

# Involvement of Parents and Teachers in Enriching Vocabulary of Young Children Through Children's Songs

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**Abstract**—The Indonesian government has issued a policy for establishing Early Childhood Education (ECE) centers in every village, which various stakeholders support. Due to the vast geographical distribution and the various aspects of life, the quality of ECE implementation varies. ECE centers in major cities generally have high quality, whereas those in rural areas have lower quality. One of the issues that is concerning is the quality of ECE teachers. In rural areas, most ECE teachers are housewives with high school diplomas who have not received formal training as ECE educators. ECE institutions play an essential role as one of the most strategic elements laying the foundation for children's preparation for further education, which will determine their overall development and future. One crucial aspect in ECE is how children are introduced to their environment through age-appropriate songs. Parental involvement in presenting children's songs is essential, complementing what teachers have taught in schools. The collaboration between parents and teachers in introducing suitable children's songs has not yet been realized. This is evidenced by the fact that 61% of teachers have not adequately selected songs for children to be taught. Nevertheless, a process of vocabulary enrichment may take place through children's songs.

**Index Terms**—parents, teachers, children's songs

## I. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System, Article 1, Clause 14, page 6, states that Early Childhood Education (ECE) is an effort aimed at the development of children from birth to the age of six, implemented through the provision of educational stimuli to support physical and spiritual growth and development, thereby preparing children for further education. A derivative of this law is the Regulation of the Minister of Education and Culture No. 84 of 2014, which stipulates that village governments may establish ECE units, district/city governments, legal entities, groups of individuals, and private individuals (Ministerial Regulation No. 84 of 2014 on the Establishment of Early Childhood Education Units, 2018). Regarding the financing of ECE, the Ministry of Village Development issued Ministerial Regulation No. 8 of 2022, which prioritizes using village funds for financing ECE units in villages. According to this regulation, village funds may be used to construct or renovate schools, procure learning facilities such as books and stationery, and train teachers.

One of the emerging issues related to implementing Early Childhood Education (ECE) across Indonesia is the low quality of ECE teachers. The integration of ECE (particularly Playgroups and Early Childhood Education Centers) with community health posts (POSPAUD) has transformed the perception of educational institutions, which should be managed by professional educators, into childcare facilities that require caregivers rather than educators. As a result, ECE institutions are predominantly staffed by housewives, particularly neighborhood and village leaders, who lack the qualifications to serve as professional educators. The growth of ECE initiatives led by non-working mothers, including those from Family Welfare Programs (PKK), not only aims to meet the demands of working women but also poses a significant risk to the future of children, as they are cared for by entirely unqualified individuals (Seprie, 2024, p. 50). In fact, early childhood education focuses on laying the foundation for physical growth and development, which includes motor coordination; cognitive abilities such as thinking skills, creativity, emotional intelligence, and spiritual intelligence; socio-emotional aspects (attitudes, behaviors, and religious values); as well as language and communication, in accordance with the uniqueness and developmental stages experienced by young children (Sabri, 2020, p. 80). Learning is directed towards developing and enhancing inherent potential abilities, such as language, social, emotional, motor, spiritual, and intellectual skills, designed to avoid overwhelming young children (Mulyasa, 2014, p. 61).

Considering that some ECE teachers lack the necessary qualifications, the role of parents is essential in supporting teachers in nurturing their children's potential. Parents and ECE teachers need to collaborate. This collaboration can take

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the form of workshops involving parents and ECE teachers to share information to optimize children's potential (Widyastuti, 2018, p. 71). Parental involvement begins with the child's placement in school and continues through collaboration with teachers and the school (Sab'na, 2020, p. 9). Collaborative efforts may include parenting workshops that engage parents and ECE teachers in addressing challenges parents and children face (Jamilah, 2021, p. 135). Additionally, collaboration between parents and ECE teachers can foster children's independence (Amaliana & Afrianti, 2022, p. 59), involve parents and the community in shaping the morality of young children (Hasibuan et al., 2023, p. 26), and build a conducive reading environment (Maulidah, 2024, p. 160). Furthermore, the involvement of parents and teachers is crucial for providing emotional stability for children (Afia & Malik, 2024, p. 66) and collaborating with schools to implement learning plans (Bambang & Sofyan, 2024, p. 71). Parents can also serve as translators of their children's language to teachers who may not understand the child's first language, especially since many young children in rural areas still cannot speak Indonesian (Rusyana & Rohmah, 2024). Ideally, parents and ECE teachers should recognize the critical role of language development in listening, speaking, reading, and writing (Kim & Kim, 2025). Based on these references, it can be concluded that collaboration between parents and ECE teachers may include selecting and determining the appropriate school, addressing challenges faced by children, parents, and teachers, enhancing conducive learning situations, achieving learning objectives, and fostering children's independence and morality. However, it cannot be denied that achieving positive collaboration between parents and ECE teachers is challenging (Kweon & 하연희, 2014), and even parents who are ECE teachers themselves often find it challenging to collaborate with their child's ECE teacher (Chae & Oh, 2024, p. 135).

