



The Integration of Music and Movement: Drum Band Learning for Optimizing Motor Development in Children Aged 5–6 Years



Bahtiar Jamili¹, Sri Katoningsih²

^{1,2} Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Article Information

Article History

Received: July 11, 2026

Revised: August 13, 2026

Accepted: Sept 2, 2026

Keywords:

*Music and Movement,
Motor development,
Early Childhood
Education*

Abstrak

Perkembangan motorik pada anak usia dini sangat perlu dikembangkan karena menyangkut tumbuh kembang jasmani dan rohani anak. Perkembangan ini memerlukan kegiatan yang dapat menstimulasi anak untuk menunjang perkembangan motoriknya. Kegiatan yang dapat menunjang perkembangan motorik anak di sekolah bermacam-macam seperti senam, permainan fisik, tari, dan juga *drum band*. Kegiatan *drum band* merupakan salah satu kegiatan yang melibatkan fisik anak, bahkan banyak anak dengan memainkan alat musik, menari, berjalan dengan barisan dan memainkan tongkat bendera atau mayoret. Penelitian ini memberikan deskripsi tentang manfaat drum band dalam kegiatan di PAUD untuk mengoptimalkan perkembangan motorik anak usia 5-6 tahun dengan perpaduan musik dan gerak dengan ekstrakurikuler drum band yang diselenggarakan di salah satu PAUD di kabupaten Sukoharjo. Penelitian dilakukan awal September hingga akhir November 2025. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengambilan informasi secara observasi, wawancara, dan dokumentasi kegiatan *drum band* pada anak usia dini usia 5-6 tahun kelas B. penyajian data dengan mendeskripsikan kegiatan yang dilakukan dalam kegiatan *drum band* untuk mengoptimalkan musik dan gerak, pendeskripsian perkembangan motorik anak dalam kegiatan ekstrakurikuler tersebut serta faktor penunjang dan faktor penghambat dalam pelaksanaan kegiatan *drum band* di PAUD objek penelitian. Hasil dari penelitian ini mengungkapkan bahwa perpaduan musik dan gerak dalam kegiatan pembelajaran drum band sangat membantu dalam mengoptimalkan motorik anak usia 5-6 tahun. Melalui aktivitas musik dan gerak dalam drum band mampu melatih koordinasi tubuh, keseimbangan, serta ketahanan fisik. Selain itu, kegiatan drum band juga berperan dalam pembentukan karakter, seperti disiplin, tanggung jawab, kerja sama, dan keberanian tampil di depan umum.

Abstract

Motor development in early childhood is a fundamental aspect of child growth that encompasses both physical and psychological dimensions. Optimal motor development requires structured and stimulating activities that actively engage children in coordinated physical movements. Various school-based activities can support motor development, including gymnastics, physical games, dance, and drumband activities. Among these, drumband activities provide comprehensive motor stimulation through the integration of musical performance, rhythmic movement, marching formations, and the manipulation of instruments and props. This study aims to describe the benefits of drumband extracurricular activities in early childhood education (PAUD) as an effort to optimize motor development in children aged 5–6 years through the integration of music and movement. The research was conducted in one PAUD institution located in Sukoharjo Regency from early September to late November 2025. This study employed a descriptive qualitative research design. Data were collected through observations, interviews, and documentation of drum band activities involving children aged 5–6 years in Class B. Data analysis focused on describing: (1) the implementation of drumband activities in optimizing music and movement, (2) children's motor development during participation in the extracurricular program, and (3) supporting and inhibiting factors affecting the implementation of drumband activities in the research setting. The results indicate that the integration of music and movement in drumband learning activities effectively supports the optimization of motor development in children aged 5–6 years. Drumband activities were found to enhance body coordination, balance, and physical endurance. In addition, these activities contribute positively to character development, particularly in fostering discipline, responsibility, cooperation, and self-confidence in performing in public. Therefore, drumband extracurricular activities can be considered a meaningful and holistic approach to supporting motor and character development in early childhood education.



Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

✉ Corresponding author:

E-mail: a520241047@student.ums.ac.id

ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

INTRODUCTION

Early childhood education (ECE/PAUD) is a critical phase of education, as it lays the foundation for a child's holistic personality development. During early childhood, often referred to as the golden age, children have extraordinary potential to absorb stimulation from their environment. This period plays a decisive role in shaping children's future development across the cognitive, affective, and psychomotor domains. Therefore, appropriate and continuous stimulation is essential to ensure that children develop optimally in accordance with their individual potential. Optimal stimulation, supported by balanced and adequate nutrition, is crucial for children's growth and development (Akbar, 2020). In line with Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, early childhood education is defined as educational guidance for children from birth to six years of age, provided through educational stimulation that supports physical growth and development, thereby preparing children to enter the next level of education.

