



Teachers' Efforts in Applying Movement and Songs to Autistic Children in Developing Gross Physical Motor Skills in the 5-6 Year Age Group at As Salam Branti Kindergarten

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Abstract

This study aims to describe the efforts of teachers in applying movement and song to children with autism in developing gross motor physical abilities in the 5-6 year old group at As Salam Branti Kindergarten. This study used a qualitative descriptive approach with a field research type. The research subjects were determined through a purposive sampling technique involving the principal, group B teachers, and one autistic child. Data collection techniques were carried out through observation, interviews, and documentation, then analyzed using the Miles and Huberman model through the stages of data reduction, data presentation, and drawing conclusions. The results showed that the teachers' efforts were carried out in a structured manner through the stages of preparation and song selection, individual approaches, gradual implementation of activities, and evaluation and adjustment of methods. The application of movement and song has been proven to have a positive impact on the gross motor development of children with autism, characterized by improved body movement coordination, balance, use of both hands, and the ability to follow simple activities in a more directed manner. Thus, the movement and song method can be an effective and adaptive learning strategy in supporting the gross motor physical development of autistic children in early childhood education.

Keywords : Movement and Song, Autistic Children, Gross Motor Skills, Teacher Role, Inclusive Learning

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INTRODUCTION

Children with autism is group child in need special ones who have characteristics typical, especially in aspect interaction social, communication, and management emotions and behavior. Conditions This No only impact on ability social, but also influential to development physical motor skills, especially gross motor skills related to with coordination movement body, balance, and agility. In the context of education child age early, gross motor development become aspect important Because support readiness child in undergo activity learning and life everyday. However, children autism often experience obstacle in coordinate movement body in a way integrated so that need approach adaptive learning. One of them approaches that can used is method movement and song that integrates activity physique with music as stimulation multisensory research show that

method This capable increase development social and emotional child age early in a way significant (Fitri & Nurhafizah, 2021).

In its implementation, the role of the teacher becomes very important. In determine success implementation method movement and song, especially for child autism that requires individual and comprehensive approach attention. Teachers are required capable create atmosphere fun, interactive, and full learning love dear so that the child feel comfortable in follow activity learning. Luvita (2025) explains that teacher efforts through activity creative like games, arts, and activities group can help increase ability social emotional child. In the context this, movement and song No only functioning as a medium of entertainment, but also as means For train motor skills, improve interaction social, as well as develop ability communication child. However Thus, success implementation method This is greatly influenced by teacher competence, the strategies used, and characteristics child autism That Alone.

In a way theoretical, movement and music own strong influence to system nerve the center that plays a role in motor coordination and regulation emotions. Research show that activity based music can increase motor, cognitive, and social skills child in a way simultaneously (Fitri & Nurhafizah, 2021). Apart from that, therapy music is also proven effective in help child autism in increase concentration, behavior, and interaction social. Kunto, Djohan, and Sari (2021) stated that therapy modern music is capable give impact positive to development behavior child autism. In line with that, research by Ines (2022) shows that therapy music can increase quality life child autism through change positive in aspect social, emotional, and behavioral. Saputra (2022) also emphasized that therapy music can help increase motor and social skills child autism through tailored approach with need individual they.

More further, use movement as a learning medium has also been proven effective in increase gross motor skills child autism. Prasetyo (2021) found that therapy based movement like dance can help increase coordination and balance body child autism. Meanwhile that, Koto (2022) revealed that learning music as a therapy medium can give effect relaxation as well as increase concentration, communication, and trust self child autism. This is show that integration between movement and music in form movement and song own great potential in support development gross motor skills child autism. However, the implementation method This in context education child age early, especially in the park children, still need study more in depth so that you can implemented optimally.

In perspective Islamic education, use the right method in the learning process is very important thing. This is as explained in the Al-Qur'an surah An-Nahl verse 125 which emphasizes importance thoughtful approach, full love affectionate and communicative in convey learning (Ministry of Religion of the Republic of Indonesia, 2011). Quraish Shihab (2017) explains that approach bil-hikmah, al-mau'izhah al-hasanah, and good dialogue is principle main in humanistic and effective education. Principles this is very relevant in education child autism in need approach special, full empathy, and patience. In line with that, Mambela and Rosmi (2021) emphasized that love Darling is principle main in education child in need special, which is realized through acceptance, support emotional, as well as environment conducive learning. With Thus, the implementation method movement and song No only nature pedagogical, but also reflects values humanity and Islam in education.

