

DOLANAN ANAK DANCE LEARNING FOR CHILDREN IN “MEKARSARI” KINDERGARTEN

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Abstract

Mekarsari Kindergarten is a school that chooses *dolanan anak* dance lesson which is taught using demonstration methods. This study aims to find, understand, and describe the process and learning outcomes of *dolanan anak* dance in Mekarsari Kindergarten. This study uses qualitative research method with a phenomenological approach. Data collection techniques used were observation, interview, and documentation. The validity test were using triangulation of data sources, techniques, and time. *Dolanan anak* dance learning in the school consists of several components, namely teaching and learning activities, goals, teachers, students, materials, methods, media, tools and learning resources, and evaluation. Dolanan dance learning was using demonstration method implemented through three stages: pre-development activities, core activities, and closing activities. The learning outcomes of *dolanan anak* dance learning in the school were categorized into three aspects, namely cognitive, affective, and psychomotor.

Keywords: dance learning; *dolanan anak*

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INTRODUCTION

Dance learning is one of learning processes which is aiming to make a person to able to use his motor skill (body movement ability) to adjust a movement with the musical accompaniment. Increasing a person's motor skill can be best done at early age (childhood). The motor skill itself can be enhanced with music and movements stimuli. Therefore, dancing is one of the ways for children to explore their ability and learn to express themselves in an exciting way. Dance learning is not merely an art learning that emphasizes the beauty of a movement or the splendor of certain high value performances, but, it values more to the process of learning that

results to the children's creativity (Cahyono, 2011, p. 4).

Kindergarten is one of the early childhood educations (4-6 years old) that aim to prepare children before entering the higher school level, primary school. Dance learning in kindergarten included in the development program of children physical and motor skill, since dance is included as an activity that aims to train the children's muscle ability. The program is included in kindergarten curriculum within the basic abilities development aspect. The basic abilities development aspect itself is an activity that is prepared by teachers to enhance the students' ability and creativity based on the stages of children development (Dirjen PAUD, 2011, p. 27).

Art education has a significant role in the process of children's motor skill development. It is functionalized to develop the aesthetical sensitivity through the appreciation and creative work experience activities (Jazuli, 2007, p. 61). Mekarsari Kindergarten is one of the kindergartens that chooses *Dolanan Anak* dance as the learning material. *Dolanan* the dance learning is not only implemented as an attempt to preserve cultures, but also because the dance is considered to be suitable for children and relatively easier to be done by children. Another positive goal is for students to also learn and understand the value contained in the lyrics of *Dolanan Anak* song. *Dolanan Anak* is a kind of children songs created in Javanese language. In Javanese, *Dolanan* means playing. In other words, *Dolanan Anak* can be translated to children's play (game) (Widodo, 2009, p. 167). *Dolanan Anak* dance is a term for dances that are created by using javanese children songs as the music accompaniment. The use of javanese children song in a dance is only as the music illustration and will not limit the dance movements. In other words, the way of children move in a dance does not necessarily need to be adjusted with the lyric of the music accompaniment.

Teaching method is the essential part of dance learning. Method is one of the ways to achieve the intended purpose of teaching and learning. Teachers choose the teaching method based on the learning goals. In *Dolanan Anak* dance learning, teachers in Mekarsari Kindergarten choose demonstration method as the teaching method. Demonstration is the method of teaching that is usually implemented by demonstrating things, events, rules, and the sequences of doing an activity, either directly or indirectly using the teaching media that are relevant to the presented topics of learning (Fathurrohman & Sutikno, 2009, p. 62).

The choice of Mekarsari Kindergarten as the research location in this study is based on the materials taught in this Kindergarten. In addition to this, the

Kindergarten achievement also becomes the researcher's consideration. The Head and also the dance teacher in the Kindergarten, Suyanti, S.Pd, M.Pd, is also one of the dance instructor in Sanggar Putra Budaya, Batang.