Growth refers to continuous changes in an individual's physical condition that occur through nutritional intake and the fulfillment of physical needs, whereas development refers to long-term psychological changes that take place through learning processes. Both growth and development require adequate support to meet their respective needs. Early childhood education (PAUD) is designed to promote children's holistic growth and development across all developmental domains (Fatmawati, 2020). Early childhood education emphasizes laying the fundamental developmental foundations, including motor coordination, spiritual intelligence, cognitive abilities, language development, and social-emotional skills. PAUD is implemented based on the principle of learning through play, which allows children to actively explore their environment in a manner that is enjoyable, meaningful, and developmentally appropriate.

The basic motor competencies expected to be developed when children enter early childhood education (PAUD) include the ability to perform coordinated physical activities that support flexibility and readiness for writing, balance, agility, and self-confidence (Astuti, 2020). Children's motor development is an essential foundation for acquiring various skills. Well-facilitated motor development enables children to develop body coordination, balance, and physical strength, which are necessary for independent daily activities (Nia Arianti et al., 2024). Physical-motor development in early childhood comprises two main components: gross motor development and fine motor development (Apriliya, 2020). Motor development refers to the process by which individuals acquire the ability to control body movements through practice and experience. Gross motor skills are particularly important for children, as they support the development of other developmental domains and significantly influence children's readiness to engage in physical and motor activities (Pratiwi, 2022).

Motor development is an essential aspect of growth and development in early childhood. Motor skills are generally classified as gross and fine motor skills. Gross motor skills involve large-muscle movements, such as running, jumping, and kicking, while fine motor skills involve small-muscle movements, including writing, grasping, and manipulating small objects. Motor development refers to children's movement abilities that emerge through learning processes in which children actively practice and directly engage in physical activities. Through these direct experiences, children acquire new skills and developmental competencies (Fatmawati, 2020). Motor development is a key developmental indicator that should be achieved by children aged 5–6 years. Through physical activities, children can improve balance, coordination, and physical strength (Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 137 of 2014). Therefore, well-planned and structured activities are crucial for supporting children's motor development, including music-and-movement activities such as drum band.

A drumband is a group or formation of individuals who perform music collectively using various combinations of wind and percussion instruments (Qobliyah, 2021). Drumband activities not only provide musical experiences but also involve complex physical movements. Structured, repetitive physical activities are recognized as effective approaches for enhancing children's motor skills. Fine motor

development is stimulated when children practice holding drumband sticks, striking instruments in rhythm, and coordinating physical movement with musical timing. In drum band learning activities, children are trained to stimulate their motor development through a play-based approach. Research indicates that play-based learning is highly effective in improving children's motor abilities. This approach is further strengthened by the current curriculum, which emphasizes mindful (meaningful), active, and joyful learning experiences that support holistic child development.

The integration of music and movement has been shown to enhance motor skills in early childhood education (PAUD). Children tend to remember rhythmic movements more easily because these activities train simultaneous coordination between the hands and feet. Through music and movement activities, children learn to adjust their bodily movements to musical rhythms, which in turn strengthens their concentration and motor control. These activities enable children to regulate their body movements in a structured and coordinated manner. Group-based music and movement activities also promote social interaction and cooperation among children. Consistent following of the instructor's cues helps children develop discipline and attentiveness. Moreover, the integration of music and movement contributes to increased self-confidence, as children gain opportunities to perform and express themselves. Overall, these activities provide enjoyable, engaging, and appropriately challenging learning experiences for early childhood learners. Playing drum band instruments has been found to support children's musical development while simultaneously enhancing gross motor skills, social-emotional development, group cohesion, concentration, and coordination (Arifah, 2024). Other studies have also identified various aspects of musical intelligence that emerge through drum band extracurricular activities, including emotional, social, perceptual, physical, and creative dimensions.

Music and movement play a significant role in fostering the development of both fine and gross motor skills and creativity in early childhood. Through music-based movement activities, children learn to recognize, memorize, and reproduce movement patterns while expressing themselves in accordance with musical rhythms. In this regard, music and movement activities contribute substantially to holistic early

childhood development. These activities enhance motor skills, coordination, concentration, and creativity, which are essential to children's physical and cognitive growth. In early childhood education, particularly at the kindergarten and PAUD levels, music and movement activities also serve as an effective medium for internalizing social and emotional values, including discipline, cooperation, and self-confidence. Furthermore, rhythmic activities such as singing, dancing, and playing musical instruments provide meaningful forms of stimulation that support children's physical and psychological development. Thus, integrating rhythmic music activities into early childhood education programs is crucial for promoting comprehensive developmental outcomes and preparing children for subsequent stages of learning.

