



**Jurnal Profesionalisme Guru**

Volume (3) No. 1. June 2026 p. 53-66 ISSN: In Progress

The article is published with Open Access at: <https://journal.maalahiyah.sch.id/index.php/jpg>

## The Influence of Language Learning Through Children's Songs on Early Childhood Vocabulary Development

Anjeli Tri Yanthi, [anjelitriyanti@gmail.com](mailto:anjelitriyanti@gmail.com), UIN Syahada Padangsidempuan, Indonesia

Ahmad Nashir, [ahmadnaashir@uinsyahada.ac.id](mailto:ahmadnaashir@uinsyahada.ac.id), UIN Syahada Padangsidempuan, Indonesia

**Abstract:** Early childhood language development is an important foundation for children's cognitive, social, and academic growth. One of the key indicators of language development is vocabulary mastery. Children with a richer vocabulary tend to communicate more effectively and understand their environment better. This study aims to examine the influence of language learning through children's songs on early childhood vocabulary development. The study employed a literature review method by analyzing various national and international journal articles related to language learning, children's songs, and vocabulary acquisition in early childhood education. The findings indicate that children's songs significantly contribute to vocabulary development through repetition, rhythm, melody, and enjoyable learning experiences. Songs help children remember new words more easily, improve pronunciation, stimulate listening skills, and increase learning motivation. Furthermore, song-based learning creates a positive classroom atmosphere that encourages active participation and social interaction among children. The integration of movement, gestures, and meaningful lyrics enhances children's understanding of word meanings and their ability to use new vocabulary in daily communication. Therefore, children's songs can be considered an effective and developmentally appropriate instructional medium to support vocabulary acquisition in early childhood education settings.

**Keywords:** Early Childhood; Language Learning; Children's Songs; Vocabulary Development; Early Childhood Education.

## **INTRODUCTION**

Vocabulary development is one of the most important indicators of language development in early childhood. Vocabulary serves as the foundation that enables children to understand information, express ideas, and communicate effectively with the people around them. The larger a child's vocabulary, the better their ability to comprehend instructions, describe experiences, and engage in social interactions. Therefore, appropriate stimulation is essential to help children expand their vocabulary from an early age.

One form of stimulation that is widely used in language learning is children's songs. Songs are instructional media that combine elements of language, music, rhythm, and movement, creating an enjoyable and engaging learning experience. Young children are generally more attracted to activities involving music than to traditional teacher-centered instructional methods. When children listen to and sing songs, they not only experience entertainment but also acquire valuable language input that contributes to vocabulary enrichment.

Research conducted by Maulana, Nurunnisa, and Musfita (2025) demonstrated that the integration of movement and songs in classroom instruction significantly improved the vocabulary skills of children aged 4–5 years. The findings revealed that children were better able to recognize, remember, and pronounce new words when those words were introduced through songs rather than through lectures or conventional memorization techniques. This effectiveness can be attributed to the multisensory stimulation provided by songs, which simultaneously engage hearing, vision, and physical movement (Maulana et al., 2025).

In addition to supporting vocabulary acquisition, songs can also enhance children's expressive language abilities. Expressive language refers to a child's capacity to communicate thoughts, feelings, and ideas through spoken language. A study by Fatimah (2025) found that the regular use of nursery rhymes increased children's confidence in speaking, constructing simple sentences, and using newly acquired vocabulary in daily communication. These findings suggest that songs provide a supportive environment for children to practice and develop oral language skills (Riyadi et al., 2025).

The use of songs in language instruction has also been shown to help children understand word meanings through repeated exposure to song lyrics. Repetition is a crucial factor in vocabulary learning because it reinforces memory and strengthens language retention. Research conducted by Wahyuni Lubis and Depalina (2025) indicated that Islamic children's songs effectively improved vocabulary mastery among young learners due to their repetitive, engaging, and memorable characteristics. Songs allow children to learn new words naturally without feeling burdened by formal learning processes (Wahyuni Lubis & Depalina, 2025).

Another important feature of children's songs is the frequent use of onomatopoeia, or words that imitate sounds, such as “tick-tock,” “ring-ring,” and “meow.” Onomatopoeic expressions help children understand the relationship between sounds and meanings, thereby facilitating language acquisition. Through repeated exposure to these sound-based words, children become more aware of

phonological patterns and develop stronger language comprehension skills.

