

Analysis Skills of Early Childhood in The Implementation of Creative Dance Wedcforting

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ABSTRACT

This study aims to reveal analytical skills of early childhood as an indicator of critical thinking skills in the implementation of WEDCFORTING creative dance learning. This research is based on optimizing critical thinking skills in children from an early age through fun learning activities. The method used in this research is descriptive qualitative method so that everything that happens in the field can be described in detail. The research activity was carried out by involving 13 young children at one of the kindergarten institutions in Purwakarta Regency. The results of the research show that children get the opportunity to explore ideas and ideas into a series of dance movements. This shows that analytical skills as an indicator of children's critical thinking abilities are well optimized in the implementation of WEDCFORTING creative dance learning. Thus, WEDCFORTING creative dance learning can be used as a reference in implementing dance learning in early childhood as an effort to optimize critical thinking abilities.

Keywords: Analytical Skills, Critical Thinking, Early Childhood, Creative Dance WEDCFORTING

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1. INTRODUCTION

Early childhood is the most effective period in developing various potentials. Starting from religious and moral values, physical-motor, language, cognitive, social-emotional and artistic. The cognitive aspect is one aspect that is the center of attention for both parents and teachers. However, in the development process it is necessary to pay attention. In fact, the cognitive aspect is not only related to reading, writing and arithmetic. As stated by Piaget (Hanafi & Sumitro, 2019; Mukhlisah, 2015; Saragi, 2012) that cognitive aspects in children include abilities related to perception, thought, memory, and information processing so that children gain knowledge, solve problems, and plan for the future. In line with what was stated by Desmita (2010, p. 153) which states that the cognitive aspect is an aspect of child development related to someone in learning, paying attention, observing, and assessing. Thus, it is closely related to the ability to think critically.

Slavin (2009, p. 37) Critical thinking is the ability to analyze, solve problems, and assess so that individuals who are independent in solving all problems in life can be formed. The tendency of children to think critically can be seen when children can look at various objects around them with curiosity. This is closely related to the child's ability to analyze. As stated by Susanto (2011) that critical thinking skills consist of several skills including analyzing skills, synthesizing skills, identifying and solving problems, concluding skills, and evaluating and assessing skills. The statement emphasizes that analytical skills are an indicator of critical thinking skills in children. Thus it is very necessary to pay attention to optimizing analytical skills in early childhood in learning activities.

As research conducted by Anggreani (2015) explained related to increasing children's critical thinking skills through experimental methods. Activities carried out by mixing colors, air experiments and so on. Based on the activities carried out, through stimulation can make a major contribution to the development of children's critical thinking skills. A conducive atmosphere, the right method fiber can also have an influence on the development of critical thinking skills in early childhood.

Another study conducted by Natalina (2015) related to cultivating critical thinking behavior from early childhood. Based on the research conducted, it shows that in the process of optimizing children's critical thinking behavior it needs to be done continuously, continuously, consistently, and of course there is a role for the learning environment related to learning methods.

Optimizing analytical skills as an indicator of critical thinking skills in children can of course be done in a variety of fun ways and methods. However, the phenomena that occur in the field show that children's analytical skills are not well optimized. As happened in the implementation of dance learning which still applies conventional dance learning. This narrows the child's thinking space in exploring various movements. In practice, dance learning activities are carried out with children imitating the movements that the teacher does. This shows that the development of children's cognitive abilities is only in the aspect of memorization.

In fact there is dance learning that can support success in optimizing the critical thinking skills of early childhood. One of them is the WEDCFORTING creative dance proposed by Wulandari et al., (2021). In practice, children are given the opportunity to explore and create dance movements independently through the learning stages of warming up, exploring, developing skills, creating, forming and presenting. As stated by Hayani (Wulandari et al., 2020; Wulandari & Agustin, 2019) that the implementation of WEDCFORTING creative dance learning supports children to be free to

think and act on the basis of stimulation provided by the teacher in a process of creating dance moves. This opinion certainly confirms that in the implementation of dance learning this emphasizes the process of creating motion by children which is related to critical thinking abilities.

In addressing the existing problems and supporting theories, the formulation of the problem can be obtained "how can children's analytical abilities be optimized in the implementation of WEDCFORTING creative dance learning?"

