

The Influence of Song Implementation on Early Childhood Language Skills: A Literature Review

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ABSTRACT

This literature review explores the influence of song implementation on the development of language skills in early childhood. Songs are widely used as an engaging educational tool to introduce children to vocabulary, sentence structures, and concepts such as counting and environmental knowledge. This study aims to examine how the integration of songs in early learning environments supports language acquisition and communication development. Using a qualitative literature review approach, relevant studies were analyzed to identify patterns in the use of music for linguistic stimulation. The findings highlight that songs significantly enhance children's vocabulary, facilitate faster word recall, and improve long-term memory retention. Moreover, singing activities help reduce language delays by creating a relaxed, enjoyable learning atmosphere that encourages verbal expression. These results underscore the importance of incorporating music-based methods in early childhood education as a strategy to optimize language development.

Keywords: *Songs, Transportation, Communication, Abilities, Language, Early Childhood*

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INTRODUCTION

Language skills are a critical foundation in early childhood development, serving as the primary means for communication, cognitive processing, and social interaction. During this sensitive developmental period, young children are particularly receptive to linguistic stimulation, and early exposure to rich language environments significantly enhances their long-term academic and socio-emotional outcomes. Proficiency in language not only supports children's ability to express thoughts and emotions but also prepares them for formal education and lifelong learning. Therefore, it is imperative for early childhood educators to adopt strategies that effectively nurture and stimulate language development.

Despite its importance, many young children experience speech delays and limited vocabulary acquisition. Based on classroom observations, efforts to engage children in conversation often yield suboptimal results due to their low attention span. While storytelling captures their interest, the retention of vocabulary presented through stories remains minimal. These challenges underscore the need for instructional methods that align with the cognitive and sensory characteristics of early learners – methods that are engaging, multisensory, and naturally integrated into children's daily routines.

Singing emerges as a highly effective approach in this context. As an instinctive activity enriched by music, movement, and rhythm, singing allows children to absorb vocabulary in a joyful and memorable way. With as few as three repetitions of a song led by teachers and students, children can demonstrate rapid recall – akin to the speed of a high-speed train – highlighting their innate linguistic potential. Singing is not merely an educational tool but also a core component of early childhood life; a preschool that does not incorporate singing may be considered developmentally deficient. Moreover, songs serve as therapeutic tools that enhance listening skills, auditory memory, and verbal responsiveness, making them indispensable in early childhood education settings.

When this height amounts to child speech delay/late talk and lack of vocabulary in early-age children, I always try to invite children to chat, talk, or converse. But because of the low level of concentration in early-age children, the result of chat, talk, or converse is not optimal. I also try to tell stories to early-age children. The children like it, but they cannot retain the vocabulary from the story.

Singing method is very appropriate method for children age early Because through sing in a way instinct and accompaniment with music & movement and songs that are interesting because That with short time child age early can keep abundant vocabulary. With three times (3X) study songs sung by teachers and students, children age early responds and remember song That like speed train fast (woosh) Jakarta-Bandung with Power remember and instinct child age early the.

Sing is one of the part life child age early childhood and PAUD institutions that do not sing is dead PAUD institution . Singing is one of the need child age early and various institution education child age early formal or non-formal. In addition to the tools delivery message singing , is as tool therapy children are also like practice hearing children and responses to children age early .

Implementation songs for children age early is implementation active literacy in children age early and develop talent / talents in children age early . Implementation songs for children age early very supportive influence on children age early in a way concrete and holistic as well as positive . Implementation songs for children age early very influential on implementation intelligence compound applied by Gardner as well as in draft learning from Ki Hadjar Dewantara as well as in the life daily child age early. In addition to the needs child age early play , sing / song child is need child age early .

With problem at the moment this , impact since early lack of literacy child since early after child to go through school on early childhood education lack of insight / vocabulary even / until knowledge knowledge example :

Me: "My son, mention the names of the provinces in Indonesia."

Child (above early age): "NTT, West Kalimantan, NTB, Central Kalimantan, East Timor (neighboring country)."

