow of information, Indonesian culture faces significant challenges in maintaining its existence. Globalization has had a positive impact in terms of

technological and communication advances, but it also poses the risk of the erosion of indigenous cultural values as people, especially the younger generation, become more attracted to foreign cultures perceived as more modern and practical. Therefore, cultural preservation cannot be postponed and must be carried out systematically, particularly through education. Schools, as formal institutions, play a vital role in introducing culture to students. Cultural education that begins at an early age can foster awareness, appreciation, and a love for the nation's rich and noble culture.

Globalization has had a significant impact on human life, including the culture and entertainment consumed by children. Today, children are more familiar with modern music, foreign animated films, and digital musical instruments than with the richness of local culture. They are more fluent in singing international pop songs than with regional songs. Moreover, the use of gadgets from an early age makes them more familiar with music apps and digital games than with traditional games or traditional Indonesian musical instruments. This indicates that local culture is slowly being replaced by foreign culture, which so massively influences daily life. If not addressed promptly, children will grow up without a sense of their own cultural identity. Therefore, it is crucial for parents and educators to take an active role in reintroducing local culture to children through engaging, relevant, and enjoyable approaches that are in keeping with current developments.

In facing the challenges of increasingly rapid globalization, one crucial step is to introduce local culture to children from an early age. Early childhood is in a stage of rapid development, cognitively, socially, emotionally, and physically. It is during this period that they are most receptive to information, imitate behavior, and form habits that will carry into adulthood. By introducing local culture as early as possible, children will have the opportunity to understand, appreciate, and love the richness of their own nation's culture. Early childhood education is a strategic starting point for instilling these cultural values. The process of cultural introduction does not have to be formal, but rather through play, singing, and movement activities that children enjoy. Through fun and meaningful methods, children will more easily connect emotionally with the cultural heritage passed down from their ancestors.

One form of cultural expression that is very rich and easy to introduce to children is traditional music. Traditional music is not merely... Not only is music a form of entertainment, but it also plays a vital role as a medium for social communication and conveying moral messages, history, and life values. Music can teach discipline, cooperation, and enhance children's sensitivity and creativity. Each region in Indonesia has its own distinctive style of traditional music, with distinct instruments and rhythms. Through music, children can experience the beauty of their own culture while learning positive values. In an educational context, traditional music can be an effective means of fostering a love for local culture in children from an early age. When used appropriately, traditional music not only enriches children's aesthetic experiences but also serves as a bridge to introduce the history, philosophy, and identity of the Indonesian nation in a natural and enjoyable way.

This research is entitled "The Use of Angklung as a Medium for Preserving Traditional Musical Instruments for Early Childhood 5-6 Years at Mambaul Ulum Gondanglegi Kindergarten." This title stems from concerns about the declining interest of the younger generation, especially children, in local culture, including traditional musical instruments. Globalization and rapid technological developments have shifted children's preferences toward popular culture originating from abroad. Children are more familiar with modern songs, digital music, and electronic games than with regional cultural heritage such as traditional songs and musical instruments. This situation is feared to impact the erosion of the nation's cultural identity in the future.

The angklung was chosen as the focus of this research because it is a traditional Indonesian musical instrument recognized by UNESCO as an intangible cultural heritage.

The angklung's uniqueness lies in its collaborative playing style and its ability to instill cultural values such as mutual cooperation, discipline, and togetherness. Furthermore, the angklung's simple form and easy playing style make it highly suitable for introduction to early childhood.

According to Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education (PAUD), the development of arts is an important aspect of early childhood education because it plays a role in fostering creativity, self-expression, and appreciation for local beauty and culture. In the Early Childhood Education Independent Curriculum (ECE), strengthening arts aspects is carried out through fun and meaningful play activities, including the introduction of traditional musical instruments such as the angklung. This activity allows children to freely express their emotions and imagination, while simultaneously developing motor skills, musicality, and aesthetic sense from an early age. Therefore, using the angklung as a medium for arts learning not only supports the achievement of children's developmental competencies but also serves as a strategic tool for instilling a love for national culture in a contextual and enjoyable way.

