



Teacher Strategies for Developing the Art of Dance in early Childhood at the Citra Mandiri Kindergarten Batang Quiz District

Siti Erlina Sari¹, Nadilla Barus², Indah Sri Sejati³, Risma Chintya⁴, Hilda Zahra Lubis⁵
^{1,2,3,4,5} Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Corresponding Author:  iinkrahmawanii@gmail.com

ABSTRACT

Early Childhood Education (PAUD) is a platform that not only helps develop and channel children's talents and interests, but also develops aspects of child development, such as one aspect of art, in this case dance for early childhood. Dance plays an important role in children's development, because dance helps equip children with life skills in accordance with educational goals, namely learning how to or thinking skills, learning to do or the ability to do or act, learning to be or the ability to perform, learning to learn or the skill to learn, and learning to life or the skill to live together. This research aims to find out teachers' strategies for developing dance talent in early childhood and the obstacles faced in developing dance talent in early childhood at the Citra Mandiri Kindergarten Batang Quiz. At the Citra Mandiri Batang Quiz Kindergarten, children who have dance talents can be channeled optimally, which can be seen from the trophies obtained from the results of competitions in which children at the Citra Mandiri Batang Quiz Kindergarten participate. This research is qualitative research with a descriptive approach. The results of this research are as follows: the strategies used in developing children's dance talents are providing dance facilities and infrastructure, giving gifts/rewards, choosing interesting songs for children and creating interesting and simple movements, using dance props and dance costumes, holding competitions with other schools, and the teacher has dance talent. This research aims to provide teachers with learning strategies in developing the art of dance in early childhood at TK Citra Mandiri, Batang Kuis sub-district.

ARTICLE INFO

Article history:

Received

01 April 2024

Revised

20 May 2024

Accepted

01 Juni 2024

Key Word

Teacher Strategy, Dance, Early Childhood

How to cite

<https://pusdikra-publishing.com/index.php/jsr/index>

Doi

[10.51178/jsr.v5i2.1957](https://doi.org/10.51178/jsr.v5i2.1957)



This work is licensed under a
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Learning dance in elementary schools has an important role in the process student growth and development. This is in accordance with the research article which states that the art of dance within the scope of education is very important in terms of maintaining and preserving regional cultural arts, education and learning traditional

arts in the school environment as a means of maintaining and preserving the nation's cultural identity. School is one of the right places to introduce and develop the art of dance. When children enter kindergarten, namely at the age of 4-5 (four-five) years, their psychomotor development, both gross and fine motor skills, begins to develop with greater frequency. Therefore, children are more active and dynamic in their movements, this kind of movement character indicates that children are able to dance with simple and dynamic movements.

Art activities in the world of education are expected to be able to shape the personality and character of students. The role of arts education as part of the curriculum component in schools always experiences changes in conception along with changes that occur in school institutions. Dance is one of the subjects at school which aims to enable students to learn art and to develop students' physical and mental conditions to the maximum. The dance curriculum does not require students to become famous or become professional dancers, although there are also some students who are talented in this field. Dance as an educational medium in kindergarten functions as a series of rhythmic movements as an expression of the soul or human expression in which there are elements of the beauty of wiraga, wirama, wirasa, and wirupa.

The art of dance discusses knowledge and skills related to dance movements such as the elements of beauty of wiraga, wirama and wirasa. in his research, he produced data that traditional dance is a form of regional culture that is strong with historical values and philosophical messages, such as spiritual, moral and social aspects of the community. Through the art of dance, students can be prouder in appreciating, recognizing and maintaining culture as the identity of their nation. Apart from that, the concept of dance education is one that is most in line with the development of cultural character which is non-material and abstract for the human soul and personality.

The teaching and learning process in schools takes place through interaction between teachers and students. Teachers must play an active role as facilitators who help make learning easier for students, especially when providing theoretical and practical dance material. In arts and culture lessons, they are not studied separately but are integrated into art. Therefore, dance lessons are culture-based lessons. In its implementation, dance lessons consist of several branches which are summarized in the arts and culture education curriculum consisting of several branches which are summarized in the arts and culture education curriculum, including: fine arts, music arts, and theater arts. One of the branches summarized in the arts and culture education curriculum is dance.

Based on initial observations, there are problems in the teaching and learning process. In reality, the dance learning process, both theory and practice, has not shown the expected results, especially dance practice. This can be seen from the children's dance movement training which is not yet optimal, it is proven that children's dance

learning exercises regarding dance movements at the Citra Mandiri Kindergarten, Batang Quiz village have not yet reached the KKM determined by the education unit. Children's ability to learn dance related to dance movements is still not satisfactory, so efforts are needed to increase children's interest in learning dance.

