

## TEACHER'S STRATEGY IN DEVELOPING DANCE FOR EARLY CHILDHOOD AT RA PERWANIDA PLIKEN

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**Abstract.** Early Childhood Education is a forum for exploring and developing the potential of children so that they can develop all aspects of child development including the artistic aspect. One of the aspects of art that can be developed in early childhood is dance. Dance has an important influence on children's growth and development because dance does not only develop artistic aspects but also cognitive, language, physical-motor, social and emotional aspects of children. The purpose of this research is to find out what the teacher's strategy is in developing early childhood dance at RA Perwanida Pliken. At RA Perwanida Pliken children who have potential in the art of dance can be channeled well, it can be seen from the trophies obtained from the results of the competitions that the children participated in. At RA Perwanida Pliken, the competitions that were participated in were not only at the district level but also at the competitions district level. This study uses qualitative research with a descriptive approach. Data collection techniques were carried out using observation, interviews, and documentation. The results of this study are the teacher's strategy in developing early childhood dance at RA Perwanida Pliken as follows: 1) Planning material carefully, 2) Preparing facilities and infrastructure properly, 3) Participating in sub-district to district level competitions, and 4) Teachers professional in dance.

**Keywords:** teacher strategy, dance, early childhood.

### INTRODUCTION

Early Childhood Education is education for early childhood that aims to facilitate the growth and development of children as a whole. This education is expected to be a strong foundation for children because early childhood is a golden age that determines life in the future. There are six aspects of child development, namely religious and moral values, cognitive, language, physical-motor, social-emotional and artistic.

One aspect of development that is important to develop is the aspect of art. The art in question is the art of dance. Dance is very important as a stimulus for early childhood development. The art of dance in early childhood does not only develop children's art and creativity but also develops other aspects, namely cognitive, language, physical motor, social and emotional children.

The cognitive aspect develops because the child tries to remember the count and dance movements, not only that, but the child also remembers the floor pattern taught by the teacher. The language aspect develops because children interact by communicating with other children or communicating with the teacher. The physical-motor aspect develops because the child performs dance movements that move all of his limbs, be it the head, body, hands, and feet. The social and emotional aspects of children develop because children interact with their friends, establish good relationships and work together with their friends, because dance is performed in groups, and children, can control their emotions while participating in dance practice.

Aspects of art education include 1) Appreciation of art, and 2) Art creation. Conceptually based on the Ministry of National Education, art is 1) Multilingual, namely developing the ability of students to express themselves creatively in various ways and media, by using visual language,

spoken language, sound language, movement language, role language, and the possibility of various combinations in between. The ability to express oneself requires an understanding of the concept of art, the process of art creation, dance properties, dance music accompaniment, technique, and creativity. Furthermore, art is 2) Multidimensional, namely the development of a variety of student competencies regarding the concept of art, including knowledge, understanding, analysis, evaluation, appreciation, and creation by harmoniously integrating elements of aesthetics, logic, and ethics (Wahyuningtyas, 2020).

Early childhood cannot be separated from art. Art is learning for children. So the existence of art is very necessary for Early Childhood Education. Every day children will use various tools and steel to carry out activities that without realizing it is artistic activities. Art ability is one of the basic abilities to increase children's creativity (Wahyuningtyas, 2020).

Early childhood needs the opportunity to express the imagination that is thought through its expression freely. This is what makes children creative. The creative process in early childhood is raised in activities that are often carried out by children in fun situations and activities by playing. These artistic activities can include dancing, playing music, playing roles (drama), and fine arts or crafts. Art activities can stimulate children's senses so it is hoped that they will make children expressive, creative, and imaginative (Wahyuningtyas, 2020).

Many benefits are obtained by children through art activities, namely: improving hand-eye coordination, developing muscle skills, learning to recognize colors, sizes, and shapes of objects, and developing creativity by exploring and using tools and materials used for art activities. (Wahyuningtyas, 2020).

According to Drs. S. Humardi, the art of dance is an expression of beautiful and rhythmic expressive movements. According to Prof. Dr. Soedarsono, the art of dance is an expression of the human soul which is expressed in the form of rhythmic and beautiful movements. Meanwhile, according to Corrie Hortong, a Dutch dance expert, dance is movements that are given rhythmic shapes from the limbs in a certain time and space (Muryanto, 2019).

Previous research that is relevant to this research, namely research by Nada Salwa, Jumrah, Rifki Ayu Rosmita entitled Teacher Strategies in Developing the Art of Early Childhood Dance at Ceria PAUD Rempung Village, East Lombok concluded that the strategy used in developing children's dance talent provides dance facilities and infrastructure, giving gifts /rewards, providing costumes according to dance themes, creating interesting and simple movements, using props, choosing songs that are interesting for children, holding competitions with other schools, and teachers having dance talent (Salwa et al., 2022).