Research conducted by Apriliandini and colleagues (2025) found that the use of onomatopoeia in children's songs contributed significantly to the development of phonological awareness and vocabulary enrichment among early childhood learners. The study highlighted that children were more likely to remember and correctly use words associated with familiar sounds, demonstrating the effectiveness of sound-based language learning strategies (Apriliandini et al., 2025).

Furthermore, the development of educational songs specifically designed for early childhood instruction has been shown to produce positive outcomes in language development. Educational songs are carefully created to align with children's developmental stages, interests, and learning needs. Such songs provide meaningful language experiences while maintaining children's motivation and engagement during the learning process.

Research conducted by Maulida and colleagues (2025) revealed that educational songs designed according to children's developmental characteristics significantly increased learning motivation, enriched vocabulary acquisition, and helped children understand simple concepts encountered in everyday life. These findings emphasize the importance of selecting age-appropriate songs that support both language development and conceptual understanding (Maulida et al., 2025).

Songs also contribute to the development of listening skills, which are fundamental components of language acquisition. Through listening to melodies, rhythms, and lyrics, children learn to focus their attention, identify linguistic patterns, and distinguish between different sounds and words. These listening experiences provide a foundation for later literacy development, including reading and writing skills.

Moreover, singing activities often encourage social interaction among children. Group singing promotes cooperation, turn-taking, and communication with peers and teachers. Such interactions create opportunities for children to use newly learned vocabulary in meaningful contexts, thereby strengthening language learning through social engagement.

The findings from these various studies indicate that children's songs are highly effective instructional media for enhancing vocabulary development in early childhood. Songs not only help children remember new words but also improve listening, speaking, and language comprehension skills. By combining music, rhythm, repetition, and movement, songs create a rich linguistic environment that supports multiple aspects of language development.

Therefore, research on the influence of language learning through children's songs on vocabulary development in early childhood is essential. Such research can provide valuable scientific evidence for early childhood educators in designing innovative, enjoyable, and effective language-learning strategies. Additionally, it can contribute to the development of educational practices that foster children's linguistic growth during one of the most critical periods of their development.

## **METHODS**

This study employed a qualitative approach using a literature review method. This method was selected because the study aimed to investigate in depth various research findings related to the influence of language learning through children's songs on the vocabulary development of early childhood learners. A literature review enables researchers to obtain comprehensive information about the phenomenon under investigation through the collection, examination, and analysis of a wide range of relevant scholarly sources. Through this approach, the researcher can identify findings from previous studies and synthesize those results to draw broader conclusions regarding the effectiveness of using songs in early childhood language learning.

The data used in this study consisted of secondary data obtained from various national and international scientific journal articles, books, conference proceedings, and other academic documents related to language learning, children's songs, language development, and vocabulary development in early childhood. The selected literature was chosen based on its relevance to the research topic, the credibility of the source, and its alignment with the objectives of the study. In addition, priority was given to sources published in recent years to ensure that the data reflected current developments and contemporary research trends in the field.

Through this literature review method, the study is expected to provide a comprehensive understanding of the impact of language learning through children's songs on the vocabulary development of young children. Furthermore, the findings are expected to serve as a valuable source of information and reference for educators, students, and researchers who are interested in developing language-learning strategies for early childhood education through instructional media that are appropriate to children's developmental characteristics.

## **RESULTS & DISCUSSION**

Based on a review of various studies examining the use of songs as a language-learning medium in early childhood education, it was found that song-based learning has a positive influence on children's vocabulary development. This influence can be observed in children's improved ability to recognize new words, understand word meanings, retain vocabulary for longer periods, and use newly acquired words in everyday communication. Furthermore, the use of songs contributes to the development of both receptive and expressive language skills, enhances listening abilities, and increases children's motivation and engagement during the learning process. These findings indicate that songs are among the most effective instructional media for stimulating language development in early childhood.

The literature also suggests that songs create a learning environment that is enjoyable, interactive, and developmentally appropriate for young children. Through the combination of melody, rhythm, repetition, and movement, songs provide meaningful language experiences that facilitate vocabulary acquisition. Children are more likely to remember and use new words when they are introduced through enjoyable activities rather than through conventional teaching methods. As a result, songs can help transform language learning into a natural and engaging process.