Although various study has show effectiveness method based music and movement, there are gap necessary research noticed. Most of the study previously more Lots focused on therapy music or movement in a way separated as well as done at school outside usual, as shown by Kunto et al. (2021), Ines (2022), and Saputra (2022). Apart from that, research by Fitri and Nurhafizah (2021) is more emphasize on children age early in a way general, not in a way specific to children autism. Research Prasetyo (2021) and Koto (2022) are also more focusing on dance and music media as therapy, not on integration movement and song

in context learning in the park children. Therefore that, still there is emptiness studies that are special study teacher's efforts in apply movement and song For develop gross motor skills child autism age early in the environment formal education.

Based on results pre-survey at As Salam Branti Kindergarten, found that there is child autism 5–6 year olds who experience obstacle in gross motor development. Children show difficulty in do movement coordinated, maintain balance, as well as follow rhythm in activity movement and songs. In addition, children also do not yet capable follow rule in game physique in a way consistent and still need guidance intensive from the teacher. Condition This show that implementation movements and songs performed Not yet fully optimized in develop gross motor skills child autism. Therefore that, is necessary more teacher efforts directed, innovative, and adaptive so that the method This can give maximum results.

Based on description said, the purpose study This is For describe teacher's efforts in implementation movement and song to child autism in develop gross motor skills in groups 5–6 year olds at As Salam Branti Kindergarten. Research This expected can give contribution theoretical in development knowledge education child in need special as well as contribution practical for teachers in designing effective and inclusive learning strategies. Novelty research This lies in its specific focus on the teacher's efforts in integrate movement and song as a learning strategy in the park children For develop gross motor skills child autism, which is still seldom reviewed in a way deep in study previously.

METHOD

Study This use type study field *research* with approach descriptive qualitative purposeful For understand phenomenon in a way deep based on condition natural in the field (Mardalis, 2017; Naila Hayati, 2019). The approach qualitative chosen Because study This emphasizes meaning, process, and interpretation to teacher's efforts in implementation movement and songs in children autism, not on measurement quantitative (Sugiyono, 2019; Sulyanto, 2018). Research held at As Salam Branti Kindergarten, Natar District, South Lampung Regency, in the even semester year 2025/2026 academic year during not enough more One month, which includes stage data collection and processing. Subject study determined use technique *purposive sampling*, namely election informant based on consideration certain relevant with objective research (Suharsimi Arikunto, 2020). Informant in study This covering head school, group B teachers, and children autism age 5–6 years. The data used consists of from the primary data obtained through observation and interviews, as well as secondary data in the form of documents, archives and literature supporting instruments (Margono, 2017; Sondak et al., 2019). Instruments main in study This is researchers itself (*human instrument*) supported by a sheet observation, guidelines interviews, notes field, and documentation as tool help data collection (Suharsimi Arikunto et al., 2018; Nurhidayat, 2018).

Procedure data collection was carried out through observation participatory For observe activity movement and song as well as gross motor development child, interview deep with informant For obtain comprehensive data, as well documentation as empirical data reinforcement (Dewi Sadiyah, 2015; Prabowo & Heriyanto, 2019). The data obtained Then analyzed use technique qualitative data analysis model of Miles and Huberman, namely through stage data reduction, data presentation, and data extraction conclusion / verification (Sugiyono, 2019). Analysis done in a way inductive, namely interesting conclusion general from specific data found in the field (Rapik, 2019). For ensure data validity, research This use technique triangulation which includes triangulation sources, techniques, and time, so that the data obtained own level high credibility (Alfansyur & Mariyani, 2020). Although Thus, research This own limitations on the number limited subject as well as context research that only done on one institution education, so that results study more emphasize depth analysis than generalization (Juariyah & Widiastuti,

2019; Silintowe & Pramudita, 2019). With Thus, the method used expected can give a clear, systematic, and understandable picture replicated by other researchers in similar context.

RESULTS AND DISCUSSION

Results

Development Ability Gross Motor Skills of Autistic Children at As Salam Branti Kindergarten

Based on results observations at As Salam Branti Kindergarten, found that of 15 children in the group age 5–6 years there is One child autism with the initials SAF which shows development gross motor skills are not optimal compared to Friend peers. In activities movement and song, SAF experienced difficulty in coordinate movement body simple like jump, swing hands, and turning the body. The movements performed often No sequentially, stopped in the middle activities, as well as not enough in harmony with the rhythm given by the teacher. This show that indicator Achievement Level Standards Child Development (STPPA) in the aspect of flexibility, balance, and agility Not yet achieved in a way maximum. In addition, SAF also appears not enough responsive to instructions the beginning given by the teacher, so need time longer adaptation compared to other children. Condition This confirm that gross motor development in children autism need more stimulation intensive and sustainable.