2. METHOD

This research was conducted using a descriptive qualitative method to describe the ability to analyze early childhood in the implementation of WEDCFORTING creative dance learning. The research was conducted on early childhood with an age range of 5-6 years at a kindergarten in Purwakarta Regency. Research participants were selected based on existing problems in the field related to the implementation of learning in optimizing early childhood critical thinking skills. Data obtained based on observation, interviews and documentation studies which are then analyzed descriptively.

3. RESULTS AND DISCUSSION

Analytical skills are one indicator of critical thinking skills. Basically, the critical thinking skills of early childhood are different from the critical thinking skills of adults ((Syarifah et al., 2018; Tulasi, 2010). This is based on the knowledge structure possessed by the two is very different. In principle, critical thinking skills in early childhood are seen when children are able to observe by being able to find and question things that they do not really know (Dewi et al., 2022; Rahman, 2005). As stated by FFisher (2009; Susanto, 2011) that indicators of critical thinking skills in early childhood include the skills of analyzing, synthesizing, identifying and solving problems, concluding, and evaluating and assessing. Analytical skills will be seen when children are able to decipher information and relate it to the knowledge they have.

Optimizing children's analytical abilities can be done using appropriate methods based on the stages of child development (Heldanita, 2019; Rahmi & Hijriati, 2021). In practice, learning activities are no longer supposed to be teacher-centered. The teacher centered method is carried out by being more inclined to the lecture method which actually results in a lack of active involvement of children in the implementation of learning. Like the criticism put forward by Paulo (2002) that the teacher-centered education system is a teacher teaching-students receiving learning, the teacher is thinking-students are thought of, the teacher is talking-students are listening, and the teacher is the subject-student object.

There are not a few school institutions that still carry out such learning activities. Especially when implementing dance lessons for children. There are still many school institutions that apply conventional dance learning activities. This means that in practice, it is the teacher who creates the movement and becomes the main example so that later the children will only have the opportunity to imitate the movements that the teacher makes. The absence of children's involvement in the process of creating dance moves makes children passive in learning activities. With such learning activities, children do not get the opportunity to observe, analyze and make hypotheses. This is not in line with efforts to optimize children's critical thinking abilities, especially in analyzing abilities.

In fact, implementing creative dance learning is one of the answers in efforts to apply dance learning to children as an effort to optimize children's analytical skills. As stated by Joyce (1994) that the implementation of creative dance learning involves physical activity, expression, and a close relationship between mind, body and soul which is contained in a series of dance movements. This shows that by implementing creative dance learning children get the opportunity to observe, express ideas and create a series of dance movements. Thus the child's ability to analyze can be optimized through learning activities.

The stages of learning creative dance actually have diversity. One of them is the implementation of WECFORTING creative dance learning which is carried out with the stages of warming up, exploring, developing skills, creating, forming and presenting. Warming up is done with small activities or can be done by playing simple games so that it can train the child's small muscles before doing a complete series of dance movements. Exploring is done by exploring ideas and ideas resulting from children's thinking on the basis of observing the surrounding environment, observing pictures, watching videos or through a question and answer process with teachers and friends. Developing skills are carried out by developing ideas and ideas possessed by children so that basic movements can be formed which will later be arranged into a series of dance movements in the creating stage. Furthermore, at the form stage, children get the opportunity to add various variations with floor patterns and so on. At the presenting stage, each child gets the opportunity to present their dance work together with their group mates, and alternately the children get the opportunity to evaluate their own work with their friends.

In practice, the WEDCFORTING creative dance learning activities are carried out with a theme. This is in line with the characteristics of early childhood learning which is still in a concrete stage, so learning activities need to be carried out with themes or titles that are close to the child's life (Adam, 2019; Kementrian Pendidikan dan Kebudayaan, 2018; Wulandari et al., 2021). As applied to one of the kindergartens in Purwakarta Regency carrying out WEDCFORTING creative dance learning activities with the theme of animals, the sub-theme of land animals. The selected land animals are rabbits, squirrels and monkeys.

As usual, at the beginning of the activity after praying, it was carried out by building children's apperceptions related to the theme to be carried out. This activity is carried out with supporting media in the form of pictures and videos. This is because early childhood is still classified as in the stage of concrete operational thinking. As stated by Piaget (Hamzah, 2009; Hanafi & Sumitro, 2019) that the stages of early childhood thinking still need symbols so that they can develop to think intuitively. The same thing was stated by Brunner (Desmita, 2010; Dewi K & Herman Z, 2017) that the early childhood learning process is carried out through direct action or with concrete learning media such as presenting pictures, videos or graphics.