A study conducted by Mira Charesta Rame, Dani Puspitasari, and Jeremy

Chrystofer (2024) demonstrated that the use of songs as instructional media had a positive impact on both receptive and expressive language development among young children. The findings revealed that children were better able to repeat simple sentences, answer questions more effectively, express their feelings through words, and retell the content of songs they had learned. These improvements indicate that songs can serve as an effective tool for enriching vocabulary and enhancing children's communication skills.

The study further highlighted that repeated exposure to song lyrics enabled children to become more familiar with new vocabulary and sentence structures. Through frequent listening and singing activities, children gradually internalized linguistic patterns and developed greater confidence in using language. Consequently, song-based learning not only supports vocabulary growth but also strengthens children's overall language competence.

Overall, the findings from the reviewed literature consistently demonstrate that children's songs play a significant role in promoting vocabulary development and language acquisition in early childhood. By providing opportunities for repetition, interaction, and meaningful language use, songs contribute to the enhancement of children's linguistic abilities while simultaneously fostering motivation, participation, and enjoyment in the learning process.

### ***The Influence of Songs on Early Childhood Vocabulary Development***

Vocabulary serves as the fundamental foundation of children's language development. The more vocabulary a child possesses, the better their ability to understand information, express ideas, and communicate effectively with others. Vocabulary acquisition is closely linked to children's cognitive and social development because language functions as a primary tool for learning and interaction. Therefore, the development of vocabulary during early childhood plays a crucial role in supporting children's overall growth and future academic success.

During the early childhood years, vocabulary development occurs rapidly as children experience what is commonly referred to as the "golden age" of language development. At this stage, children have a remarkable capacity to absorb new information from their surroundings and acquire language through daily interactions. Consequently, providing appropriate and stimulating learning experiences is essential to ensure that children's language abilities develop optimally.

One of the most effective ways to stimulate vocabulary development is through the use of songs. Songs possess characteristics that align closely with the interests and developmental needs of young children. The lyrics of children's songs typically consist of simple, repetitive, and easily understandable words that are closely related to children's everyday experiences. This simplicity allows children to learn new vocabulary naturally while enjoying the learning process.

Songs that focus on topics such as body parts, colors, fruits, animals, family members, and the surrounding environment provide valuable opportunities for children to acquire new vocabulary within meaningful contexts. By connecting words to familiar objects and experiences, songs help children understand not only the pronunciation of words but also their meanings and practical usage in daily life.

Repeated exposure to songs further strengthens vocabulary acquisition. When children listen to and sing songs repeatedly, the words and phrases contained in the lyrics gradually become stored in their long-term memory. Through repetition, children become more familiar with vocabulary and are increasingly able to recognize, recall, and use newly learned words in different situations. According to Ulwiyah (2022), repeated engagement with children's songs contributes

significantly to vocabulary enrichment and language development among young learners.

Language acquisition theories suggest that children learn language primarily through interaction with their environment. In this regard, songs provide a rich linguistic environment because they contain diverse vocabulary, sentence structures, and sound patterns that children can hear, imitate, and practice. Exposure to such linguistic input enables children to develop stronger language skills while expanding their vocabulary knowledge.

Unlike traditional lecture-based teaching methods, which often involve one-way communication, songs encourage active participation from children. Through singing activities, children become directly involved in listening, pronouncing, repeating, and remembering words presented in the lyrics. This active engagement makes the learning process more meaningful and enjoyable, increasing the likelihood that children will retain and apply the vocabulary they have learned.

Furthermore, songs combine language with rhythm, melody, and movement, creating a multisensory learning experience. Such experiences enhance children's attention and motivation, making it easier for them to focus on language input and remember new words. As a result, vocabulary learning through songs tends to be more effective than approaches that rely solely on verbal explanations.

Overall, songs represent a powerful educational medium for promoting vocabulary development in early childhood. By providing meaningful, repetitive, and engaging language experiences, songs help children acquire new words, strengthen language comprehension, and improve communication skills. Therefore, integrating songs into early childhood language-learning activities can serve as an effective strategy for supporting children's vocabulary growth and overall language development.