On the indicator coordination movement eyes, feet, hands, and head, SAF shows slow response in imitate movements modeled by the teacher. SAF tends more Lots notice than direct do movement, and when try move, its movement often No synchronous with rhythm and Instructions. Group B teacher, Mrs. Teguh Natalia, revealed that the SAF needs mentoring directly so you can follow activities, even often must assisted in a way physique with hold hand or shoulder to stimulate movement. This is show that SAF sensorimotor coordination is not yet develop optimally and still need help external in every activity. Mismatch coordination This be one of obstacle main in activity movement and song. With Thus, more learning strategies are needed structured For help increase ability coordination the.

Next, on the indicator ability follow game physique with rules, SAF also shows difficulty in understand and implement rule game in a way consistent. In the game simple like follow the line, imitate movement animals, or game circle, SAF often stop in the middle activity and appearance Confused when must adapt self with The applicable rules. The Head of As Salam Branti Kindergarten, Mrs. Indah Nalurita Trisanti, stated that SAF is easy distracted his attention so that often No focus in follow games. Teachers must give instructions in a way repeatedly so that SAF can understand channel activities. Conditions This show that besides motor aspects, abilities attention and concentration also affect success activity physique children. Therefore that is, the learning provided need consider aspect focus and engagement child in a way comprehensive.

On the indicator skills use hand right and left, SAF is visible tend dominant use One hand just in various activity. When doing movement like pat hand, swing, or hold tool games, SAF less capable use second hand in a way balanced. The teacher said that SAF often need guided in a way directly so that both his hands can move in a way simultaneously. This is show that bilateral motor skills of SAF are not yet develop with good and still need consistent exercise. In addition, on the indicators activity cleanliness self, SAF also not yet capable do it in a way independent, such as wash hands, opening and closing faucet, and tidy up tool after used. Teachers must give example in a way repeated and accompanying every stages activity so that SAF can follow with Correct.

Based on overall findings, can concluded that development ability SAF's gross motor skills are still be under standard development child his age based on STPPA indicators. Obstacles experienced covering aspect coordination movement, balance, agility, understanding rules, bilateral skills, as well as independence in activity everyday. Findings

This in line with theory development the child who stated that child autism tend experience disturbances in sensorimotor integration so that influence gross motor skills. Conditions This is also supported by the results study previously shown that child autism need more stimulation intensive, repetitive, and structured For develop ability motor skills. With Thus, the results study This confirm importance the role of teachers in designing and implementing adaptive learning strategies, especially through activity movement and song, to help increase gross motor skills child autism in a way gradual and sustainable.

Teachers' Efforts in Applying Movement and Songs to Autistic Children in Developing Gross Physical Motor Skills at As Salam Branti Kindergarten

Based on research findings regarding the development of gross motor skills in a child with the initials SAF, it is clear that all STPPA indicators have not been optimally achieved. Obstacles in the aspects of flexibility, balance, body coordination, use of both hands, and independence in personal hygiene activities indicate that SAF requires targeted and continuous stimulation. This condition is an important basis for teachers in designing an appropriate learning approach, particularly through movement and song activities that have been implemented at As Salam Branti Kindergarten. These activities are not only seen as entertainment activities, but also as a systematically designed medium for motor stimulation. Teachers play an active role in adapting learning methods to the characteristics of children with autism, so that the activities carried out can have an impact on gross motor development gradually. Thus, teacher efforts are a key factor in optimizing the function of movement and song as an adaptive learning strategy. This prologue provides an initial overview of the importance of the teacher's role in responding to the motor development needs of children with autism appropriately and continuously.

1. Preparation and Selection of Appropriate Songs

Teachers' efforts in stage preparation seen from planning activity movements and songs performed in a way ripe before learning started. The teacher chooses song with rhythm simple, steady tempo, and easy lyrics understood by children, such as "My Hat is Round" and "If You Like". The choice song This aim For adapt with sensitive characteristics of SAF to too loud a sound hard or fast. Based on results observation, use the right song help SAF more focused and capable endure longer in follow activity compared to with songs that are not appropriate. This is show that election song influential direct to readiness child in do motor activity. With Thus, the stage preparation become foundation important in success activity movement and song.

