



## Analysis of The Implementation of Creative Dance in Early Childhood Education

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### Abstract

The purpose of study to describe the teaching materials and application of creative dance in develop kinesthetic, musical, interpersonal and intrapersonal intelligence. Teaching materials are references that are made and used by teachers to carry out learning activities in the form of daily activity plan, covering learning objectives, content of material to be delivered, time allocation, media to be used until assessment. Teaching materials planning determines the achievement of the objectives of learning activities. This states that planning really needs to be done as well as possible and there is a need for a match between the teaching materials that have been planned and the learning implementation process. This research is a qualitative research with a case study approach conducted in one of the teachers a kindergarten in Purwakarta who was selected by purposive sampling technique. The data were collected by means of observation, interview, documentation and triangulation techniques. The result of the research states that there is a correspondence between the daily activity plan that has been made with the learning implementation process carried out by the teacher. It is hoped that it can continue to be maintained and developed again in the preparation of daily activity plans, so that it can be used by other teachers.

### How to Cite

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## INTRODUCTION

Daily Activity Plans (RKH) are an important element in learning activities in Early childhood education. Because basically, good learning is carried out systematically and continuously by planning learning activities, the breadth of the material, learning experiences, learning places and times, learning tools/resources, learning models and methods of assessment. It can be seen that several studies related to this include research conducted by Fitri et al (2019) with the title "Learning Planning 2013 Curriculum for Early Childhood Education". The study describes the planning of learning curriculum 2013 in an IT PAUD in Bengkulu City. The results state that the 2013 curriculum planning in PAUD is in accordance with the 2013 PAUD curriculum learning planning standards but still needs to be re-evaluated regarding the assessment planning that must be adjusted to the group of children.

Setyawati, et al (2013) with the title "Analysis of Learning Management by Early Childhood Teachers in East Pontianak District". The study describes the management of student learning including the preparation of learning plans carried out by teachers in several schools. The results show that out of 16 early childhood education, some of them in making lesson plans have referred to the 2013 curriculum. This confirms that teachers still need to be trained in preparing lesson plans.

Another research conducted by Jannah (Jannah, 2017) entitled "The Ability of Early Childhood Teachers in Integrating Values in the Daily Learning Plans (RPPH) of Early Childhood in Pidie Jaya Regency". This study describes the teacher's ability to integrate values into the daily learning activity plan for early childhood in Pidie Jaya Regency. The results showed that there were variations for each teacher to integrate the values in the lesson plan which were still needed and development through the development of the education and training curriculum. In the action plan are still needed learning and development through training curriculum development.

Early Childhood Education is an educational unit that plays an important role in developing the sharing of potentials that children have, such as spirituality, personality and self-control, including various children's intelligence. Gardner (1983) states that each child has nine *multiple intelligences* that need to be developed including kinesthetic, musical, intrapersonal, interpersonal, spiritual, logical-mathematical, naturalist, linguistic, and spatial visual intelligence.

Various children's intelligences need to be developed including creativity so that children are trained in solving various problems. In order to make this happen, it is necessary to have supporting facilities so that all the potential that the child has can develop properly. One way to make this happen is to do with learning activities carried out in schools in an attractive manner. In line with what is stated in Latiana et al., (2016) that teachers must prepare learning programs that are in accordance with children's characteristics, prepare an attractive learning environment, organize effective and meaningful learning activities for children, and carry out evaluations.

In fact, the results of research conducted by researchers are based on observations that there are several schools that emphasize learning that only demands cognitive aspects of children without paying attention to other aspects of development. This is considered ineffective in the application of learning in the early childhood education area which is still in the playing stage. These problems arise because of demands from parents who require children to excel in the cognitive field. Another factor can also be seen from the teachers who are still not open to more attractive learning methods that can be applied to early childhood.

