



Stimulation Dance Creations Art on Gross Motor Development Children Aged 5-6 Years in Islamic Al-Huda Tk Semarang

Nuril Safitri , Agustinus

DOI 10.15294/ijeces.v6i1.15785

Semarang State University, Semarang, Indonesia

Article Info

Received January 2017
Accepted April 2017
Published June 2017

Keywords:
Dance Creations Art; Gross
Motor Development; 5-6
years old

Abstract

The purpose of this research is to determine the influence of dance creations art towards children aged 5-6 years gross motor development in the Al-Huda Islamic Kindergarten Semarang. This study uses a quantitative approach with methods Pre - Experimental Design in the form of one group pretest and posttest design . The population in this study were all students Kindergarten Al-Huda Islamic Semarang. Samples are students aged 5-6 years with 30 students at the Islamic Al-Huda TK Semarang based sampling using purposive sampling. Based on research and Paired Sample t-test was done, it can be concluded that there are differences after stimulation given dance creations on gross motor development of children aged 5-6 years in kindergarten Islam Al-Huda Semarang with t_{hitung} values obtained with a value of -15.082 sig (2-tailed) $0.000 < 0.05$, which means that there are significant differences between the pretest and posttest. Obtained a mean of -19.867. These results indicate that an increase in gross motor development of children with stimulation of dance creation, after to treatment in the experimental group, accumulation pretest scores are accumulated in 2164 and posttest score is 2760 with an increase in overall score was 596, or about 27.54% of the pretest scores.

How to cite

Safitri, N. & Eka Nugroho, R. (2017). Stimulation Dance Creations Art On Gross Motor Development Children Aged 5-6 Years in Islamic Al-Huda TK Semarang. Indonesian Journal Of Early Childhood Education Studies, 6(1), 39-42. doi:10.15294/ijeces.v6i1.15785

INTRODUCTION

According to the National Association for the Education of Young Children (NAEYC), an early age, known as "The Golden Age" is a child in the age range of 0-8 years (Diana, 2015: 133). Based on Law No. 20 Year 2003 on National Education System states that Early Childhood Education is a development effort aimed at children from birth to age 6 years were done through the provision of education stimulus in order to assist the growth and development of children physically and mentally in order to have the readiness to enter further education.

Stimulate is a good stimulate to develop the capability aspects of child development according to age, such as: aspects of cognitive development, language development aspects, aspects of socio-emotional development, physical and developmental aspects. Developmental aspects have their respective roles in the development of early childhood. Aspects of physical development has a role that is no less important in a child's development. Physical development related to motor development of children. Motor development is development that spreads throughout the body from the head to the feet and developments spread from the central pivot point of the body to the limbs, Soetjningsih (2012).

Motor skills in early childhood consisted of gross motor skills and fine motor skills. Widodo (2008) gross motor skills are body movements that use the large muscles or most or all members of the body that is affected by the maturity of the child. Gross motor development is very important in early childhood. The development of gross motor skills of kindergarten children need a lot of energy for the whole body part moves and big muscles play a lot in gross motor activities. Stimulation in children in the physical aspects of motor also can affect other aspects of maturity. Therefore, the provision of necessary gross motor stimulation stimulated properly. Many ways to stimulate gross motor development in children with a fun way for young children, one way is interesting because in the dance there are various movements that can stimulate gross motor. Besides being able to stimulate gross motor skills of children, of dancing is also an activity that is very interested in early childhood and interesting for young children. According Murgiyanto (Astini, 2013) dances were introduced to early childhood to provide creative experiences in a way taught her children to experience and could restate the aesthetic value encountered / felt in his life.

Based on observations conducted by re-

searchers on 13 and January 23, 2015 at various institutions in the village kindergarten Petompon stated that Al-Huda Islamic kindergarten Semarang less in stimulating gross motor development of children, especially in terms of dancing compared to other institutions in the Village kindergarten Petompon. Dancing activities at Al-Huda Islamic kindergarten Semarang, the teacher only teaches regular dance to the accompaniment of the song. Teachers are not the creation of the movement in a dance being taught to their students. As a case in point is, when children are dancing, they look not skilled in some respects, such has not been able to stand with one foot tiptoe, tiptoe road, jumping alternately alternately swinging arms and some movement in a dance that has not been mastered by children due to limited space.