In addition, teachers also adjust song with indicator gross motor development that is desired achieved. The song has element instructions movement used For practice coordination body, such as movement pat hand or stomping. Observation results show that SAF started show response to movement simple when songs used in accordance with his needs. Even in activity cleanliness self, song used as a medium for help SAF understand order activities, such as wash hands. This is prove that election song No only increase involvement children, but also functions as tool help in develop independence. With Thus, the election the right song be an effective initial strategy in stimulate gross motor skills child autism.

2. Individual Approach and Initial Observation

individual approach is effort important thing that teachers do before start activity movement and song. The teacher first formerly observe condition emotional and readiness of the SAF with notice expression face, response to sound, and level focus child. Approach This aim For adapt type the movement that will given so as not to cause

pressure or overstimulation. Based on results observation, when the teacher does observation early, SAF showed more response positive to activity learning. This is show that individual approach helps create atmosphere learn more comfortable for children. With Thus, observations beginning become step important in determine the right learning strategy.

In addition, an individual approach also plays a role. in help SAF understand rule game physical and movement given. The teacher simplifies instructions become One order simple to be more easy understood by SAF. Observation results show that when instructions given in a way gradually and individually, SAF is able to follow a number of movement although Still limited. This is show that children's motor skills can develop in a way gradually through appropriate approach with needs. Approach this also helps increase focus and engagement child in activities. With Thus, an individual approach becomes an important strategy. in optimize learning movement and song for child autism. The above, as picture documentation as following :



Figure 1. Children follow the teacher's movements

3. Implementation of Movement and Song Activities

Implementation activity movement and song done in a way gradual and repetitive For help SAF understand pattern movement. At this stage early, SAF tends to only notice without do movement, but after several repetitions, he start try imitate movement simple. This is show that the learning process need time and consistency so that children feel comfortable in participate. The teacher gives example movement in a way directly and invite SAF to follow in a way slowly. Based on results observation, repetition become key main in increase gross motor skills SAF. With Thus, the implementation consistent activities give impact positive to development child.

In addition, activities movement and song are also integrated with game physique simple For practice coordination and balance body. The teacher uses tool help like ribbons or small balls For practice use hand right and left in alternately. Observation results show that SAF started capable follow One up to two movements in One series although Not yet perfect. This is show existence development in previously very limited gross motor coordination. Fun activities also improve SAF's motivation for involved in learning. With Thus, the implementation movement and song become an effective and

enjoyable motor stimulation medium for child autism. The above, as picture documentation as following :



Figure 2. Children Performing Movements According to the Song

4. Evaluation and Adjustment of Methods

Evaluation carried out by teachers sustainable For know development gross motor skills of SAF after follow activity movement and song. The teacher takes notes response child, level focus, and ability in imitate movement as material reflection For repair learning. Based on results observation, evaluation help teachers understand which part is needed improved or simplified. This is show that evaluation No only functioning as assessment, but also as base in taking decision learning. With Thus, evaluation become part important in ensure success methods applied.

Next, the teacher does adjustment method based on results evaluation that has been done. The movement is considered too difficult will simplified, whereas movements that have been mastered will developed become more complex. Observation results show that the SAF experienced improvement gradually, such as start brave try movement new and following instructions with more good. In addition, the use of visual media and songs in activity cleanliness self also helps increase SAF independence. Adjustment method This show that flexible learning more effective for child autism. With Thus, evaluation and adjustment become an important strategy in optimize gross motor development children. The above, as picture documentation as following :



Figure 3. Child Performing Training Movements Balance

Based on research findings at As Salam Branti Kindergarten, teachers' efforts in implementing movement and song activities have shown a significant role in helping develop the gross motor skills of an autistic child, identified as SAF. Teachers not only use movement and song as entertainment activities, but also implement them through systematic stages, starting from preparation, individual approaches, gradual implementation, to evaluation and method adjustments. This approach shows that motor stimulation in autistic children requires structured strategies, repetition, and adjustments to the child's sensory conditions. The results also show development, albeit gradual, such as increased coordination of movement, balance, and independence in simple activities. Thus, movement and song activities have proven to be an effective method in developing gross motor skills in autistic children when implemented consistently and adaptively. These findings also emphasize the importance of teachers' role in designing learning that is not only enjoyable but also meaningful for the development of children with special needs.

Discussion

Discussion results study This show that implementation movement and song give contribution positive to gross motor development child autism 5–6 year olds at As Salam Branti Kindergarten. Findings This strengthen view that stimulation based music and movement capable activate sensorimotor system which becomes foundation main in motor development and regulation emotion child in need special. This is in line with results research that states that therapy music own implications significant to improvement children's motor skills autism Because existence involvement system nerve center in arrange movement rhythmic (Yuliasari & Firmansyah, 2021). At this stage early, child autism of course show obstacle in flexibility, balance, and agility, but through activity movements and songs performed in a way repetitive, muscles big child start trained For move more directed and coordinated. With Thus, the method movement and song relevant with STPPA indicators that emphasize importance coordination body in gross motor development child age early.