### ***The Role of Lyric Repetition in Strengthening Vocabulary Retention***

One of the key factors that makes songs effective for vocabulary development is the element of repetition. Nearly all children's songs contain lyrics, phrases, or sentence patterns that are repeated several times throughout the song. This repetitive structure plays a crucial role in the learning process because it helps reinforce children's memory of the information they receive. Through repeated exposure, children become more familiar with words and expressions, making it easier for them to recognize and recall vocabulary in different contexts.

From the perspective of cognitive psychology, information that is repeatedly encountered is more likely to be stored in long-term memory. Repetition strengthens neural connections in the brain, allowing learned information to be retained for longer periods. When children sing the same song repeatedly, they are continuously exposed to the same vocabulary, sentence structures, and language patterns. As a result, the words become increasingly familiar and easier to retrieve when needed in everyday communication.

As children repeatedly listen to and sing a song, their brains gradually build associations between the sound of a word, its meaning, and the context in which it is used. This process enables children not only to memorize vocabulary items but also to understand how those words function in real-life communication. According to Nabilah Shofwatun Kamilah and Hanifah (2025), repeated exposure to language through songs contributes significantly to vocabulary retention and language acquisition among young learners.

Furthermore, lyric repetition reduces the cognitive burden associated with

learning new words. Because children encounter the same vocabulary multiple times, they are able to focus less on remembering the words themselves and more on understanding their meanings and usage. This repeated practice helps transform newly learned vocabulary from short-term memory into long-term linguistic knowledge.

In addition to supporting vocabulary retention, repeated lyrics help children recognize and internalize language patterns. Through songs, children become familiar with simple sentence structures, word order, and common grammatical forms. They gradually learn how nouns, verbs, adjectives, and other language elements function within meaningful contexts. This exposure contributes to a deeper understanding of language beyond the acquisition of individual words.

Repeated song lyrics also support the development of phonological awareness, which is an important foundation for later literacy skills. As children repeatedly hear rhymes, rhythms, and recurring sound patterns, they become more sensitive to the sounds of language. This heightened awareness helps them distinguish between different words, recognize sound similarities, and improve pronunciation.

Moreover, repetition creates a sense of confidence and mastery in young learners. Children often enjoy singing familiar songs because they can successfully predict and repeat the lyrics. This sense of achievement motivates them to participate actively in language-learning activities and encourages continued engagement with new vocabulary and expressions.

Therefore, lyric repetition should be viewed as more than a simple characteristic of children's songs. It is a powerful pedagogical mechanism that supports vocabulary acquisition, language comprehension, memory retention, phonological awareness, and overall language development. By repeatedly exposing children to meaningful language in an enjoyable format, songs provide an effective and developmentally appropriate strategy for strengthening vocabulary learning in early childhood education.

### ***Songs as a Medium for Developing Receptive and Expressive Language and Enhancing Children's Learning Motivation***

Language development in early childhood consists of two essential components: receptive language and expressive language. Receptive language refers to a child's ability to understand and interpret spoken language, including words, sentences, instructions, and messages received from others. Expressive language, on the other hand, refers to a child's ability to use language to communicate thoughts, ideas, needs, and emotions. Both aspects are closely interconnected and play a fundamental role in children's overall communication competence and social development.

The development of receptive and expressive language skills is particularly important during the early childhood years because this period represents a critical stage of language acquisition. Children continuously absorb linguistic information from their environment and gradually learn how to use language effectively in social interactions. Therefore, educational activities that simultaneously stimulate both

receptive and expressive language abilities are highly beneficial for supporting optimal language development.

Songs have been widely recognized as an effective medium for promoting both receptive and expressive language skills. Through songs, children are exposed to rich linguistic input in an enjoyable and meaningful manner. The combination of melody, rhythm, repetition, and language creates a learning environment that encourages children to actively engage with words and language structures. As a result, songs provide opportunities for children to develop language skills while participating in enjoyable activities.

When children listen to songs, they exercise their receptive language abilities by paying attention to lyrics, identifying words, and understanding the meanings conveyed through the song. Listening activities require children to process auditory information, recognize vocabulary, and interpret messages presented within a musical context. Through repeated exposure to songs, children gradually improve their ability to comprehend spoken language and understand increasingly complex linguistic expressions.