In connection with these problems, the need for stimulation in order to maximize the gross motor development of children. Early childhood teachers have an important role in helping the child to optimize the gross motor development of children. Astuti (2013) outlines some efforts to be made by early childhood teachers to optimize the gross motor development of early childhood, among which provide a comfortable and safe environment, provide confidence in children, teach concentration, teach motor skills, assisting the process of training, and provide guidance and motivation.

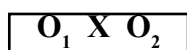
Dance arts education has a very high value for human development. This can be reviewed through the grades in dance, especially the value associated with the development of physical and spiritual. In physical development, the performance of the dance through rhythmic movements and harmonious development can regulate heart rhythm, the digestive process, other parts of the body functions and streng then certain muscles. On the other hand supporting aspects of dance that is wiraga, wirama, and wirasa, Purwatiningsih (Kamtini, 2005). Dance art learning for early childhood will contribute more if done through group learning or classical learning because early childhood tends to imitate their environment. Suryosubroto (Rakimahwati, 2014) says that classical learning is learning by using the classical method in which a teacher in the classroom faces a number of students at the same time, delivers the same teaching method to all of the students.

Given the importance of the development of gross motor skills since early childhood, which can be developed through a process of learning in kindergarten, Researchers try to do research on stimulation dance creations on gross motor deve-

lopment of children aged 5-6 years in kindergarten Islam Al-Huda Semarang.

METHOD

This study included a quantitative study with this type of pre-experimental design type one-group pretest-posttest. Measurements in this study was done 2 times ie before and after the experiment. The difference between O1 and O2 is assumed as the effects of treatment or experiment. The design is described as follows:



Explanation:

O_1 : the value pretest (first measurement prior to treatment as measured by using a scale of gross motor development)

x: the provision of treatment or treatment of research subjects through Stimulation of dance creations

O_2 : the value of post test (a second measurement after the treatment with Gross motor development)

The dependent variable in this study is the gross motor development of children aged 5-6 years, while the independent variables, namely the art of dance creations. The population in this study were all students of the Islamic Al-Huda Kindergarten Semarang. The sampling technique used in this research is purposive sampling. Purposive sampling technique is sampling technique with a certain considerations (Sugiyono, 2010: 82). The sample in this study were students aged 5-6 years in kindergarten Islam Al-Huda Semarang with the number of 30 students.

The instrument used to measure the variable gross motor development of children aged 5-6 years in this research is by using Likert scale. Use of a Likert scale was made in the form of a checklist. The scale is based on gross motor developmental aspects of children according to Astuti (2013), 137 Permendikbud 2014, Santan and Yamin (2013).

Good instrument must meet two important requirements, namely valid and reliable (Sugiyono, 2010: 173). Researchers tested the validity of the instrument using the Pearson product moment correlation (Arikunto, 2010: 213) and analyzed using analysis program of SPSS 16.0 for window scale used in this study is a Likert Scale. Use of a Likert scale was made in the form of a checklist and were analyzed using analysis program of SPSS 16.0 for window with the test criteria using critical r 0.300, if $r_{xycount} > r$ critical the instrument is said to be valid and if $r_{xycount}$

$< r$ critical then the instrument is said to be invalid. Based on the validity of the test results on the instrument, note that from grain item questions asked, obtained 37 item valid statement.

Reliability of the instrument in this study were calculated using Alpha analysis. Calculation of reliability of research instrument using analysis program SPSS 16.0 for Windows, with the testing criteria if the value of Cronbach Alpha is getting close to 1 then the instrument is reliable.

