

The Effect of Using Japanese Music in Improving Motivation to Learn Japanese

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ABSTRACT

Language education is a crucial element in foreign language learning, where motivation plays a key role in student success. Strong motivation is a key factor in achieving success in learning a foreign language, and the use of Japanese music is considered a potential way to increase motivation for learning Japanese. This study proposes to explore the effect of using Japanese music as a motivational tool in learning Japanese. By clarifying the impact of Japanese music on students' motivation levels, this study hopes to provide better insight into the relationship between music use and Japanese language learning. The research also involved analysing the participant's responses to the use of Japanese music in language learning. This study has potential benefits in improving the understanding of the factors that influence the motivation of Japanese language learners. The results of this study are expected to provide new insights for more effective teaching approaches, provide practical guidelines for teachers, and enrich the Japanese language learning experience through a holistic approach involving music. As such, this research is expected to bring positive benefits to Japanese language learners and support the development of foreign language education.

Key words: Music; Japan; Motivation

INTRODUCTION

Language skill development is an important aspect of the learning process, especially when learning a foreign language such as Japanese. Learning motivation plays a significant role in achieving success in understanding and using the language. Although many studies have been conducted on the use of music in language learning, research specifically focusing on the effect of using Japanese music in increasing motivation to learn Japanese is limited. High levels of motivation encourage active engagement, increase focus, and build perseverance in the face of difficulties. In addition, motivation plays an important role in boosting self-confidence, stimulating creativity, and providing intrinsic satisfaction for academic achievement. By providing the drive to achieve learning

goals, motivation shapes a positive mental attitude towards learning, which in turn supports optimal personal and academic growth. With the development of technology, access to music has become easier through streaming platforms and music apps. Nurteteng, Sudiby, & Kolin (2019) listening skill become the first foundation that have to understand by student. Students and learners can quickly access various types of what they listened at their convenience. However, the impact of music on learning motivation remains a subject of debate. Some people feel that listening to music can improve their focus and productivity, especially in noisy study environments. On the other hand, some argue that music can be a distraction, especially when performing tasks that require high concentration. In line with Avandra, Mayar, & Desyandri (2023) in their research, it is important to remember that the use of music in learning must be appropriate and not interfere with the learning process. If it is too loud it can disrupt student concentration and vice versa, too soft it can make students sleepy or lose interest in learning. Nowadays, flexibility in music selection, such as instrumental music or playlists specifically designed for learning, gives learners more control over their learning environment. Therefore, the use of music for study motivation tends to be personal and depends on everyone's preferences and learning conditions.

The current state of Japanese language learning reflects the dynamics that continue to change along with technological developments and more innovative learning approaches. Japanese language learning methods have also evolved to meet the increasingly diverse needs of students. The use of technology, such as language learning apps, online learning videos, and e-learning platforms, is increasingly common to support Japanese language learning. In addition, more interactive and experiential approaches are gaining attention. Japanese language classes can try integrating music, games, and situational simulations to make learning more interesting and relevant to students. The use of visual media, drama, and hands-on interaction in Japanese daily life is also becoming an important part of learning. Some students may have a high interest in Japanese culture, including anime, manga, or Japanese music, which can be an additional motivation to learn the language. However, not all students have similar interests, and some may find monotonous or less interactive teaching methods boring. Thus, the role of the teacher and the development of innovative learning methods are crucial in maintaining students' interest in Japanese language learning.

Andita and Desyandri (2019) explained that it is stated that music can be used for relaxation to gain concentration in receiving learning. Learning while listening to favorite music can increase a student's learning concentration. Music that can provide calmness and peace is music with a slower tempo. Slow-tempo music can be found in all genres, one of which is instrumental music. Appropriately paced music can create a supportive environment for concentration, help learners reduce distractions, and extend the time of attention to learning materials. In addition, music can relieve stress and anxiety, creating an atmosphere that is more relaxed and conducive to learning. Choosing the right type of music can also motivate

students, boost morale, and drown out environmental noise. By providing variety in learning methods, music not only increases learning effectiveness but also makes the learning experience more enjoyable and interesting for students. Therefore, the advantage of music in learning lies not only in the aspect of focus but also in its positive influence on the learning atmosphere and motivation of students. Japanese music is not only an integral part of Japanese culture but also has the potential to influence the level of motivation to learn Japanese. Incorporating cultural elements with language learning is expected to create an enjoyable learning environment and stimulate learners' interest. This study aims to investigate the effect of using Japanese music in increasing motivation to learn Japanese, as well as exploring how certain elements of music can strengthen learners' engagement and focus in the learning process.