The Learning

The concept of learning is a process of changing one's behavior as a result of interaction with the sources of learning. The changing in behavior can be the changing of knowledge, skills, and attitudes. Learning is an activity which involves the roles of teachers and students in its implementation. Learning (instruction) is an attempt to encourage the students to study or an activity to make the students learn. In other words, learning is an attempt to create a condition in order to establish an activity of learning. Iskandar (2009, p. 98) states that the process of learning is a set of activities which is done by students. The activity of learning (or studying) is implemented under a teacher (or teachers) supervision. Learning is the way to make people to learn, it means there is a process of environment manipulation to give an ease to people who study (Jazuli, 2008, p. 137). Learning is a process of effort that is done to receive a changing of behavior as the result of studying. A theory from Briggs that was delivered in 1992 claimed that learning is a set of events that influences students so that the students can receive an easiness (Rifai'i and Anni, 2010. p. 191-192).

From the previous explanation, it can be concluded that learning is a planned attempt that is done by the teacher to make the students to study in order to obtain the students' changing of behavior. This study implements the concept of learning from Iskandar since the learning in kindergarten level is a kind of learning that needs a full supervision of teachers.

The steps of learning are divided into two, there are planning and implementation. The planning step is an activity that is done by teachers before doing the learning in the classroom. In this step, teachers need to prepare a syllabus and lesson plan. The

syllabus can be understood as the learning plan of a certain group of lesson within a certain topic. It includes the competence standard, basic competence, core material, learning activities, indicators of goals, scoring, time allocation, and the learning sources that are developed by each educational unit (Mulyasa 2013, p. 132-133). The syllabus is the core of a curriculum that covers at least three main components. There are the embedded competencies, the activities that have to be carried out, as well as the review of the competencies' level of achievement. In addition to the syllabus is the presence of the lesson plan. The lesson plan is a plan that illustrates the procedure and learning management to achieve one basic competence that has been set out in the content standard inside a syllabus (Triyanto, 2010, p. 108). The lesson plan is an attempt to predict an act that will be done in the actual learning activities.

The learning activities can be accomplished when there is an interaction among the components in it. The main characteristic of learning activities is interaction (Riyana, 2011, p. 3). The interaction between the students and the learning environment, whether it is with the teachers, friends, tutors, learning media, learning sources, and/ or other sources of learning. Another characteristic of learning is closely related to its own components of learning. Riyana argues that the components that should exist in the process of learning are: the goals, teaching materials, methods and media, students, and teachers. Another explanation is put forward by Djamarah and Zain (2010, p. 41) by arguing that other components in learning are the goals, learning materials, teaching and learning activities, methods, equipments and sources, as well as evaluation. From both theories we can conclude that within the learning process, there are the goals of learning, teaching and learning activities, learning materials, methods and media, equipments and sources, students, teachers, and evaluation.

Dolanan Anak Dance

Dance is one of the branches of art related to the elements of movements. Dance is rhythmical movements. This short definition was put forward by Curt Sachs (1881-1959), a history and music expert from Germany in his book entitled *World History of the Dance* (Jazuli, 2008, p. 6). Meanwhile, Soedarsono (1972, p. 4) explains dance as an expression of the human soul through beautiful movements. Dance is an art that makes use of the body as the media and movement materials. Movement is apparently part of the nature had by students in the age of three, four, and five years old. A three and four-year-old kid runs and throws his body here and there in the classroom and playing ground, a five-year-old kid prefers to jump, prance, and spin rather than walking (Seefeldt & Wasik, 2008, p. 304).

The term "*Dolanan Anak*" is actually having often been heard by people, in particular for Central Java societies. It is often used to refer to Javanese songs created for children. Javanese people often sing *Dolanan* song while playing traditional games at the same time, therefore *Dolanan* songs are often categorized as javanese traditional games (Nurhidayati, 2010, p. 3). It is assumed that *Dolanan* traditional children's songs bring positive benefits in forming children's future character. It is because, *Dolanan* songs contain several educational values, among them are social values, historical values, the value of honesty, sportsmanship, respecting others, as well as physical formation (Rini, 2013, p. 2).

