



Creation Dance Motion in Deaf Children to Develop Motor Balance in Anak Hebat Kindergarten Semarang

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Abstract

This study aims to determine the development of motor balance with deaf children's dance creation in Anak Hebat Kindergarten Semarang. This study uses a qualitative approach to the type of descriptive study. The data collected through interview techniques, observation, and data collection techniques (documents). The main informants in this study were 1 dance teacher and 2 class teachers, and the triangulation informants were 3 parents. The data analysis techniques used the theory of Milles and Huberman. The validity of the data uses the triangulation method. The results showed that dance motions for deaf children were repeated so that children could easily remember the motions. Dance motions that are taught can train children's motor balance such as jumping to the right and left with rotating arms and right and left legs raised one by one in turn, then there are circular motions by jumping with alternating legs, there are also tiptoe movements while the body bounces. These motions are motions that can train the balance of deaf children. There are two aspects, namely the creation of dance motions in deaf children and motor balance. Creation dance motion deaf children have a range of indicators of understanding of dance for deaf children, choreography forms of dance, characteristics of dance for children, the benefits of dance for deaf children. Motor balance also has a range of indicators namely understanding motor development, factors affecting motor development and elements of motor learning. The conclusion of this research is that dance learning is carried out continuously and motions that are easy and repetitive are important things that must be applied in dance learning for deaf children so that children easily understand and memorize. This study recommends that teachers should be even more varied in learning so that children do not get bored, in learning dance for deaf children, special techniques are reproduced again.

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INTRODUCTION

Every Indonesian citizen has the same right to get an education. The opportunity to obtain an education is not differentiated according to gender, social status, geographical location, religion, the physical and mental condition of a person. The issue of education cannot be separated from problems of human development and the progress of society. Education is a process of increasing human resources and efforts to improve people's lives.

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 157 of 2014 concerning Special Education Curriculum listed in article 1 paragraph 1 which reads students with disabilities are students with special needs who have difficulty in following the learning process due to physical, emotional, mental, intellectual, and / or social abnormalities. Article 4 paragraph 1 which reads that students with disabilities or special needs consist of students with visual impairment, hearing impairment, speech impaired, mental retardation, physical impairment, insanity, learning difficulties, slow learning, autism, having motor impairments, becoming victims of drug abuse, illegal drugs, and other addictive substances, and have other disorders. (Ministry of Education and Culture, 2014).

Law number 20 of 2003 article 5, which states that "every citizen has the same right to obtain a quality education, and citizens who have physical, emotional, mental, intellectual, and/or social disabilities are entitled to special education". The law emphasizes that children with special needs also have the right to education and have the same opportunity in school (Nurbayani, 2017). According to Sastrawijaya in Rakimahwati (2014), the ability of previous students is not considered; all students deserve to get the same material or activity.

According to Linawati (2012), all children need the opportunity to learn at their highest potential in an all-encompassing environment. However, not every child can master language skills easily. That is caused by congenital factors, for example in deaf children. They have the same abilities as normal children. In other aspects like other normal children who have interests and abilities. For example in sports, academics, arts or other skills activities. The ability of deaf children in fields other than academics is very useful for the personality and social development of deaf children. These activities make deaf children have confidence when in the environment. The-

se activities are also useful to hone and foster children's creativity.

According to Augustine (2017), dance education has very high values for human development. It can be seen through values in dance, especially values related to physical and spiritual development. In physical development, dance performance through the rhythm of movement and development. While the notion of dance according to Curt Sach in (Hidajat, 2004: 7-8) is a rhythmic movement, this implies that the movement is more related to the pattern of time as a process. Meanwhile, according to Munawaroh and Khotimah (2018), it is argued that creations dance is dances that are created and are free from basic dance standards.

According to Widodo in Safitri and Agustinus (2017), the gross motor is a body movement that uses large muscles or most or all members of the body that are affected by the child's maturity. According to Decaprio (2017: 45-53), the basic elements in motor learning in school are strength, speed, power, endurance, agility, balance, flexibility, and coordination. And one of the key elements is balance; balance is an aspect of responding to efficient motion and basic motion factors.

