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Original Research

The Influence of Classic Music Therapy on Learning Concentration in School-Age Children

Aura Lailatul Febriani Krisyianti Putri, Widiharti Widiharti*, Diah Fauzia Zuhroh and Diah Jerita Eka Sari

Nursing Study Program, Universitas Muhammadiyah Gresik, Gresik, East Java, Indonesia

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CORRESPONDING AUTHOR
Widiharti Widiharti
widiharti@umg.ac.id
Nursing Study Program, Universitas Muhammadiyah Gresik, Gresik, East Java, Indonesia

ABSTRACT

Introduction: School-aged children are in the developmental stage of concrete operational thinking, where they begin to think logically and solve problems in a structured way. However, many children at this stage still experience difficulties in subjects which often requires high levels of concentration and problem-solving skills. This study aims to determine the effect of classical music therapy on learning concentration in school-aged children.
Method: This study employed a quasi-experimental design with a non-equivalent control group design. Population consisted of 42 school-aged children, a sample of 38 was obtained using a non-probability sampling. Classical music therapy was used as the independent variable, while learning concentration served as the dependent variable. Learning concentration was measured before and after the intervention. Data were analyzed using the Wilcoxon signed-rank test to determine the effect intervention.
Results: The results of the Wilcoxon statistical test yielded a ρ value of 0.00, which is smaller than the predetermined significance level (α = 0.05). This finding indicates that classical music therapy has a statistically significant effect on improving learning concentration in school-aged children. The outcome supports the notion that classical music stimulates cognitive, focus, and learning atmosphere.
Conclusion: This study concludes that classical music therapy has a significant positive influence on learning concentration. The intervention was shown to enhance students' ability to maintain focus and sustain attention during learning activities, suggesting that classical music supports environment for academic engagement. Results reinforce the importance of innovative educational interventions that address cognitive, emotional, and environmental factors in the learning process.

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1. INTRODUCTION

According to Piaget's cognitive development theory, school-age children have entered the concrete thinking stage. School-age children can think logically and reasonably about something. Elementary school (SD) children are from 6 to 12 years old. Development in children is an increase in the ability of more complex body structures and functions as a result of the maturation

process at each age. (Zuhroh, 2024). The main task of elementary school children is to study (Andita, C. D., & Desyandri, 2019). There are several subjects at the elementary school level, including the Merdeka Mengajar Curriculum, which contains Mathematics, Indonesian, Natural and Social Sciences (IPAS), Javanese, Pancasila and Citizenship Education (PPKN), art, Environmental Education (PLH), Islamic Religious Education (PAI), Physical Education, Sports and Health (PJOK), and English. For most school-age children, there is a subject that is considered the most difficult, namely mathematics. Mathematics is the oldest science among other subjects. The benefits of learning mathematics, children can think more systematically, something that is very important every day by counting, then another benefit of mathematics is that it can make logical thinking more developed because at this time children's concentration during learning is very lacking (Nurfadhillah *et al*., 2021). Based on the research results by Harwell. Joan M (1982) some students, said that mathematics is difficult, makes you dizzy and needs a long way to solve it. Parents add to the child's stressors with pressure that requires children to be able to so that it increases the child's dislike of mathematics lessons. One in seven 14.3% of elementary school students have problems in mathematics lessons. So, it is necessary to provide an interesting, innovative, and fun way of learning mathematics for students. One of the comfortable feelings can be done with music (Wulansari *et al*., 2019).