Children aged 5–6 years are in a phase of rapid development and are sensitive to environmental stimuli. At this stage, children have a high capacity to absorb information, imitate behavior, and form attitudes. Therefore, introducing local culture through angklung playing activities in early childhood education institutions is a strategic step in instilling a love for national culture from an early age.

The selection of Mambaul Ulum Gondanglegi Kindergarten as the research location was based on initial observations that showed children's interest in playing angklung. This activity has been routinely implemented in learning and has demonstrated a positive impact on both child development and maupun terhadap pemahaman mereka terhadap alat musik tradisional. Therefore, this research was conducted to assess the extent to which the use of the angklung can serve as a medium for cultural preservation and a means of developing early childhood development. It is hoped that this research will contribute to the development of a fun, meaningful, and child-friendly local culture-based learning model, while also encouraging the preservation of Indonesian culture through education.

To support the goal of cultural preservation and fostering child development, the use of the angklung in early childhood education is structured through stages aligned with the developmental characteristics of children aged 5–6 years. The first stage is introductory instruction, where children are introduced to the angklung's physical form, the materials it is made from, and how to properly hold and shake it. In this stage, teachers foster children's curiosity through direct exploration of the instrument and introduce the angklung's function as a traditional Indonesian instrument.

The second stage is simple use of the angklung, where children are introduced to the concept of basic notes such as do, re, mi, fa, sol, la, and si. At this stage, children learn to distinguish the pitch and low notes produced by the angklung through listening and experimenting with each note. This activity is designed to be fun, such as arranging notes in sequence and matching them to simple children's songs.

Next, the third stage involves imitating the notes and movements of the angklung. Children are trained to follow specific note patterns while shaking the angklung to the rhythm determined by the teacher. In this stage, children's fine motor skills, motor coordination, and concentration begin to be intensively developed. Children also learn to work collaboratively in small groups, play songs together with different notes, and adjust to the rhythm of the game. These three stages are interconnected and aim not only to introduce the angklung technically but also to instill a love of local culture through a fun and meaningful learning experience.

The angklung is a traditional Indonesian musical instrument with high educational and cultural value. Originating from West Java, this instrument is made from bamboo stems

arranged and tied in such a way that they produce specific tones when vibrated. The sound produced by the angklung comes from the resonance of the vibrating bamboo tubes as they are moved. The angklung is not only easy to play but also has a unique appeal due to its distinctive and harmonious sound. The uniqueness of this musical instrument lies in its ability to be played in groups, with each player playing one or two notes, requiring collaboration to create a song. This makes the angklung an excellent educational tool, not only developing children's musicality but also instilling the values of mutual cooperation, discipline, and teamwork, which are essential parts of Indonesian culture.

The uniqueness of the angklung lies not only in its shape and sound, but also in the way it is played, which requires unity and cooperation among players. Each player is responsible for one or two specific notes, so a song can only be played if all players work together effectively. This reflects the philosophy of mutual cooperation, which is an important part of Indonesian culture. Values such as togetherness, mutual respect, and collective work are instilled in the angklung. These values are firmly embedded when children play the angklung together. In the context of character education, playing the angklung is a highly effective medium for fostering positive attitudes from an early age. Furthermore, the experience of playing music in a group can help children develop social skills, learn to listen to others, and increase self-confidence and responsibility for their respective roles within the group.

In 2010, the angklung was officially recognized by UNESCO as a world intangible cultural heritage. This recognition is a source of pride for all Indonesians and serves as a reminder that the responsibility to protect and preserve the angklung cannot be ignored. This international recognition demonstrates that the angklung holds universal value and is essential to human civilization, not only as a musical art form but also as a symbol of peace and harmony. However, this recognition also presents significant challenges, as if not properly preserved, the angklung could lose its presence amidst the development of modern music. Therefore, the younger generation needs to be actively involved in angklung preservation. One effective way is through education, particularly at an early age, so that children can recognize, love, and feel a sense of ownership of the angklung from an early age.

