Proceeding International Webinar Series – Educational Revolution in Post Covid Era
"Teaching and Evaluation for Children in Covid Era"
Faculty of Education, Universitas Negeri Malang
ISBN: 978-602-5445-13-2

EFFECTIVENESS OF TRADITIONAL DANCE AGAINST GROSS MOTORIK CHILDREN AGED 5-6 YEARS

Sri Indah Perwita Sari[1], Retno Tri Wulandari[2], Munaisra Tri Tirtaningsih[3]
[1,2,3]Department of Early Childhood and Primary Education, Universitas Negeri Malang
E-mail: wita9830@gmail.com.

Abstract: Gross motor learning of children aged 5-6 years or group B that can be implemented are the activities of cranking, throwing a ball, and running zig-zag. Through observations made by researchers that the gross motor skills of children aged 5-6 years have not developed optimally on the elements of balance, strength and flexibility. Therefore, researchers have the attraction to measure the effectiveness of meri megol traditional dance when applied to learning the gross motor skills of children aged 5-6. Researchers use experimental research methods with quantitative research types. This study aims to determine the effectiveness of meri megol traditional dance on gross motor skills of children aged 5-6 years.

Keyword: traditional dance, gross motoric ability, age 5-6 years

INTRODUCTION

Alpha generation children are children in millennial times who need the stimulation of developmental aspects. Keep in mind that aspects of the development of each child will grow and develop differently so that the stimulation provided is not only focused on one type of developmental aspects. Aspects of development need to be stimulated according to the stage of age and needs, as well as providing stimuli to aspects of child motor development. Excellent motor skills will build positive self-concepts and foster self-confidence, especially at the age of 5-6 years, following Sukamti's statement (2015:1) that physical motor development has an essential role in children's lives because if they are unable to perform physical movements properly, it will foster self-confidence and negative self-concept in making physical movements. Therefore, the motor has a significant influence on the child's confidence in making movements.

From the results of research conducted by Ningrum (2015) on "Development of Meri Megol's New Creative Dance in Early Childhood Art Learning" that this dance is feasible, safe, and easy to apply to early childhood. The research only until the composition of a new dance by examining the feasibility, safety, fun and convenience. Meri megol dance has the advantage of instilling educational values, can stimulate the development of balance and flexibility of the body, able to develop expressiveness in early childhood.

Research conducted by Susanti (2017) with the title "Efforts to Improve Coarse Motor Skills through My Hat Dance in Group B Kindergarten ABA Brosot I Kulon Progo" that there is an increase in children's gross motor skills from 44.99% to 73.33%. In a study conducted by Lestariani (2019) with the title "The

Effect of Learning Model of Creative Dance on Gross Motor Ability of Group B in the Banjar District B Group," that creative dance influences the gross motor skills of Group B children.

Through field observations and interviews with class B teachers that the ability of children aged 5-6 years in the gross motor aspects of the elements of balance, flexibility, and strength are still not optimally developed. Efforts to provide children's gross motor stimulation can be made through dance activities, in accordance with Kamtini's opinion (2015: 128) that the activities that can be carried out in the development of gross motor are imitating animal movements, moving the head, moving the hands or feet according to the rhythm of the music or rhythm, moving freely according to the rhythm of the music, dancing and creating movements to describe something without conversing. In addition, dance movements are adapted to the environment around the child to make it easier to recognize the surrounding environment. Likewise, dance mimics the movements of ducks or meri animals. The dance mimics the duck or meri animal is called traditional dance because this dance is hereditary. This study aims to determine the effectiveness of traditional dance on the gross motor skills of children aged 5-6 years.

METHOD

This research uses quantitative research with pre-experimental methods, in experimental studies measuring the effect of gross motor skills before being given treatment and after being given meri megol dance treatment. This study uses pretest and posttest in one group, namely the B2 class of 16 children in RA Muslimat NU 25 Sawojajar Malang. Therefore, this research design uses a one-group-pretest-posttest design. In pretest, activities to see the child's fundamental gross motor skills before being given treatment with Meri Megol dance, while the posttest activities are used to see children's gross motor skills after being given treatment with Meri Megol dance. This research uses the process of collecting observations, interviews, and documentation data. Analysis of the data used in this study uses Statistical Product and Service Solution (SPSS) 16.0 for windows to be used to calculate the results of the pretest and posttest research results.

RESULT AND DISCUSSION

Meri megol dance to gross motor skills of children aged 5-6 years has several assessment indicators. One gross motor expert lecturer validated the assessment indicators before being used in the study. The assessment indicators are divided into three gross motor elements, namely balance, flexibility, and strength. The indicator of the assessment of the gross motor balance element consists of two indicators. The element of flexibility consists of three indicators, and strength consists of 6 indicators. The study consisted of three stages: pretest, treatment, and posttest. In the pretest activities of children's gross motor skills have not developed optimally and the following pretest data results are obtained:

Table 1. Pretest Result

Class	Average	Max	Min	Deviation Standart
B	4,5625	19	12	2,023817

Treatment aims to provide Meri Megol dance training to children before the posttest is held and held three times. The treatment used is the same as the posttest but differs in the time frame. Posttest was conducted to assess gross motor skills after being given meri megol dance treatment. The values obtained are as follows:

