

Basic Movement Dancing Skills of 5-6 Years Old Children Through Dance and Sing Theme Based Learning with Demonstration Method

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Abstract

This study has purpose to analyze of basic movement dancing skills of 5-6 years old children through dance and sing theme based learning with demonstration method in PAUD Sekar Nagari and TK Pertiwi 49 Semarang. This study applied an experimental method with factorial experimental design. Data collection method used was observation by using research instruments sheet. The sampling technique used in this study was purposive sampling and therefore obtained 40 students as the sample of the study which were divided into two groups, 10 male and 10 female in the experimental group and the control group respectively. In the experimental group uses direct demonstration method and in the control group uses indirect demonstration method. The data was analyzed by using two-ways ANOVA test by using SPSS 17.0 and with significance level of 5%. The results of this study showed that there is a the improvement of basic movement dancing skills of 5-6 years old children through dance and sing theme based learning with demonstration method. The conclusions of this study are: (1) the development of the fundamental movement skill of male students is higher than that of the female students; (2) the demonstration method can directly give better effect to the fundamental movement skills compared to demonstration through video; (3) there is a positive relationship between demonstration method and gender of the children on their basic movement dancing skills.

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INTRODUCTION

Concern to the early childhood education is the most fundamental to the formation of human resources in the future life. This is due to that early childhood is a stage of learning and human habituation in facing of the life's challenges in order to survive in a variety of situations. The quality of early childhood education is the one that will determine the quality of human resources in a nation. The higher the quality of education of the children in their early life, the higher the quality of a resource that will be produced by the next generation.

In an effort to realize the quality of education, one of the uniqueness and superiority of a school is to have a school culture that is strong, and always consistent. The combination of all the elements, students, teachers, and parents to work together to create a better community through quality education, and responsible in improving the quality of learning in schools (Haryono & Hardjono, 2014). The learning activities conducted in early childhood schools or PAUD is done through the principle of "playing while learning". Such as singing, moving to the rhythm of a song, dancing, and exercises. Children of early age are generally very fond of singing activity. Through the songs sung by the child, the child will feel happy when learning something and explore movement.

According to Howard Gardner movement and songs included in the Multiple Intelligence is "Body Smart" (physical or kinesthetic intelligence). Dance and sing is learning to use the self media or others, tape, VCD, or MP3 with the aim of increasing the ability of the child to be able to move their body to the rhythm and the lyrics that are sung. Learning of dance and sing can improve the musical intelligence and kinesthetic intelligence of children significantly (Widhianawati, 2011). Activity of moving together can also emphasize cooperation and cooperative attitude in every child (Hartono & Sari, 2017).

It is not only developing cooperation, but also the child's confidence can be developed through the methods of movement and song

theme-based (Dewanti & Lester, 2017). Moving activity in children is also highly correlated with the development of childhood motoric system. In childhood period, it is ideal for studying motor development (Hurlock, 1978). In addition, in this childhood period, all of the rate of development of motor runs at a rapid pace (Santrock, 2007). The motoric development is strongly influenced by the organs of the brain, through the play, muscle growth stimulation happen when the child jumps, throws, or running (Rismayanthi, 2012).

Children who have a good motoric skills will be more easily developed for active and engage in physical activity (Williams, et al. 2008). There is no significant difference between genders in the ability of balance and motoric skills of children (Singh, 2015). Efforts to improve the skills of balance, move optimally need for the exercises at first. Then, strategies and models of teaching delivered by educators expected to attract children as well as easily understood and followed by children, especially in the delivery of the hand swing movements, leg swing movement, movement coordination between hands and feet/leg, as well as adjust the precision of movement with the sound of the rhythm of the song.

Assessing that the need for the exercises conducted earlier by a child, the study of Manross (Sumantri, 2010) explains that children not only takes time to play in developing physical abilities but also the exercises at first. If you look at the ability of children ages 5-6 years old who lack of the physical learning experience was very dramatic, with the play itself does not guarantee the development of motoric skills system of children.