Me: "Ha... now, my son..." (without realizing).

Me: "My dear, what is the name of the capital of Karo Regency?"

Nephew: "Jakarta Bik Tengah..."

Me, mother, and grandmother: hahaha

Me: "No, my son, the capital of the land of Karo is Kabanjahe, my son."

With introduction to regional names, numbers, names of plants and animals with the song we implement in children age early, can increase vocabulary in children age early and improve knowledge knowledge sustainable (through memorize song child remembering it until mature with Power catch childlike train fast Jakarta-Bandung). With implementation songs for children age early , very influential big in children age until push intelligence child who has adults too. song is one of the learning media for children age concrete early and

METHOD

This study employed a qualitative literature review approach to examine the influence of song implementation on early childhood language development. The methodology is designed to systematically collect, organize, and analyze secondary data derived from scholarly sources. Following the characteristics of a bibliographic study, the research process adhered to several key stages to ensure both rigor and relevance.

The literature selection procedure involved: (1) identifying an innovative and informative topic; (2) conducting preliminary exploration and refinement of the research focus; (3) selecting and reading academic sources aligned with the refined topic; (4) extracting and synthesizing key findings; and (5) revising and validating the results through repeated reading and cross-verification. Sources were gathered from both online and offline databases, including academic journals, e-books, institutional repositories, and printed materials from regional libraries. The primary keywords used in the search included: "implementation of song

The Influence of Song Implementation on Early Childhood Language Skills: A Literature Review in early childhood," "language development," "learning methods," "music and vocabulary," and "early childhood education." For offline resources, printed journals from *elearning.ut.ac.id*, books from the Open University, and collections at the Riau Regional Library were utilized.

Data collection relied on **documentation techniques**, wherein relevant sources such as scientific articles, books, reports, and educational modules were compiled and reviewed. The researcher functioned as the primary instrument (*human instrument*), responsible for interpreting and synthesizing the data. Data analysis was conducted using **content analysis**, which involved selecting, comparing, merging, and categorizing information to identify thematic patterns and extract meaningful conclusions. To ensure validity and minimize bias or misinformation, repeated reading and cross-checking of the literature were conducted throughout the analytical process.

FINDINGS AND DISCUSSION

Songs as Tools for Language Development

A dominant theme across the literature is the pivotal role of songs in developing early childhood language skills. Songs have been shown to facilitate vocabulary acquisition, improve memory retention, and enhance both receptive (listening) and expressive (speaking) language abilities. Musfiroh (2020) highlights that songs, rhymes, and rhythm-based activities enable children to absorb vocabulary more effectively and joyfully. Similarly, Musyarofah (2021) emphasizes that singing activities not only enrich children's vocabulary but also foster self-confidence and stimulate imagination. Thematic songs are particularly effective, as noted by Dyah Raina et al. (2017), while Palupi et al. underline the synergistic effect of combining music with movement, which supports comprehensive linguistic development.

Songs and Multiple Intelligences

Several sources align with Howard Gardner's theory of Multiple Intelligences, noting that musical learning stimulates various cognitive domains including musical, linguistic, kinesthetic, and interpersonal intelligences. According to Musfiroh (2020), most children naturally possess musical intelligence and learn best through melody, tone, and rhythm. Pekerti et al. (2019) further assert that music promotes a broad range of intelligences, suggesting its utility beyond linguistic enhancement alone. Thus, singing serves as a multidimensional stimulus, supporting holistic developmental goals in early education.

Cognitive and Brain Development

The literature also points to significant neurological benefits of singing, particularly regarding memory, attention, and hemispheric brain function. Wiyanu and Barnawi (2014) argue that singing activates the right hemisphere of the brain, which contributes to long-term memory and emotional processing. Campbell (as cited in Madyawati, 2016) adds that songs help children think critically and interpret meaning in real-life contexts. Portowitz and Klein (2007) provide empirical support showing that music programs can enhance cognitive processes, even in children with learning difficulties.

