Learning Model of Creative Dance for Early Childhood

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Abstract—Learning treatment for early childhood (5-6 years old) is needed to obtain empirical data of the effectivity of the creative dance learning model by using the population of 100 early age children with 20 samples one Kindergarten in Purwakarta Regency, West Java, Indonesia. The findings show that the learning model of creative dance can develop many intelligences such as kinesthetic, musical, interpersonal, and natural intelligence.

Keywords—learning model; creative dance; early childhood; multiple intelligence

I. INTRODUCTION

Early childhood education needs to be done because the main function is to develop all aspects of child development, including the development of cognitive, language, gross motor and fine motor skills, as well as social and emotional quotients. Various studies indicate that there is a very strong relationship between the development experienced by children at an early age with his success in later life. To be able to meet these needs, it is necessary to support aspects in developing learning, understanding of child development, guidance and child problems, developing learning models and curriculum planning, and the role of PAUD teachers. In general, the objectives of PAUD, are to build a foundation for the development of the potential of children to be faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, critical, creative, innovative, independent, confidence, and become a democratic and responsible citizen [1]. The National Education function is to develop the ability and shape of dignified national character and civilization in order to educate the life of the nation, which aims to develop the potential of students to become faithful and devoted people to God Almighty, noble, healthy, knowledgeable, and capable. Further According to Bredekamp the field of development refers to the development aspects set by the National Association for the Education of Young Children (NAEYC), covering cognitive (intellectual and language), social, emotional, physical-motoric (gross motor and motoric smooth) [2]. Although in practice examples, NAEYC also includes art and morals [3]. When viewed from the explanation of Puskur, National Education Goals and development aspects of NAEYC, there are 3 main things that are expected to be formed and implemented in early childhood education, namely Faith, Character and Physical Health. This is related to the curriculum implemented in order to help early childhood develop a variety of psychological and physical potential that includes moral, religious, social, cognitive, language, physical / motorbike values, independence and art to be ready to enter elementary education. But the function of the concept of national education is not in line with the circumstances that occur in PAUD schools at this time. Early childhood problems turned out to be very complex, many things were of particular concern to observers of education into early childhood education. One of the problems that often occurs is that early childhood children have been taught to read, write and count ("Calistung") in their PAUD.

Early childhood is forced to be able to do learning that should be given in elementary school. Actually, Calistung can be taught in PAUD as long as it's not forced because it can damage a child's mentality. If it is said that calistung in PAUD is common because there are current demands to enter elementary school, PAUD children must be fluent in Calistung. The question now is which one is to use the standard? Getting used to the right or justifying the usual? Indonesia has always justified the usual. (Interviews with school principals and parents, Wednesday, January 24, 2018). But if you look at the standards of international conventions, for example in Finland, children may read at the age of 7 years.

The above problems are the impacts that occur due to lack of understanding from parents, teachers, and the environment around the school, even it can be said that there are demands from the next level of school. Parents and observers of early childhood education should understand the characteristics of PAUD children who have unique characteristics in the provision of teaching materials. Early childhood is a child aged 0-8 years. According to Beichler and Snowman, early childhood is a child aged between 3-6 years [4]. Furthermore, the nature of early childhood is a unique individual where he has a pattern of growth and development in the physical, cognitive, socio-emotional, creativity, language and communication aspects that are specific to the stages being passed by the child [5]. Various definitions, it can be explained that early childhood are children aged 0-8 years who are in the stage of growth and development bro, both physically and mentally. The development of aspects of art is also very...
important for children. In its application, every aspect is a system that relates to one another.

Some theoretical studies used in this study:

A. Learning Model

Learning Model, group learning model that will be used in this study is the Information Processing Model Group (The Information Processing Family), this was chosen because the model in this group provides information and learning concepts, one of which is designing creative ways of thinking. With regard to the needs in this study that stimulate early childhood can do creativity well and in accordance with the stages of learning. According to Joyce and Weil states that, the information processing model group emphasizes ways of enhancing human nature's drive to form meaning about the world by acquiring and processing data, feeling problems and producing the right solutions, and develop concepts and languages to transfer these solutions / data [6]. In the information process there is an interaction between the internal conditions and the external conditions of the individual and the interaction between the two to produce learning outcomes. Learning is the result of information processes in the form of human capital (human capitalities), namely: 1) verbal information, 2) intellectual skills, 3) cognitive strategies, 4) attitudes, 5) motor skills. Learning models belonging to this group are Inductive Thinking Models, Concept Attainment Models, Picture-Word Inductive Models, Scientific Inquiry Models, Research Exercise Models (Inquiry Training), Mnemonic Models (Mnemonics), Sinetics Models (Synectics), Advance Organizer Models. Of these models related to creative dance is the Sinetics model, because this model is considered suitable to be used in research because of the creative approach and the subject of early childhood research that has several characteristics, such as; unique, spontaneous, active energetic, egocentric, explorative, short attention, easily frustrated. The kinetic model, although designed as a direct stimulus for creative thinking, sinetics has a positive influence, namely being able to introduce collaborative work, learning skills, and the presence of friendship among students.