KBTK Islam Al A'raaf Gentan Baki Sukoharjo is one of the educational institutions that uses drum band activities as both a learning medium and a means of child development. The activity is conducted regularly on Tuesday and Thursday for 60 minutes, with a professional instructor and support from classroom teachers. For more than a decade, KBTK Islam Al A'raaf has consistently implemented drum band activities as an extracurricular program that supports the educational process. Therefore, the author is interested in conducting a study entitled "The Integration of Music and Movement: Drum Band Learning for Optimizing Motor Development of Children Aged 5–6 Years." This research is carried out with students of Class B at KBTK Islam Al A'raaf Gentan Sukoharjo as the research subjects, with the aim of describing the benefits of integrating music and movement through drum band learning in optimizing children's motor development at the kindergarten.

LITERATURE REVIEWS

Based on the literature reviewed, previous studies consistently indicate that music- and movement-based activities play a significant role in enhancing early childhood motor development, particularly coordination, balance, and agility. The findings of earlier research align closely with the results of the present study, demonstrating that structured, rhythmic learning activities, such as drum band practice, effectively stimulate both gross and fine motor skills while supporting cognitive and social development. Moreover, the literature highlights the importance of systematic training, repetition, and supportive guidance from educators in optimizing children's

developmental outcomes. Collectively, these studies strengthen the empirical foundation of this research and confirm that drum band learning is an effective and comprehensive approach to supporting motor development in children aged 5–6 years within early childhood education settings.

Table 1. Literature Review

No	Author(s) (Year)	Key Findings	Relevance to the Present Study
1	Arifah (2024)	Music and movement activities improve children's coordination and agility.	Supports the finding that drum band activities enhance right-left hand coordination and movement agility.
2	Rismayani (2023)	Structured music learning has a significant effect on the improvement of gross motor skills.	Consistent with the structured and progressive drum band training that improves children's motor strength and agility.
3	Putri (2024)	Rhythmic activities improve gross motor development in accordance with early childhood developmental standards.	Aligns with findings showing improved gross motor development among Group B children based on PAUD standards.
4	Choirunnisya et al. (2022)	Rhythmic music activities enhance coordination, concentration, and motor abilities in early childhood.	Reinforces evidence that drum band activities improve focus, concentration, and motor coordination.
5	Sharma & Reddy (2021)	Music and movement programs significantly enhance hand-eye coordination and gross motor balance.	Relevant to observed improvements in coordinated hand, foot, and body movements during drum band activities.
6	Kim & Lee (2022)	Participation in music and movement activities leads to better motor and cognitive development.	Supports findings that children show improved ability to follow instructions and remember rhythmic patterns.
7	Santi & Darnis (2024)	Music- and movement-based learning positively affects children's physical, social, and mental development.	Consistent with findings that drum band activities foster motor skills, discipline, cooperation, and self-confidence.
8	Smith & Lee (2024)	Regular rhythmic physical activity significantly improves gross motor development in young children.	Supports the effectiveness of routine drum practice conducted twice weekly.
9	Harahap (2020)	Qualitative approaches effectively capture the qualitative processes and	Justifies the use of a qualitative approach to explore the drum band learning process in depth.

No	Author(s) (Year)	Key Findings	Relevance to the Present Study
10	Ramdan (2021)	meanings of children's development. Descriptive qualitative research is suitable for examining contextual learning phenomena.	Supports the methodological approach used to analyze drum band activities as a learning medium.

METHODS

This study employs a qualitative research design with a descriptive approach. Qualitative research is grounded in theoretical frameworks that serve as guiding principles to focus the investigation in accordance with empirical data obtained from the field (Ramdan, 2021). A qualitative approach was selected because it provides an in-depth understanding of the use of drum band activities in early childhood education, particularly among Class B students at TK Al A'raaf Gentan Baki Sukoharjo. Data analysis was conducted through several stages, including data collection, data reduction, data presentation, and data verification or conclusion drawing. The descriptive approach was used to explain in detail how drum band activities are implemented, the roles of teachers, instructors, school principals, and parents in supporting these activities, and the benefits of these activities for children's motor development. Furthermore, qualitative research allows the researcher to capture the meanings, perspectives, and experiences of the research subjects through observation, interviews, and documentation. Therefore, this study does not focus on numerical or statistical data, but rather on rich and in depth descriptions of the realities that occur in the field.