Etymologically, *Dolanan* is derived from *dolan* and added by the suffix *-an* in the end of the word. *Dolan* means playing while *Dolanan* has two meanings. First, it means play (the noun form) while the second is playing (the verb form). *Dolanan Anak* can be translated to children's play (Widodo, 2009, p. 167). Sarwono (1995) explains that *Dolanan* song can be sung by children, and sometimes can be accompanied by dances. *Dolanan* songs have rules, as follows: (1) it uses simple language, (2) it uses simple variation tone, (3) it has li-

mitted rows or lines, and (4) it is suitable with the children's condition. Dolanan songs can be contained with mannered examples, such as: advices, manners, and morals.

The conclusion that can be derived from the previous explanation is that *Dolanan Anak* song is a kind of Javanese children's song with the theme of children's play and contains with several educated values and purposefully created for children and can be accompanied by dances. The concept of *Dolanan Anak* dance in this study is in line with the previous theory delivered by Darwono, et al. It means *Dolanan Anak* songs are a kind of song that can be sung by children and can be created as a new type of dance. *Dolanan Anak* dance belongs to the category of children dance since it is purposefully created to be danced by children. *Dolanan Anak* dance can be adjusted to every type of theme that has been programmed in Kindergarten learning.

Children dance is a type of dance that is demonstrated by children between the ages of kindergarten and primary school students. In its performance aspect, the dance performs several thematic aspects that revolve around the technical ability and a range of students' understanding level of appreciation (Hidayat cited in Cahyono (2011, p. 7). In this study, the scope is children between four and six years old (pre-school and kindergarten students). Early age dance is an expression of the human soul in the form of rhythmical and beautiful simple movements with the themes and approaches that have been fitted with the stages of children development ages 0-8 years old. The characteristics of early age dance are: (a) it is typically thematic, (b) it imitates parents' and surrounded peoples' movements, (c) it sometimes imitates animal movements, (d) the themes are usually taken from things that are favored by children, (e) the movements are usually lively, illustrating the children's happiness, (f) the movement order is simple and easily remembered, (g) the movements are usually repetitive (Palupi, 2011).

Suyatno (2005) states that the relevance of game as a means of educating children, if used properly can provide a positive impact in educating children. The positive elements of using games in educating children are: 1) removing the seriousness that can hamper the process of learning; 2) removing stress in learning environment; 3) inviting people to be fully involved; 4) improving the learning process; 5) developing creativity; 6) achieving goals with happiness; 7) achieving meanings by studying from experience; and 8) focusing students as the learning sources.

Hartono (2011, p. 25) states that the functions of teaching dance for children is to guide students in every variety of physical activities and consciously introduce the concept of creativity through functions and the relation of every part of their body, to introduce the concept of space-time and energy in its relation with children body movements individually and together as a group, to encourage children's pride as an attempt to develop control and movement skills, to develop imagination in its relation with friends, to feel and express reaction, to develop the children's creativity in exploring and discussing topics, and at the same time to enhance self-control value and appreciation towards other people's idea or achievement, and to stimulate the emergence of critical attitude and self-control. Furthermore, Hidayat (2011, p. 130) also argues that benefits in introducing dance for children at early age are, as follows: (1) dance can act as the medium to introduce the functions and mechanisms of the body; (2) dance can act as the medium of body forming; (3) dance as the medium of self-socialization; (4) dance as the medium to introduce the principle of science; (5) dance as the medium in fostering personality, (6) dance as the medium to introduce characteristics; (7) dance as the medium of non-verbal and aesthetical communication; (8) dance as the medium of cultural value understanding.

