



## **Performing Arts Management in Inclusive Early Childhood Education KB-TK Talenta Semarang**

**Ati Rahmawati✉, Wulan Adiarti**

Department of Early Childhood Teacher Education, Faculty of Science of Education, Semarang State University, Indonesia

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### **Abstract**

KB-TK Talenta Semarang is inclusive schools that has an annual program performing arts and graduation of group B kindergarten students who receive graduation state. Performing arts is an appreciation activity to develop children's competence. In inclusive schools, performing arts purpose to stimulate sympathy and tolerance among regular students and inclusive students. Guidance and direction from the teacher required students to follow the preparation process until the performance. The purpose of this study was to describe performing arts management including planning, organizing, actuating and controlling in early childhood education of KB-TK Talenta Semarang. This research used qualitative approach, and the data collection techniques used the observation method, documentation and interviews. The subjects of this research were the responsible of activity, the activity coordinator, the responsible of event, the vocal coach, and the dance coach. The data resource obtained were from the subjects, literature review, and document. The data analysis techniques was done using interactive models by Miles and Huberman. Based on the results of data analysis, the performing arts management in Inclusive early childhood of KB-TK Talenta Semarang included: Planning began with the determination of theme and the process of cultivation that requires classroom teacher's room in assisting disability students, during practice, rehearsal and performance. Organizing was a work system that was applied, based on the structure of the committee that was formed. The types of performances offered were vocals, dance and opera. There was a responsible for directing disability students while on stage. Controlling was carried out by the responsible of activity, either through observation or accountability report. The sequence of this process goes flexibly and adjusts the ability of committee, appearance needs and real conditions in location.

✉Corresponding author:  
Gedung A3 Lantai 1 FIP Unnes  
Kampus Sekaran, Gunungpati, Semarang, 50229  
E-mail: [atirahma4@gmail.com](mailto:atirahma4@gmail.com)

## INTRODUCTION

The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 146 of 2014 concerning Curriculum 2013 of early childhood there is a curriculum content containing development programs, namely a) religious and moral values, b) physical and motor, c) cognitive, d) language, e) social - emotional, and f) Art. One of the learning programs that can improve skills and develop potential is art education. According to Jazuli (2008: 20) the purpose of art education in public schools is to give a memorable experience to students in order to help the development of their potential, especially the potential of feeling (emotional intelligence) to balance with intellectual potential (intellectual intelligence). A work of art is very important to be introduced to the child as early as possible. In accordance with experimental studies of brain imaging technology that shows that art has the most basic structure of any brain function (Suyadi, 2014: 164).

Art activities include the embodiment of an atmosphere for the development of exploration, expression, and art appreciation in the context of play. This includes introducing performing arts that are part of the learning process. Performing arts can be said as art form show which the way of perform is supported by the necessary equipment, happen in a certain time and in a particular place (Jazuli, 2014: 4). Performing arts is one of the events organized by Early Childhood Education with various concepts. Some of these programs include commemorating historic days (Kartini day, Independence Day), a Memorial feast days, institution anniversary, institution promotion, release of students' graduation, and others events that conceptualized in opera, drama, fashion show, dance, music, or a combination of them.

KB-TK Talenta Semarang is one of inclusion schools consisting of 79 students spread into 22 play group students, 26 kindergarten students A, 29 kindergarten students B, 2 pre play group students, 20 disability students. The types of disability students that exist included cerebral palsy, down syndrome, developmental disorders, mental retardation, speech delay, autism, and hyperactive. The inclusion base that is applied gives experience and uniqueness in performing the show. A teacher believes that every student has the same opportunity to show their ability. This is in line with Jane A Rebecca's opinion (2017:3) that inclusive education and supported values can display a challenge opportunity for school and the teachers when they perceive students from vari-

ous population. Inclusive school teachers should also be patient, caring and genuinely understand the special circumstances, abilities, and needs of their students (Wulan, 2012: 13). When the performing arts, disability students would collaborate with other regular students in showing art abilities. It shows the harmonization in realizing a friendly education without discrimination.

Performing arts activities in KB-TK Talenta held three times in one year, namely during the celebration of Eid Fitr Day, Christmas Day and the students graduation. In this study, researchers focused on the art during student graduation. The performing arts was held during the peak of the theme and the core committee always changed from either the teacher or the parents. The forms of dance and music presented were always different adjusting the theme of learning in one period. During the preparation process until the implementation, the teacher always became a companion and directed the students, especially disability students. The performing arts can be used as a proof of the achievement of disability students described by art performances of KB-TK Talenta students. Thus, teachers need special strategies in planning, implementing, and overseeing the staging event especially in serving disability students. The purpose of this research was to know and describe the management process of performing arts in KB-TK Talenta Semarang.