Emotional, Social, and Behavioral Growth

Beyond language and cognition, singing also fosters emotional regulation and social interaction. Musyarofah (2021) notes that singing supports emotional expression, builds self-confidence, and helps children calm themselves naturally. Gunarti et al. (2021) emphasize the role of music in enhancing emotional and social development alongside language. Movement-based singing activities, as described by Palupi et al., encourage risk-taking, build resilience, and strengthen social bonds among young learners.

Practical Implementation in Early Childhood Education

Finally, the practical application of singing in early childhood classrooms is well-documented. Dewantara's educational philosophy, as discussed by Cahyani and Suyadi (2018), promotes the integration of arts—including singing, storytelling, and rhythmic movement—as central to culturally rooted learning. In practice, schools such as TK ABA I and TK ABA Tanggulangin incorporate songs in daily routines across the learning session, enhancing motivation and engagement (Destiana et al.). Purwaningsih (2017) reinforces that songs contribute to a dynamic, creative, and enjoyable learning environment, making them

essential pedagogical tools in early education settings.

Various source give definition to Influence Implementation song to ability Language child age early can see in Table 1. 1.

Table 1. 1. this research is similar with bibliography.

No	Writer Year	Title (Book / Journal)	Opinion the experts
1	2018	Book: <i>Concept education child age early according to Ki Hadjar Dewantara. Ratih Cahyani & Syadi . (2018)</i>	It's clear that education art in the park children, is is receptacle for develop culture nation. Concept education the art of Ki Hadjar Dewantara is concentration lesson song, language, story as well as motion rhythm, that's what causes it game children in life nation That truly nature art. Ratih cahyani & Suyadi (2018)
2	2020	Book: <i>Development intelligence compound. Tadkiroatun Musfitoh. (2020)</i>	<p>According to Gardner intelligence in <i>Multiple intelligences</i> include:</p> <ol style="list-style-type: none"> Verbal- linguistic intelligence (smart words) Intelligence logical-mathematical (smart number) Visual- spatial intelligence (intelligent) color-image) Intelligence musical (smart music - songs) Intelligence kinesthetic (smart) motion) Interpersonal intelligence (intelligent) social) Intelligence naturalist (intelligent) nature) Intrapersonal intelligence (intelligence) sel) Intelligence existential (intelligent essence). in book Tadkiroatun Musfiro (2020), pp. 1.12- 1.21 <p>Musical Intelligence: Almost all children possess this type of intelligence, and the best way for them to learn is through tone, rhythm, and melody. Therefore, teachers need to facilitate children to express themselves musically. By frequently engaging early-age children in singing, reciting poetry, making rhymes (all of which are rhythmic), and playing rhythmic games, their growth and vocabulary can be enhanced. Music and movement have been proven to be ideal tools for early-age children to learn in a fun way (Tadkiroatun Musfiro, 2020).</p>
3.	2019	Book : <i>Development methods art . Widia Pekerti, et al . (2019)</i>	Function music reviewed from education child age early:

- a. Increase Movement Ability
 b. Increase ability remembering and ability speak
 c. Help increase various intelligence
 d. Increase ability relate with other people
 e. Increase spiritual ability
 f. Music that depicts nature.
- Sing as part from music is one of the components that are considered capable develop function hemisphere brain right and left human brain. right on duty coordinate tasks that are of a nature emotional: artistic, intuitive, or think, in a way holistic and linear. Widia Pekerti, et al (2019)
- 4 2021
- Singing is an important part of children's self-development. A PAUD teacher is obliged to teach various songs to children. In addition, singing is one of the means of delivering messages and knowledge that teachers convey at school, making it easier for children to absorb lessons through singing activities. Since singing is a fun activity for children, it provides many benefits, including increasing children's self-confidence, adding new vocabulary, calming the heart, building imagination and creativity, improving communication skills, and enhancing breathing and heart function (Anis Musyarofah, S.Pd., 2021).
- 5 2021 Book : *Development methods behavior and abilities base child early age* . Winda Gunarti , et al . (2021)
- According to Coughlin (1997), Influence music in various aspect development like following:
 a. Development emotional
 b. Development Social Language Development
 c. Development Intellectual
 d. Development. (inside) book : Winda Gunarti , et al. (2021)).
- 6 2014 Book : *PAUD Format*. Novan Ardy Wiyanu & Bamawi (2014)
- Education learning methods:
 a. Learning methods Play
 b. Learning methods Through tell a story
 c. Learning methods Through Sing
 d. Learning methods Integrated
 e. Field Trip Learning Method
 f. Learning methods