Children also need educators to help facilitate the stimulation of the child's physical abilities. This is in line with the role of educators in demonstrating the learning movement and song. Motor development may be affected by the ability of students to understand the command or instruction is given, so that researchers demonstration given method should be appropriate to the child resulting in a lack of understanding in response to a given stimulation

(Widiyanto, 2012) the results of the responses given. Based on the result of children's responses, it can be seen that children give more positive response, demonstrated by the criteria of pleasure in doing activities, the attractiveness of the media, ease of activity, togetherness in doing activities and willingness to play (Rohmah, et al. 2016).

Demonstration method is more suitable for teaching learning materials which constitute a movement, a process and the things that are routine (Saiful, 2008). Teacher should have a good demonstration capability in communicating to deliver teaching materials or themes in learning. Demonstration method cannot only be delivered by educators directly but also through the demonstration of digital devices, such as video. Utilization of digital media in the learning process can also support children's learning motivation (Dewi, et al. 2015; Yoon, 2016; Chung, et al. 2017; Gaspar, 2017; Pratt, et al. 2017; Wagner, 2017).

Children's learning motivation can be developed through thematic learning. Judging from the theme used, in Indonesia has the latest curriculum that has been through the process of curriculum evaluation of the previous curriculum. The new curriculum is the curriculum of 2013 of early childhood education that has been designed with a wide variety of characteristics. One of the characteristics that have relevance to this study is about the use of thematic learning associated with movement and song.

Thematic learning is an instructional model that is based on the themes for linking various activities pembelajaran. However, thematic learning model is used for this is considered less invite children to experiment because it is plagued ideas, creativity of teachers, and the lack of availability of media (Prastiwi, et al. 2015), The existence of several problems related to the implementation of thematic learning needs to immediately find a way out by the various parties involved, such as the education, MGMP (discussion of subject teacher), KKG (teacher work group) and teacher forum (Sukini, 2012). Aside from the competence of educators, facilities and infrastructure are also

factors that affect the implementation of thematic learning (Abduh, 2014).

The interest of researchers to conduct this study originated from the preliminary observation conducted in PAUD Sekar Nagari Semarang. Researchers observed that the study of movement and song is already running but less effective. Many children who are less active when they joined the movement and song learning in school. Children feel less interested in movement and song and tend to get bored. Bored here can be described that many children who are less interested in the study of movement and songs presented by educators every day with the same way despite changing the theme. This was also supported by the real conditions that exist which showed that children movement related to their fundamental movement skills at the age of 5-6 years old was not optimally develop in accordance to the Standards Achievement Level of Child Development (STPPA) aged 5-6 years old.

METHODS

This study applied an experimental method in a 2 x 2 factorial design. The sampling technique used was purposive sampling technique and therefore obtained 40 students as the sample of this study. They were divided into two groups with a number of 10 male and 10 female of PAUD Sekar Nagari as the experimental group and the same number of student of TK Pertiwi 49 as the control group. In the experimental group uses direct demonstration method (DDM) and in the control group uses indirect demonstration method (IDM). The data collection technique which was done in this study was by using research instruments to determine the fundamental movement skills of children. The research design is outlined in Table 1.

Table 1. Research Design

Method (A) Category (B)	DDM (A ₁)	IDM (A ₂)
Male (B ₁)	A ₁ B ₁	A ₂ B ₁
Female (B ₂)	A ₁ B ₂	A ₂ B ₂

RESULTS AND DISCUSSION

The results indicated that the data pretest and posttest in each group showed normal distribution of data and homogeneous. Results considered normal and homogeneous if the results obtained is more than the significance of this case of 0.05.

In this study, the researcher conducted the test of normality data by using the Kolmogorov-Smirnov by using SPSS 17.0. Therefore, obtained the significance value of each of the data, pre-test is 0.082 and post-test is 0.200 which was greater than 0.05, and therefore, data is considered in the normal distribution. The results of normality test is outlined in Table 2. Then based on the homogeneity test, obtained significant value of $0.340 > 0.05$, which means that the data variance is homogeneous. The results of homogeneity test is outlined in Table 3.