Table 1. Reliability Test Results in Testing Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.750	38

Based on the above table it can be seen that the Cronbach Alpha value of 0.750. , In conclusion, Cronbach's Alpha $> r$ critical, namely $0.750 > 0.300$, meaning that the instrument is reliable and can be used as a measurement tool to data collection.

RESULTS AND DISCUSSION

Event dance creations in this study is the provision of treatment (treatment) is performed continuously 12 times. Treatment in the form of teaching the movements in the dance given in the experimental group. One of the dance movements that give the movement of hands swayed back and forth to the right and to the left alternately, moving the right hand to the right and left hand to left by moving your feet to the right and to the left alternately, raise your hands to rotate driven and both hands on the head. The purpose of giving this treatment is to see and find out if the art of dance creations were able to improve gross motor development of children aged 5-6 years.

Having obtained the data of pretest and posttest, then the data were analyzed using Paired Sample t-Test, the help of the analysis program SPSS 16.0 for Windows. Results Paired Sample t-Test can be seen in the following table.

Table 2. Paired Sample t Test Results Hypothesis Testing Experiment Group

Mean	t_{hitung}	Sig (2-tailed)
-19.867	-15.082	.000

From the above table is obtained t value amounted to -15.082 with sig (2-tailed) 0.000 < 0.05 , which means that there are significant

differences between the pretest and posttest. Obtained a mean of -19.867, a minus sign indicates that the mean or average of the first group is smaller. Thus, it can be concluded H_0 received or there is a difference between before and after treatment with the art of dance creations in the experimental group. The results of this study can not be separated from the concept that gross motor movement is performed involving most parts of the body, thus requiring greater exertion (Astuti, 2013). The results of this study are also consistent with the theory of Tjateri (Rohmah, 2013) stating gross motor development of children can be affected by several factors, including factors that skilled, effect on certain motor skills, can be body size, physical growth, nervous system, strength and body weight and environmental factors, effect on the development of motor skills, the motivation to move, due to stimulation from the environment.

CONCLUSION

Based on the discussion of the results of research, experimental research stimulation dance creations on gross motor development of children aged 5-6 years have led to the conclusion that dance creations were able to improve gross motor development of children aged 5-6 years with the provision of continuous treatment within a certain time with the child is able to move his head, hands, and right leg simultaneously with the motion varied, featuring the movement of the head, hands, and feet with agile, and can move to the rhythm of music heard.

Based on the conclusion of the study have been obtained, it can put forward some suggestions, among which For Kindergarten in order to

provide a wide range of dance creation and continuous in order to improve children's gross motor optimally students in a fun way. For Kindergarten Teachers should be varied to provide stimulus gross motor skills in children to develop gross motor development and the creation of a dance that is not less interesting than dance creations researchers. For other researchers who want to study about the influence of the art of dance creations on the gross motor skills of children should use other methods are more varied and creative.

REFERENCES

- Arikunto, S. (2012). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Astuti, H. P. (2013). *Perkembangan Anak Usia Dini 1*. Yogyakarta: Deepublish.
- Diana, M. P. (2015). Art Activity and Personal Intelligence: Its Influence to Children Adaptation Skill (Experiments at Hidayatullah Islamic School). *Asia Pacific Journal of Multidisciplinary Research*, 3 (4).
- Kamtini. 2005. *Bermain Melalui Gerak dan Lagu di Taman Kanak-kanak*. Jakarta: Depdiknas.
- Rakimahwati, Rakimahwati. (2014). Character Development through Dance Learning in an Early Childhood Setting. *Indonesian Journal of Early Childhood Education Studies*, 3(2)
- Rohmah, Alfi Manzilatur. 2013. Peran Kegiatan Tari Untuk Mengembangkan Kemampuan Motorik Kasar Anak Kelompok B di TK Muslimat Mazraatul Ulum II Paciran Lamongan. *Skripsi*. Universitas Negeri Surabaya.
- Soetjiningsih, Christiana Hari. 2012. *Perkembangan Anak Sejak Pertumbuhan Sampai Dengan Kanak-Kanak Akhir*. Jakarta: Prenada.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: ALFABETA.