According to Irawan, Suciati, and Wardani (in Siswoyo, 2012), several studies on student learning achievement show motivation as a factor that has a lot of influence on the process and results of student learning. To be able to realize success in learning, of course, students must have high learning motivation. The high learning motivation of students will be able to improve the quality of student learning, and with good learning quality can improve student academic achievement. In the teaching process, the element of the learning process plays an important role. Learning is one of the factors that influence and play an important role in the formation of personal and individual behavior. Learning is any behavior change that is permanent, and occurs because of experience (Robbins, 2007: 69). Motivation is an essential condition of learning, learning results will be optimal, if there is motivation. The more appropriate the motivation given, the more successful the lesson will be. So motivation will always determine the intensity of learning efforts for students (Sardiman, 2001: 82). This research has important potential benefits in several aspects. First, it can provide greater insight into the factors that influence Japanese learners' motivation. By understanding the role of Japanese music in enhancing motivation, the results of this study can provide new insights into more effective approaches in foreign language teaching. Secondly, this study can provide practical guidelines for Japanese language instructors and teachers in the use of music as a motivational tool in the classroom. It can help create a more engaging and motivating learning environment for students. Thirdly, this research can also benefit participants studying Japanese, as it will help them explore new ways to achieve high motivation in foreign language learning.

The results of this study may also have a positive impact in promoting a deeper understanding of Japanese culture through music, enriching the Japanese language learning experience with a more holistic approach. As such, this research has the potential to bring ongoing benefits to Japanese language learners and foreign language education more broadly. This study aims to investigate the effect of using Japanese music in a Japanese language learning environment and how the use of this music can affect students' motivation levels. The Japanese language has become a subject that interests many individuals around the world. The ability to learn this language is not just a matter of mastering communication skills, but also

a window into understanding Japan's rich and complex culture. Strong motivation is a key factor in achieving success in learning a foreign language and one potential way to increase motivation to learn Japanese is using Japanese music. Japanese music has gained global popularity and has the potential to help Japanese language learners feel closer to the culture and language itself. In this context, this study aims to reveal the effect of using Japanese music as a motivational tool in learning Japanese.

LITERATURE REVIEW

Previous Related Study

Previous studies have revealed by Purnamawatie (2012) that the use of Japanese music can increase motivation to learn Japanese. A quasi-experimental study was conducted involving 100 high school students. In this study, two questionnaires were used to collect data on students' interest in Japanese and their motivation. The results showed that the use of Japanese music as a learning tool increased students' motivation and improved their vocabulary. However, this motivation was limited to academic goals and was not directly related to specific Japanese-related careers. Overall, the use of Japanese music as a learning tool proved effective in increasing students' motivation to learn Japanese.

The literature study on the research "The Effect of Using Japanese Language Songs of K-Pop Idols on Student Interest in Learning Japanese Language Study Program D3 UNSADA" by Ramadhani (2021) shows that the study aims to explore the relationship between the use of Japanese language songs of K-pop idols and student interest in learning Japanese. This study was conducted at the D3 Japanese Language Study Program at Darma Persada University. This study used a quasi-experimental research method and involved students as research subjects. The results showed that the use of Japanese songs by K-pop idols has a significant influence in increasing students' interest in learning Japanese.

Music

The meaning of the word music comes from the Greek state of Mousikos, Mousikos is symbolized as the Greek god of beauty who mastered the arts and sciences. The word Mousikos gave birth to the word music. According to ancient metology, Mousikos meant from the Muzen (General Encyclopaedia, 1988: 16 in the Journal of Musical Arts). According to Jamalus (1998: 1-2 in the music journal) music is a work of art that expresses the thoughts and feelings of its creator through musical elements, such as rhythm, melody, harmony, song form and structure, and expression as a unit. Several studies have shown that music has physiological, psychological, and spiritual effects on humans. Music can affect the heartbeat of the listener. It can also calm a person's mind. Some researchers have even found the possibility that music can be a tool to develop human intelligence, that is, music influences the human brain and emotions.