One concrete effort to preserve the angklung is to integrate it into early childhood learning activities. This approach not only introduces the angklung as a traditional musical instrument but also revives the cultural values it embodies. Young children tend to learn more effectively through hands-on, fun activities that engage multiple senses. Therefore, introducing the angklung through contextual musical games can be a highly effective way to instill a love of culture from an early age. Through these activities, children not only learn to play the instrument but also learn to recognize sounds, rhythm, and work together in groups. Integrating the angklung into learning makes the learning process more lively, creative, and meaningful, as children learn through play and express themselves freely in a fun and supportive environment.

The use of the angklung in learning provides numerous benefits for early childhood development, including physical, social, cognitive, and emotional development. Physically, playing the angklung helps develop children's fine motor skills, as they need to shake the instrument with coordinated hand-eye movements. These movements involve small muscles, which are crucial for writing and other future activities. Socially, playing the angklung in groups teaches children to work together, listen to each other, and respect the roles of their peers. Furthermore, children learn to wait their turn, follow instructions, and adapt to group dynamics. All of these skills are part of social learning, which is crucial for everyday life. Therefore, the angklung is not just a musical instrument but also an educational tool that can develop children's life skills holistically.

Beyond the physical and social benefits, playing the angklung also significantly contributes to children's cognitive development. While playing the angklung, children can

indirectly learn basic mathematical concepts, such as grouping notes, sequences, patterns, and quantities. For example, children can learn about number concepts by arranging notes from low to high or by arranging the order of play with their group. These concepts become part of enjoyable and meaningful learning because they are linked to direct experiences. This activity aligns perfectly with the thematic learning approach used in the Independent Curriculum, where children learn through contextual and cross-disciplinary experiences. Thus, playing the angklung can be integrated into the curriculum. Various learning themes, such as sound, nature, cooperation, or musical instruments, enrich children's learning experiences and make them more enjoyable, relevant, and developmentally appropriate.

Angklung-based learning also provides aesthetic benefits, which are crucial for early childhood development. Through these activities, children learn to recognize and appreciate the beauty of sound, rhythm, and harmony. They are trained to listen carefully to sounds, distinguish pitches, and adjust the tempo of their playing within a group. This fosters musical sensitivity and strengthens children's aesthetic sense from an early age. Furthermore, children learn to express themselves through music, which fosters emotional development and boosts self-confidence. When children experience success playing a song with their friends, they experience a sense of joy and pride, strengthening their emotional attachment to the learning activity. Learning with the angklung is a fun and meaningful experience because it not only develops academic aspects but also enriches children's souls and feelings about local arts and culture.

Based on initial observations at Mambaul Ulum Gondanglegi Kindergarten, it was observed that children aged 5–6 years showed a strong interest in playing the angklung. They enthusiastically followed the teacher's instructions, were excited to hold their instruments, and enjoyed the learning process involving sound and movement. Angklung activities not only served as a learning medium but also as a means of entertainment and self-exploration for the children. They learned the names of musical instruments, how to play them, and experimented with the various sounds they produced. When children feel happy and comfortable in the learning process, learning becomes more effective and memorable. The positive responses shown by the children in this activity demonstrate that the angklung has great potential as a culture-based learning medium that not only introduces the art of music but also naturally strengthens children's social and emotional values.

Angklung playing activities at Mambaul Ulum Gondanglegi Kindergarten were conducted directly in a fun and interactive atmosphere. The children were introduced to the shape and function of the angklung, learned to shake it using the correct technique, and played simple notes arranged into songs with their peers. This learning process was conducted in small groups so that each child had the opportunity to practice optimally and receive direct guidance from the teacher. In this atmosphere, the children felt more relaxed and confident in trying. Furthermore, the interaction between teacher and child becomes warmer and more personal. Angklung lessons are interspersed with singing and moving to the rhythm of songs, allowing children to learn while playing in a fun way. This activity demonstrates that culture-based learning can be effective as long as it is packaged in a way that suits the characteristics of early childhood.