Election process song become aspect crucial determining factor success activity movement and song. Songs with simple tempo and pattern repetitive rhythmic proven capable increase focus and engagement child autism during learning. Findings This in line with research that states that music rhythmic simple can help child autism in maintain attention as well as reduce burden sensory overload (Ramadhani & Rasyid, 2020). In the context of study this, child show more response Good to songs that have structure repeatedly, so that in a way gradually capable follow movement although Not yet perfect. This is show that election the right song No only functioning as a medium of entertainment,

but also as an effective stimulation strategy in increase concentration and coordination movement child.

individual approach taken by teachers is also proven give influence significant to success learning. Teachers adjust method with condition emotional and readiness child before start activities, such as give pause, slow down movement, as well as give example in a way direct approach This in accordance with draft education inclusive which emphasizes the importance of scaffolding in help child autism understand and imitate movement (Kurniawati, 2020). Research results show that when the teacher understands characteristics children, including sensitivity to stimulation, children become more capable follow activity without experience pressure excessive. This is confirm that success method movement and song No only depends on the media used, but also on the approach strategy used by the teacher.

Implementation activity movement and song in a way gradually give impact real to improvement children's motor coordination. Activities like pat hands, lifting feet, and following movement simple show existence development in visual-motor integration. Other studies also show that activity rhythmic movements in a way repetitive can strengthen connection neuromotor so that help child in imitate movement body (Dewi & Septiani, 2021). In the study this, although child Still need guidance, he start capable imitate a number of series movement simple. This is show that the learning process is carried out in a way consistent and gradual capable increase ability gross motor skills child autism.

Ability child in follow game physique with rules also experience sufficient development significant. Initially, the child difficulty understand order games and often stop in the middle activity. However, after done intervention through movement and song, children start capable follow rule simple, especially when supported with clear visual and verbal instructions. This in line with research that states that music rhythmic can help increase regulations behavior and control self child autism Because give structured and easy pattern predicted (Rahmawati, 2020). With thus, music No only functioning as a medium for motor stimulation, but also as means For help child understand structure activities and improve compliance to rule.

Next, development in use hand right and left show existence improvement bilateral coordination in children. Activities movement rhythmic like pat hand in a way alternate or use tool game simple help stimulate Work second side body in a way balanced. This is supported by research that states that activity rhythmic can increase laterality and coordination child through stimulation integrated nerves (Widyaningsih & Dewi, 2022). In the research this, although child Still show dominance of one side hands, but Already start capable use second hand in a way more directed. This is show that movement and song own role important in develop greater motor skills complex.

In this aspect independence, especially in activity cleanliness self, movement and song also provide contribution positive. The instructional songs used in activity like wash hand help child understand order activity in a way more systematic findings This in line with research that states that song instructional can increase ability independence child through strengthening memory procedural (Putri & Andayani, 2021). In this research this, child show more response fast and precise when instructions accompanied by with music compared to only use verbal commands. This is show that integration music in learning can help child autism in understand and remember steps activity daily.

Discussion This confirm that implementation movement and song is an effective strategy in develop gross motor skills child autism. This method No only increase coordination body, but also helps regulations emotions, focus attention, and independence child in activity everyday. Success implementation method This is greatly influenced by the role of teachers in designing structured activities, choosing appropriate songs, as well as do adaptive individual approach. With thus, movement and song can made into as one of the

innovative and inclusive learning strategy alternatives in education child age early, especially for child with need special.

CONCLUSION

Based on the research results and discussions presented, it can be concluded that the teachers' efforts in implementing movement and song for autistic children at As Salam Branti Kindergarten were carried out through a series of planned, gradual strategies, and tailored to the children's individual needs. The teachers began by introducing simple movements combined with the rhythm of the song to attract the children's attention, then increased the complexity of the movements as the children's ability to respond to instructions. The approach used was repetitive, consistent, and full of positive reinforcement so that children were easier to focus and follow the activities. Through the application of movement and song, autistic children showed an increase in gross motor physical abilities as seen from agility, balance, movement coordination, and self-confidence in participating in group activities. Thus, the application of movement and song has proven to be an effective method in helping develop the gross motor physical abilities of autistic children in the 5-6 year old group at As Salam Branti Kindergarten.

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