Music is one of the arts that has a very broad scope, the arrangement of sounds and tones created in a musical work has a different character and has variations between each creator (Sugiarto 2019). Meanwhile, according to ((Rozi, 2020) music is a work of art consisting of a unity of elements such as rhythm, melody, harmony, form or structure, and expression. Music, as an expression of art, has the unique ability to create an atmosphere that inspires and motivates. Japanese music with its beautiful melodies, profound lyrics, and ability to stretch cultural meanings has attracted the attention of many people around the world. The use of Japanese music in Japanese language learning may have great potential to increase student motivation, given its cultural and emotional appeal.

Music can also affect the reduction of depression in college students. This was proven by Lerik & Prawitasari (2005) who examined a group of students who experienced depression. As a result, music as a therapeutic medium was able to reduce the level of depression after one month of implementation. The music used in reducing neurotic disorders, one of which is anxiety, can vary. Music that can provide calmness and peace is music with a slower tempo (Rachmawati, 2005). In a person's mind, there is a power called the power of visualization or imagery. Music enhances the power of imagery, multiplying the physical, mental, and spiritual impact. Music can create imagery. It can capture images into its network of links so that they can be analyzed in an instant and recalled (The Mozart Effect 2001: 195). Playing music or other music-related activities such as listening to songs, or singing can reduce levels of depression or stress. According to Gray & Smeltzer (1990) in Agoes (2003) stress is the emergence of a psychological reaction that makes a person feel tense or anxious and which is caused by the inability to overcome or achieve demands or both.

Learning Motivation

According to Kartono (1979), the term motivation comes from the Latin word "motives" which means cause, basic reason, basic thought, someone's drive to do, or the main idea that always has a big influence on human behavior. This definition means that motivation greatly influences every human activity. Motivation is a key factor that influences success in language learning. Learning motivation is an internal and external drive-in student who are learning to make changes in behavior, (Nurul Hidayah & Fikki Hermansyah 2016). Factors such as interest, learning environment, and teaching methods can play a role in motivating students. One interesting approach is the use of music as a motivational tool in the context of language learning. Efforts to arouse student learning motivation according to Sanjaya (2009: 261) are by clarifying the objectives to be achieved, arousing student interest, creating a pleasant atmosphere in learning, giving reasonable praise for each student's success, giving assessments, commenting on student work, and creating competition and cooperation that can have a good influence on the success of the student learning process. Motivation is related to the goals or expectations that students want to follow lessons in class. A student who is motivated just to pass

a course, of course, has different learning activities from students who want to master the course material as preparation for entering the workforce. Students who just want to pass or get good grades may produce behaviors that are not by the demands of proper learning. For example, by trying in such a way as to cheat on the exam, to get a good or high score is not only by studying but can be obtained in certain ways.

Student learning motivation is an encouragement from within students to learn. According to Sardiman (2018), student learning motivation is a psychological state that encourages students to start, continue, and complete their learning activities to achieve optimal results. Internal and external factors can influence student learning motivation. Internal factors include students' interests, talents, and competence in digesting the material being studied. Learning motivation is an internal process that activates, guides, and maintains behavior over time. Individuals are motivated for a variety of different reasons, with different intensities. For example, a student can be highly motivated to study for the end-of-semester exam to get a high score (extrinsic motivation) and highly motivated to study for a certain course exam because he is interested in the course (intrinsic motivation).

Learning motivation, depending on the theory explaining it, can be a consequence of reinforcement, a measure of human need, an outcome of dissonance or mismatch, an attribution of success or failure, or an expectation of a chance of success. Learning motivation can be enhanced by emphasizing learning goals and empowering attributions. Motivation to learn can be increased if lecturers arouse students' interest, nurture their curiosity, use a variety of teaching strategies, state expectations clearly, and provide feedback (feedback) frequently and immediately. Learning motivation can increase in students if lecturers provide teaching that is contingent, specific, and trustworthy.