Although fine motor skills and rhythmic coordination in early childhood are still developing, playing angklung has been proven to provide excellent stimulation to support the growth of various aspects of child development in an integrated manner. Children learn to use coordinated movements to produce harmonious sounds, which indirectly trains balance, muscle strength, and precision. Cognitive-wise, children are challenged to memorize the sequence of notes and adjust the timing of the game, which trains memory and concentration. Socially, children learn to adapt to groups, communicate, and respect the roles of their peers. Emotionally, children feel pride and happiness when they successfully participate in the game. This overall experience demonstrates that the angklung is not just

a musical instrument, but also a rich and comprehensive means of developmental stimulation. With the right approach, children can develop harmoniously through activities they enjoy. In the long term, making a habit of playing the angklung regularly can help shape positive character in children. Values such as discipline develop when children must follow the rhythm of the game and practice schedule. Self-confidence emerges when children successfully play songs with their group. Responsibility develops because each child plays a vital role in angklung playing, which requires unity. Furthermore, a love for local culture is strengthened when children understand that the musical instrument they play is part of the nation's heritage. Character building through traditional arts like the angklung is part of a comprehensive character education, not only teaching good behavior but also fostering cultural awareness. This culture-based character education is highly relevant in today's era, where moral challenges and national identity are increasingly complex. Therefore, the angklung can be an effective means of building children's character from an early age.

Utilizing the angklung as a learning medium in early childhood education not only provides educational benefits but also serves as a concrete effort to preserve traditional Indonesian musical arts. Amid the onslaught of foreign cultures that continue to enter through digital media, the angklung's presence in education symbolizes a wise resistance against the threat of local cultural extinction. By introducing the angklung from an early age, young people grow with an emotional attachment to their own culture. They not only recognize the angklung as a musical instrument, but also understand its history, values, and philosophy. When children grow up with this understanding, cultural preservation is no longer symbolic but becomes part of their daily lives. Therefore, the use of the angklung in learning is not only an educational innovation but also a tangible contribution to preserving the existence of Indonesian culture, which is increasingly being marginalized.

Against this backdrop, this research focuses on how the use of the angklung can serve as a medium for preserving traditional musical instruments among young children at Mambaul Ulum Kindergarten in Gondanglegi. This research was motivated by concern about the declining interest of young people in traditional music, as well as the need for a fun and meaningful learning approach. The primary focus of this research is the angklung extracurricular activities routinely conducted and participated in by 21 Group B students aged 5–6. Through these activities, the children are not only encouraged to play music but also to learn about and appreciate their own national culture. This research aims to explore the effectiveness of using the angklung in early childhood education, both from a child development perspective and from a cultural preservation perspective. Therefore, it is hoped that the results of this study will contribute to the development of more relevant and contextual arts and culture learning models.

This research is expected to make a real contribution to the development of arts and culture learning models that are enjoyable, meaningful, and based on local wisdom. By utilizing the angklung as a learning medium, it is hoped that teachers can find new ways to foster children's love for national culture through approaches that are appropriate to the characteristics of early childhood. This type of local culture-based learning not only enriches the curriculum but also shapes the personality of children who love and are proud of their identity as part of the Indonesian nation. Furthermore, this type of learning also supports the implementation of the Independent Curriculum, which encourages the holistic development of children's potential and character. Therefore, the results of this study can serve as a reference for developing similar activities in other educational institutions and as a basis for designing educational policies that support the preservation of national culture from an early age.

In early childhood education, a concrete, experiential learning approach is crucial, as explained by Jean Piaget's theory of cognitive development. According to a recent study reflecting Piaget's concept, children aged 5–6 are in the preoperational stage, where imagination, symbolization, and role-playing are prominent (Susanto, 2020). In this context,

playing the angklung is an appropriate medium for stimulating children's thinking skills, as this activity involves sound, rhythm, and movement that align with children's thinking styles at this stage. Meanwhile, Lev Vygotsky's theory, which emphasizes the importance of social interaction in learning, is also highly relevant. In angklung learning, children's interactions with teachers and peers provide space for development through scaffolding or directed guidance. Recent educational studies have shown that collaborative learning rooted in the Zone of Proximal Development (ZPD) concept is effective in improving the social and musical abilities of early childhood (Nurhadi, 2021). Group angklung playing activities create dynamic and cooperative learning situations.