The Scope of Kindergarten

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in the book entitled *Petunjuk Teknis Penyelenggaraan Taman Kanak-Kanak* (The Technical Guidelines of Kindergarten Implementation) (2011, p. 2), states that Kindergarten is one form of formal education for early childhood which organizes educational program for children ages 4 to 6 years old. In terminology, children ages 4 to 6 years old are categorized as preschool age. Preschool age children can be defined as children whose age under the standard requirement to enter primary school. Preschool age children are the children whose ages between 3 to 6 years old. They usually attend preschool and kindergarten. However, in Indonesia, generally they attend daycare program (3 months to five years old) and playgroup (3 years old), after that they attend the Kindergarten level in the age of 4 to 6 years old (Patmonodewo, 2003, p. 19).

Essentially, kindergarten gives possibilities for the students to develop their developmental aspects; to foster positive characteristics and habits, based on the value of Indonesian people; and also to foster the basic abilities that will be needed by them in their next level of education. Therefore, the functions of Kindergarten are to nurture, cultivate, and develop all of children potential optimally so that it will form the students' basic abilities and behaviors in accordance with their readiness to enter the next level of education (Dirjen PAUD, 2011, p. 25).

Based on the principles of Early Childhood Education, education in Kindergarten level is children's need-oriented, adjusted with the children development, adjusted with the individual uniqueness, performing the learning activities through playing, children center, children as an active learner, children learns from concrete to abstract, simple to the more complex situation, movement to verbal, from individual to social, an environment to support the leaning activities, stimulating the emergence of creativity and innovation, developing the students' live skill, using the sources and learning media exist in the surrounded environment, children learn

based on their socio-cultural condition, involving parents, and stimulation holistically covers all of students' developmental aspects. The learning approach in Kindergarten level needs to be done constructively, actively, and creatively, through the integrated thematic approach and refers to the characteristics of the learning program in kindergarten level.

The learning process in Kindergarten level has been designed in the Kindergarten curriculum. The activity programs have been completed with the learning materials that are created based on thematic approach. Thus, the materials are actually the learning themes that need to be developed by teachers to be the operational learning activities (Patmonodewo, 2003, p. 68). Programs that are prepared for students in the first semester are: (1) myself, (2) my environment, (3) my needs, (4) animals, and (5) plants. After that, in the second semester, the themes are: (1) recreation, (2) occupations, (3) water, air, and fire, (4) communication tools, (5) my homeland, and (6) the universe (Diklat Profesi Guru, 2013, p. 15).

Curriculum is an educational tool that is designed to achieve the goals of learning that have been determined (Hamalik 2002, p. 26). Curriculum in Kindergarten level is a set of planning and rules related to the goals of learning, the development and scoring, as well as the means used to guide the implementation of learning activities to achieve educational goals. *Kurikulum Tingkat Satuan Pendidikan* (Educational Level Based Curriculum) is the operational curriculum which is implemented in every education level including Kindergarten (Dirjen PAUD, 2013, p. 31-32). The components of curriculum in early childhood education consist of: (1) the foundation and referral, (2) vision, mission, and objectives, (3) the structure and content, (4) syllabus, (5) lesson plan, (6) strategy and management, and (7) scoring. The development of kindergarten curriculum consists of: (1) Development of behavior including religious values and moral, social, emotional, (2) development of basic capabilities including motor, cognitive, and language skills.

The development of basic capabilities is implemented through the gradual playing activities, continues, and habitual. The development of basic capabilities is a kind of activity which is prepared by teachers to enhance the abilities and creativities based on the children developmental stages. The development of basic capabilities comprises the religion and moral development, physical and motor abilities, cognitive skills, language, and social emotional (Dirjen PAUD, 2011, p. 25-28). Dance learning is a part of the development of children basic abilities within the scope of the development of physical and motor skills.

METHOD

Based on the thesis statement in this study, this study is going to be conducted by implementing the qualitative research method with the phenomenology approach. Iskandar (2009, p. 24) delivers that phenomenology research puts its orientation to understand, dig, and interpret the meanings behind events, phenomena, or the relationship between people in a certain situation. This is usually called as qualitative research by using an observation towards the phenomena or natural social phenomena then used it as the data sources. In other words, this approach is based on the facts on the field. This research is taken place in Mekarsari Kindergarten, Kandeman District, Batang. The data is collected by using observation, interview, and documentation. The implemented data analysis technique is data reduction, data presentation, and drawing conclusion.