Based on the explanation above, research on the collaboration between parents and teachers in enriching children's vocabulary through songs for young children is an intriguing area of study. The central question is whether this collaboration can be realized. This study aims to describe the collaboration between parents and ECE teachers in enriching young children's vocabulary by teaching age-appropriate children's songs in the ECE institutions of Bogor, Cianjur, Depok, and Sukabumi.

## II. METHOD

This article presents the results of a qualitative descriptive study employing purposive sampling as outlined by Sugiyono (2017, p. 16). Observations and data collection were conducted through questionnaires administered to ECE teachers in Bogor, Cianjur, and Depok districts from April 9 to April 21, 2025. A total of 67 ECE teachers completed the questionnaires. The collected data were recorded, classified, and analyzed using the determinant element sorting technique (Sudaryanto, 1993, pp. 142-143). The tools for data analysis employed included song meaning techniques (Rosmiati, 2014, pp. 75-81), profiles of children's songs (Rina Wulandari, 2021, p. 73), and singing learning procedures (Rame et al., 2024, pp. 95-97; Ria Octa Viana et al., 2023, p. 10), as well as the forms of collaboration that occur between parents and teachers (Amaliana & Afrianti, 2022, p. 59; Maulidia & Hasibuan, 2021, p. 26; Maulidah, 2024, p. 160; Afia & Malik, 2024, p. 66; Bambang & Sofyan, 2024, p. 71), and the process of acquiring new vocabulary in Indonesian (Maulidia & Hasibuan, 2021, p. 819; Nurhayati et al., 2021, pp. 21-27).

## III. RESULTS AND DISCUSSION

### A. Profile of Children's Songs

This study collected 64 songs from 67 ECE teachers in Bogor, Cianjur, Depok, and Sukabumi districts. Table 1 shows the 64 songs taught by the ECE teachers.