Maria Montessori's approach emphasized the importance of sensory and exploratory learning through concrete media. This principle is reaffirmed in a contemporary study by Rahmawati (2020), who stated that children learn optimally when given the freedom to access engaging and meaningful tools. The angklung, a traditional bamboo musical instrument, fulfills these aspects: children can touch, move, and hear the sounds directly. This helps children develop fine motor coordination and sensitivity to sound. In psychosocial development, Erik Erikson stated that early childhood is in the initiative vs. control stage. Guilt, where children learn to take initiative and show interest in trying new things. Recent research shows that children who are given space to express themselves through art, such as traditional music, demonstrate self-confidence and courage in interactions (Andriani, 2022). Playing the angklung in a fun and appreciative atmosphere significantly contributes to building positive character and a sense of pride in national culture.

Jerome Bruner also played a key role in designing learning strategies based on real-life experiences. He explained that children learn through three stages of representation: action (enactive), visual (iconic), and symbolic (symbolic). Recent studies have shown that playing a musical instrument like the angklung allows children to fully experience all three stages (Widodo, 2019). Children engage in the movement of shaking the angklung (enactive), observe the shape and color of the instrument (iconic), and recognize sound patterns or sequences of notes (symbolic). This makes the angklung a holistic learning medium.

Based on these theories and supported by recent research, it can be concluded that using the angklung as a learning medium not only supports the preservation of local culture but also aligns with a comprehensive approach to child development. Children not only learn about music but also develop motor, cognitive, social, and emotional skills. Therefore, the integration of angklung into activities at Mambaul Ulum Kindergarten represents an educational innovation that is both local and modern. Cultural preservation is an effort to maintain, preserve, and pass on cultural values to the next generation. Culture, as an intangible heritage, encompasses language, customs, arts, and beliefs that exist within a community. This preservation involves not only cultural actors but also educational institutions, the government, and the wider community to ensure local culture continues to exist amidst changing times (Yuliana & Nurhadi, 2020).

In the context of early childhood education, cultural preservation can begin with an introduction to cultural symbols such as regional songs, folktales, traditional games, and local musical instruments. This preservation process is crucial because early childhood is in a golden phase of development that is highly receptive to environmental stimulation, including cultural values (Wahyuni, 2021). Cultural preservation has an important psychosocial dimension, namely shaping identity and a sense of belonging to the nation. Children who are introduced to their culture from an early age tend to grow up with pride in their identity and noble values. inherited. This also forms a strong foundation for building character that values diversity (Santoso, 2019).

In an era of globalization that emphasizes global popular culture, preserving local culture is an urgent need. If not implemented systematically, traditional culture risks being

displaced and forgotten by the younger generation. Therefore, a preservation strategy through education is a highly relevant and effective approach. Preserving local culture faces various complex challenges. One major challenge is the massive influx of foreign culture through social media, digital entertainment, and the consumption of popular culture. Children and adolescents are now more familiar with foreign music or cultural icons than with local cultural heritage (Ardiyanti & Kurniawan, 2021).

The limited exposure to local culture in schools and families also contributes to this barrier. The educational curriculum tends to be more oriented toward mastering literacy and numeracy, while cultural content is only included sparingly. As a result, children lack the space to explore the richness of their own nation's culture (Isnawati, 2022). The lack of regeneration of traditional arts practitioners is also a challenge. Many traditional arts groups are losing their successors due to a lack of interest in learning by the younger generation. This is due to a lack of motivation, facilities, and a supportive environment for developing interest in regional arts and culture (Fadhilah, 2023).