One of the learning methods that are interesting and can be applied to early childhood is by learning creative dance (Wulandari & Agustin, 2019). Through creative dance learning, some of the children's intelligence or potential can be optimized simultaneously, so that it is more effective to apply to early childhood who are still classified as the *golden age* (Bradecamp & Rosengrant, 1992; Trenggonowati & Kulsum, 2018; Uce, 2015). At this time, various potentials of children need to be developed including kinesthetic intelligence related to children's motoric coordination, musical intelligence related to children's sensitivity to music, intrapersonal intelligence that relates to oneself and can regulate children to behave adaptively, interpersonal intelligence related to sensitivity to the desire and desire of other people so that they can make adjustments and finally the creativity of children. It is necessary in the stimulus to correct for the right stimulus at this time will affect the development of children in the next period.

According to Laban (1976) creative dance is a learning that emphasizes the freedom of expression of personal movements expressed by students in learning activities. According to McCutchen (2005) creative dance is an activity that can build an understanding of movement as a me-

dium of expression . Based on this opinion, creative dance lesson that prioritizes children's creativity. The teacher is only the provider of facilities and stimulus, dance movements are triggered by children based on their observations and experiences. Judging from its implementation, teachers should implement creative dance learning in early childhood. Besides effective to develop the potential of children, through dance creative also can form the learning interesting and appropriate to the characteristics of early childhood. In line with this, Safitri & Agustinus, ( 2017) reveal that dance has high values regarding human development. This aspect of development can be seen from the physical, spiritual and physical development or what is commonly called wirama, wiraga and wirasa.

The implementation of creative dance learning, like learning with other methods , needs to be accompanied by a design of teaching materials or a daily lesson plan made by the teacher who will carry out learning activities. ~~daily lesson plan~~ includes learning objectives, time allocation, learning media, activity steps to assessment. This was done in order to make it easier to achieve learning objectives because the learning process would be more focused. Based on this statement , the daily lesson plan RKH is an important element in learning activities that must be carefully prepared and there must be a match between the daily lesson plan RKH-made by the teacher and the implementation of learning.

Based on the existing phenomena, the researcher focused research on the application of creative dance learning carried out by one of the kindergarten teachers in Purwakarta Regency which was seen from the daily lesson plan to the learning implementation process. Based on this, the formulation of the problem in this study is How is the daily lesson plan RKH used by teachers and the implementation process?. In connection with the formulation of the problem, the research objective is obtained in the form of a description of the daily lesson plan -used by the teacher and its suitability with the learning implementation process.

## METHOD

This research is classified as a qualitative research with a case study approach. Researchers studied and examined in depth about a case starting from the learning planning (RKH) made by the teacher with the process of implementing creative dance learning by teachers in early childhood.

Research participants were selected by *purposive sampling* . The researcher chose a kindergarten teacher in Purwakarta Regency who applied creative dance in early childhood aged 5-6 years with creative dance stages based on the theory of results from the analysis of the hypothetical model Hayani Wulandari, M.Pd. Process data collection is done by observation, interviews, and documentation analyzed descriptively.

## RESULT AND DISCUSSION

Based on the research conducted, it shows that the teacher has implemented creative dance learning in early childhood by referring to the development of multiple children's intelligence which includes kinesthetic intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence. The implementation of creative dance learning carried out by the teacher is adjusted to the daily lesson plan that has been prepared previously and becomes a reference in learning activities. In addition to the preparation of the daily lesson plan in creative dance lessons, it was also carried out with various stimuli in the form of stories, pictures and videos.

The daily lesson plan for learning creative dance is prepared by the teacher by referring to the 2013 Curriculum guidelines and is adjusted to the basic competencies of learning creative dance. Based on observations, the teacher has compiled a daily lesson plan (RKH) for learning creative dance in developing multiple intelligence in early childhood which is used as a reference for teachers in implementing creative dance learning , including determining themes and sub-themes, learning indicators, and dance learning objectives. creative, learning materials, the media used for learning, determining time allocation, determining creative dance learning methods, and making assessments of creative dance learning outcomes.

The process of learning creative dance in developing multiple intelligence in early childhood which is applied by the teacher runs as conducive as usual. The process of learning creative dance does not only involve opening, core and closing activities but also involves teachers and their students as part of learning activities.

### Initial Activities

Implementation of learning activities starts at 07.30. After children gather teachers provide information to children to do marching outside the classroom before implementing the early learning. When lined up, all the children are for-

med into two ranks among boys and children of women both class A and class B. In the state line, children begin to read the Creed and what they mean, Iqrar students, and prayers go to class, which further children. The children began to enter their respective classrooms, one by one, starting from the line of women, not forgetting that when they were about to enter, the children greeted their teachers.