## RESEARCH METHODS

This research was a research using qualitative approach. The subject of this research consisted of 3 main informants, namely the Responsible Activity, the activity coordinator and the responsible event. Supporting informants were vocal coach and dance coach. The data collection techniques used in this study were observations, interviews, and literature study. The data was information about performing arts management including planning, organizing, mobilization and supervision. The data was analyzed using interactive data analysis by Miles and Huberman (2009: 15-19) that stated activities in data analysis included data reduction, data presentation, and conclusion or verification. After that, the data was tested its validity by using triangulation technique.

## RESULTS AND DISCUSSION

At its inception, KB-TK Talenta was an inclusive-based early childhood education institution. Inclusion school was educational service for

students from diverse backgrounds, regardless of ethnicity, religion, or race which serves disability students. KB-TK Talenta Semarang had a vision of "Preparing creative, intelligent, and character. The missions were (1) exploring learning that comes from creativity, (2) exploring and developing the potential of students' intelligence by learning through playing, (3) building students' character to be a person who loves peace and respects differences, (4) realizing the organization of education that appreciates diversity and not discriminate for all students.

Performing arts was one of the program plan that held every year along with students graduation of Kindergarten B. Organizing the performance arts would provide experience for students, not only kinesthetic intelligence (movement), but could bring empathy, especially disability students. The students would learn how to appreciate and help the theme if they had difficulty. The teachers also wanted to prove to every disability student's parents that they should be proud of their children's ability regardless of their condition. The parents had to believe that every child had an ability if they were given an opportunity. Moreover, the purpose of performing arts to facilitate students' passion or talent. A performance commonly showed arts in front of the audience, so the students would learn about confident and able to appreciate an art. It was in line with an opinion (Ratih in Hartono, 58:2011) that an appreciation in performing art had an activity mean that consisted an object and readiness to assess and give appreciation through the object.

The organizing of the performing arts could not be separated from the material and theme that would be presented. The theme of the performance was done through the beginning of the new school year meeting. The theme of the 5th performing art was "puppets" based on the theme of the peak of learning. The reason choosing the theme was many students was less acquainted with puppets and instill early to love the culture. The use of themes was also applied in class divisions named puppet figures. Based on the chosen theme, the following types of performances was defined: 1) dance entitled Nakula Sadewa for play group students, Yudistira for Arjuna Bima for kindergarten A and Yudistira pandu dewanata. Each appearance is done in groups to facilitate students in remembering the movement because children tend to be easy to imitate. Similarly, Suryosubroto's opinion (Safitri and Augustine 2017: 40) that the art of dance for early childhood will contribute more if done through group learning or classical learning because young chil-

dren tend to imitate their environment. 2) vocal group, 3) opera van talent.

The process of determining the theme was done, as stated by Noor (2013: 136) that an idea should be discussed and organized systematically by the committee for getting suggestions. That opinion was also supported by Beatrix (2007: 17) that the ideas existed then processed into a specific theme that would determine the story line in performance. The big theme would also refer to the concept of opera van talent which was inspired by opera van java on one of the private television stations. This was in line with Noor (2014: 111) the process of determining an idea could be done by taking into the goals, pictures, films, bazaar, etc.

The achievement of an activity was obviously required planning, so it was very important in arranging a schedule to prepare until the implementation. This stage included three important things, they were training time, rehearsal, and the implementation (Jazuli, 2014: 25). It was in line with Schener (Lestari and Usrek, 2006:16) one of the important stages in performing arts was preparation, i.e the participants need to prepare themselves through education, training, and performance preparation. Dance and vocal rehearsal were done once a week. The students' different Characteristics, between regular and disability students required strategies in teaching dance or vocal. According to KK, there were 4 types of disability students that need more mentoring, namely: mental retardation, cerebral palsy, autism, and hyperactive. Handling was done starting from the observation of the students' characteristics, recognizing through profiles and daily interaction during the learning process. In mental retardation, autism, and hyperactive types, the students were controlled by helping to move their body. Another alternative was giving an opportunity for students to do the movement as they could as well as provided property to support the movement. The students were freed in the movement, but still on the specified formation.