TABLE 1  
TAUGHT BY THE ECE TEACHERS

No	Song Title in Indonesian	Song Title in English
1	Aku Anak Mandiri	I Am an Independent Child
2	Aku Cinta Al-Quran	I Love the Quran
3	Aku Seorang Kapiten	I Am a Captain
4	Allah Maha Pengasih	Allah, The Most Compassionate
5	Ambilkan Bulan Bu	Please Get the Moon, Mom
6	Anak Gembala	The Little Shepherd
7	Asmaulhusna (bahasa Arab)	The 99 Names of Allah (in Arabic)
8	Aya Hiji Kurung (bahasa Sunda)	One Locked Door (in Sundanese)
9	Balonku Ada Lima	I Have Five Balloons
10	Bangun Tidur	Wake Up
11	Bintang Kecil	Little Star
12	Bintang Kejora	The Morning Star
13	Boneka Abdi (bahasa Sunda)	My Doll (in Sundanese)
14	Burung Kakak Tua	The Old Cockatoo
15	Burung Kutilang	The Kutilang Bird
16	Cicak-cicak di Dinding	Geckos on the Wall
17	Cuci Tangan	Wash Your Hands
18	Desaku yang Permai	My Beautiful Village
19	Di Sini Senang Di Sana Senang	Happy Here, Happy There
20	Dua Mata Saya	My Two Eyes
21	Gajah dan Semut	The Elephant and the Ant
22	Garuda Pancasila	Garuda Pancasila
23	Guruku Tersayang	My Beloved Teacher
24	Hafalan Hadits	Memorizing Hadith
25	Hujan Turun	The Rain is Falling
26	Ibu Kita Kartini	Our Mother Kartini
27	Ikan Berenang	The Fish is Swimming
28	Indonesia Raya	Great Indonesia
29	Kalau Kau Suka Hati	If You're Happy
30	Kapal Api	The Steamship
31	Kasih Ibu	A Mother's Love
32	Kemarin Paman Datang	Uncle Came Yesterday
33	Kepala Pundak Lutut Kaki	Head, Shoulders, Knees, and Toes
34	Kujaga Tubuhku	I Take Care of My Body
35	Kupu-kupu yang Lucu	The Cute Butterfly
36	Lagu Rohani	Spiritual Song
37	Lihat Kebunku	Look at My Garden
38	Mastaka Taktak (bahasa Sunda)	Mastaka Taktak (in Sundanese)
39	Naik Becak	Riding a Pedicab
40	Naik Delman	Riding a Horse Carriage
41	Naik Kereta Api	Riding a Train
42	Naik-Naik ke Puncak Gunung	Climbing to the Mountain Top
43	Nama-nama Nabi Beserta Tugasnya	Names of Prophets and Their Duties
44	Pamanku dari Desa	My Uncle from the Village
45	Pelangi-pelangi	Rainbow, Rainbow
46	Potong Bebek	Cutting the Duck
47	Rukun Iman	The Pillars of Faith
48	Rukun Islam	The Pillars of Islam
49	Sayang Semuanya	Love Everyone
50	Sekolah Ramah Anak	Child-Friendly School
51	Sekolahku	My School
52	Sepuluh Malaikat	Ten Angels
53	Sipakugelang	Sipakugelang
54	Taman Kanak-kanak	Kindergarten
55	Tamasya	Picnic
56	Tas Merah	The Red Bag
57	Tepuk Tangan	Clapping Hands
58	Terima Kasih Guru	Thank You, Teacher
59	Tik-tik Bunyi Hujan	Drip Drip Goes the Rain
60	Tokecang	Tokecang
61	Topi Saya Bundar	My Hat is Round
62	Tujuh Kebiasaan Hebat Anak Indonesia	Seven Great Habits of Indonesian Children
63	Tukang Bakso	The Meatball Seller
64	Twinkle-Twinkle Little Star	Twinkle-Twinkle Little Star

Among the 64 songs, ten are the most frequently sung ones, consisting of: *Balonku Ada Lima*, *Bangun Tidur*, *Burung Kutilang*, *Desaku yang Kucinta*, *Kepala Pundak*, *Kupu-kupu yang Lucu*, *Lihat Kebunku*, *Naik Delman*, *Naik-naik ke Puncak Gunung*, and *Sayang Semuanya*. Although these ten songs are the most commonly taught by ECE teachers,

examining whether they meet the criteria or profile of children's songs is essential. Songs suitable for young children should be simple, short, repetitive, and relevant to the needs and experiences of children (Wicaksono & Utomo, 2017, pp. 92-93; Rina Wulandari, 2021, p. 73). This verification is necessary given the current trend of young children singing adult songs, often without understanding the meaning of the lyrics they perform. Scarvanovi, a sociologist from Universitas Negeri Solo, states that young children merely imitate or mimic, which is inappropriate as it does not align with the challenges they should be facing (Dian Ihsan, 2021, p. 1). The vocabulary used in these songs begins with the introduction of body parts, habits related to waking up, numbers, names of colors, names of plants, names of animals, names of professions, the environment, and more. This aligns with Mulyasa's assertion that children can recognize various aspects such as creatures, colors, shapes, smells, tastes, sounds, and sizes in nature (Mulyasa, 2014, p. 108). Through these songs, the process of enriching children's vocabulary is experienced joyfully and happily.

Based on the experts' opinions, Table 2 below shows the profiles of the ten most frequently taught children's songs by ECE teachers. This table summarizes the discussion of the songs, providing a simple overview for better understanding.

TABLE 2  
PROFILE OF THE MOST FREQUENTLY TAUGHT CHILDREN'S SONGS BY ECE TEACHERS

No	Song Title	Number				Meaning of the Word	Level Description	
		Teachers Who Teach	Verse	Repetition	Word		Complexity	Suitability
1	Balonku Ada Lima	66	1	2	26	Denotative	Simple	Suitable
2	Bangun Tidur	64	1	7	16	Denotative	Simple	Suitable
3	Burung Kutilang	35	2	3	37	Denotative	Simple	Suitable
4	Desaku yang Kucinta	34	1	2	23	Denotative	Simple	Suitable
5	Kepala, pundak, lutut, kaki	61	1	3	9	Denotative	Simple	Suitable
6	Kupu-kupu yang Lucu	46	1	3	25	Denotative	Simple	Suitable
7	Lihat Kebunku	61	1	4	20	Denotative	Simple	Suitable
8	Naik Delman	61	1	4	34	Denotative	Simple	Suitable
9	Naik-naik ke Puncak Gunung	63	1	2	30	Denotative	Simple	Suitable
10	Sayang Semuanya	59	1	4	20	Denotative	Simple	Suitable