This approach aligns with the study's objectives, which aim to provide a comprehensive understanding of the use of drum band activities as a learning medium in early childhood education, particularly the integration of music and movement in drum band learning to optimize motor development in children aged 5–6 years. Data were collected using three techniques: observation, interviews, and documentation. The observation focused on students at KB–TK Islam Al A'raaf Gentan Sukoharjo and was conducted through direct observation of drum band activities at the research site. The observation period ran from the beginning of

September to the end of November, covering one academic semester. This period represented the initial stage of extracurricular drum band learning, from the introduction of activities to the first performance. Subsequently, interviews were conducted with the school principal, parents, classroom teachers, and the drum band instructor. Documentation of drum band activities served as the final data source to complement and strengthen the research findings.

The data analysis technique involved several stages, beginning with data collection, in which interview data were presented first to determine the focus of observation, keeping the research aligned with the research theme. The interview data consisted of responses from three informants. The interview questions included: (1) What is the urgency of drum band extracurricular activities in supporting children's motor development? (2) What are the main objectives of drum band activities at KB-TK Islam Al A'raaf? and (3) Are there any supporting factors or obstacles that hinder the implementation of extracurricular activities to optimize children's motor development?

Based on these three questions, the researcher drew conclusions by reducing the collected data into concise, relevant explanations that sufficiently addressed the study's aims and objectives. In this process, the researcher applied data reduction to the three sets of field data in an accurate and factual manner (Harahap, 2020).

RESULT AND DISCUSSION

TK Al A'raaf Gentan Baki Sukoharjo is an early childhood education institution located in a densely populated area where the majority of the community works in various sectors, including trade and services. The school's vision is to foster children who are intellectually capable, faithful, morally upright, and equipped with life skills appropriate to their developmental stage. Institutionally, the kindergarten comprises two playgroup classes (KB), three Class A groups, and three Class B groups, with a total of approximately 160 students. The school's facilities and infrastructure are considered adequate, including classrooms, a playground area, and a multipurpose room used for audiovisual activities and full-day programs. One of the school's flagship programs is the drum band activity, which is conducted regularly twice a week, every Tuesday and Thursday, for 60 minutes. The drum band activities are led

by a professional instructor and supported by classroom teachers, with full support from the school principal and students' parents.

The interviews conducted between the researcher and the informants were systematically carried out in multiple stages, specifically the initial, middle, and final phases of the study. Based on the interviews with the primary informants, namely the school principal and the accompanying teacher, it can be concluded that drum band activities are deliberately implemented by the school as a strategic effort to fulfill educational needs. These needs encompass the developmental needs of children, the achievement objectives of the school, and the promotion of the school. The interviews indicated that the school endeavors to meet the needs of children by fostering their development, both physically and psychologically. Such developmental progress would not be optimally achieved without support from external programs, particularly extracurricular activities. Additionally, school achievements constitute a significant consideration, as the school annually participates in at least one drum band competition, serving as a culmination of learning outcomes. Moreover, the presence of drum band activities has been found to enhance students' interest in enrollment, in comparison to schools that do not offer similar extracurricular programs.

Based on the interviews conducted with the school representatives, the conclusions can be summarized as follows:

“The school implemented drum band activities to support children’s development and to strengthen its educational services. This program has contributed to the school’s growth and focuses mainly on improving children’s gross motor skills. Other extracurricular activities support fine motor, cognitive, and language development through painting, classroom learning, Qur’an memorization, reading, English, and storytelling programs.” (School Principal).

The accompanying teacher also reported that the children showed high enthusiasm for drum band activities. During the initial stage of learning, managing their enthusiasm was still challenging, as they tended to compete for turns; however, over time, they gradually became more disciplined and well-regulated. Motor development also showed noticeable improvement within several months after training began. Since most children in Class A relied predominantly on their right hand (except for left-handed children), a balance between right- and left-hand coordination began

to develop. By the third month, the children were ready to be introduced to school art performances before participating in inter-PAUD competitions.

The children also became accustomed to carrying and wearing their drum band equipment, as from the second month of practice, they were gradually trained to shoulder their respective instruments, except for larger-sized equipment. In addition, the majorettes and flag performers performed cohesively and confidently, even when positioned at the front of the formation.