According to (Herdianti *et al*., 2024) learning concentration indicators, namely cognitive, affective and psychomotor aspects. According to (Herdianti *et al*., 2024) Improving children's concentration in learning can be done by providing music therapy and relaxation techniques. Music is a necessity for humans as a whole and music is part of art that can provide joy and fun. Music is one of the hobbies of children and adults, music can provide its own spirit for every human being who listens to it. (Suci, 2023). One of the types of music that is often used in conditioning learning situations is classical music. Classical music has a slow rhythm and provides a calm feeling and a peaceful feeling. (Wulansari *et al*., 2019). Music has long been considered by humans to have an influence on the human body and soul. When carrying out a learning process, music can create a sense of comfort in learning and can help improve children's concentration in cognitive learning. (Muin, 2022). There are several popular types of music (for example, Mozart's piano concerto) that are very effective for use when reading and can improve concentration. Meanwhile, classical music, if specially designed, can improve concentration and the desire to learn. (Indriani *et al*., 2023). The Indonesian Ministry of Health in its report on Indonesia's health profile in 2018 stated that early childhood (numbering 23.7 million people) is 10.4% of the Indonesian population. Data related to child development shows that 65.8% of children's cognitive development has not yet developed, while 19.5% of children's cognitive development is developing well and 0.4 million (16%) (Rukmini, 2021). Research from the Indonesian Pediatrician Association (IDAI) East Java in 2019 which conducted developmental examinations on 2,634 children. The results showed that 53% of children's development was normal according to their age, 13% were doubtful and needed further examination, and 34% had deviations. The developments found were 10% gross motor aspects (such as sitting and walking), 30% fine motor aspects (holding and writing), 44% speech and 16% socialization of independence. Children experience cognitive and language development disorders around 8%(Lestari & Sary, 2023). The aim is to analyze the influence of classical music therapy on learning concentration in school-aged children at the State Elementary School UPT 66 Gresik, 1. Identify the concentration of children's learning in the intervention group, identify children's learning concentration in the control group, Analyze the influence of classical music therapy on learning concentration in school-age children at UPT SD Negeri 66 Gresik. Therefore, this study aims to determine the effect of classical music therapy on learning concentration in school-aged children.

2. METHODS

2.1 Research Design

This study employed a quasi-experimental design with a nonequivalent control group design approach. This design was selected because random assignment of participants to groups was not feasible within the school setting, yet it still allowed for the comparison of outcomes between children who received the intervention and those who did not. The design included two groups: an intervention group, which was provided with classical music therapy during study sessions, and a control group, which continued learning activities without

exposure to classical music. Both groups were assessed before and after the intervention to measure changes in learning concentration. The use of this design made it possible to evaluate the effect of classical music therapy while considering potential confounding factors, thereby strengthening the internal validity of the study despite the absence of randomization.

2.2 Population, Sample and Sampling

2.2.1 Population

The population is defined as the entire group of objects or subjects that meet the criteria for inclusion in a study (Amin et al., 2023). The population in this research consisted of elementary school children aged 10–12 years enrolled at UPT SD Negeri 66 Gresik, Indonesia, with a total of 42 students. This population was considered appropriate because school-aged children at this developmental stage are in the concrete operational period, where concentration skills are critical for learning, especially in subjects such as mathematics.

2.2.2 Sample

A sample is a portion of the population in a study whose characteristics are expected to represent the entire population(Amin et al., 2023). The number of samples refers to the subset of participants that researchers select from the population to be included in the study. To determine the appropriate sample size, this study applied the Slovin formula (Nalendra et al., 2021) which is commonly used when the population size is known. Based on a total population of 42 elementary school children, the calculation using Slovin's formula with a specified margin of error resulted in a required sample of 38 respondents. This sample size was considered sufficient to represent the population and ensure reliable statistical analysis.

2.2.3 Sampling

In this study, the researchers used a non-probability sampling technique, specifically systematic sampling. Systematic sampling is a method of selecting participants based on a predetermined order of the population members, who are already organized in a sequence (Nalendra et al., 2021). In this case, from the total of 38 respondents obtained as the sample, the children were sorted according to their class attendance list. The participants were then divided into two groups—those with early attendance and those with later attendance—so that the distribution between the intervention and control groups was systematic and proportional. This approach ensured that each participant had a fair chance of being selected while maintaining the representativeness of the sample in relation to the population (Nalendra et al., 2021).