Table 2. Results of Normality Test

Test	Pretest	Posttest
Normality	.082	.200

Table 3. Results of Homogeneity Test

F	df ₁	df ₂	Sig.
1.261	7	13	.340

Table 4. Summary of Results of Two Ways Anova

Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected model	7512.5a	3	2504.167	374.07	.000
Intercept	473062.5	1	473062.5	70664.94	.000
A	193.6	1	193.6	28.92	.000
B	7290	1	7290	1088.96	.000
A * B	28.9	1	28.9	4.34	.045
Error	241	36		6694	
Total	480816				40
Corrected total	7753.5				39

Hypothesis testing was done by using the analysis of variance (Anova) two way through the program of SPSS 17.0 and therefore, obtained the following data of results of two ways anova is outlined in Table 4. The results of the data analysis showing that there is a difference between the the results of skills of male and female on their fundamental movement skills with a description of the value of $F_{\text{value}} > F_{\text{table}}$ or

$28.920 > 2.83$ and 0.000 significance value < 0.05 .

The difference of gender also influence on the motoric development of children of kindergarden. Male students prefer to participate in the activities that exercise their gross motoric skills, whereas female students prefer the fine motoric skills (Sujiono, 2008) the results of relevant research also mentions that the development of motion balance of male obtain a higher value than female (Permana, 2013). This can occur due to heart size and volume of male which are physiologically bigger than that of female, so that the potential muscle of female are stronger due to the influence of testosterone that can respond to the muscle hypertrophy. As a result male children have the strength, endurance, and a higher motor skills (Sukadiyanto, 2013).

Regarding with a difference between the effects of direct demonstration methods and demonstration methods through a video on the fundamental movement skills with the description of $F_{\text{value}} > F_{\text{table}}$ or $1088.963 > 2.83$ and 0.000 significance value < 0.05 .

By looking at Anova valueulations, it proved that the learning outcomes by using the method of direct demonstration is better than that using the method of demonstration through video. The results of another study also mentioned that the method of demonstration obtain the average value is higher than video tutorials and simulations (Authority, 2007; Prasko, et al. 2016; Setiaingsih, 2017; Aeni & Yuhandini, 2018).

There is an relationship between the method of demonstration and gender on the fundamental movement skills with the description of $F_{\text{value}} > F_{\text{table}}$ or $4.317 > 2.83$ and 0.045 significance value < 0.05 . The results of another study explains that there are differences in gross motoric skills of kindergarten children in movement and song learning. The experimental group which were given the treatment of movement and song can interact with both using the demonstration to achieve a more optimal motoric skills compared to the control group (Komputerisna & Diana, 2016). Based on these

results, it can be used as a reference in which interaction of demonstration method can occur and it is suitable for young children both male and female and can be developed through movement and song based thematic

Then the data was valueulated by using Tukey test to determine the extent to which differences in the interactions of each treatment group. Results of the valueulations are summarized in Table 5.

Table 5. Tukey Test Results

Groups compared	Q _{value}	Q _{table}	Information
A ₁ B ₁ > < A ₁ B ₂	10.51	2.95	Different
A ₂ B ₁ > < A ₂ B ₂	4.66	2.95	Different
A ₁ B ₁ > < A ₂ B ₁	49.48	2.95	Different
A ₁ B ₂ > < A ₂ B ₂	43.62	2.95	Different
A ₁ B ₁ > < A ₂ B ₂	54.14	2.95	Different
A ₂ B ₁ > < A ₁ B ₂	-38.97	2.95	No Different

Table 5 suggests that to develop the fundamental movement skills are not only can be done by using the demonstration, but also can be determined by the gender of the child. Based on the above discussion, there is an interaction between the method of demonstration and of the child to the fundamental movement skills. It can be illustrated by a comparison score results of fundamental movement skills between male and female in each group. Each group has a different and there is one group that does not have a difference since the $Q_{value} < Q_{table}$ ie between groups A1B2 and A2B1 with values obtained - 38.97 < Q_{table} 2.95.

CONCLUSION

Based on the result of the study, it can be concluded that there is a difference between the skills of male students and female students on their basic movement dancing skills. Male obtained higher results of basic movement dancing skills and it is better than female. Then there is a difference between the effects of direct demonstration methods and demonstration methods through a video on the basic movement dancing skills. Direct demonstration methods give better effect on the fundamental movement skills than demonstrations method through video. In addition, relationship between the

demonstration method and gender on the basic movement dancing skills also appear.

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