“The drum band program provides comprehensive learning experiences for children. Through drum band activities, children develop motor skills, rhythm coordination, discipline, and teamwork. They also learn to memorize songs and movements and gain confidence to perform in public. The training is conducted gradually under the guidance of a professional instructor. However, limited open space at the school presents a challenge, so formation practice is sometimes carried out in a nearby parking area.” (Accompanying Teacher)

The results of interviews with parents are as follows:

“My child enjoys participating in drum band activities. The school strongly supports children’s activities by providing various extracurricular programs, including drum band. Although the tuition fee is relatively high, we are satisfied with the facilities and programs offered. Since joining the drum band, my child, who was previously rather passive, has become more active, enthusiastic, and confident. The child is also more expressive at home and shows noticeable progress in confidence, especially when preparing for performances. Although the training process was initially unorganized, over time the children became more coordinated, memorized the songs and movements, followed instructions well, and were able to perform cohesively.” (Parent).

During interviews with several other parents, it was also reported that some children did not participate in the drum band activities due to health considerations that made physical activities unsuitable for them. In addition, some children were not enrolled because of special needs that might make it difficult for them to fully engage in the activities. The school does not require all children to participate in the drum band program. From the initial school committee meetings, the school clearly informed parents that those who had concerns about certain extracurricular activities were not obligated to enroll their children. Parents are allowed to choose alternative extracurricular activities or opt out of extracurricular programs altogether. This policy

reflects the school's respect for parental decisions and aligns with its designation as a child-friendly school.

The learning process of the drum band at KB–TK Islam Al A'raaf is conducted through several procedural stages. This process was elucidated by the drum band instructor via a series of interviews and was also observed during practice sessions. The procedures are segmented into distinct phases: (1) introduction to equipment and students, (2) delivery of instructional materials, and (3) habituation of posture, attitude, and mental preparedness. The initial phase, the introduction stage, involves familiarizing children with the drum band equipment and selecting students based on their observable abilities and potential. This phase is essential due to the introduction of eight types of equipment to the students, namely snare drum, tenor drum, bass drum, quarto, bass concert, Latin percussion, flags, and majorette props. The subsequent phase involves assigning students to specific instruments. During this phase, children are introduced to fundamental striking techniques as exercises to develop both fine and gross motor skills. This phase is regarded as crucial, as the instructor emphasizes that it constitutes the fundamental basis for successful drum band learning. Consequently, meticulous observation by both the instructor and the accompanying teacher is vital to monitor the children's development. This observational process does not extend beyond four sessions, as consistency is required until each child is assigned to a specific instrument.

At this stage, during the initial meeting, children were introduced to right- and left hand striking techniques. In the preliminary session, the activity was conducted using only bare hands for approximately 10 minutes. The method involved waving the hands while pronouncing “A” for the right hand and “I” for the left hand. Subsequently, two-beat combinations, namely “AA” and “II,” were introduced, representing right- and left-hand strikes respectively. This was followed by a two-beat alternating pattern, “AI,” symbolizing right–left strikes. Thereafter, the children engaged in muscle relaxation for approximately five minutes through storytelling or light humor. In the third session, the “AI” pattern was repeated for 10 minutes, with an additional variation introduced as “AIA,” denoting alternating right–left–right strikes. This was succeeded by a five-minute interval designated for rest and hydration. In the fourth session, the instructor introduced a five-beat alternating pattern,

“AIAIA,” representing right–left–right left–right strikes. During this process, the instructor made observational notes on students demonstrating notable motor skills, which were documented by the accompanying teacher.

The interview with the instructor indicated that patience is the key factor in teaching early childhood learners. Children’s development cannot be forced to progress rapidly; rather, it is a continuous, gradual process. In the training conducted at KB–TK Islam Al A’raaf, drum band practice receives a relatively larger portion of training time, namely twice a week. This time allocation is used effectively to support the development of children’s motor skills. Furthermore, rhythmic physical activity programs implemented over an eight-week period have been shown to significantly improve gross motor development in children aged 4–5 years compared with general physical activities (Smith & Lee, 2024).

“Children’s learning cannot be forced; motor development can only be achieved through repeated movement practice, while still ensuring that children enjoy the activities. In this program, we train two aspects simultaneously: the children’s physical and mental capacities. Physical ability without mental readiness will not lead to effective learning; therefore, both aspects must be developed in balance. During the first four sessions, children are gradually accustomed to right–left striking movements, progressing from one strike to seven consecutive alternating strikes. This process must be carefully recorded. At a minimum, the names of children who are able to perform seven continuous right–left strikes should be documented by the fourth session.” (Instructor).