- Demonstration
- g. Learning methods
Conversation (Dialogue)
- h. Learning methods Giving Task
- i. Center and Circle Learning Method (Alternating)
- j. Quantum Teaching Learning Method. Novan Ardy Wiyanu & Barnawi (2014)
- According to Novan Ardy Wiyanu & Barnawi (2014): With singing potential hemisphere brain right can optimized so that the messages we give will longer to settle in memory child (memory) long- term).
- 7 Implementation Of Children's Songs In Early Childhood Learning: Description Study In Sidoarjo(Indonesia)
Journal :Evie Destiana, Wadiyo, Udi Utomo, Yudi Sukmayadi .
- At Kindergarten ABA I Temple and Kindergarten ABA Tackle it both to break singing activities to initial learning activities, core activities and closing activities. The creative process carried out by teachers and students provides a musical experience that can increase students' enthusiasm for learning with fun learning.*
- In TK ABA I Candi and TK ABA Tanggulangin both allocate singing activities in the initial learning activities, core activities and closing activities. The creative process carried out by teachers and students provides a musical experience that can increase students' enthusiasm for learning with fun learning.
- 8 2022 SongsforTeachingVocabulary : English LearningMedia for Preschoolers
Volume 6 Issue 6 (2022) Pages 6069-6078
Journal Obsession : Journal Education Child Age Early
- Conclusion**
Vocabulary learning is an important aspect of learning a language because the base of language is vocabulary. However, many teachers have problems in choosing the suitable one strategy for vocabulary learning and sometimes don't know where to start to establish an instructional emphasis on the learning. Songs are viewed US one of the most effective ways of vocabulary learning. Hence, the choice of the songs should consider that the songs must be related to education, have simple lyrics, and note in the rock class. For preschool children, the use of the songs provides many paramount benefits.

Vocabulary learning is an important aspect of language learning because the basis of language is vocabulary. However, many teachers have trouble choosing appropriate strategies for vocabulary learning and sometimes do not know where to start to establish instructional emphasis on learning. Songs are considered one of the most effective ways to learn vocabulary. Therefore, the selection of songs should consider that the song must be related to education, have simple lyrics, and not be rock class. For preschool children, the use of songs provides many very important benefits. Aria September Dear, Nurul Aryanti, Mr. Suryadi, Tusriyanto (2022)

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In addition, Walker (Walker, 2006) suggests using songs as an important technique in the improving vocabulary, grammar, listening, and speaking.

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In terms of creating an interesting learning atmosphere, Purwaningsih (2017) states that English teachers and linguists agree that songs can support to create an active, creative, and fun learning. Singing and music can be applied in the learning process used as a helpful technique. Moreover, children's cognitive abilities can also be developed by music that contains various elements. Then, the hearing sensitivity can be trained by the pitch of the song. Furthermore, the children can make a difference in the internal rhythms and the motor skills through the changes of music rhythm (for example, when combined with movement exercises according to the lyrics).