After listening to songs, children typically engage in singing activities that stimulate expressive language development. By singing lyrics aloud, children practice pronouncing words, producing sentences, and expressing ideas through spoken language. Repeated singing allows children to become more familiar with vocabulary and sentence structures, helping them use language more confidently and accurately. This process enables children to transform language input into meaningful verbal output.

Research findings indicate that songs can effectively develop receptive and expressive language skills simultaneously. While listening to songs strengthens comprehension abilities, singing encourages active language production. Because these activities occur repeatedly and naturally, children are able to acquire vocabulary, improve pronunciation, and strengthen communication skills more efficiently than through passive learning methods alone.

The development of expressive language through singing activities also contributes significantly to children's self-confidence. As children become more familiar with words and phrases through songs, they gain confidence in expressing themselves verbally. They become more willing to speak in front of their peers, answer teachers' questions, participate in classroom discussions, and communicate their ideas and emotions. According to Rame et al. (2024), children who frequently engage in song-based learning activities tend to demonstrate greater confidence in verbal communication and social interaction.

Improved communication confidence is particularly important because language serves as the foundation for many other developmental domains. Children who can communicate effectively are generally better able to build social relationships, participate in collaborative activities, express emotions appropriately, and engage successfully in learning experiences. Thus, the benefits of songs extend beyond language acquisition and contribute to children's overall development.

In addition to supporting language development, songs have a strong relationship with children's learning motivation. Educational success is influenced

not only by the content being taught but also by children's willingness and enthusiasm to participate in learning activities. Young children learn most effectively when they feel interested, engaged, and emotionally connected to the learning experience. Therefore, creating enjoyable learning environments is a fundamental goal of early childhood education.

Songs are particularly effective in enhancing learning motivation because they combine music, rhythm, movement, and play. These elements naturally attract children's attention and transform learning into an enjoyable experience. When teachers incorporate songs into instructional activities, children often perceive the experience as play rather than formal learning. This perception reduces learning anxiety and increases children's willingness to participate actively in classroom activities.

The enjoyable nature of song-based learning encourages children to maintain attention for longer periods and become more actively involved in educational tasks. Children are more likely to listen carefully, follow instructions, participate in group activities, and interact with teachers and peers when learning is presented through songs. As a result, they become more receptive to new information and more motivated to engage in the learning process.

Furthermore, songs contribute to the creation of a positive classroom atmosphere. Singing together fosters feelings of enjoyment, cooperation, and shared participation among children. These positive emotional experiences strengthen children's connection to learning and help establish favorable attitudes toward educational activities from an early age.

Another important benefit of songs is their ability to strengthen relationships between teachers and children. Group singing activities create warm, interactive, and supportive learning environments in which children feel comfortable expressing themselves. Through these interactions, teachers and children engage in meaningful communication that promotes trust, emotional security, and active participation.

A supportive and enjoyable learning environment is particularly beneficial for language development because it provides children with frequent opportunities to communicate and interact with others. When children feel safe and encouraged, they are more likely to ask questions, share ideas, express feelings, and practice newly learned vocabulary. Consequently, songs serve not only as a tool for language instruction but also as a means of fostering motivation, confidence, and positive social interaction.

Overall, the evidence suggests that songs are highly effective educational tools for developing receptive and expressive language skills while simultaneously enhancing children's learning motivation. By combining meaningful linguistic input, active verbal practice, emotional engagement, and enjoyable learning experiences, songs support multiple dimensions of early childhood development. Therefore, integrating songs into language-learning activities can be considered an effective and developmentally appropriate strategy for promoting children's communication skills, self-confidence, and enthusiasm for learning.

### ***Implications of Song-Based Learning for Early Childhood Education***

The findings of this study indicate that songs can serve as one of the primary strategies for language instruction in early childhood education. Rather than being used merely as supplementary or recreational activities, songs should be integrated into the curriculum as systematic instructional media designed to achieve specific language development objectives. According to Anggraeni Vivi and Yulsyofriend (2019), the purposeful use of songs in educational settings can significantly support children's language acquisition and overall communication skills.