In cerebral palsy type, the teacher always reminded the students' formation. Sometimes, the students forgot the position, so the teacher reminded with firmness. Example: "Najwa, back to the place!", Then the students would be back in his formation. Teachers also always provided motivation for students by giving reinforcement, for example: "Dear, let's play, you can do it". In addition, it took an friends' active role when the rehearsal lasted. It could be seen when Najwa was not focused, then her friend next to him posi-

tioned appropriate with the formation.

After the rehearsals, a final rehearsal was held on May 31st, 2017. The final rehearsal was a rehearsal performed at the scene to adjust the formation on and off the stage. The committee also identified the condition of the room to organize the property to be used. The preparation was the same as Wibisono's (2014: 3) opinion that the final rehearsal was the last rehearsal before the performance that served as a staging simulation to finalize the committee's readiness in performing arts.

An activity would not run well if there was no supportive fund, so the fund budget was one of the factors for the sustainability of an activity. The fund source of the performance arts KB-TK Talenta Semarang derived from the meeting agreement between parents and teachers when the new school year of Rp. 20.000,00 every month. It was done to lighten parents' burden who have different backgrounds. In addition, there are some parents to be donor in making goodybag. The way to obtain the fund sources of the show used was in line with the Jazuli's opinion (2014: 102) that the fund could come from spectators, institutions, sponsor both donors and institutions.

Organizing was defined as the whole process of grouping people, tasks, and responsibilities. According to Handoko (2015: 24) organizing was the determination of resources, design and development, assignment of responsibilities, and delegation of authority. The result of interview with the coordinator of activity, the first step was identifying the required committees. The coordinator activity has determined the core committees of all teachers, the additional committees from parents whom determined at the meeting on May 22nd 2017. The selection was based on the experience and parents' activity. The committees required were the responsibility, coordinator, sie of event, sie of equipment and decoration, sie of consumption and goody bag. The selection of responsible persons was in line with Wibisono's opinion (2014: 1) that the division of labor in the committee should be made by considering person's ability appointed to carry out their duties, so that they could work maximally according to their respective capacities.

The following table was the organizational structure involving the teachers and the parents.

**Table 1.** The Organizational Structure of Performing Arts KB-TK Talenta Semarang

Nama	Tugas
Miss. Elizabeth Indira	The Responsibility
Miss. Dian	The Coordinator
Miss. Dian, Miss. Kiki	The Secretary
Miss. Kiki	The Treasurer
Miss. Khlara, Miss. Christhin, Miss. Emma, Miss. Apri, Sean's mother, Keyza's mother, Jephta's mother, Zahra's mother, Ara's mother, Rafif's mother, Michelle's	Sie of Event
Miss. Marni	Sie of Documentation
Miss. Elis, Miss. Lina	Sie of Equipment and Decoration
Miss. Mayga, Miss. Zahro, Mrs. Sum	Sie of Consumption
Daniel's mother, Sandy's mother	The Front Desk
Noel's mother, Ipul's mother, Sandy's mother, Wildan's mother, Aurel's mother, Rafael's mother	The committees of Goody Bag

Source: The Proposal of Art Performing Event KB-TK Talenta Semarang 2017

Based on the organizational structure, the performing arts were led by the coordinator or committee chairman assisted by several other committees. The structure also described the duties and responsibilities. This opinion is supported by Jazuli (2014: 13) that the organizing process included some activities starting from the goal orientation till an organizational framework equipped with the procedures and work methods, authority, personnel required. Each committee had number of members, so they could work with different division of tasks. It was the same as Harris & Allen's opinion (2010: 9) that simple organizational structure was basic and involved the leadership and a number of committees that were part of a team event. This structure was very manageable and allowed people to be assigned different responsibilities when they were needed.

The schedule of performing arts was held on June 3<sup>rd</sup> 2017 according to the academic calendar. The location was at Elrina Bandeng Juwana Restaurant. The building had restaurant facilities, so it would be scheduled to break the fast together. In addition, the audiences were the students' parents who were expected to get a comfortable facility, so they could enjoy the performance optimally. According to Noor (2014: 145) the selection of places was the organizers' responsibility, usually held on special places as needed. Similarly with Jazuli (2014: 58) that the performance place was an important means to ensure the audiences' comfort.

Based on the invitation given, the time was at 15.30 Indonesian West Time (IWT) with the duration was 2-3 hours. The schedule of performing art in KB-TK Talenta had planned with some consideration. The date was weekend, so the target of audience from the parents were hoped attending the event. The way to choose the schedule was in line with Noor's opinion (2014: 146) that the time would be consideration for the audiences or the participant to attend the event.