2.3 Variable

In research, variables are generally divided into two types: independent variables and dependent variables. The independent variable, often called the free variable, is the factor that influences or causes change in other variables. According to Ningsih et al. (2021), independent variables are those that researchers intentionally manipulate or apply to observe their effect. In this study, the independent variable is the provision of music therapy. Music therapy is used as an intervention with the expectation that it can influence the concentration levels of elementary school children during learning. On the other hand, the dependent variable, commonly known as the bound variable, refers to the outcome or effect that results from changes in the independent variable. Dependent variables are the main focus of measurement because they reflect the results or consequences of the intervention(Ningsih *e.t al*., 2021). In this study, the dependent variable is learning concentration, which describes students' ability to focus, maintain attention, and process information effectively while learning. The researcher expects that applying music therapy will lead to observable changes in students' learning concentration. Therefore, the relationship between the two variables shows how the independent variable (music therapy) impacts the dependent variable (learning concentration).

2.4 Instruments

In this study, the researcher employed a psychological test instrument designed to measure learning concentration. The instrument consisted of 15 question items, which were divided into three categories: 8 logic questions, 4 numerical questions, and 3 literacy questions. These items were selected to comprehensively assess the different aspects of concentration required in elementary school learning activities, such as logical reasoning, numerical processing, and literacy skills. The psychological test instrument was adapted from an elementary school psychological test book available on the official educational website, ensuring that the content was appropriate for the developmental stage of children aged 10–12 years.

To guarantee the accuracy of the data, the instrument underwent validity and reliability testing before its use in the study. The results of these tests indicated that the instrument met the required standards, meaning that it was both valid, in the sense that it measured the intended construct of learning concentration, and reliable, in that it consistently produced stable and dependable results. Thus, the instrument was deemed suitable for use in measuring the effect of music therapy on students' learning concentration.

2.5 Procedure

The procedures undertaken in this study were carried out systematically to ensure the accuracy and reliability of the research results. The process began with the preparation stage, during which the researcher obtained the necessary research permit from the Administration Office (TU) of Muhammadiyah University of Gresik. Following this, additional approval was secured from the principal of UPT SD Negeri 66 Gresik as the research location. One day prior to data collection, informed consent forms were distributed to respondents, which were intended to be signed by the parents or guardians as formal approval for their children's participation in the study. During this stage, the researcher also conducted initial observations and pilot testing of the psychological concentration test on 10 respondents outside the main study sample. This pilot test included both validity and reliability assessments, which demonstrated that the instrument met the required standards and was appropriate for use in the research.

The implementation stage commenced after official permissions and parental consents were obtained. Two days before the main study, informed consent forms were again provided to ensure full parental agreement. Respondents who agreed to participate were then divided into two groups, namely the experimental group and the control group. The experimental group received music therapy interventions in a separate room to prevent external influences or contamination between groups. After the intervention session was completed, both the experimental and control groups were gathered in the same classroom environment for further activities. Subsequently, all participating students were administered the concentration psychological test. The completed test sheets were collected by the researcher and used as primary data for analysis.

To express appreciation for the students' willingness to participate, small gifts were given as tokens of gratitude. Following the completion of data collection, the researcher processed the responses systematically to generate accurate data sets. Finally, the processed data were compiled and analysed, which served as the foundation for formulating the study's research results and conclusions.

2.6 Data Analysis

The data analysis in this study was carried out in two stages, namely univariate analysis and bivariate analysis. Univariate analysis was performed to describe the distribution and characteristics of the dependent variables based on the research results. This step provided a general overview of the data, including measures of central tendency and frequency distribution, thereby allowing the researcher to understand the respondents' learning concentration levels before and after the intervention.

Meanwhile, bivariate analysis was conducted to examine the relationship and influence of the independent variable, namely classical music therapy, on the dependent variable, which was learning concentration. This stage aimed to determine whether there were statistically significant differences in learning concentration between the experimental group, which received the intervention, and the control group, which did not. To achieve this, the Wilcoxon Signed Ranks Test was employed, as it is an appropriate non-parametric statistical test for analyzing paired data when the assumptions of normality are not fully met. The use of this test enabled the researcher to assess whether classical music therapy had a meaningful effect on improving learning concentration in school-aged children.

2.7 Ethical Clearance

This reeach has obtaine ehical approval numbe: 074/KET/II.3.UMG/KEP/A/2024.