The implementation of dance activities can go well; this is supported by the attitude of children who are very enthusiastic about learning to dance. Success in dance learning is supported by the talents and willingness of students in the dance field. The ability of children to do dance moves is not inferior to normal children in general, namely flexibility, agility, memorization. Only they are obstructed in hearing, namely dance accompaniment even though children with special needs can master as normal children in general.

This dance activity can also develop and hone children's gross motor skills. Because of that, it is very much needed, learning for children to be able to further develop basic movement skills in children's gross motor skills so that the resulting movements will be more stable and dynamic. One of the lessons that have an impact on the development of motion skills is one of them by holding dance learning to children, by doing continuous and eternal learning will be able to affect the child's movement patterns. The movements in a dance that are taught at Anak Hebat Kindergarten Semarang are related to motor balance, that is, rotating movements with legs raised alternately with hands waving, and movements tiptoeing and bouncing with hands on the waist.

The purpose of this study was to determi-

ne the implementation of motor balance with the creation dance motions for deaf children in Anak Hebat Kindergarten Semarang. Research on the development of motor balance with dance moves for deaf children is still little studied, so it is hoped that this research can provide knowledge to educators and other institutions in the implementation of motor balance with dance motions for deaf children. The advantage of this research is knowing the development of motor balance with dance motions for the deaf children in Great Child Kindergarten Semarang.

RESEARCH METHODS

This research uses descriptive qualitative research methods. Because in studying the problem, it is not possible for the researcher to prove or reject the hypothesis made before the research, but to process the data and analyze a problem non-numerically. Qualitative method to test hypotheses/theories (Sugiyono, 2016: 38). Based on a series of theories about this research focuses on the description of data in the form of sentences that have a deep meaning derived from the information and behavior observed.

The data from this research are facts found in the field by researchers (Sugiyono, 2016). This research was conducted on 18 October 2019-18 November 2019. The location of this study was in Anak Hebat Kindergarten Semarang. Primary data sources are data sources obtained directly from informants in the field through interviews and observations. Interviews were conducted with 1 dance teacher, 2 class teachers, and 3 parents. Secondary data sources are data sources obtained indirectly and informants in the field such as documentation, documentation in this study, namely photos and videos. Data collection techniques used interviews, observation, and documentation. Data analysis techniques with an interactive model from Milles and Huberman. The data validity test technique used is source triangulation.

RESULTS AND DISCUSSION

Children with special needs are also interested in entering early childhood education. All children need opportunities to learn at their highest potential in an all-encompassing environment. Children must have reasonable access to care and preparation for the need to start fully in our country. Children with special needs (ABK) are also entitled to get proper education and have the same rights as children who do not have spe-

cial needs in terms of education (Linawati, 2012). One category of children with special needs is hearing impairment, according to Haenudin (2013: 53) hearing impairment is a general term given to children who experience hearing loss or disability, so that deaf children experience disabilities in carrying out daily life. Broadly speaking, hearing impairment can be divided into two, deaf and less hearing. The term deaf comes from the words "tuna" and "rungu", tuna means less and rungu means hearing. People are said to be deaf when they are unable to hear or are unable to hear sounds. When seen physically, children with hearing impairment are no different from children with no hearing impairment in general, but when he communicates then it is known that they are deaf.

Motion is the main element of dance. Motion in dance is not a realistic movement, but a movement that has been given an expressive and aesthetic form. Dance motions always involve elements of the human body. Motion in dance functions as a medium to communicate the specific purposes of the choreographer. The body motions displayed by paying attention to aspects of the dance art, namely pleasure (wiraga), expression (wirasa), and timing (wirama) will be a good movement (Murgiyanto in Herawati, 2013). According to Roh Kyatmo in Astuti (2017) said that dance is beautiful rhythmic movements as human expressions of the human soul.