The selection of songs should be carefully adapted to children's age, developmental characteristics, learning themes, and targeted language outcomes. Age-appropriate songs with simple vocabulary, clear pronunciation, and meaningful content are more likely to facilitate effective language learning. Furthermore, teachers should consider children's interests and cultural backgrounds when selecting songs to ensure that learning experiences remain engaging and relevant.

To maximize learning outcomes, songs can be combined with various instructional media and activities, such as visual aids, body movements, language games, storytelling sessions, and interactive classroom discussions. The integration of these elements creates a multisensory learning environment that supports different learning styles and enhances children's engagement in the learning process. Such an approach also allows children to experience language through multiple channels, thereby strengthening vocabulary acquisition and comprehension.

Through the combination of songs and complementary learning activities, children do not merely memorize song lyrics. Instead, they develop a deeper understanding of the meanings of the words and expressions contained within the songs. As children repeatedly encounter and use these words in meaningful contexts, they become more capable of applying newly acquired vocabulary in everyday communication and social interactions.

Song-based learning also provides opportunities for children to practice listening, speaking, and communication skills in enjoyable and authentic situations. The interactive nature of singing activities encourages active participation, allowing children to develop confidence in expressing ideas, answering questions, and interacting with teachers and peers. Consequently, songs contribute not only to vocabulary growth but also to broader aspects of language development.

Overall, the findings of this study, together with evidence from various theoretical and empirical studies, demonstrate that language learning through songs is an effective strategy for enhancing vocabulary development in early childhood. Songs help children acquire new words, strengthen memory retention, improve speaking abilities, develop receptive and expressive language skills, and increase learning motivation. These multiple benefits highlight the educational value of songs as powerful instructional tools in early childhood settings.

Therefore, the use of songs in language instruction should continue to be developed and expanded as part of broader efforts to improve the quality of early childhood education. As noted by Inten (2018), integrating songs into learning activities can create more engaging, meaningful, and developmentally appropriate educational experiences that support children's linguistic, cognitive, and social development. By utilizing songs strategically, educators can foster a positive

learning environment that promotes both language growth and a lifelong enthusiasm for learning.

## **CONCLUSION**

Based on the findings of the literature review, it can be concluded that the use of songs as an instructional medium makes a positive contribution to the vocabulary development of young children. Songs help children recognize and understand new vocabulary, improve word retention through repeated exposure to lyrics, and support the development of both receptive and expressive language skills. In addition, songs create an enjoyable and engaging learning environment that enhances children's motivation and participation during learning activities. The studies reviewed consistently demonstrate that song-based learning is an effective strategy for stimulating language development during early childhood.

The effectiveness of songs in promoting vocabulary acquisition can be attributed to their unique combination of language, rhythm, melody, repetition, and movement. These elements provide meaningful and multisensory learning experiences that facilitate children's understanding and retention of new words. Through repeated listening and singing activities, children become more familiar with vocabulary and language patterns, enabling them to use language more confidently in everyday communication.

One of the major strengths of this review is its ability to provide a comprehensive overview of the benefits of songs for children's vocabulary development by synthesizing findings from various relevant studies. By integrating evidence from different research contexts, this review offers a broader understanding of how songs contribute to language acquisition and communication skills among young learners. Furthermore, the study provides a strong theoretical foundation for educators who wish to utilize songs as an effective medium for language instruction in early childhood education settings.

Another strength of this review lies in its educational implications. The findings highlight practical strategies that teachers can apply to enrich language-learning experiences and create more engaging classroom environments. By emphasizing the role of songs in vocabulary development, the review encourages educators to incorporate music-based activities into their instructional practices as part of a holistic approach to language learning.

Despite these strengths, several limitations should be acknowledged. This study is based exclusively on existing literature and does not involve direct observation, fieldwork, or empirical testing. Consequently, the conclusions are derived from previously published studies rather than from primary data collected by the researcher. This limitation may restrict the extent to which the findings reflect specific educational contexts or classroom conditions.

In addition, differences in research participants, educational settings, song types, instructional methods, and learning environments across the reviewed studies may influence the results reported in the literature. Such variations make it difficult to draw universally applicable conclusions, as the effectiveness of song-based learning may depend on contextual factors unique to each study.