Based on Table 1 above, the ten songs are appropriate for young children because they are simple, short, repetitive, and their content aligns with the needs and experiences of children (Wicaksono & Utomo, 2017, pp. 92-93; Rina Wulandari, 2021, p. 73). The remaining 54 songs were only taught by one teacher, two teachers, and at most only by eleven teachers (such as Bintang Kecil and Pelangi-Pelangi). Based on the criteria for children's song profiles, these 54 songs can be classified as follows:

**(1) Suitable for the profile of early childhood songs [simple, short, repetitive, content appropriate], totaling 31 songs, namely:**

*Aku Anak Mandiri* [I Am an Independent Child],  
*Aku Cinta Al Quran* [I Love the Quran],  
*Aku Seorang Kapiten* [I Am a Captain],  
*Allah Maha Pengasih* [Allah the Most Merciful],  
*Ambilkan Bulan Bu* [Please Take the Moon, Mom],  
*Anak Gembala* [Shepherd Child],  
*Bintang Kecil* [Little Star],  
*Kujaga Diriku* (Sentuhan Boleh Sentuhan Tidak Boleh) [I Take Care of Myself (Touches Allowed and Not Allowed)],  
*Bintang Kejora* [Morning Star],  
*Boneka Abdi* [My Doll],  
*Burung Kakak Tua* [The Cockatoo],  
*Cicak-cicak di Dinding* [Geckos on the Wall],  
*Cuci Tangan* [Hand Washing],  
*Di Sini Senang Di Sana Senang* [Happy Here, Happy There],  
*Dua Mata Saya* [My Two Eyes],  
*Hujan Turun* (Tik-Tik Bunyi Hujan) [It's Raining (Drip-Drip Goes the Rain)],  
*Ikan Berenang* [Swimming Fish],  
*Kalau Kau Suka Hati* [If You're Happy and You Know It],  
*Kapal Api* [The Steamship],  
*Kasih Ibu* [Mother's Love],  
*Mastaka Taktak* [Bald Head],  
*Naik Becak* [Riding a Pedicab],  
*Naik Kereta Api* [Riding a Train],  
*Pelangi-Pelangi* [Rainbow-Rainbow],  
*Potong Bebek* [Cut the Duck],  
*Sipakugelang* [Hand-Clapping Game],

*Taman Kanak-Kanak* [Kindergarten],  
*Tamasya* [Picnic],  
*Tepuk Tangan* [Clap Your Hands],  
*Tukang Bakso* [The Meatball Seller],  
*Twinkle-Twinkle* [Twinkle-Twinkle].

**(2) Not yet appropriate for early childhood because the lyrics are relatively long, the meanings are difficult to grasp, and the melodies are too complex, totaling eight songs:**

*Asmaulhusna* [The Beautiful Names of Allah],  
*Kemarin Paman Datang* [Uncle Came Yesterday],  
*Rukun Iman* [The Pillars of Faith],  
*Rukun Islam* [The Pillars of Islam],  
*Sekolahku* [My School],  
*Sekolah Ramah Anak* [Child-Friendly School],  
*Tokecang* [meaningless],  
*Tujuh Kebiasaan Hebat Anak Indonesia* [Seven Great Habits of Indonesian Children].

**(3) Less appropriate because the song unknowingly contains elements of violence** (Gajah dan Semut [The Elephant and the Ant]), and expresses male interest in a woman (Aya Hiji Kurung [There Is a Cage]).

**(4) Not yet appropriate because in addition to being long and having relatively complex melodies, the meanings are also not yet suitable for early childhood, totaling six songs:**

*Garuda Pancasila* [The Pancasila Garuda],  
*Guruku Tersayang* [My Beloved Teacher] (also known under other titles such as *Tas Merah* [Red Bag] and *Terima Kasih Guru* [Thank You, Teacher]),  
*Ibu Kita Kartini* [Our Mother Kartini],  
*Indonesia Raya* [Great Indonesia],  
*Nama-nama Nabi Beserta Tugasnya* [The Names of Prophets and Their Duties],  
*Sepuluh Malaikat* [Ten Angels].