The event started at 16.00, it was late half hour from the schedule that was 15.30. the agenda of performing arts KB-TK Talenta consisted of opening (praying and speeches), the core event (the performance and students' graduation), closing ( breaking the fast and praying). The agenda was held based on the run down that had been arranged by the responsibility of the event. The run down consisted of full agenda with the time and the people who were responsible in the event Beatrix (2007:27).

The following was the agenda of performing arts in KB-TK Talenta in June 3<sup>rd</sup> 2017.

1) The first performance by Helena by singing a song entitled "bunda" created by Melly Goeslow. This song was dedication for mother. 2) Music and song collaboration performance by Wisnu, Abelia, and Sandy. 3) Vocal group performance by Arysatya, Cainan, Bima, Wisnu, Sunny, Alena, Abelia, Nafisa, Anabelle by singing some songs entitled "padhang bulan " and "paman datang". 4) Singing performance by singing a song entitled "twinkle-twinkle" by play group students. 5) Dance performance of Nakula Sadewa theme by play group students. 6) Dance performance of Arjuna and Bima theme by Kindergarten A students. 7) Dance performance of Yudistira and Pandudewanata by Kindergarten B students. 8) Collaboration performance of opera variant talent theme by the teachers and the parents.

There were disability students in each performance who followed the performance till the

end. The success of the event could not be separated from the teachers' responsibilities in assisting the students when they were at the stage. It could be seen when the students performed, the teachers came to the stage if they looked the disability students were not focused. The teachers' responsibilities was direct the students' position based on the formation arranged.

The responsibility of the event were responsible in controlling the performing arts. In order to make good performance, the committee always controlled so the phases process could go fluently and well either time or the result. According to Jazuli (2014:19) controlling performance could divided base on the observation, 1) time, 2) the field controlled, 3) the subject, 4) technique. In rehearsal, the headmaster as the responsibility gave some responsibilities to the coaches in coaching and the class teacher accompanied the students. The coaches would tell the development of the rehearsal process. During the preparation of performing arts, the responsibility of the event was more focus in asking the development of or lacking that needed and try to motivate all committee. It was very important for a manager, it was in line with Suryana's opinion (2001:78) communication point of view has important influence by the manager to the committee in directing and coordinating every decision. There was an agreement about the fund to save every month and donors sincerely to give parents' lightness. The duty and responsibility were given to the committee led by the coordinator of event in controlling the committees. Especially, the production process was led by the responsibility of event and helped by the organizer of the place. According to Murbiyantoro (2012:28) in Harmonia journal that the prior factors that need to be overcome in performing arts SSO were the fund, work standard, and schedules.

The final of controlling was evaluation that done by all the committee in extrication committee meeting in Angriangan Grow Back. The meeting was held on Sunday, June 12<sup>th</sup> 2017 coinciding at fast breaking. The discussion was about responsibility report by the coordinator of event to all the committee. It used periodic and direct observation report in time measurement. Periodic report was making responsibility report that displayed in the evaluation and extrication committee. The responsibility report was arranged to make sure whether the planning had gone well (Wibisono, 2014:3)

Performance arts management of inclusive early childhood education KB-TK Semarang included the choices of theme and kind of perfor-

mance. The process consisted of rehearsal, final rehearsal, and implementation. The class teachers had important role in accompanying and directing disability students. Some ways that was done were observing the students, then looking for appropriate solution based on students' characteristics. Furthermore, the friends' active role supported other friends. The organizing process was work system that applied in organization structure. The headmaster as the responsibility controlled and evaluated the event through monitoring and reporting.

## CONCLUSION

The planning stage was done by determining theme and kind of performance. The process started from rehearsals, final rehearsal, and the realization. In the process, the coaches and the teachers accompanied and directed the students especially disability students. The process of giving duties for the committee was done through some stages, started by determining the coordinator. The next stage was making organization structure involving the teachers and the parents. The performing arts was held on June 3rd 2017 at Erlina Bandeng Juwana Restaurant Semarang. The kinds of the performance were dance and vocal by the students and opera van talent by the collaboration of the teachers and parents. Each performance had each responsibility in accompanying the students at the stage. The controlling was done by the headmaster as the responsibility of the event by doing coordination and guidelines either directly or responsibility report.

The performing arts needed much funds, so it is better to apply sponsorship proposal since the planning. The teachers were the core of the performing arts and the committee was not enough, so it is better to choose committee from the beginning. The researcher found the parents' involvement and empathy especially disability students' empathy, so next researchers need to analyze parents' involvement and the benefit of performing arts for disability students.

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