Table 2. Posttest Result

Class	Average	Maximum	Minimum	Standard Deviation
B	9,0625	32	22	3,01593

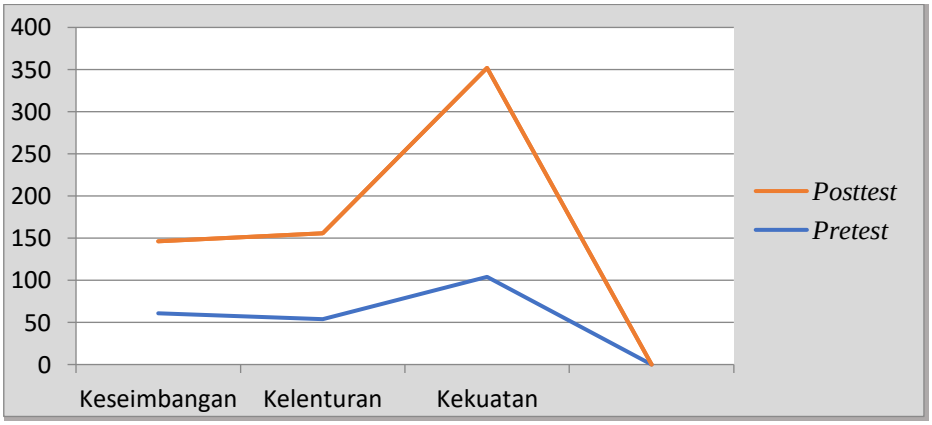

Figure 1. Comparative Graph of Pretest and Posttest Results

The pretest and posttest results were calculated through statistical analysis of SPPS 16.0 for windows to see the effectiveness of meri megol traditional dance on gross motor skills of children aged 5-6 years. In hypothesis testing using paired sample t-test. A paired sample t-test is a sample that is used the same but has two different data. Two different data means that the data from the pretest and posttest results. The paired sample t-test results using SPSS 16.0 for windows are as follows.

Table 3. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	13.6875	16	2.02382	.50595
POSTTEST	27.1875	16	3.01593	.75398

The paired samples statistics table shows the descriptive values of each variable in the paired sample. The table shows that the posttest results were higher than the pretest results. The

range of posttest data distribution (std.deviation) is also more extensive and the mean, standard error is higher.

Paired samples correlations resulted the value of correlation or presence or absence of a variable relationship that is pretest and posttest. In the paired samples correlation, the significant value is 0.016> 0.05. Therefore, the conclusion is that a sig value of 0.016> 0.05 means that there is no relationship between pretest and posttest in gross motor skills of children aged 5-6 years.

The paired samples test output that shows the results of the tests performed. In the result, a sig. value of 0.000<0.05 is obtained, so there is a significant difference between the results of pretest and posttest gross motor skills of children aged 5-6 years. Therefore, the results of the paired samples test table calculations that Meri Megol traditional dance is effectively applied to the gross motor skills of children aged 5-6 years.

Motor Nature For Early Childhood

Motor development is a change in aspects of behavior and movement, followed by a gradual and continuous increase in the age, which is influenced by nutrition, health status, and stimulation of motion activity. Besides, the child's motor development is also influenced by how much child motion activity he gets. Motor development has the function of being able to stimulate the development of fine motor and gross motor skills of the child, being able to foster a high social sense of the child when children participate in activities, can develop creativity following the interests of children, and can cause feelings of pleasure and joy in children. Agree with Sumantri's opinion (2005: 49) that motor function is to improve skills in completing specific motor tasks, both gross motor tasks, and delicate motor tasks.

Gross motoric movements are movements that involve the activity of the child's muscles in the hands, feet, and entire body that are affected by self-observation. The gross motor can be stimulated by the activities of walking, running, dancing, and jumping. The maturity of the child also influences the gross motor development of children because of the maturity process of each child that is not the same. In the opinion of Decaprio (2013: 18) that gross motor is a body movement that uses large authoritative muscles or most of the muscles in the body as well as all members of the body that are affected by self maturity. The gross motor development of early childhood has several functions in accordance with (Ministry of National Education, 2004) are as follows: 1) training the flexibility and coordination of finger and hand muscles; 2) spur physical growth and development of motor, spiritual and child health; 3) shape, build, and strengthen the child's body; 4) practice the skills or dexterity of movement and thinking of children; 5) enhance children's emotional development; 6) improve children's social development.

Children have stages of gross motor development according to their age level. Stages of gross motor development of children aged 5-6 years, according to Law No. Permendikbud No.137

of 2014, namely children, can make coordinated body movements to train flexibility, coordinate eye-foot-hand-head movements in imitating dance and gymnastics, skillfully using hand and left. Gross motor has elements called physical fitness. The gross motor physical fitness elements include balance, flexibility and strength. Balance is the ability to maintain proper posture when making movements. Decaprio (2017: 52) states the balance is divided into two parts, namely the balance of silence and dynamic balance. Both types of balance are used as a basis for moving children in various conditions. Silent balance is the ability of the child to maintain body balance when the child is at rest like the child is doing the movement of both hands raised to the right while rotating followed by the left foot raised but still in a standing position at one point while the dynamic balance is the child's ability to make movements move from one point to another by maintaining the balance of his body.