B. Creative Dance

Creative Dance. creative dancing in Joyce's thinking. Dance as a field of science can be used in developing children's creativity. The concept of creativity that underlies early childhood creative dance in accordance with the views expressed by Joyce as follows, it is important for all children to be aware of their growing, changing beings [7]. Movement as creative expression plays an important part in life, building self-image, self-awareness, and self-direction. This is not only the body, it is all the child. The importance of difficult children, withdrawn children, exceptional children-all children. Creative dance leads children to deal with them-selves. It is clearly defined body of knowledge, in that it deals with elements that can be explored, learned, managed, and used. In words, creative dance dealing with the self is discipline. The next theory is Gilbert in his book Creative Dance for All Ages: A Conceptual Approach, The American Alliance for Health, Physical Education says that creative dance combines mastery of movement through the art of expression [8]. He further emphasized that the combination of movement and expressive is very important for the harmonization process in expressing creative dance. Furthermore, according to Masunah psychomotor aspects can be achieved through the activities of students moving in an effort to express their creative images through their bodies [9]. The imagination of creativity is the result of thinking about the possibility of body movement or parable motion, without thought processing it will not materialize a movement that can be accounted for. Some of the quotations above can be explained that creative dance is a body movement derived from imagination and expression that arises due to the process of seeing, observing, and trying to do it. Joyce further revealed that the concept of creative dance will achieve its goal of having to have a lesson plan [7]. This is expressed as follows, in order to reach this goal, in order for learning to take place, there must be a structured lesson plan. Each lesson (1) presents an element, (2) gives the children an opportunity for experimentation, and (3) requires the children to use the element in a simple form. These three phases form the base of each lesson plan. The elements overlap and cannot be dealt with sigly, but in each lesson one particular element should be stressed so that the children know where to focus their attention. Understanding and using of that particular element become the goal for the day.

Furthermore, Gilbert says that the goal is to re-express the past experience of the child creatively, and develop the power of imagination, creativity developed into a form dance [8]. Furthermore, he said that dance lessons need to go through the stages of introduction, development and concept exploration as well as developing dance skills and creation. Learning art in schools can develop cognitive outcomes, affective outcomes, physical outcomes, social outcomes. All of this can be channeled through learning activities of dance in schools that are creative in developing their movements. The two goals of creative dance above, it can be explained that the purpose of creative dance is that children are given the opportunity to be able to develop and process elements that exist in dance, as well as give an impact on the development of children's intelligence. In the concept of creativity, Gilbert says that: The discipline of dance in educational settings concentrates on process performance after performance [8]. Dance as an educational modality enriching the child, the adolescent, the adult, and the senior citizen in a variety of ways. It educates physically, socially, emotionally, intellectually. Although there are many benefits of dance in education, it is the least understood and developed in the arts in education. Creative dances can be done in every school, but still that the dance material is not the same as the material carried out in a non-formal environment or studio dance studio. Dance education not only sees the work, but the process of creation is an important concern. From the findings and theories above, it can be explained that every creativity that involves children as the subject of learning cannot be separated from the process of exploration, improvisation, selection and formation. Dance education is inseparable from creative things, especially in the process of creation because in the learning process dance requires a learning model that leads to an increase in intelligence for early childhood.
C. Early Childhood

Early Childhood, characteristics of early childhood. Early childhood has unique characteristics, both physically, socially, morally and so on. According to Aisyah, et al. the characteristics of early childhood include: a) having a great curiosity, b) being a unique person, c) like fantasizing and imagining, d) the most potential period for learning, e) shows egocentric attitude, f) has a short range of concentration power, g) as part of social beings [10]. Further according to Piaget, children have 4 levels of cognitive development, namely motor sensory stages (0-2 years), concrete pre-operation (2-7 years), concrete operations (7-11 years), and formal operations (11 years and over). In the motorized sensory stage (0-2 years), the child develops his ability to organize and coordinate with physical movements and actions [11]. Children use more reflexes and senses to interact with their environment. In pre-operational development, the child's thinking process begins to be clearer and concludes an object or event even though it is all beyond sight, hearing, or the reach of his hand. In the concrete operational phase, the child has been able to solve simple problems that are concrete and can understand a statement, classify and sort. In the formal operational stage, the child's mind is no longer limited to objects and events before his eyes. The child's mind is free from direct events.