Before inviting the children to make a series of dance moves, the children are invited to do the movements and songs as an effort to warm up. On this occasion, the children performed the movement and the song "aramsamsam". Through this movement and song not only trains the small muscles of the child before doing the dance move, but with this song movement the child gets to know the tempo in the dance move. In practice, this song starts from a very slow tempo until finally it is performed at a very fast tempo. When carrying out this stage, the children looked so enthusiastic and actively participated in the activity. Thus, the children are motivated and enthusiastic to take part in the next learning activity. In fact, growing enthusiasm for learning in children is very important to

do, because it will affect the achievement of the goals of learning activities (Hapsari, 2013; Susanti, 2015).

The second stage is exploration. In practice, this stage is carried out by inviting children to explore ideas of movement through the media of images, videos and questions and answers that are carried out. Children are invited to watch videos of various kinds of animals. After the video appearance, the children were invited to reveal which animals were in the video. This is to reveal the child's ability to analyze the video that is displayed.

Furthermore, the children were invited to observe pictures of rabbits, squirrels and monkeys. Children are invited to observe the differences in each animal in the picture. This is also related to exploring the child's ability to analyze existing images. In practice, it shows that children are able to express the various differences in the animals in the picture. Thus, it can be seen that the implementation of WEDCFORTING creative dance learning can optimize children's analytical abilities.

Efforts to optimize children's analytical abilities are also carried out with a question and answer process. In this activity the teacher gives basic questions such as "what movements do rabbits?", "what movements do squirrels ?" and "what activities do monkeys?". The children answered the activities that the bunny did jumping, running and eating carrots. Likewise with squirrels, the children mentioned that the usual movements of squirrels include jumping, climbing, and eating fruit. As for the children, the usual movements for rabbits include swinging, running and eating bananas. This shows that children have the ability to analyze various animal movements through a question and answer process. Children seem to be able to describe previously obtained information by relating the knowledge they have. As stated by Anderson & Krathwohl (2001) who revealed that analytical skills are seen when children are able to decipher various information from various relevant sources. Thus the stages of learning WEDCFORTING creative dance can optimize children's ability to analyze as an indicator of critical thinking skills.

In the next stage, children are invited to be able to synthesize their ideas and thoughts into the form of dance movements. In this case, children create movements based on their ideas and ideas related to animal movements. In practice this shows the influence of creativity from each child. Shown from the diversity of motions created by children in relation to the movements of animals such as rabbits, squirrels and monkeys. This shows that there is a process of gathering information from various points of view expressed by Anderson & Krathwohl (2001) and is closely related to analytical skills.

Furthermore, the children were formed into three small groups namely the rabbit group, the squirrel group and the monkey group. Each group is given the opportunity to arrange a series of movements to become a complete series of dance movements. After being composed, each group performs the dance movement as a whole and gets the opportunity to vary the motion back and forth, right and left or other variations. This is related to the ability to analyze children related to the preparation of motion sequences and determining the variations to be applied. In line with what was stated by DePorter dan Hernacki (1999) that analytical ability is related to the child's ability to solve problems in an observative way to explore and combine new things.

The last stage of learning is presenting. At this stage the children are given the opportunity to display the dance creations of each group. When the rabbit group performed, the squirrel group and the monkey group observed. And so on alternately. Each group that appeared was asked to be able to assess the dance work they did. Likewise for the group that observed the group that appeared, they

were given the opportunity to assess the performance of the other groups. Thus the children are stimulated to analyze the appearance of their friends.

Based on the sequence of implementation of the WEDCFRTING creative dance learning activities, each stage provides an opportunity for children to gather information from various media. This confirms that WEDCFORTING creative dance learning can be used as a method in implementing dance learning in early childhood in optimizing children's analytical skills.

4. CONCLUSION

The WEDCFORTING creative dance learning activities carried out showed that the results were in accordance with the objectives of the planned learning activities. Each stage of learning shows the active involvement of children. So that children can freely explore, explore ideas and ideas in accordance with the information and opinions. This can optimize children's skills in analyzing as an indicator of critical thinking skills.

Based on the research conducted, the researcher hopes that this research can be used as a reference in carrying out interesting and fun learning activities and in accordance with the stages of development in optimizing children's ability to analyze. As for other researchers, it is hoped that this research can be used as a reference to be able to carry out research activities related to other indicators and measure the effectiveness of implementing creative dance learning in early childhood.

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