In the classroom, the children sat in a circle and began to read the daily prayers again, starting from reading the letter Al-Fatihah, prayers for both parents, prayer lessons, prayer chair verses. Not forgetting that the teacher carries out the apperception stage which begins by asking how the child is, doing attendance and asking who is not present at school asking about the day until the introduction of the learning theme to be carried out. The teacher provides the initial stimulus to the child through several questions and relates it to the child's personal experience. The theme discussed in this activity is the animal theme. The teacher asked the children to dig information regarding animal beginning with the question "anyone who has been to the zoo?" and "What animals are there in the zoo?"

Based on the questions raised by the teacher, some answers were obtained from the children who mentioned the various kinds of animals in the zoo. Referring to the children's answers about animals, the teacher continues by stimulating the child to imitate the movements of the animals mentioned by the teacher, for example an elephant how to walk, lifting its trunk, wagging its ears after that the teacher begins to show pictures of elephants and provides information about elephants starting from their large bodies, it has four legs, has a trunk, big ears, etc. In an effort to explore and expand children's information about elephants, the teacher provides stimulus through pictures and video shows.

### Core Activities

At this stage, the child already knows the learning theme presented by the teacher but the child still does not fully understand the theme. The core activity covers the teaching and learning of creative dance to children ages early that teachers with stages in accordance with the analysis of the model hypotetik Hayani Wulandari, M.Pd. The stages of learning creative dance by the teacher are as follows:

Warming up: the teacher invites the child to watch a video about the theme to be delivered and conducts questions and answers / stimulates the child about the video shown (such as asking

about the characteristics of elephants, how do elephants walk, how elephants lift their trunks and wag their ears) the teacher does not participate give movement. But when the activity was taking place there were still some children who were silent and did not practice the elephant movements. Finally, the teacher stimulated them by practicing the elephant movements. When the activity observed ongoing teacher members fish landing on the child for sit down and make two rows, for row forward, the daughter of women, and that in the back of the male ranks. In line with this, the research also illustrates.

Exploring: the teacher stimulates by mentioning what movements the elephants usually do. The teacher frees the child to determine the movement of the elephant based on the child's experience, and based on the video that is seen. Yulianti, (2016) that at this stage invites children to explore through observation both directly and from images so that a movement is created.

Developing: The teacher directs the child to be proud of the elephant's movement by counting (eg 2 x 8) in every move. At this stage the teacher also includes creative dance elements such as the movement of an elephant when walking fast, slow, very fast, rotating, going forward, backward or wagging the elephant's ear when the elephant is sitting or standing. At this stage the child is knocked down to make a movement, because basically the creative dance expressed by Joice, (1973) is a form of physical movement as an expression of self-expression.

Creating: the teacher divides the children into several groups, then each group arranges the elephant movements they want. It is expected that each group will choose a different movement based on group agreement. At this stage children are given the opportunity to think, feel and imagine so that several movements can be arranged. This is in line with what Hawkins, (1990) expressed.

Form: the teacher gives the child the opportunity to display the elephant's movements based on a predetermined order. All groups display elephant movements that have been arranged in their respective places. This can train children to stay compact together with their friends before *presenting*.

Presenting: displaying the work. Before the child displays his / her work, the teacher must remind the rules of how the child respects the friends in front and gives sanctions in the form of reducing stars to groups who do not comply with the rules. After that, the new teacher allows the children to present the creative dance results

in front of their friends based on the group order. This is in accordance with by law No. 58 of 2009 which states that the socio-emotional development of children aged 5-6 years, namely; 1) shows an independent attitude, 2) is willing to share and helps, 3) shows enthusiasm, 4) can control feelings, 5) obeys the rules of the game, 6) shows self-confidence, 7) looks after yourself and the environment, and 8) respects people other.

### Rest

After the process of learning creative dance in the core activity, the teacher then invites the children to eat the food they have brought. This is done as a basis for fulfilling human physiological needs as expressed by Maslow (Iskandar, 2016) that basic human needs are the need to physically sustain life, including eating and drinking. After eating, usually the children will play outside the classroom but there are also some children playing in the classroom.