In addition, there are children's songs in languages other than Indonesian, specifically Sundanese children's songs: *Aya Hiji Kurung* (There is Cage), *Boneka Abdi* (My Doll), *Mastaka Taktak* (Head, Shoulders), and *Tokecang* (meaningless). These songs are taught not only as a form of effort to preserve Sundanese children's songs (Regional Regulation Number 5 of 2003 on the Preservation of Regional Language, Literature, and Script, 2003) but also because the students in ECE programs have not fully understood Indonesian as the official language of instruction (Rusyana & Rohmah, 2024, p. 144). Additionally, there are children's songs in Arabic, such as *Asmaulhusna*. This song is taught in ECE programs managed by Islamic foundations to introduce the names of Allah.

Based on the discussion, the number of appropriate children's songs to be taught in ECE programs in the districts of Bogor, Cianjur, Depok, and Sukabumi totals 41 songs, comprising 10 songs listed in Table 1 and 31 songs mentioned in section (1) above. This indicates that 26 ECE teachers (61%) still have not selected suitable songs to teach their students adequately.

#### B. Meaning of Songs and Enrichment of New Vocabulary

All the children's songs mentioned above have their own meanings. Some have simple meanings that are appropriate for young children, while others have broader meanings that may not suit them. This highlights the important role of ECE teachers, who must be able to discern which songs are appropriate and which are not for teaching to young children. The total number of songs suitable for teaching in ECE programs is 41, based on both their profiles and the meanings they contain. However, the discussion in this section will focus on the songs that ECE teachers most frequently teach. Although these songs use basic vocabulary, they can enhance young children's vocabulary, especially for those not yet proficient in Indonesian. For young children who have mastered the Indonesian language, the vocabulary in these songs can also stimulate their imagination and ability to recognize their environment (Mulyasa, 2014, p. 96). This will occur when the teacher explains the meaning of the songs in a comprehensive manner. An overview of the meanings of these children's songs can be seen in Table 3 below.

TABLE 3  
MEANING OF CHILDREN'S SONGS AND NEW VOCABULARY

No	Song Title	Number of Words	Meaning	Suitability of Word Meaning for Children
1	Balonku Ada Lima	26	Children are taught simple numbers and counting ( $5 - 1 = 4$ ). They are also introduced to colors and the gas trapped inside balloons, enabling them to fly.	The simple words are mostly familiar to the children, except for the colors <i>pink</i> and <i>gray</i> . They are suitable for young children.
2	Bangun Tidur	16	Children are taught to be disciplined (waking up early), to maintain personal hygiene (bathing and brushing their teeth), and to assist their mothers in tidying up their belongings or the places where they are (such as their beds).	The simple words are already familiar to the children. They are suitable for young children.
3	Burung Kutilang	37	Children are introduced to the names of trees, their parts, the names of birds, and their body parts and behaviors, as well as to the depiction of a clear sky.	Simple words, already familiar to children, except for a few who may not know what the sooty-headed bulbul looks like. Suitable for early childhood education.
4	Desaku yang Kucinta	23	Children are taught to cultivate a love for their homeland, the place where they, their parents, and their siblings reside, which fosters a sense of unity in their beautiful and cherished environment.	The simple words are already familiar to the children. They are suitable for early childhood.
5	Kepala, pundak, lutut, kaki	9	Children are introduced to their body parts. The head contains the brain, which is responsible for thinking and controlling all body parts; the shoulders function to bear weight; and the knees support the entire body, enabling it to stand upright and walk confidently.	The simple words are already familiar to the children. They are appropriate for early childhood.
6	Kupu-kupu yang Lucu	25	Children are introduced to animals that can fly, where these animals perch, and the parts of the tree where they rest.	The simple words are already familiar to the children. They are suitable for early childhood.
7	Lihat Kebunku	20	Children are introduced to one type of environment (the garden), the colors of flowers, and the necessity of watering the flowers daily to showcase their beauty.	The simple words are already familiar to the children. They are appropriate for early childhood.
8	Naik Delman	34	Children are introduced to the names of the days of the week and the activities typically performed on Sundays. They are also taught to develop a close relationship with their fathers. They are also introduced to modes of transportation, the names of professions and how these professions are carried out, and one type of animal that humans can utilize for transportation purposes.	The simple words are already familiar to the children, except for the term "Pak Kusir" (coachman) as a name for a profession. They are suitable for early childhood.
9	Naik-naik ke Puncak Gunung	30	Children are invited to explore the various parts of the mountain, from the lowlands to the highlands. At the summit of the mountain, there are pine trees.	The simple words are already familiar to the children. They are appropriate for early childhood.
10	Sayang Semuanya	20	Children are introduced to numbers, counting, relationships, and affection.	The simple words are already familiar to the children. They are appropriate for early childhood.
Number of Words		240		