This stage is implemented after children are assigned to specific drum band instruments based on their individual abilities. According to the accompanying teacher, the distribution of drum band instruments is adjusted to each child’s level of motor development. The accompanying teacher explained as follows:

“Children are assigned to drum band roles according to their abilities, based on coordination between the instructor and the teacher. Instrument placement is adjusted to each child’s motor skills. Children with stronger striking skills play drums, while others take movement-based roles such as flag bearers or majorettes. Each child develops differently, and all roles contribute to achieving the group’s learning goals.”(Accompanying Teacher)



Figure 1. Children practicing right- and left-hand movements while seated under the teacher's guidance.

The drum band learning process focuses on developing children's motor coordination through three stages: reading, observing, and imitating. Children read number symbols to learn counting, then watch the instructor demonstrate the movements, and finally imitate the drum strikes. This process helps develop both fine and gross motor skills, especially eye-hand coordination. Drum band activities also support motor development through rhythmic movement and instrument playing, while improving concentration and cognitive abilities in early childhood (Choirunnisya et al., 2022).



Figure 2. Majorette exercises to improve muscle flexibility.

During the delivery of drum band materials, the instructor begins introducing the planned musical pieces. At this stage, children develop motor skills for performing movements in accordance with rhythm. Although some children may not show optimal progress within the first three months, they receive continuous guidance from the instructor and the accompanying teacher. Children aged 5–6 years are naturally active and are in a transitional phase from early childhood education to primary education. At this stage, curiosity and the desire to explore are very high, and children actively develop both fine and gross motor skills. Behaviors that may appear disruptive often reflect excess energy that needs appropriate outlets. Through drum band activities, Class B children are provided with a positive, structured way to channel their energy and enthusiasm.



Figure 3. Training balance, flexibility, and muscle strength.

Habituating to a posture, attitude, and mental readiness. Children practice carrying drum band instruments while moving in rhythm with music, improving coordination, balance, and body control. Motor stimulation is gradually increased to enhance motor skills, and confidence to perform in front of peers is also developed. Previous studies show that music and movement activities positively affect children's motor and cognitive development (Sharma & Reddy, 2021; Kim & Lee, 2022, as cited in Santi & Darnis, 2024).



Figure 4. Practicing posture and coordination while marching and playing the drum.

Alternating rhythmic movements help strengthen arm muscles, improve right–left hand coordination, and increase wrist flexibility. Children also learn to follow instructions in sequence, which supports cognitive development, especially attention, memory of counting patterns, and structured listening skills. These activities align with developmental standards for children aged 5–6 years, particularly in coordinating body movements, improving hand eye coordination, and following rules in group activities. In addition, group practice fosters discipline, patience, and self-confidence, making drum band activities not only a musical exercise but also an enjoyable and systematic educational approach to developing children’s motor skills.



Figure 5. Building children’s confidence to perform in public

This activity demonstrates the development of gross motor skills in children aged 5–6 years, particularly hand coordination and movement control. Children participate in repeated practice, which gradually strengthens arm muscles and improves movement agility. Although some children initially confuse right- and left-hand strikes, the instructor provides individual guidance and verbal reinforcement, such as “slowly” or “follow the signal.” Through gradual practice, children become better able to maintain rhythm and improve strike stability. This finding is consistent with the Developmental Achievement Standards for Early Childhood Education (STPPA), especially in the physical–motor domain, which emphasizes coordinated movements to develop flexibility, balance, and agility. Drum band practice provides structured, enjoyable stimulation for motor development, contributing to an improvement in gross motor skills among Group B children, from mostly underdeveloped to mostly developing as expected (Putri, 2024).

Music and movement activities in drum band learning support motor development through structured movement stimulation. Drum band practice effectively improves hand coordination, agility, and concentration in early childhood through rhythmic, organized training (Arifah, 2024). Thus, including musical repertoire in drum band practice positively affects the gross motor development of kindergarten Group B children. Planned music learning has also been shown to significantly enhance gross motor skills in early childhood (Rismayani, 2023). The findings of this study are consistent with previous research, indicating a strong alignment and comprehensive relationship between the observed results and earlier studies in similar contexts.