According to Komputerisna (2016,) gross motor skills can be developed through a variety of interesting ways, one of which they use a demonstration of motion and song. While motor development according to Lani at al in Indahsari (2012), motor development will be indirectly affected by poverty in language. Language in this case, functions as a regulator / controller of movement. Many movements can be taught through imitation but more refinement of certain movements requires verbal instructions such as in the aspects of pressure, acceleration, rhythmic motion, two-handed coordination, accuracy and so on. The basic elements in motor learning include many elements, one of which is balance. Balance is the child's ability to keep or maintain the nervous system in silent condition for an efficient response to control the body when moving efficiently. There are two types of balance needed in motor learning. The first type of balance is shown as a static balance whereas of the second type of balance is shown as dynamic balance.

Dance teachers always approach themselves to students by always communicating and interacting so students feel comfortable and happy

with the material to be provided, and the teacher also tries to always encourage and motivate students who are still lacking confidence to move their body. Seeing examples of repetitive movements will help the child to learn. This is required patience both from the teacher and the parents of children. The more thorough and patient in giving treatment to deaf children, the child's development process can develop optimally.

Motion activities that are included in gross motor occur through mechanisms that involve the brain, nerves and muscles. Children who are still constrained in aligning between foot and hand movements, and required patience of the teacher in helping to harmonize the movements made by children. Practicing the balance of the child can be through several activities such as dancing, imitating the style of an airplane, walking on tiptoe so that the eyes and feet coordinate well, strengthen leg muscles by playing hopscotch and train balance and courage by cycling. By dancing, children will learn to coordinate their eyes, ears, hips, hands and feet to harmonize with the music, but the obstacle in dancing to deaf children is that they do not hear so that they balance their training with visual / seeing what the teacher exemplifies.

Learning dance is good for children to be able to develop basic movement skills in children's gross motor skills so that the resulting movement will be more stable and dynamic. One of the learning activities that has an impact on the development of movement skills is one of them by holding dance learning to children, with the implementation of continuous learning will be able to affect the child's movement patterns. With the dance activities provided, it is expected that students will be happy in participating in the arts activities and gross motoric of children develop well, the material of dance provided, must be in accordance with the level of ability and physical condition of students. In giving dance material or practice, a simple dance or variety of movements is not too difficult and a lot of repetition is chosen so that children can easily remember and memorize. Given the mental and physical limitations, the material given to deaf children in Anak Hebat Kindergarten Semarang tends to creations dance and does not rule out the possibility of occasionally given traditional dance. Creation dance taught at Anak Hebat Kindergarten includes genggong cricket dance and soleram dance.

Dance movements for deaf children are repeated so that children can easily remember these movements and the child is expected to be able to repeat these movements when the child is

at home. Dance movements that are taught can train children's motor balance such as jumping to the right and left with rotating arms and right and left legs raised one by one in turn, then there are circular movements by jumping with alternating legs, there are also tiptoe movements while the body bounces. These movements are movements that can train the balance of deaf children. This is reinforced by the opinion of O'Sullivan in Hakim (2013) that balance is the ability to maintain the center of gravity in the fulcrum, especially when in an upright position. By practicing continuous balance with dance activities, it can develop the balance ability of deaf children.

Dance motion is a very important element in dance and because of hearing impairment, deaf children often have difficulty adapting dance motion when the tempo is dynamic (changeable), Most of deaf children, even though they have memorized the dance movements and counts and see their supervisors, they still experience difficulty in balancing the rhythm of the movement with the rhythm of the music. Actually, in a dance performance, there is no denying that balance is important and needs to be considered, because with this harmony, children dance so they have a good pleasure (wiraga).

CONCLUSION

Based on the results of research and a number of studies that have been conducted, the researcher concluded that dance learning of deaf children is more interested in moving freely moving their limbs perfectly. Easy and repetitive motions are important things that must be applied in dance learning for deaf children so that children easily understand and memorize. Dance creations that are taught at the Anak Hebat Kindergarten are the right dance learning to develop motor balance of children. In dance, there are several motions that support motor development, such as tiptoe and lifting right and left legs alternately. Dance learning that is done continuously will make the child do not forget and this is in accordance with the objectives of the research conducted by researcher. Thus, it can be concluded that the creation dance motion can develop the motor skills of deaf children.

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