Based on the results of the data analysis, the majority of the words in the songs mentioned above are understood by young children, except for a few specific words italicized in Table 2 above. Thus, adding new Indonesian vocabulary through the aforementioned children's songs is minimal, comprising only 4 out of a total of 240 words, or just 1.6%. However, for young children who are not yet proficient in Indonesian (as some speak a mother tongue other than Indonesian), the increase in vocabulary is significant, amounting to 214 out of 240 words, or 89%. The remaining 26 words can be understood because they have the exact spelling and meaning in both Indonesian and Sundanese (Sudaryat, 1991). Therefore, it can be concluded that the effort to expand new Indonesian vocabulary for young children can be achieved by learning children's songs, even without employing the Total Physical Response method (Maulidia & Hasibuan, 2021). In practice, the vocabulary enhancement through children's songs is, in some respects, similar to the findings of similar research that utilized natural material media (Nurhayati et al., 2021).

### C. Learning Procedure

The learning procedure in the classroom is divided into three activities: introduction, core, and closure (Mulyasa, 2014, pp. 152-155; Rame et al., 2024, pp. 95-97; Ria Octa Viana et al., 2023, p. 10). In the introductory activity, the teacher can tell a story or engage in a question-and-answer session with the children about a topic discussed during that day's lesson. For example, if the lesson is to teach the song "Balonku Ada Lima," the activity can be conducted with the children standing or sitting on chairs or the floor if it is clean. The teacher then shows five colorful balloons and asks the children about the number of balloons and to name their colors. If any children are unsure, the ECE teacher provides explanations.

After this, the lesson moves to the core activity by inviting the children to sing "Balonku Ada Lima." If there are children who already know the song, the teacher can sing along with them and provide examples or guide the other children who have not yet learned it. The song is sung repeatedly while holding the balloons, and the green balloon is set aside when the lyrics reach "meletus balon hijau, dor" (the green balloon bursts, bang). In contrast, the remaining four balloons are held tightly according to the song's content. Once the core activity is deemed sufficient, the lesson transitions to the closure activity. If children still cannot sing the song well during the closure, assign them the task of memorizing the song at home. Request that the parents assist their children in practicing the song at home.

The results of the analysis of the learning procedure for children's songs implemented by the teacher are illustrated in Table 4 below.

TABLE 4  
LEARNING PROCEDURE FOR CHILDREN'S SONGS

No	Song Title	Number of Teachers Implementing Activities				Number of Teachers Using Learning Media		
		Learning	Introduction	Core	Closing	Movement	Music	Objects
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Balonku Ada Lima	66	52	43	39	65	29	40
2	Bangun Tidur	64	63	37	34	64	30	24
4	Burung Kutilang	35	35	35	35	35	35	31
6	Desaku yang Kucinta	34	34	34	34	34	34	26
7	Kepala, pundak, lutut, kaki	61	59	43	39	61	27	37
8	Kupu-kupu yang Lucu	46	46	46	43	46	38	35
9	Lihat Kebunku	61	59	52	46	61	37	41
10	Naik Delman	61	61	48	49	61	35	33
11	Naik-naik ke Puncak Gunung	63	54	45	44	61	37	31
13	Sayang Semuanya	59	59	51	45	59	29	32