Interest is an important thing that must be present in every individual who studies art. Without interest, a person will not follow the learning process well. Having an interest in learning in students will be motivated to be active and directly involved in learning activities. In mapping dance talent, researchers conducted initial observations to determine students' interest in learning dance. From the talent mapping that was carried out by distributing questionnaires to the Citra Mandiri Kindergarten, Batang Kuis Village, the researchers found the results of the problem of lack of student interest in learning dance among the children of the Citra Mandiri Kindergarten, Batang Kuis Village.

The lack of interest of some children in dance lessons was obtained from the results of researchers when providing arts and culture lessons in class, only some children really listened to the material presented by the teacher, this resulted in dance lessons not being fully conveyed and absorbed by the children. caused by the lack of student interest in dance material. In implementing learning, it is very important that children are interested in this subject. If the child has no interest at all in following the subject, the material in this lesson will be difficult for the child to understand.

RESEARCH METHOD

In this journal, researchers use qualitative methods. Qualitative research is a research method that is descriptive or describes problems that exist in the field. that qualitative research is a comprehensive concept in which there is a systematic method or way of working. This research was carried out at the Citra Mandiri Batang Quiz Kindergarten, in the 2023/2024 school year. This PAUD is located on the road, Batang Quiz. Citra Mandiri Kindergarten Batang Kuis is an early childhood education institution that applies various strategies in classroom learning. Apart from that, the students in this kindergarten have quite a variety of dance movements so it needs to be developed so that it can be channeled optimally, especially for early childhood children in the Citra Mandiri Kindergarten, Batang Kuis Village.

The data collection techniques used in this research were observation, interviews, documentation and combination/triangulation. In this research, data collection was used in natural conditions, primary and secondary data sources and participant data collection were mostly used, in-depth interviews and documentation studies (Sugiyono, 2011).

RESULT AND DISCUSSION

The results of the research show that there are several teacher strategies in developing the art of dance in early childhood at the TK. Citra Mandiri school, Batang Quiz sub-district:

Choose an interesting song to dance to choose songs to carry out dance activities with learning themes, for example the theme of bodies, animals, plants and in choosing songs you can adapt them to the experiences and interests of early childhood: Teachers can choose songs that reflect children's life experiences or arouse their interests. For example, songs about daily activities such as playing, studying, or exploring nature. according to the age of the child, namely children's songs, which cause children to follow or demonstrate movements adapted to the age and character of the child's development. With the meaning of the song

1. Age Appropriate, Choose songs that are appropriate for the children's age. Songs with simple melodies and lyrics that are easy to remember and follow are suitable for young children.
2. Fun rhythm, Songs with an interesting and energetic rhythm are often preferred by children because they help them move more actively and enthusiastically.
3. Educational Content, Choose songs that are not only fun but also have positive educational value, such as songs that teach about body shapes, numbers, or the alphabet.
4. Culture, Consider the relevance of the child's culture and social context. Traditional songs or songs that reflect their daily lives are often preferred and easier to understand, for example the traditional Rambe Yamko creative dance and the traditional Tor-tor Batak creative dance used by the Kindergarten Citra Mandiri school.

Choosing songs that match your child's interests and have elements that allow them to move and participate will make their dancing experience more enjoyable and educationally rewarding.

In introducing children's dance movements, regards choosing songs for children that are very energetic songs. Introducing songs and simple dance movements in early childhood is a common approach in early childhood education to develop creativity, motor coordination, and musical sensitivity in children.

There are several dance movements as follows (Tugmin Harjo & et al, 98): jumping up and down, jumping with hands on the waist, walking (walking with hips swaying and walking with two hands up), sitting (two hands up and down and sitting with the head turned to right and left). As for adapting dance movements to musical accompaniment, each dance movement is adapted to the lyrics of the song used for dancing. By developing basic dance movements, make basic movements that are easy

for children to understand. Movements can include simple steps such as jumping, moving your arms, or turning.

Reward (gift) is a reinforcement theory that comes from behavioristic theory, namely one of the processes in external factors influencing children's behavior, rewards with young children increase children's motivation in performing dance movements. Therefore, there must be stimulus from teachers and parents in relation to giving rewards to young children with the stimulus so that children are motivated to be more enthusiastic about something new so that motivation is the energy within a person that can make children do dance movements. the good one. Motivation that arises due to the presence of energy will influence a mental state such as feelings that will emerge which will cause children's dancing activities to increase.

Facilities and infrastructure for dance are very important to support the smoothness and quality of dance performances. Some examples include:

- a. Practice Place: a space that is large enough and free of obstacles for dance practice.
- b. Dance place: a dance place or surface that is safe and suitable for dance movements, and has a large or not narrow space so that when practicing or performing dance movements you are not limited by limited space.
- c. Lighting: Sufficient lighting to highlight the dancer's movements and expressions.
- d. Music and Sound System: To support music accompaniment or song player
- e. Costumes and Props: Appropriate costumes and props required for dance performances, costumes and props according to what dance is used when using costumes or props for dancing.
- f. Audience Facilities: For public performances, suitable seating or space for the audience is required.