3. RESULTS

The demographic profile of respondents at UPT SD Negeri 66 Gresik is presented in Table 1. The findings indicate that most of the children were in the upper elementary school age group, with 39.5% aged 11 years (15 children) and the majority, 55.3%, aged 12 years (21 children). In terms of grade level, the largest proportion of respondents were in grade 5, totaling 24 children (63.2%).

Table 1. Characteristics of respondents in the form of age, gender, class, of UPT SD Negeri 66 Gresik

Characteristic	Frequency (f)	Percentage (%)
Age		
10 Years	12	31.6
11 Years	15	39.5
12 Years	11	28.9
Total	**38**	**100**
Gender		
Men	17	44.7
Women	21	55.3
Total	**38**	**100**
Class		
5 grade	24	63.2
6 grade	14	36.8
Total	**38**	**100**

Table 2. Concentration and Learning Psychotests in Intervention Groups in the Existence of Classical Music Therapy and Concentration of Learning Psychology in Control Groups in the absence of Classical Music Therapy

Concentration in Study	Intervention		Control	
	F	%	F	%
Very Low	0	0	0	0
Low	0	0	1	5.3
Moderate	1	5.3	12	63.2
High	18	94.7	6	31.6
Total	19	100	19	100

Table 3. Analysis of the effect of classical music therapy on learning concentration in school-age children at UPT SD Negeri 66 Gresik in 2024

Concentration in Study	Intervention		Control	
	F	%	F	%
Very Low	0	0	0	0
Low	0	0	1	5.3
Moderate	1	5.3	12	63.2
High	18	94.7	6	31.6
Total	19	100	19	100
Uji Wilcoxon ρ value 0.00 < nilai α 0.05				

These characteristics suggest that the participants were at a developmental stage marked by concrete operational thinking, where logical reasoning skills begin to develop. Such cognitive readiness may contribute to their ability to engage with the intervention and demonstrate measurable improvements in learning concentration following exposure to classical music therapy.

Table 2 presents the distribution of learning concentration in the intervention group at UPT SD Negeri 66 Gresik. The findings reveal that almost all of the children (94.7%) in the intervention group demonstrated high levels of learning concentration, with 18 respondents categorized in this group. Only a very small proportion of children remained in the moderate category, indicating a clear shift in concentration levels after the administration of classical music therapy.

This suggests that the intervention was effective in improving the children's focus during learning activities. The high percentage of respondents achieving strong concentration outcomes highlights the potential of classical music therapy as a non-pharmacological, easily implemented approach to support school-aged children in overcoming challenges such as distraction or difficulty in focusing, particularly in subjects perceived as difficult like mathematics. These findings reinforce the role of music-based interventions in optimizing the learning environment and cognitive performance among elementary school students.

Table 3 shows the results of the Wilcoxon Signed Ranks Test, which was used to analyze differences in learning concentration before and after the intervention. The statistical test produced a p-value of 0.00, which is lower than the predetermined significance level ($\alpha = 0.05$).

This finding indicates that there is a statistically significant effect of classical music therapy on learning concentration among school-aged children at UPT SD Negeri 66 Gresik. In other words, exposure to classical music therapy was proven to enhance the children's ability to concentrate during learning activities. These results support the hypothesis that classical music, with its calm rhythm and structured harmony, can create a conducive atmosphere for focus, reduce distractions, and improve cognitive performance.

4. DISCUSSION

This study demonstrate that classical music therapy has a significant effect on learning concentration among school-aged children at UPT SD Negeri 66 Gresik. The finding confirms that the intervention meaningfully improved children's ability to concentrate during learning activities. According to the researchers, the influence of classical music can be attributed to

its calm and structured rhythm, which creates a soothing atmosphere, reduces hyperactive behaviour, and helps children feel more comfortable and focused in their daily activities. These effects align with previous study which noted that classical music promotes joy and calmness, thereby fostering improved learning concentration (Astuti, 2021).