RESULTS AND DISCUSSION

Results of the study comprise the learning process and the learning outcomes of *Dolanan Anak* dance.

The Learning Process of *Dolanan Anak* Dance in Mekarsari Kindergarten

Based on the observation for this study, the learning process of *Dolanan Anak*

dance in Mekarsari Kindergarten was held twice. The first was on May 30, 2014 and the second was on June 2, 2014. It comprises of preparation and implementation stages. In the stage of preparation, teacher did not make the syllabus and lesson plan. The preparation had by teacher was to prepare the learning material which was the dance itself. The dances were mainly the results of teachers' own creativity. The dance learning was held on Friday morning in the Kindergarten playground. It was a mass teaching and learning with one teacher acted as the instructors and the other teachers stood up behind the students. The teachers who stood up behind the students were assigned to monitor the children while occasionally corrected the students' movements. The material preparation of *Dolanan Anak* dance entitled *Menthok-menthok* was started from the process of creating the dance (by the teacher) up to the stage of training the students. The learning implementation in Mekarsari Kindergarten comprises several learning components, there are: the teaching learning activities, teachers, students, goals of learning, materials, media, method, equipments, sources of learning, as well as evaluation.

In the first learning activity on May 30, 2014, teachers were only observing the students' individual practice. Teachers only gave the students several comments towards the wrong movements. On May 30, 2014 teachers did not demonstrate the dance to the students because they assumed that the students had already memorized all of the dance movements. Besides, on that day, the learning activity was not started by opening activities but directly into the core activity, repeating the dance movements which had been memorized by students several days before. However, during the practice, teachers found several mistakes by students, such as: starting the dance before the music was played, repeating the dialogue which was supposedly delivered by other students, and the students did not come back to their initial places after playing *Sledur-sledur*. Aside

from the problems, students had been able to imitate *Menthok-menthok* dance well. On that day, the practice also was not ended by a closing activity. After practicing the dance, students were allowed to come back to their classrooms to take their bags and went back home.

On June 2, 2014, the learning process was going well and conducive. In this day, teachers had implemented the demonstration method as the teaching stage. Demonstration method comprises pre developmental activity, the developmental activity, and closing activity. Pre-development activities were shown with the teacher preparation starting from preparing the equipments, such as tape recorder and the cassettes as well as organizing the practice area. After the preparation was completed, the teacher did pre test to measure students' abilities. After that, the developmental activity was started by demonstrating the unclear materials and fixes the wrong movements of the students by giving the right examples. The closing activity was done by giving evaluation and motivation gradually along with the teaching and learning process. Moreover, the evaluation was given based on each student's capabilities.

The Learning Outcomes of Dolanan Anak Dance

In general, the learning outcomes of *Dolanan Anak* dance entitled *Menthok-menthok* in Mekarsari Kindergarten could be considered successful since the lesson was running well and receiving good and maximum results. It could be proven by the happiness and enthusiasm of children during the lesson. The students seemed to enjoy the teaching and learning activities and looked happy when dancing *Menthok-menthok* dance. The students also seemed to be able to memorize the dances well. They were also able to fix their mistakes fast. Moreover, the success of learning is also proven by winning an early childhood education competition called *Lomba Gebyar PAUD* in Batang region. The dance learning outcomes can be categorized

into three aspects, cognitive, affective, and psychomotor.

Cognitive aspect comprises six stages, there are: (1) knowledge (remembering, memorizing), (2) understanding (interpreting), (3) application (using a concept to solve problems), (4) analysis (explaining a concept), (5) synthesis (combining parts of concept into a unified concept), (6) evaluation (comparing values, ideas, and methods). From those stages, Mekarsari Kindergarten students had fulfilled two points of cognitive aspect, which are knowledge (to remember and to memorize) as well as the understanding (an ability of students to interpret). The teachers were monitoring and fixing the certain parts of the dance and did not do too much interference while the practice was going on. The teacher did the evaluation when the practice was still going on and made a clearer explanation in the end of the practice time. Furthermore, the ability to understand while interpreting the learning material was proven by the ability to understand every movement that needed to be done. In other words, the students had been able to do the sequences of movements well. On the other hand, application, analysis, synthesis, and evaluation were not yet been able to be done by students of Mekarsari Kindergarten.