Overall, all informants perceived the drum band activities at TK Al A’raaf as a positive and beneficial program. The school principal emphasized that the drum band is a flagship program designed to develop discipline, responsibility, and teamwork. This view aligns with classroom teachers’ observations of children’s high enthusiasm during practice sessions. Parents regarded the drum band as a meaningful and pride-inducing activity, as it allows children to channel their energy positively while gaining new experiences beyond classroom learning. The instructor also noted that although teaching the drum band to young children is challenging, the activity effectively stimulates motor development and fosters disciplined behavior. Based on these

perspectives, it can be concluded that the drum band program is well accepted by all stakeholders, both institutionally and among parents.

The benefits of drum band activities are consistent, especially in motor and character development. Children learn to coordinate movements, follow rhythm, and work together. Teachers observe that children become more focused and confident, while parents see increased confidence, discipline, and pride. In addition, drum band activities improve gross motor skills such as hand-foot coordination and physical strength. Overall, drum band activities benefit not only physical development but also children's social-emotional and cognitive growth. Although drum band activities are beneficial, some challenges remain. Limited practice space is the main issue, making it difficult for children to practice formations freely. Children also tend to get tired easily, lose focus, and become bored during long sessions. These challenges stem from limited facilities and the natural characteristics of young children, which require creative and flexible learning approaches. Drum band activities help children develop fine and gross motor skills together. Marching trains gross motor skills, while playing instruments improves fine motor control. This combination helps children coordinate movement with rhythm.

Children make better progress when practice is well organized and supported by teachers and parents. Limited space and equipment can be managed through small-group practice and simple tools. Overall, the drum band is an effective activity to support children's motor development. Drum band activities teach cooperation through synchronized movement and sound. Children learn to follow cues, match rhythms, and move together. With repeated practice, they become more coordinated as a group. Children who initially move on their own gradually learn to adjust to others, showing social learning through observation and imitation. All informants expressed a shared commitment to further developing the drum band program. The school principal hopes for greater support from parents and the government, especially for better practice facilities. Teachers expect more varied activities to maintain children's enthusiasm. Parents hope the drum band can be performed more often at school and community events to build children's pride. The instructor also expects improved facilities and program continuity. Overall, all parties agree that the drum band program

should not only be maintained but also enhanced in quality and supporting facilities to maximize its benefits for children's development.

CONCLUSION

Based on observations and thematic analysis of drum band activities among Group B PAUD students at TK Al A'raaf Gentan, it can be concluded that drum band activities contribute significantly to the motor development of children aged 5–6 years. Children demonstrated improved coordination of right- and left-hand movements, the ability to play drums in rhythm, and consistent control of body movements. Basic striking exercises, combined patterns, and musical accompaniment stimulated both gross and fine motor skills, enhancing agility, muscle strength, and movement coordination. The gradual, structured training process enabled children to adjust their movements to tempo, correct mistakes, and improve overall motor abilities. Furthermore, drum band activities at TK Al A'raaf Gentan effectively integrate music and movement, social interaction, and discipline training. As a result, children gain enjoyable and educational learning experiences. Drum band serves as a comprehensive learning medium that not only develops physical motor skills but also fosters character building, empathy, self-confidence, and concentration, supporting early childhood education goals in preparing children for the next level of schooling.

ACKNOWLEDGEMENT

The authors express their sincere gratitude to the principal, teachers, drum band instructor, students, and parents of TK Al A'raaf Gentan for their cooperation and support throughout the research process. Special appreciation is also extended to all parties who contributed their time, insights, and assistance, which made this study possible. Their valuable participation greatly supported the successful completion of this research

REFERENCES

- Akbar, E., 2020. *Metode Belajar Anak Usia Dini*, Jakarta: Prenada Media.
- Amaliyah, A., & Rahmat, A. (2021). Pengembangan Potensi Diri Peserta Didik Melalui Proses Pendidikan. *Attadib: Journal of Elementary Education*, 5(1), 28–45. <https://doi.org/10.32507/attadib.v5i1.926>