The researcher chose RA Perwanida Pliken, whose address is Jalan Puteran No. 1 Pliken Village RT 001 RW 006 Kembaran District, Banyumas Regency because based on preliminary observations that researchers conducted at RA Perwanida Pliken. Researchers saw the achievements of RA Perwanida Pliken. In 2022, in a dance competition, RA Perwanida Pliken won competitions from sub-district to district levels, some of which won 1st place in the Creative Dance Competition held by AKSERADA, Banyumas Regency, and 2nd place in the Creative Dance Competition held by AKSERA, Kembaran District. Based on the above, researchers are interested in researching teacher strategies in developing early childhood dance at RA Perwanida Pliken.

## RESEARCH METHOD

This study uses qualitative research. According to Creswell, J. W stated that qualitative research is research used to examine human and social problems. Where the researcher will report on the results of the research based on the data view report and analysis of the data obtained in the field, then described in a detailed research report (Rukin, 2021). This research was carried out at RA Perwanida Pliken in the 2022/2023 school year. RA Perwanida Pliken's address is at Jalan Puteran Number 1 Pliken Village, RT 001 RW 006, Kembaran District, Banyumas Regency, Central Java Province. RA Perwanida Pliken is an early childhood education institution that applies various methods in classroom learning to develop all aspects of the development of children who have different abilities. Data collection techniques were carried out using

observation, interviews, and documentation (Ismail & Farahsanti, 2021). Data analysis uses descriptive where the author tries to explain in detail the research data that has been collected.

## RESULT AND ANALYSIS

### 1.1. Teacher's Strategy in Developing Dance for Early Children

The strategy used by RA Perwanida Pliken teacher in developing dance in early childhood is as follows:

#### Planning material carefully

Planning dance material to be taught to children. The dance being taught is the Mayal-Mayal dance. This dance uses accompaniment music using a *cell phone* that is connected to a loudspeaker. Practice is carried out in class according to a predetermined schedule, namely Thursday.

Before the practice begins, the teacher gathers the children and asks them to line up neatly. The activity was opened by praying together and reading "Basmallah". The teacher gives examples of Mayal-Mayal dance movements to children, and children imitate the movements exemplified by the teacher. The children took part in the exercises with pleasure. When finished, the activity was closed by reading "Hamdallah" together.

The teacher not only teaches dance movements to children but also selects children who have potential, talent, and interest in the art of dance by looking carefully at the children's movements when practicing dance. This is to choose the children who will be included in the dance competition. When a dance competition will be held, dance practice is carried out every day after school to get maximum results.

#### Prepare facilities and infrastructure properly

Early childhood education facilities and infrastructure are all forms of tools, equipment, and objects that can support the implementation of the educational process, care, and protection of children (Aziz, 2019). The teacher prepares a spacious and clean classroom for dance practice and provides loudspeakers. The teacher chooses an interesting song, namely the Mayal-Mayal song. Not only that, but the teacher also provides props such as plastic plates for practice and tambourines for competitions.

#### Participating in sub-district to district-level competitions

Teacher RA Perwanida Pliken always includes RA Perwanida Pliken to participate in various kinds of competitions both at the sub-district and district levels. This is done to train children's abilities when appearing on stage to train courage and self-confidence in children.

#### Professional teachers in the art of dance

Professional teachers are educators who have the task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the formal education level, being a source of income based on their expertise that meets certain quality standards and through professional education (Sya'bani, 2018).

Teacher RA Perwanida Pliken is a professional in dance because she has been equipped with experiences so that she can create interesting and simple movements according to music. Creating dance movements through the growth, development, and abilities of children is done so that children feel safe, and comfortable and have no difficulties when practicing dancing. The movements created are interesting and simple so that children can easily follow them. Teachers also have no difficulty in training children to dance.

Teachers always give gifts /*rewards* to children so that children feel valued and increase enthusiasm and confidence in children. The teacher always praises with good words for children such as "You are a great child, you are a smart child, you are a smart child".

## CONCLUSION

Based on the results of research on "Teacher's Strategy in Developing Early Childhood Dance at RA Perwanida Pliken" concludes that Teacher Strategies in Developing Early Childhood Dance is as follows: 1) Plan material carefully, 2) Prepare facilities and infrastructure properly, 3) Participate in sub-district to district level competitions, and 4) Professional teachers in dance. The art of dance in early childhood does not only develop children's art and creativity but also develops other aspects, namely cognitive, language, physical motor, social and emotional children.

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