In this case, it is an important component that allows dance to be expressed and enjoyed well by the audience when performing it

Arts education in dance at schools can provide children with aesthetic experiences in the form of rhythmic and beautiful movements so that creative or innovative thinking emerges, this not only makes children dance artists but dance can also express emotions. humans are expressed through body movements, contain rhythm, and can develop aspects of children's physical motor development with movements in dance, in performing. Everything is related to the social character that develops in a school with dance forms created through the dance arts education process. With the very close relationship between education and artistic activities, one of which is dance, it is deemed necessary to have an activity to support the role of education in the process of preserving arts by holding competitions with other schools with the aim of developing children's dance talents by having the courage to perform at school. other schools get other benefits in holding competitions with other schools.

In dance education, it is education that provides a stimulus for children to appreciate themselves and their environment. With the stimulus, appreciation will emerge if learning is carried out well and effectively by teachers at school. That teachers can deliver children to achieve their appreciation, because teachers have an important role in appropriate capabilities in dance arts education, then adapting them to the child's age level with their needs as young children who are just learning to understand, calculate and express themselves through arts education. dance.

It is important for children to give stimulus from an early age so that children can develop and provide something important for the child's life in the future in the child's future life. From that right, the child's various knowledge and interests or talents that if the child likes then need to be trained, namely by means of the other provides dance lessons. Because learning the art of dance can provide understanding, experience and basic techniques for good and correct dancing.

CONCLUSION

The research results reveal several strategies used by teachers to develop dance art in early childhood at TK Citra Mandiri school in Batang Quiz sub-district:

1. Selecting Interesting Songs for Dance, Teachers choose songs that align with learning themes (e.g., body, animals, plants) and reflect children's experiences and interests. Songs should be age-appropriate, have fun rhythms, educational content, and cultural relevance. For example, traditional dances like Rambe Yamko and Tor-tor Batak are used.
2. Creating Simple Dance Movements, Teachers introduce energetic songs and basic dance movements that are easy for children to understand and perform, such as jumping, walking with swaying hips, and simple hand movements.
3. Giving and Receiving Rewards, Rewards motivate children to perform dance movements enthusiastically. Stimuli from teachers and parents can increase children's motivation and improve their dance performance.
4. Providing Dance Facilities and Infrastructure, Adequate practice spaces, safe dance surfaces, good lighting, sound systems, costumes, and props are essential for supporting dance performances. Proper facilities ensure that dance can be expressed and enjoyed effectively.
5. Participating in Competitions with Other Schools, Competitions provide children with aesthetic experiences and help develop creative thinking. They encourage children to express emotions through dance, develop physical motor skills, and build social character by interacting with peers from other schools.
6. Teacher's Dance Talent, Teachers play a crucial role in delivering effective dance education. They provide stimuli that help children appreciate themselves and their environment. By adapting to the child's age and needs, teachers help children

develop an understanding and interest in dance, which is important for their future growth and talents.

REFERENCES

- Aenur Robiatul Adawiyah & Rizki Umi Nurbaeti. 2023. Creative Dance Training as a Form of Appreciation of the Art of Dance. JAMU: UMUS Community Service Journal Vol.3, No.02
- Annisa Afani. 2022. "Recognize 13 Characteristics of Early Childhood to Support Their Development." Accessed May 11, 2022, <https://www.haibunda.com/parenting/20201014183433-61-167261/kenali-13-characteristik-anak-usia-dini-demi-mendukung-perembangannya>
- Nada Salwa, Jumrah, Rifki Ayu Rosmita TEACHER STRATEGIES IN DEVELOPING THE ART OF DANCE IN EARLY CHILDREN IN THE CERIA PRESCHOOL OF REMPUNG VILLAGE, EAST LOMBOK journal: Islamic EduKids <https://journal.uinmataram.ac.id/index.php/IEK/index> vol. 4 No. 1,2022
- Pande Putu Yogi Arista Pratama.2020.Implementation of the Implementation of Art Conservation through the World of Education: Barong Ket Dance Competition between SeBali High Schools as an Effort to Preserve Traditional Dance. Semarang State University. ISSN: 2686 6404
- Salwa nada & Jumrah et al. 2022. Teacher strategies in developing the art of dance for early childhood children in pre-school cheerful, Rempung village, East Lombok. Islamic EduKids: Journal of Early Childhood Education Homepage: <https://journal.uinmataram.ac.id/index.php/IEK/index> vol.4 no.1
- Siti Saharia & Rivo Panji Yudh. 2023. The Influence of Rewards on Early Childhood Learning Motivation. JIIP (Scientific Journal of Educational Sciences). vol. 6 no. 8
- Sugiyono. 2011. Quantitative Qualitative Research Methods and R&D. Bandung: Alfabeta Publishers.
- Tugimin, H. & et al. Handicrafts and Arts for SD/MI class II. Miscellaneous.