METHOD

Design and Samples

This research uses a mixed method that combines qualitative and quantitative approaches to gain a comprehensive understanding. Therefore, the researcher will act as a data collector and data analyst. The population in this study is 25 Japanese language course participants or individuals who are learning Japanese. The sample was selected using a purposive sampling technique based on certain criteria, namely age, Japanese proficiency level, and listening to Japanese music. The age criteria of the samples were 18 to 24 years old and had a Japanese proficiency level of at least N5. The participants of this study were all 25 students of the Japanese Language Education undergraduate education program at the University of Education Indonesia

Instrument and Procedure

This study will adopt a qualitative approach to deeply understand the effect of using Japanese music in increasing motivation to learn Japanese. This research utilizes a qualitative descriptive method. The descriptive method marks more the results of the research concerned with the researcher's attitude or view towards the presence and absence of language use rather than marking the way language is handled stage by stage, step by step (Sudaryanto, 1986, pp. 62-63). Data collection will be done by distributing a questionnaire to DPBJ students and distributing it through Google Forms. The questionnaire will be developed with open-ended questions that allow respondents to describe their experiences with the use of Japanese music in Japanese language learning. The questionnaire questions are also designed to identify the effect of Japanese music on motivation to learn Japanese and to explore qualitative factors that may influence this relationship. Students will be asked to complete the questionnaire before and after the use of Japanese music in Japanese language learning. The participants of this study were all 25 students of the Japanese Language Education undergraduate education program of Universitas Pendidikan Indonesia with JLPT target N5-N4 and from levels 1-4. The method used in this research is a Non-random sampling type of total sampling. Nonrandom sampling is a sampling that is not based on the possibility that can be calculated, but solely based on aspects of mere practicality (Notoatmodjo, 2010).

Data Analysis

The data collected will be analyzed using qualitative descriptive methods. Data analysis is done by organizing data, breaking it down into units, synthesizing, arranging it into patterns, choosing which ones are important and which ones will be studied, and making conclusions that can be told to others. (Sugiyono, 2009: 198). The results of the analysis will be used to understand the effect of using Japanese music on motivation to learn Japanese. In this study, researchers used qualitative data analysis techniques. The data analysis technique will go through the process of identifying qualitative concepts or themes that emerge from respondents' responses. Then, the data will be grouped into relevant themes, such as the positive impact of Japanese music on motivation or the influence of certain music genres on motivation levels. The results of the analysis will then be interpreted to identify patterns, similarities, or differences in the participants' experiences.

The results of the study will be presented in the form of a narrative describing the qualitative findings of the study. Then, the findings will be linked back to the research questions to provide a better understanding of the effect of using Japanese music in increasing motivation to learn Japanese. To ensure validity, the questionnaire will be carefully designed based on the research objectives and relevant theories. The reliability of the questionnaire will be tested by conducting a pre-study pilot test and measuring the level of consistency in responses.

RESULT AND DISUSSION

The Effect of Japanese Music on Enthusiasm for Learning Japanese

After the questionnaire data was analyzed through the coding and thematization process, the following results were obtained.

Table 1. The influence of Japanese music on the Japanese language

| Reason | Frequency |
|-------------------------------------|-----------|
| The learning atmosphere becomes fun | 17 |

Based on the data in Table 1, it is known that 68% of respondents feel that if they listen to Japanese music, the learning atmosphere will become pleasant which affects the respondents' learning motivation. This finding follows Izzah's [1] statement in her research that by listening to music, learning becomes less boring, learning that is being learned is easy to remember, and eliminates nervousness and stress. One example of a respondent's answer who felt that listening to Japanese music could make the learning atmosphere fun was "Learning languages through music is very fun because I don't like being too textbook.". 17 respondents felt that listening to Japanese music can affect the learning atmosphere such as making happy, becoming excited, and reducing boredom when learning Japanese.

The influence of Japanese music on Japanese Language Ability

After the questionnaire data was analyzed through the coding and thematization process, the following results were obtained.

Table 2. Effect of Japanese music on Japanese language ability

| Reason | Frequency |
|---|-----------|
| Increase vocabulary memorization | 6 |
| Increase knowledge of sentence patterns | 1 |
| Increase kanji memorization | 1 |

Based on the data in Table 2, it is known that respondents feel that listening to Japanese music can affect Japanese language learning itself in addition to learning materials contained in books. Based on the data in Table 2, it is known that 24% of respondents feel that if they listen to Japanese music, their Japanese vocabulary knowledge will increase. This is in line with Rifai's [2] statement in his research that music can increase the vocabulary knowledge of foreign language learners until the vocabulary is developed into a narrative text. This means that the new vocabulary acquired by foreign language learners also affects their language skills.