Another limitation is that the reviewed studies employed diverse research designs and measurement approaches. As a result, comparisons among findings should be interpreted cautiously. The impact of songs on vocabulary development may vary depending on children's age, developmental level, cultural background, and prior language experiences.

Future research should seek to address these limitations by conducting

experimental studies or classroom action research to directly measure the effectiveness of different types of songs in enhancing vocabulary development among young children. Such studies would provide more robust empirical evidence regarding the causal relationship between song-based learning and language outcomes.

Further investigations could also explore the effectiveness of culturally relevant songs, local traditional songs, and interactive digital songs in supporting language development. Examining the influence of culturally responsive musical content may provide valuable insights into how educational practices can be adapted to diverse learning environments and cultural contexts.

In addition, future studies may examine the integration of songs with other instructional media, such as storytelling, educational games, digital applications, visual aids, and movement-based activities. Exploring these combinations could contribute to the development of more innovative and effective language-learning strategies for early childhood education.

Overall, the continued exploration of song-based learning has significant potential to enhance the quality of language instruction in early childhood settings. By building upon existing research and investigating new approaches, educators and researchers can further optimize the use of songs as instructional tools that support children's vocabulary growth, communication skills, and overall language development in creative, engaging, and developmentally appropriate ways.

## REFERENCES

- Anggraeni vivi, yulsyofriend, yeni indra. (2019). PENGEMBANGAN KETERAMPILAN MEMBACA: Suatu Keterampilan Berbahasa Reseptif. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 5(2), 73.
- Apriliandini, A., Juidah, I., Nasihin, A., & Winata, N. T. (2025). Onomatope Dalam Lagu Anak-Anak Terhadap Perkembangan Bahasa. *Jurnal Basataka (JBT)*, 8(1), 596–605. <https://doi.org/10.36277/basataka.v8i1.647>
- Inten, D. N. (2018). Meningkatkan Penguasaan Kosakata Anak Usia Dini melalui Puisi Lagu Anak. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 2(2), 45–52. <https://doi.org/10.29313/ga.v2i2.4437>
- Maulana, N., Nurunnisa, R., & Musfita, R. (2025). Pengaruh Pembelajaran Gerak dan Lagu untuk Meningkatkan Kemampuan Kosakata Anak Usia Dini. 8(6), 711–721.
- Maulida, N. I., Nisa, M. A., Adelia, B., Apriana, E., Rahmanto, D., & Malang, M. I. (2025). Pengembangan Lagu Edukatif Islami Untuk Perkembangan Bahasa Anak Usia 4-6 Tahun. 8, 1–11.

- Nabilah Shofwatun Kamilah, & Hanifah. (2025). Upaya Meningkatkan Kosakata Bahasa Arab Anak TK melalui Lagu Anak. *Edutama*, 2(1), 68–74. <https://doi.org/10.69533/ej3v0r36>
- Rame, M. C., Puspitasari, D., & Chrystofer, J. (2024). Implementasi Metode Mengajar Dengan Media Lagu Dalam Perkembangan Bahasa Reseptif Dan Ekspresif Anak Fase Diferensiasi. *Aletheia Christian Educators Journal*, 5(2), 93–100. <https://doi.org/10.9744/aletheia.5.2.93-100>
- Riyadi<sup>1</sup>, S., Munip<sup>2</sup>, A., Junaidi<sup>3</sup>, A., Buaja<sup>4</sup>, T., Shaddiq<sup>5</sup>, S., Nining, & Andriani<sup>6</sup>. (2025). PERAN NURSERY RHYMES DALAM MENDORONG PERKEMBANGAN BAHASA EKSPRESIF ANAK USIA DINI DI TK NURUL HUDA GENTENG BANYUWANGI. 6(0), 167–186.
- Ulwiyah, I. (2022). Stimulasi Kecerdasan Linguistik Verbal Anak Usia Dini Melalui Variasi Lagu. *JECIE (Journal of Early Childhood and Inclusive Education)*, 6(1), 16–22. <https://doi.org/10.31537/jecie.v6i1.711>
- Wahyuni Lubis, F., & Depalina, S. (2025). *Penggunaan Lagu Anak Islami terhadap Penguasaan Kosakata Anak Usia Dini*. 2(3), 326–331.