### Closing

After the break and before returning home, the teacher did (*recalling*) by asking the feelings of children after doing activities, by repeating the learning that has been done, do not forget the teachers also inform for tomorrow's activities continued to pray, read the announcement of what should children child done at home.

In the implementation of learning, it was seen that the children were very enthusiastic in carrying out creative dance activities. The children seem to have achieved well the indicators of the assessment of kinesthetic intelligence that have been made by the teacher, namely that children can develop gross and fine motor skills, children can move, and children can develop dance movements based on children's experiences and stimuli provided by the teacher. It is in line with research conducted by Meitarini (2019) which shows an increase in early childhood kinesthetic intelligence through learning creative dance. Likewise in the aspect of musical intelligence, it seems that children are able to move according to the rhythm of the music. In line with research conducted by Widhianawati (2011), it shows that children's musical intelligence can be influenced by learning that involves movement and song, as applied to creative dance learning. Aspects of intrapersonal and interpersonal intelligence are also developed and are the objectives of the application of creative dance learning carried out by teachers. During the implementation of creative dance learning activities, it can be seen when the formation of groups requires children to be able to mingle with

their group members so that indirectly it requires children to be able to adapt to their group. One child from each group is used as an example for the other children in performing dance moves. Intrapersonal and interpersonal intelligence is also developed in the *presenting* stage, where each child must be able to obey the rules to remain conducive in respecting his friends who are presenting the dance work of each group.

As stated by the teacher, one of the children with the initials SHA looks shy and sometimes fortunately, he does not speak to the teacher. However, in this creative dance learning, the child seems to be able to do activities well even though it must be stimulated first by the teacher. Until finally as the learning of creative dance was carried out, the child with the initials SHA showed his independence to carry out creative dance movements when the teacher asked each child "who can do the movements according to the picture?". This shows the success of implementing creative dance which refers to kinesthetic intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence which includes aspects of self-expression, independence, self-confidence and responsibility. As the goals formulated by the teacher in the teacher's daily activity plan, is ; 1) Children can know that animals are created by God, 2) The child can confidently perform animal-like movements, 3) Children can use their limbs to mimic animal movements correctly, 4) Children are able to recognize 5 unique animals in the Indonesian archipelago, and 5) Children are able to express animal body parts through pictures properly.

Based on the activities carried out by the teacher with the previously prepared RKH, it was seen that there was a match between the RKH and the implementation process. The learning objectives that have been designed can be achieved quite well. Children's multiple intelligence, which includes kinesthetic intelligence, musical intelligence, intrapersonal intelligence and children's interpersonal intelligence, which is the main goal of the implementation of dance learning, shows an increase from before the implementation of creative dance learning.

The stages of learning carried out by the teacher are in accordance with the 2013 curriculum standards through a scientific approach that can be seen from the exploration stage to the preset stage. This process, as stated by Wahyuningsih et al., (2015), is the observing process that involves the five senses of the child, the process of critical questioning, the process of gathering information, the process of associating and the process of

communicating. It is in line with research conducted by Anggraeni (2019) which shows that there is an effect of learning creative dance on children's intrapersonal intelligence, including aspects of independence and responsibility.

## CONCLUSION

Efforts to develop the various potentials of early childhood can be done by using interesting learning methods. One of the methods that are teaching creative dance that promotes creativity of children by observation and experience. Basically there is a learning framework, it must be accompanied by a design of teaching materials or a Daily Activity Plan made by the teacher who will carry out the learning activities. It is prepared based on the 2013 Curriculum guidelines and is adjusted to the basic competencies of learning creative dance with the dance learning stages of *warming up, exploration, developing skills, creating, form, and presenting*. Based on the activities carried out by the teacher with the previously prepared RKH, it was seen that there was a correspondence between the RKH and the implementation process and the achievement of the planned learning objectives. Through the preparation of a detailed RKH can make it easier for teachers to carry out learning activities and the objectives of learning are achieved optimally. It is hoped that the results of this research can be used as a reference for teachers to continue to make a detailed RKH, including in the process of implementing core activities.

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