To address this challenge, innovation is needed to introduce local culture in a contextual and enjoyable way, especially to young children. One way is to incorporate culture into play and learning activities. This approach will facilitate children's absorption of cultural values without feeling burdened. The *angklung* is a traditional Indonesian musical instrument made of bamboo and played by shaking it. It produces specific tones based on the arrangement of bamboo tubes of varying sizes. The *angklung* originates from the Sundanese people of West Java, and it has become recognized nationally and internationally as a distinctive symbol of traditional art (Ramdhani, 2020). The uniqueness of the *angklung* lies in its collaborative playing system. One *angklung* produces only one tone, so to create a song, several people must play together in harmonious coordination. This reflects the cultural value of mutual cooperation (*gotong royong*) that is a hallmark of Indonesian society (Prasetyo, 2021).

In 2010, UNESCO officially recognized the *angklung* as an Intangible Cultural Heritage of Humanity. This recognition brings pride and responsibility to the Indonesian people to preserve the *angklung*, not only in formal performances but also through education and daily life (UNESCO, 2010). In early childhood education settings, the *angklung* is highly suitable because its shape and playing style are easy for children to understand. This musical instrument is not only a means of artistic expression but also a medium for learning cultural values and developing children's physical and social aspects.

The use of the *angklung* in early childhood education offers numerous benefits, both educational and cultural. From a motor development perspective, shaking the *angklung* trains children's hand coordination, finger strength, and concentration. Furthermore, playing the *angklung* helps children understand the concepts of tone, rhythm, and pattern through a concrete approach (Lestari & Yuniarti, 2022). From a socio-emotional perspective, playing the *angklung* encourages children to work together, listen to instructions, and interact with their peers. This contributes to the development of character traits such as tolerance, discipline, and a sense of responsibility. This process also creates a fun learning environment and motivates children to continue their active involvement (Hidayati, 2023).

Culturally, the *angklung* serves as an effective medium for cultural preservation. By introducing this musical instrument from an early age, children will grow up with an awareness of their nation's cultural identity. They will become not only enthusiasts but also successors and preservers of traditional Indonesian arts (Syamsuddin, 2020). The use of the *angklung* in education can be implemented through a thematic approach, musical games, and simple performances. In this regard, teachers play a crucial role as facilitators, linking *angklung* playing with cultural values and child development goals in accordance with the Independent Curriculum.

METHOD

This research uses a descriptive qualitative approach, aiming to understand and describe phenomena in depth within the natural context in which they occur. This type of research was chosen because the researchers wanted to clearly illustrate how the use of the *angklung* can serve as a medium for preserving traditional musical instruments in early childhood learning activities at Mambaul Ulum Gondanglegi Kindergarten.

This research was conducted at Mambaul Ulum Gondanglegi Kindergarten, located at Jalan KH. Hasyim Asyari No. 01, RT 01/02 Sepanjang, Gondanglegi District, Malang Regency. The research period was May to June 2025, adjusted to the school's learning and extracurricular schedule. The subjects were teachers and Group B students aged 5–6 at Mambaul Ulum Gondanglegi Kindergarten. The object of the research was the use of the *angklung* as a medium for learning music and as a means of preserving traditional musical instruments in early childhood.

Data collection techniques in this study included: Observation: Conducted by directly observing the *angklung* learning process, teacher-child interactions, and children's involvement in playing traditional music. Interviews: Conducted with class teachers and *angklung* extracurricular mentors to obtain in-depth information regarding the objectives, benefits, and implementation of the activity. Documentation: Included the collection of photos, videos, and notes of relevant learning activities to strengthen the data from observations and interviews.

The data obtained were analyzed using the Miles and Huberman (2018) model, which consists of three stages: Data reduction: Simplifying, selecting, and focusing data according to the research objectives. Data presentation: Organizing data in a systematic, descriptive narrative. Conclusion drawing and verification: Summarizing the research results and verifying the accuracy of the data based on observations, interviews, and documentation.

To ensure the validity of the data, the researcher used source and technical triangulation techniques. Source triangulation was conducted by comparing data from observations, interviews, and documentation. Meanwhile, technical triangulation was conducted by comparing the results of several data collection methods to obtain a valid and reliable picture

RESULTS AND DISCUSSION

This research was conducted at Mambaul Ulum Gondanglegi Kindergarten, located in Gondanglegi District, Malang Regency. This kindergarten is known for actively introducing local culture to its students through creative and contextual learning activities. One of its flagship programs is the *angklung* extracurricular activity, which provides a means of introducing traditional music to young children.