Concentration, as described past scholars, involves directing the mind toward learning while setting aside irrelevant distractions (Cecep *et al*., 2022). Cognitive development in this domain can be influenced by multiple factors, including physical health, adequate rest, mental well-being, freedom from excessively loud sounds, and balanced nutritional intake (Krissanthy *et al*., 2020). For elementary school children, high-level concentration skills are crucial for engaging effectively in academic activities. When these skills are not optimized, negative consequences may arise, such as diminished ability to remember lesson material, reduced quality of learning outcomes, and long-term impacts on intellectual development. As noted by Susilowati et al. (2021), insufficient concentration in school-aged children can adversely affect academic achievement and overall cognitive growth.

The findings of this study, therefore, highlight the importance of integrating supportive interventions such as classical music therapy into the learning environment. By creating a calm and engaging atmosphere, this non-pharmacological strategy has the potential to enhance cognitive performance, support sustained focus, and contribute positively to the overall quality of learning in elementary school students.

One important aspect of cognitive development in school-aged children is concentration, which can be influenced by several factors. These include a child's overall physical condition, adequate rest, mental stability, freedom from excessively loud environmental sounds, and sufficient, balanced nutritional intake (Krissanthy *et al*., 2020). All of these elements contribute to a child's readiness to focus and engage with learning activities. Elementary school children, in particular, require strong thinking skills to support the wide range of cognitive and academic tasks they encounter on a daily basis. Concentration plays a crucial role in enabling them to absorb, process, and retain information effectively (Susilowati *et al*., 2021).

When children are unable to concentrate optimally, negative outcomes may emerge, including reduced ability to remember classroom material, lower quality of academic performance, and potential long-term impacts on intellectual development. Susilowati et al. (2021) emphasize that insufficient concentration not only affects short-term learning outcomes but can also hinder overall academic achievement and growth. This highlights the importance of implementing strategies, such as classical music therapy, that create a conducive learning environment and foster improved focus among students. By supporting concentration, these interventions can help safeguard and enhance the quality of children's educational experiences.

Music has long been considered by humans to have an influence on the human body and soul, when carrying out a learning process, music can create a sense of comfort in learning and can help improve children's concentration in learning. There are some popular music (for example, Mozart's piano concerto) which are very effective when used when reading and can improve concentration, while classical music if specially designed can improve learning concentration and the desire to learn. (Indriani *et al*., 2023). When children listen to Mozart's classical music with andante tempo, the sound that enters the ear directly stimulates the cerebral cortex and stimulates the hypothalamus and produces alpha waves so that awareness increases and ultimately increases concentration. This shows that Mozart's classical music "Andante, Piano Concerto No.21 in C Major, KV467" can affect a person's concentration (Pratiwi *et al*., 2016). According to Sumartini, (2020) showed that classical music therapy can improve children's cognitive development, this therapy can increase the cognitive development category from 13.89% to 52.78% after intervention. According to Dwi Astuti, (2020) shows that the study can be concluded that classical music therapy has an effective influence in stimulating children's cognitive function, the results obtained are that most students' cognitive development is sufficient. The results of the study show that with classical music therapy before learning, it can increase children's comfort, focus, and make children feel more comfortable and there is no noise chatting with friends in line with the study Andita, C. D., & Desyandri, (2019) music is anything that is fun, brings joy, has a certain rhythm, melody, timbre (tone color) to help the

body and mind work together. Music has long been considered to have an influence on the human body and soul. Listening to music while carrying out learning in addition to creating comfort in learning can also increase children's concentration in learning. Some popular music (eg Baroque String Concert) is effective for reading and increasing concentration, while classical and Baroque music, if specifically designed, can increase concentration and the desire to learn.

These findings are consistent with prior research. Janah et al. (2016) reported that the application of classical instrumental music therapy during Social Sciences (IPS) lessons improved concentration among students in class VIII H at SMP Negeri 1 Talun, Cirebon Regency. Similarly, Marliana et al. (2017) emphasized that classical music therapy fosters calmness and comfort in children, helping to reduce hyperactive behavior and enabling a more conducive environment for concentration. In line with these, the present study demonstrated that the intervention group was better able to focus on psychological test questions and refrained from unnecessary distractions such as chatting with peers, in contrast to the control group.