Table 3 above illustrates that early childhood education (ECE) teachers have not consistently implemented the appropriate learning procedures, which should follow the sequence of Introduction, Core, and Closure activities. This inconsistency is evident in the numbers in column (3), which differ from those in columns (4), (5), and (6). Ideally, the numbers in columns (3), (4), (5), and (6) should be the same. This indicates that ECE teachers have not fully applied the learning procedures. Consistency was observed in only three lessons, specifically when teaching the songs "*Burung Kutilang*," "*Desaku yang Kucinta*," and "*Kupu-kupu yang Lucu*." The stages or procedures of learning are crucial for facilitating children's understanding of the material presented by the teacher (Rame et al., 2024, pp. 95-97; Ria Octa Viana et al., 2023, p. 10). Nevertheless, there are positive aspects of the teachers' instructional processes. They teach with joy and enthusiasm, which brings happiness to the children. They sing while moving in rhythm with the song, enhanced by accompanying music as a complementary medium. Additional media such as balloons, pictures, and miniatures are also used in some songs. Through tangible media or objects related to the songs, children can become familiar with various creatures, colors, shapes, smells, tastes, sounds, and sizes (Mulyasa, 2014, p. 108).

#### D. Forms of Collaboration Between Parents and Early Childhood Education Teachers

Based on the results of observations and the successfully collected questionnaires, the collaboration patterns between parents and early childhood education (ECE) teachers can be categorized into four groups. The first group consists of parents who believe and act on the premise that parents must be actively involved alongside the school for the continuity of their children's education. Parents in this first group assert that their responsibilities extend beyond the home; they must also take responsibility when their children are at school. Parents should not wholly relinquish their responsibilities to the school. This group comprises 9 parents. They argue that parents' role begins with their child's placement and continues through collaboration with teachers and the school (Sab'na, 2020, p. 9).

The second group consists of parents who believe collaboration with ECE teachers focuses on facilitating their children's understanding of lessons at school. Aside from memorizing lessons, matters concerning their children at home are entirely the parents' responsibility; teachers need not intervene. There are 22 parents in this group. They contend that the collaboration between parents and ECE teachers is aimed at creating a conducive reading environment (Maulidah, 2024, p. 160). Furthermore, if necessary, parents can be translators for their children who are not yet proficient in Indonesian when communicating with their teachers (Rusyana & Rohmah, 2024, p. 238).

The third group comprises 30 parents who believe collaboration with ECE teachers should focus solely on their children's social and emotional development. These parents do not prioritize mastery of the academic material taught in ECE, as they consider the most important aspect to be their children's social and emotional growth alongside their peers in ECE. Parents and teachers' involvement provides emotional stability for the children (Afia & Malik, 2024, p. 66).

The fourth group consists of parents who believe collaboration between parents and early childhood education (ECE) teachers should encompass their children's cognitive, social, and emotional development. Parents in this group have high expectations of the ECE institutions where their children are enrolled. This group comprises four parents. The involvement of parents and teachers serves to create a conducive reading environment (Maulidah, 2024, p. 160); if necessary, parents can act as translators for their children who are not yet proficient in Indonesian when communicating with their teachers

(Rusyana & Rohmah, 2024, p. 238). They provide emotional stability for the children (Afia & Malik, 2024, p. 66) and contribute to the moral development of young children (Hasibuan et al., 2023, p. 26).

Upon observation, it was found that two teachers from two different ECE institutions did not collaborate with their students' parents. They focused solely on classroom instruction. The data above is presented in Table 5 below to provide a clearer picture.

TABLE 5  
FORMS OF COLLABORATION BETWEEN PARENTS AND EARLY CHILDHOOD EDUCATION TEACHERS

No	Forms of Collaboration	Number of Parents and Teachers Involved
1	Facilitating the Relationship between Parents and Early Childhood Education	9
2	Facilitating Children's Understanding of Lessons	22
3	Facilitating Children's Social and Emotional Development	30
4	Facilitating Children's Cognitive, Social, and Emotional Development	4
5	No collaboration occurred between parents and teachers.	2
Number of Collaboration Forms		67

The collaborations related to vocabulary enrichment amount to 26 instances, including collaborations from groups 2 and 4.

#### IV. CONCLUSION

Enriching children's vocabulary through children's songs has been successfully achieved because ECE teachers have adhered to several criteria. The first criterion pertains to the profile of the songs, which should be simple, short, relevant to the children's needs, and repetitive; this was met by most of the teachers (59%). The second criterion, related to the meaningfulness of the songs and the enhancement of children's vocabulary, was fulfilled (89%). The teachers carried out the third criterion concerning implementing learning procedures, allowing the children to engage in the learning process with joy and enthusiasm. In addition to these factors, this success was also attributed to the collaboration between parents and ECE teachers.

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