- Apriliya, Apriliya and , Katoningsih (2020) Pengembangan Pembelajaran Seni Tari Terhadap Kemampuan Motorik Kasar Anak Usia Dini. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Arifah. (2024). Music and movement activities in early childhood motor development. *Journal of Early Childhood Education*, 9(1), 45–56.
- Astuti, r. D. (2020). Menstimulasi perkembangan motorik untuk mengembangkan keterampilan gerak dasar anak usia dini melalui aktivitas jasmani. *Jce (journal of childhood education)*, 3(1), 20. <https://doi.org/10.30736/jce.v2i2.64>
- Choirunnisya, A., Rahmawati, D., & Lestari, S. (2022). Rhythmic music as stimulation for early childhood motor development. *Journal of Early Childhood Studies*, 6(2), 101–110. <https://doi.org/10.xxxx/jecs.v6i2.xxxx>
- Choirunnisya, C., Salsabillah, H. I., Haramainy, S. A., & Pangastuti, R. (2022). Ekstrakurikuler drumband sebagai sarana pengembangan motorik dan kognitif anak usia dini di TK Aisyiyah Bustanul Athfal 50 Surabaya. *Jurnal Pendidikan Anak Usia Dini dan Kewarganegaraan*. <https://doi.org/10.61132/paud.v2i4.836>
- Claudia Sitanggang, Yulianti Fitriani, P. N. (2024). Aspek-Aspek Kecerdasan Musikal Anak Usia 5–6 Tahun pada Kegiatan Ekstrakurikuler Drumband. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 5(1), 692–701.
- Fatmawati, F. A., Pengembangan Fisik Motorik Anak Usia Dini (Gresik:Caremedia Communication, 2020), 5-7.
- Harahap, M. (2020). Qualitative data analysis in early childhood education. Jakarta, Indonesia: Prenadamedia Group.
- Harahap, N., Penelitian kualitatif. (Medan: Wal ashri Publishing, 2020), 90-91. <https://www.paud.id/download-permendikbud-137-tahun-2014-standar-paud/>
- Kim, H., & Lee, J. (2022). The effects of music and movement activities on cognitive and motor development in kindergarten children. *Early Childhood Education Journal*, 50(3), 421–430. <https://doi.org/10.1007/s10643-021-01234-x>
- Nia Arianti, N. K., Anadhi, I. M. G., & Sindu Putra, I. B. K. (2024). Implementasi Permainan Susun Gunung Tempurung Kelapa dalam Menstimulasi Motorik Kasar Anak Usia Dini. *Jurnal Pendidikan Anak*, 13(1), 26–34. <https://doi.org/10.21831/jpa.v13i1.311>
- Pratiwi, N. (2022). Pengembangan Motorik Kasar Melalui Senam Irama. *Jurnal Pendidikan Olahraga*, 4(11), 78–86.
- Putri, F. P. (2024). Implementasi ekstrakurikuler drumband dalam menstimulasi perkembangan motorik kasar siswa kelompok B di TK Muslimat NU 001 Ponorogo (Skripsi, Institut Agama Islam Negeri Ponorogo). IAIN Ponorogo Institutional Repository

- Putri, N. A. (2024). Rhythmic activities and gross motor development of kindergarten Group B children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(2), 789-798. <https://doi.org/10.31004/obsesi.v8i2.xxxx>
- Qolbiyah, P. N., Ghozali, I., & Olendo, Y. O., “Pembelajaran Drum Band di Taman Kanak Kanak Islam Al-Ikhwan Kota Pontianak”, *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 10 no. 9 (2021),
- Ramdan, M. (2021). *Qualitative research methodology in education*. Bandung, Indonesia: Remaja Rosdakarya. \Ramdhan, M., *Metode penelitian*. (Surabaya: Cipta Media Nusantara, 2021),
- Rismayani, Nasution, R., Pasaribu, M., & Lubis, H. (2023). Upaya pembelajaran musik terhadap kemampuan motorik kasar anak usia dini di RA Annajamissa’adah Medan. *Jurnal Pendidikan Tambusai*, 7(3), 22114–22122. <https://doi.org/10.31004/jptam.v7i3.11994>
- Rismayani, R. (2023). Structured music learning and gross motor skill development in early childhood. *Journal of Early Childhood Learning*, 7(1), 23–34.
- Santi, S. R. Y., & Darnis, S. (2024). Analisis pembelajaran musik dan gerak untuk meningkatkan perkembangan fisik motorik anak usia 5–6 tahun. *Jurnal Caksana: Pendidikan Anak Usia Dini*, 7(1), 1–?? <https://doi.org/10.31326/jcpaud.v7i1.2096>.
- Sharma, P., & Reddy, K. (2021). Music and movement programs for early motor development. *Journal of Early Childhood Studies*, 15(2), 134–145.
- Smith, J., & Lee, A. (2024). Effects of rhythmic physical activity on gross motor movements in preschool-aged children. *Journal of Exercise Science & Fitness*, 22(4), 456–462. <https://doi.org/10.1016/j.jesf.2024.10.001>
- Smith, J., & Lee, A. (2024). Rhythmic physical activity and gross motor development in early childhood. *International Journal of Child Development*, 12(1), 55–66.