The statistical analysis in this study further reinforces these observations. The Wilcoxon Signed Ranks Test produced a p-value of 0.00, which is less than the α value of 0.05, confirming a significant effect of classical music therapy on learning concentration. Comparable results have been observed in other settings. Herdianti et al. (2024), in a study involving 10 students divided into experimental and control groups, found that post-intervention concentration scores were significantly higher in the experimental group ($p = 0.011$), indicating a positive and meaningful impact of music therapy on student concentration. Likewise, Algarini Allo et al. (2021), using a quasi-experimental design with STIKES Tana Toraja students, reported a p-value of 0.000 in the intervention group, confirming a significant improvement in concentration following classical music exposure.

Taken together, these findings underscore the potential of classical music therapy as a non-invasive, cost-effective, and practical intervention to improve children's ability to concentrate during learning activities. The calm and structured nature of classical music appears to create an atmosphere of comfort and stability, which minimises distractions and supports sustained attention (Dwi Astuti, 2020). Therefore, the present study strengthens the evidence base supporting the integration of classical music therapy into educational settings to promote better learning outcomes. Beyond its immediate benefits for concentration, classical music therapy may also contribute to long-term cognitive development by encouraging children to adopt healthier patterns of focus and self-regulation. For teachers, the use of background music can serve as an accessible strategy to manage classroom environments without relying on additional resources or complex interventions. From a broader perspective, incorporating music-based approaches into school routines aligns with holistic education principles, which emphasize the importance of emotional well-being alongside academic achievement(Andita, C. D., & Desyandri, (2019). Consequently, classical music therapy not only enhances learning concentration but also fosters a more positive, engaging, and supportive classroom atmosphere that may have lasting effects on children's overall development.

This study demonstrated clear differences between the intervention and control groups in terms of learning concentration. Children in the intervention group who received classical music therapy through individual headphones generally exhibited higher concentration levels during learning activities. They were observed to work more consistently and reported feeling happy and focused while accompanied by classical music. Several children also expressed enjoyment of the music itself, suggesting that the therapy not only supported cognitive engagement but also contributed to a more positive emotional learning experience.

In contrast, children in the control group displayed lower levels of concentration during learning activities. Their environment was less conducive, with more background noise and frequent distractions. Many children were observed talking with classmates, wandering around, and showing limited depth in their work, which led to reduced focus and poorer concentration on tasks. These observations reinforce the quantitative findings by highlighting clear behavioral differences between the groups. These patterns reflect lower levels of focus and reduced ability to sustain attention compared to their peers in the intervention group.

This study has several limitations that should be acknowledged. First, the sample size was relatively small and limited to a single elementary school, which may reduce the generalizability of the findings to broader

populations of school-age children. Second, the intervention was conducted over a relatively short period, so the long-term effects of classical music therapy on learning concentration could not be determined. Third, concentration was measured primarily through psychological test instruments and behavioral observations, which may be influenced by children's subjective responses and environmental factors. The absence of blinding in the intervention may also introduce potential bias, as children and teachers were aware of group assignments. Finally, individual differences in children's musical preferences, prior exposure to music, and home learning environments were not controlled for, which could have influenced the outcomes. Future studies with larger, more diverse samples, longer intervention durations, and more rigorous designs (e.g., randomized controlled trials) are recommended to confirm and expand upon these findings.

5. CONCLUSION

This study demonstrates that classical music therapy has a significant positive influence on learning concentration among school-age children. The intervention created a calm and structured atmosphere that reduced distractions, fostered comfort, and enhanced students' ability to sustain focus during learning activities. Observations and children's self-reported experiences further reinforced the quantitative findings, highlighting that classical music can help minimize hyperactive behaviors and encourage deeper engagement with academic tasks. Taken together, these results provide compelling evidence that classical music therapy can serve as a practical, non-invasive, and cost-effective strategy to support children's cognitive development, particularly in the school setting. While further research with larger and more diverse populations is needed, this study contributes to the growing body of literature that supports integrating classical music as a complementary approach to improving learning outcomes in educational practice.

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8. AVAILIBILITY OF DATA AND MATERIALS

All data underlying the findings are fully available.

9. AUTHORS' CONTRIBUTION

The author carried put all phases pertaining to this research study.

10. CONFLICT OF INTEREST

None.

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