The psychomotor aspect comprises five stages, (1) imitation (imitating movements), (2) usage (using the concept to do movements), (3) accuracy (doing the movements correctly), (4) clustering (doing several movements at once correctly), (5) naturalization (doing the movements naturally). All the five stages mentioned previously had been done by students in Mekarsari Kindergarten. The imitation was done when teachers gave examples on how to do the movements. The usage step was also done by the students. As for example, when the teacher gave an instruction by saying "menthok" (goose), the students would try to act as a goose. The step of combining movements and doing the movements naturally had been also done by students of Mekarsari Kindergarten. It was helped by the accompanying music to ease

the students to remember the sequence of the movements. Doing the movements naturally was not proven by asking students to do the exact same movements as the example, but more to enjoy doing several movements at once. The students were only required to adjust the music with the movement technique, however, they were not required to do it as the same way as their teachers or their friends did.

The affective aspect consists of five stages, there are (1) introduction (a desire to accept, realizing something), (2) response (an active participation, (3) appreciation (accepting values, faithful to certain values), (4) organizing (connecting the believed values), (5) implementation (making values as part of life pattern). The stages of introduction, response, and appreciation have been done by Mekarsari kindergarten students. Introduction means knowing the movements and their practice partners. Knowing movements belong to introduction because students learned the movements from the teachers. While knowing practice partners belongs to this stage since the students had an opportunity to practice with friends from other classes. Here, students learned to socialize with their new friends, learned to play a role, and adapted to a certain movement. Response was taken place when there was chatting, playing, and fixing by teachers, the students were able to respond to their friends' attitude and behavior and able to do their own role. When the teacher was explaining the material, students paid their attention and attempted to practice the movements during the practice. While playing, students obeyed the game rules and followed the scenario.

The implementation of *Dolanan Anak* dance using demonstration method in Mekarsari Kindergarten has comprised three stages which are the pre-development activity, children preparation activity, and closing activity. Pre-development activity was done when the teachers prepared the equipments and place to practice. The children preparation activity was done the teaching and learning activities were going on. Finally, closing activity was done by

giving motivation and simple evaluation in the end of the lesson.

CONCLUSION

Dolanan Anak dance learning in Mekarsari Kindergarten, Kandeman District, Batang consists of several components, there are: the teaching and learning activity, goal of teaching, teachers, students, the teaching materials, methods, media, equipment, as well as evaluation. The dance material given to the students of Mekarsari Kindergarten belongs to the type of *Dolanan Anak* dance entitled "*Menthokmenthok*" and was taught to students using demonstration method. It was firstly given as one of the learning material in order to join the early childhood education competition called *Gebyar PAUD 2014*. The material was delivered in six meetings. The first three meetings were for competition in the regency level while the other three meetings were done before joining the competition in province level. The learning material was given through three stages of activity, there were: pre-development activity when teachers were planning the material, the core activity when the material was taught in the classroom, and closing activity when the evaluation and motivation were given gradually during the lesson and in the end of the lesson.

The learning outcomes are categorized into three aspects, which are cognitive aspect, affective aspect, as well as psychomotor aspect. Cognitive aspect can be seen from the capability of students to remember, memorize, and understand the dance. Affective aspect comprises the stages of recognition, there are knowing and recognizing peers and the dance movements, responding another student's movement, appreciating the teacher's explanation and appreciating roles of each student in dancing. The psychomotor aspect is reflected in the ability of students in imitating movements, using a concept to do a certain movement, being accurate in moving, combining movements and doing the movements naturally.

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