In terms of creating an interesting learning atmosphere, Purwaningsih (2017) stated that English teachers and experts agree that songs can support the creation of active, creative, and

- enjoyable learning. Singing and music can be applied in the learning process used as useful techniques. In addition, children's cognitive abilities can also be developed through music that contains various elements. Then, hearing sensitivity can be trained through song tones. Furthermore, children can make differences in internal rhythm and motor skills through changes in musical rhythm (for example combined with movement exercises according to the lyrics).
- 11 2017 Implementation Songs Themed In Teaching Vocabulary For Student School Base In Park ReadPublic Kudi Mountain Cunil Banyumas
<http://ejournal.unp.ac.id/index.php/linguadidaktika/index>
 Song considered effective for used in teach children Because Can trigger creativity and curiosity know children especially in the relation with process acquisition vocabulary . Dyah Raina Mrs. Purwaningsih, Rosdiana Puspita Sari & Persistent The Aristotle (2017)
Dyah Raina Mrs. Purwaningsih , Rosdiana Puspita Sari & Persistent The Aristotle (2017): it can be concluded that songs that contain certain themes are suitable to apply in teaching children. This activity can be done to different groups of students at the same time. In this case the teacher has to select the thematic songs. Teacher's creativity in making a good use of songs is important to achieve the learning goal.
 It can be concluded that songs containing certain themes are suitable for early childhood education. This activity can be done to different groups of students simultaneously. In this case, teachers must choose thematic songs. Teachers' creativity in utilizing songs properly is very important to achieve learning objectives.
- 12 Song And Movement As Media Of Early Childhood Language Development, Wara Naningtyas Palupi, Ruli Hafidah , Karsono
 Activity movement and song are very attached close and No can separated especially in give learning to child age early . Learning motion And song is A activity in Study through play or Study while play, so that activity Which done through motion and song expected will pleasant child at a time touch development Language,

sensitivity will rhythm music, development motor, flavor believe self, as well as courage take risk. Through motion and song child Study develop ability Language they, namely through listen and pay attention song and rhythm the music child develop receptive language skills. While ability speak expressive developed when child Want to sing song Therefore. That need existence a activity Which can practice for educator child age early in give stimulation on child through motion and song

Research result

Warananingtyas Palupi, Ruli Hafidah, Karsono :

Children age early basically like activity sing and move. Therefore that, learning in Early Childhood Education Also use song / chant and movement for to learn child various thing. Motion And song Which applied in learning in Early Childhood Education it turns out own Lots benefit for child. Various intelligence child through motion and song Also improved. Wrong the only one for develop intelligence linguistics child. With the word other, motion and song can used as media development Language child, that is Language oral child. In motion and song, child Study develop ability speak receptive and expressive at a time. So that ability and creativity as well as innovation Teacher sued For Can create various motion and song in to learn various matter to child.

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Sing song added with existence movement basically is activity Which very popular children Early Childhood Education Because with sing and followed movement, child free express himself Good with hardness voice or accuracy his words. Campbell & Dollaghan in Madyawati (2016:141

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Studies Which done Portowitz and Klein (2007) explain how to program music in class Early Childhood Education capable repair process development

cognitive child -child, even on children with difficulty Study. With opinion Campbell in Madyawati (2016: 141) Which say that child Also think critical for understand meaning Which contained in in song the, in accordance with life real.

CONCLUSIONS

Based on the reviewed literature, the implementation of songs in early childhood education plays a significant role in enhancing children's language abilities, as songs serve not only as an enjoyable and engaging medium but also as a pedagogical tool that facilitates vocabulary acquisition, improves verbal expression, and supports long-term memory retention. Through songs, educators can introduce diverse learning content – including native and foreign languages, numeracy, environmental knowledge, and cultural values – in ways that resonate with children's natural learning tendencies. Thematic findings further confirm that music-based learning aligns with multiple aspects of child development, stimulating linguistic, cognitive, emotional, and social growth, while continuous innovation in integrating thematic and developmentally appropriate songs makes the teaching and learning process more effective, dynamic, and enjoyable. Thus, songs function as a “vehicle” that delivers comprehensive knowledge efficiently, reflecting the evolving tools of modern education that must keep pace with the times, and early childhood educators are strongly encouraged to implement them as a core strategy in their curriculum to achieve linguistic developmental goals and foster holistic child development through a fun, accessible, and impactful medium.

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