One example of a respondent who felt that listening to Japanese music can increase their knowledge and memorization of vocabulary or 言葉 (*kotoba*) is "Learning through Japanese music is fun and can learn various *kotoba* in the lyrics that are rarely learned in class. I feel that if I only study in class, I can add and memorize 10 *kotoba* in a day, through Japanese music I can add and memorize 20 *kotoba* in a day". 6 respondents felt that listening to Japanese music not only affected the learning atmosphere but also improved Japanese language skills through additional vocabulary memorization. This is evidenced by the answers of respondents who felt that by listening to Japanese music, the addition of vocabulary memorization in a day could increase 100% rather than just memorizing the vocabulary learned in class. Therefore, by increasing vocabulary knowledge through Japanese music, motivation to learn will also increase.

In addition to increasing knowledge and memorization of vocabulary or 「言葉」 (*kotoba*), some respondents feel that listening to Japanese music increases knowledge of sentence patterns. Based on the data in Table 1, it is known that 4% of respondents felt that listening to Japanese music would increase their knowledge of Japanese sentence patterns. This finding is in line with Purwanto's statement in his research that to teach grammar or sentence patterns, music can be used as one of the learning media because it is easier to remember and interesting to understand.

One example of a respondent who felt that listening to Japanese music can increase knowledge related to sentence patterns in Japanese is "Learning through music is fun and can learn various sentence patterns that are rarely learned in class, one example is the sentence pattern 「そう」 in the lyrics 「指先が降りそうな郷里」. I only learned it when I listened to the music and understood the lyrics, even though I never learned it in class before.". One respondent felt that listening to Japanese music not only affected the learning atmosphere but also increased knowledge of Japanese sentence patterns. This is evidenced by the respondent's answer who felt that by listening to Japanese music, the increase in knowledge about sentence patterns in Japanese increased when understanding the lyrics of the music. Therefore, by increasing knowledge of sentence patterns through Japanese music, motivation to learn will also increase.

Some respondents feel that listening to Japanese music increases their knowledge and memorization of kanji. Based on the data in Table 1, it is known that 4% of respondents feel that if they listen to Japanese music, their knowledge and memorization of kanji will increase. This finding is in line with Karunia & Masrokhah's [4] statement in their research that the use of diverse learning media can increase kanji knowledge. One of the commonly used learning media is audio, one form of which can be through music.

One example of a respondent's answer who felt that listening to Japanese music can

increase knowledge related to sentence patterns in Japanese is "By listening to Japanese music I am learning kanji and *katoba at the same* time, it is evident from Japanese music that I read the lyrics and know 30 new kanji that I have never learned before just from one song lyric alone.". One respondent feels that listening to Japanese music can directly increase kanji knowledge. This is evidenced by the answer of the respondent who felt that by listening to Japanese music, the increase in knowledge of kanji could increase by 30 when understanding the lyrics of one music. Therefore, by increasing knowledge of kanji through Japanese music, motivation to learn will also increase.

The Effect of Japanese Music on Motivation and Focus Level of Japanese Language Learning

After the questionnaire data was analyzed through the coding and thematization process, the following results were obtained.

Table 3. Effect of Japanese Music on Motivation and Focus Level of Japanese Language Learning

| Indicator | Frequency |
|--------------|-----------|
| Very Focused | 2 |
| Focus | 16 |
| Out of Focus | 7 |

Based on the data in Table 3, it is known that 8% of respondents feel that if they listen to Japanese music, learning Japanese becomes very focused which affects the respondents' learning motivation. This is in line with the statement of Anggraeni et al. [5] in their research that music affects learning concentration. One example of a respondent's answer who felt that listening to Japanese music could make them very focused on learning Japanese is "When the learning atmosphere is comfortable, the focus will increase. I usually focus on figuring out the meaning of the lyrics of the Japanese songs I listen to. I focus because I am curious about the meaning of the music.". 2 respondents felt that listening to Japanese music can make them very focused on learning Japanese. The statement relates to the reason that when listening to Japanese music, vocabulary knowledge will increase.