The *angklung* extracurricular activity is held every Saturday and is attended by 21 children in Group B, aged 5–6 years old. This program is designed to develop musical interests, motor skills, and instill cultural values from an early age.

Based on observations, the introduction to the *angklung* was conducted in a fun and easy-to-understand manner. The teacher introduced the instrument's name, how to hold it, and how the *angklung* produces sound. The children displayed curiosity and enthusiasm when touching and playing the *angklung* for the first time.

During the *angklung* playing activity, the children were invited to play simple children's songs in groups. The teacher gives rhythmic and melodic cues, while the children follow along by shaking the *angklung*. This activity demonstrates improvements in hand-eye coordination, concentration, and teamwork among the students.

The *angklung* is not only a musical instrument, but also a means of character and cultural education. This activity teaches children values such as mutual cooperation, discipline, and a love for Indonesian culture. The children begin to understand that the *angklung* is part of the nation's cultural identity and should be preserved.

The teacher reported that the children became more confident and cooperative after participating in the angklung activities. Parents also responded positively. They observed changes in their children's behavior, such as improved listening skills, group interaction, and a love for traditional activities.

The extracurricular angklung activity at Mambaul Ulum Kindergarten is a form of implementation of local culture-based arts education. Based on Jean Piaget's theory, children aged 5–6 are in the preoperational stage, where concrete and enjoyable learning is more easily absorbed. Playing the angklung directly provides a meaningful sensorimotor experience.

Lev Vygotsky emphasized that social interaction is key to children's cognitive development. When playing angklung, children learn in groups, listen to teacher instructions, and collaborate on songs, in accordance with the principle of the Zone of Proximal Development (ZPD).

Maria Montessori believed that a learning environment rich in cultural and sensory stimulation will encourage exploration and independence. The angklung, as a bamboo musical instrument, provides natural sound and movement stimulation for children.

According to Erik Erikson, children aged 5–6 are in the initiative versus guilt stage. By being given the opportunity to play traditional musical instruments, children can develop self-confidence, courage to express themselves, and a spirit of fearless initiative.

Meanwhile, Jerome Bruner emphasized the importance of learning through active (enactive) and visual (iconic) representation before symbolic abstraction. Playing angklung bridges these stages, as children experience music physically and visually before understanding abstract musical concepts.

Specifically, using the angklung as a medium for preserving traditional musical instruments has two main impacts: educational, developing cognitive, motor, and socio-emotional skills and character values through a cultural approach; and cultural preservation, introducing the angklung as a national cultural heritage that must be introduced from an early age to prevent it from being eroded by globalization.

With routine activities held every Saturday, children not only learn to play the angklung but also build an emotional connection with Indonesian culture. This is an effective strategy for preserving traditional musical arts while strengthening the cultural identity of young children.

CONCLUSION

Based on research findings at Mambaul Ulum Gondanglegi Kindergarten, it was found that the use of angklung as a learning medium has a positive impact on the interests and development of early childhood. Angklung can be used as a medium for preserving traditional musical instruments for children aged 5–6, as it can introduce local culture in a contextual and enjoyable way. Integrating angklung into learning activities has proven effective in fostering children's love for traditional musical instruments and strengthening their awareness of local culture. The children's enthusiasm and active participation in playing angklung demonstrates that this musical instrument has great potential as a medium for cultural preservation from an early age. Children not only learn to play the instrument but also begin to understand the symbolic meaning and cultural values inherent in the angklung as a national heritage.

More than just a play activity, learning to play angklung also contributes to children's overall development. Through this activity, children are stimulated in fine motor skills, cognitive skills, and socio-emotional skills, as well as character values such as discipline, cooperation, and togetherness. Using a thematic approach and a play-while-learning strategy, the angklung is introduced in a fun environment, enabling children to more easily absorb learning and express themselves confidently. This aligns with the goals of the Independent Curriculum, which emphasizes contextual, culture-based learning and character building in children from an early age.

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