II. RESEARCH METHODS

Samples from this study were 20 early childhood (5-6 years): consisting of 10 experimental group children and 10 control group children. Early childhood (5-6 years) in the experimental group received learning using creative dance learning models, while early childhood (5-6 years) in the control group received learning with a conventional approach. This research is a quasi-experimental study with pretest and posttest control design on art dance subjects for 20 early childhood (5-6 years) in one kindergarten in Purwakarta Subdistrict, Purwakarta Regency, West Java, Indonesia. Data collection. There are two types of data in this study, quantitative and qualitative data. Quantitative data obtained from the initial dance ability test score (DAT), the score obtained is from the posttest results. Qualitative data is obtained from the learning process documentation data by applying creative dance learning models using daily development achievement scales. Indicator in format according to listed in RPPH. Achievement scores are categorized according to the KAR group and daily development achievement scale (Undeveloped (BB), Start Developing (MB), Developing According to Hope (BSH), Very Good Developing (BSB)). The DAT groups in both groups (experiment and control) were measured based on the DAT test results conducted at the beginning of the meeting before being given treatment.

Data analysis in this study was calculated with two events, among others: descriptive analysis and analysis. Children without using stimuli or stimuli from sound, images or stories are expected to be able to move the child in accordance with his conscience. In this design, observations were carried out 2 times, namely before the experiment and after the experiment. Observations made before the experiment (O1) are called pretest or pretest and after-experiment observation (O2) is called post-test or post-test. The difference between (O1) and (O2) that is (O1 - O2) is assumed to be the effect of treatment or treatment. In this study the treatment used was two meetings for each step of the study.

III. RESULT AND DISCUSSION

When looking at the characteristics developed by the two experts above, it can be seen that Gilbert interpreted creative dance as a combination of the development of skills and self-expression and adapted to the age of the child's development. Vygotsky in Salkin said that the development of the child depends on the child's interactions with others and with the specific means provided by the culture that helped shape the child's view of the world [13]. According to this theory, the fundamental process of learning takes place through the interaction of children with someone who is knowledgeable. The concept of teaching must lead to the child's understanding of the material to be given, not only to the child imitating and memorizing the motion given by the teacher. According to A.J. Ayres, that the movement of the body or a limb has a goal and is composed of a coordinated movement [14]. A coordinated movement this will trigger the production of chemical substances that stimulate the growth of the neurotrophies brain cells and reproduce the connections between brain cells, so that it can improve the performance of the brain. On each movement required attention, concentration with full of excitement and soul attitude every limb, the introduction where the position of the body is located. This exercise combined with the stimulation of sensory (hearing, sight, touch), which called for the integration. Joyce means that creative dance is a way of communicating through motion, is holistic, involves the mind, body and soul. Children learn about the movements that can be done by each body or in other words awareness of the body. Gilbert's learning steps have 5 components in the syntax namely: 1) warming up, 2) exploring the concept, 3) developing skill, 4) creating, 5) cooling down. Furthermore, Joyce's syntax consists of three structures, namely: 1) presentation, 2) exploration, 3) Form. Both syntaxes have similarities in the syntax of Gilbert and Joyce, namely the existence of concept, exploration, and creating / forming. The difference is that the Joyce syntax is directly included in teaching material while Gilbert is through heating, developing abilities, and ends with cooling. When examined from these two creative dance experts, for Gilbert and Joyce more leads to the learning process, not the results of the division.
So, the combination of Gilbert and Joyce's syntax will be done in this creative dance model syntax, to be: 1) warming up, 2) presentation, 3) exploration, 4) Form, 5) cooling down. The implementation will be divided into 2 groups, namely the experimental group and the control group, this syntax will be carried out according to the stages in the experimental group, so that there will be a clear difference between the two groups. Achievement of DAT children who get learning with learning models are significantly better than children who get conventional dance learning. Fortunately to support the results of the descriptive analysis, inferential analysis was carried out by statistical tests. If the data is normally distributed and homogeneous, the hypothesis statistical test will be carried out using a parametric test (t-test). However, if the data is normally distributed, statistical measurements will be performed using a non-parametric test (Mann-Whitney test).

IV. CONCLUSION

After reviewing the literature study, and analysis, it can be concluded that the use of creative dance learning models can provide alternative dance learning, especially in developing early childhood creativity (5-6 years). Until in the end it will be found long-term benefits in the development of early childhood intelligence (5-6 years). In the learning process of creative dance performed by PAUD teachers it is very important to involve children in creating simple dance movements according to the level of child development. The teacher, of course, can guide children by providing the right materials, but the most important thing is that the child can understand something, he must build his own understanding, he must find it himself.

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