Based on the data in Table 3, it is known that 64% of respondents feel that if they listen to Japanese music, learning Japanese becomes focused which affects their motivation to learn. One example of a respondent's answer who felt that listening to Japanese music can make focus on learning Japanese is "Japanese *hatsuon* is good to hear and relates to what is being learned.". 17 respondents felt that listening to Japanese music could make them focus on learning Japanese. While listening to Japanese music, students will learn Japanese pronunciation.

Based on the data in Table 3, it is known that 28% of respondents felt that if they listened to Japanese music, learning Japanese became unfocused, but it still had a positive impact on respondents' learning motivation. One example of a respondent's answer who felt that listening to Japanese music could make them unfocused in learning Japanese is "Because I tend to listen to music for fun, so I don't delve into learning what is important, for example, there are new vocabulary or kanji that I encounter and find out.". 7 respondents felt that listening to Japanese music can make them unfocused in learning Japanese. The statement relates to the reason that listening to Japanese music increases vocabulary and kanji knowledge. So, although Japanese music reduces the level of focus in learning, it has a positive effect on the learner's vocabulary and kanji knowledge.

The Influence of Japanese Music on Confidence in Japanese

After the questionnaire data was analyzed through the coding and thematization process, the following results were obtained.

Table 4. Effect of Japanese Music on Confidence in Japanese

| Indicator | Frequency |
|--------------------------|-----------|
| Very positive impact | 3 |
| Making a positive impact | 15 |
| No positive impact | 7 |

Based on the data in Table 4, it is known that 12% of respondents felt that listening to Japanese music had a very positive impact on confidence in speaking Japanese. This is in line with Sopya's statement [6] in his research that music effects on self-confidence because if language skills increase, confidence in language will also increase. One example of a respondent's answer who felt that listening to Japanese music had a positive impact on confidence in speaking Japanese was "Because from the song we know the pronunciation and improve our ability to remember vocabulary from the lyrics of the song.". 3 respondents felt that listening to Japanese music had a positive impact on their confidence in speaking Japanese. The statement relates to the reason that when listening to Japanese music, vocabulary knowledge will increase.

Based on the data in Table 4, it is known that 60% of respondents felt that listening to Japanese music had a positive impact on confidence in Japanese. One example of a respondent's answer who felt that listening to Japanese music had a positive impact on confidence in speaking Japanese is "Sometimes we know the sentence pattern of a song without realizing it, it can help in Kaiwa.". 15 respondents felt that listening to Japanese music had a positive impact on their confidence in Japanese. The statement relates to the reason that by listening to Japanese music,

knowledge of sentence patterns in Japanese will increase.

Based on the data in Table 4, it is known that 28% of respondents felt that listening to Japanese music did not have a positive impact on confidence in Japanese. One example of an answer from a respondent who felt that listening to Japanese music did have a positive impact on confidence in speaking Japanese is "Because music itself in my opinion has more effect on motivation and interest for media in learning, not in confidence.". 7 respondents felt that listening to Japanese music did not have a positive impact on confidence in Japanese. The statement is still related to increasing motivation to learn Japanese, not to the level of self-confidence of students.

CONCLUSION

This study examined the effect of Japanese music on motivation to learn and Japanese language proficiency. It can also be concluded that this study aims to explore the effect of using Japanese music as a motivational tool in learning Japanese. Through a qualitative approach, this study used descriptive methods to collect data through questionnaires distributed to 25 students of the Japanese Language Education undergraduate program of Universitas Pendidikan Indonesia. The results of this study are expected to provide new insights into the relationship between the use of music and Japanese language learning, as well as enrich the Japanese language learning experience through a holistic approach involving music. In addition, this research also has potential benefits in increasing understanding of the factors that influence Japanese learners' motivation, providing practical guidelines for teachers, and supporting the development of foreign language education. Thus, it can be concluded that this study has significant relevance in the context of Japanese language teaching and learning and the use of Japanese music in Japanese language learning can increase motivation to learn, Japanese language ability, and confidence in Japanese. Therefore, increased use of Japanese music in Japanese language learning can lead to improved Japanese language performance and knowledge of participants.

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