Flexibility is the broadest possible range of motion involving joint movement, which is divided into static flexibility and dynamic flexibility. Pliability will tend to decrease when the child lacks movement. In addition, body flexibility is essential for children when dancing because flexibility affects the child's flexibility in performing dance movements. Strength is the ability to make maximum effort in the shortest possible time (Gallahue, 2006: 257). Gross motor skills can not only be stimulated through play but can also be stimulated through dance activities.

The Nature of Dance For Early Childhood

Dance is the ability of the body of an early age child as a tool for moving rhythmically with soulfulness, which is harmonized with the sound of music (gamelan), and its movements have meaning or meaning. Dance is also a medium used to develop character, cognitive or mindset, and develop gross motor skills of early childhood. In line with the function of dance for early childhood, according to Robby (2005) that dance as a medium for body formation, as a medium for self-socialization, as a medium for fostering personality, as a medium for the communication of children and as a medium for understanding cultural values. In addition, through dance, children can also be trained to understand rhythmic to develop musical expression power possessed by children and be able to stimulate children's emotions.

Dance includes visual arts that can be enjoyed through the sense of sight. Dance movements are not arbitrarily done just like that by children, but dance movements have aspects that must be considered, namely shape, motion, body, rhythm, and space. Dance also has elements of beauty, namely wiraga, wirama, and wirasa. Wiraga is a dancer's ability to convey feelings through the movements displayed. Wirama is a dancer's skill in following the tempo or rhythm in a race to move. Wirasa is the ability possessed by a dancer to live a dance that is performed.

Dance taught to children must be in accordance with the characteristics of dance in early childhood. Characteristics of dance, according to Kamtini (2005: 81), namely dance that is taught

themed, pure dance, accompanied by music, dance movements that show joy and pleasure for children. Dance in early childhood must be practical, simple, and dynamic. Practical means that dance movements should be natural, not risky if done by children, cheap, and flexible, of course, can be done anywhere, anytime, polite / not at risk. Simple is defined as movements that children are accustomed to doing every day, and dance movements should not be difficult for children. Dynamic dance is composed of a variety of movements so as not to cause boredom against children and movements in the chosen dance that changes, although departing from repetition but arranged with changes in direction, level/position of dancers, so that repetition is not too visible.

Dancing is essential to be introduced early on to children to introduce a variety of dances. Children will feel happy when learning something new that has never been done before. Traditional dance is the development of dances that have been carried down from generation to generation, such as the meri megol dance. The meri megol dance is very suitable for karerna children following the child's characteristic requirements, which are simple, practical, and dynamic. The meri megol dance is a dance specifically for young children created to introduce the art of dance using the meri animal movement patterns that are often seen (Ningrum, 2015). The meri megol dance is accompanied by the Javanese gending music, which is specifically for the duck dance originating from Tulungagung. In this dance, the duration of time used is ± 5 minutes.

CONCLUSION

The child's motor development is influenced by how much motion the child receives. Motor development is divided into two, namely gross motor and fine motor. Gross motoric movements are movements that involve the activity of the muscles of the hands, feet, and entire body that are affected by self maturity in children. The gross motor development of children develops according to their respective age levels. The gross motor elements of balance, flexibility, and strength have not yet developed optimally. Gross motor skills can not only be stimulated through play but can also be stimulated through dance activities.

Traditional dance is a dance whose development is carried on from generation to generation, and the accompaniment of the music is standard. Meri megol dance, including traditional dance originating from Tulungagung. Meri megol dance is an alternative form of dance that is effectively applied to learning gross motor skills of children aged 5-6 years or group B. Meri megol dance is dance for young children whose movements are like meri animals and are easily performed by children. The study was conducted through three stages, namely pretest, treatment, and posttest. The researchers tested the hypothesis using a paired sample t-test, which was calculated through SPSS 16.0 for windows. Paired sample t-test samples, there are three results obtained, namely paired samples statistics, paired-samples correlations, and paired samples

t-test. The results of the paired samples t-test show that Meri Megol dance is effective against the gross motor learning of children aged 5-6 years.

REFERENCES

Decaprio, R. (2013). *Aplikasi Teori Pembelajaran Motorik di Sekolah*. Yogyakarta: DIVA Press

Decaprio, R. (2017). *Panduan Mengembangkan Kecerdasan Motorik Siswa*. Yogyakarta: DIVA Press

Gallahue, DL.(2006). *Understanding Motor Development Infants, Children, Adolescents, Adults Sixth Edition.* New York: McGraw Hill

Kamtini. (2015). *Bermain Melalui Gerak dan Lagu*. Jakarta: Direktorat Pembinaa Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi

Lestariani, dkk. (2019). Pengaruh Model Pembelajaran Tari Kreatif Terhadap Kemampuan Motorik Kasar Kelompok B Gugus 1 Kecamatan Banjar. *Jurnal Pendidikan Anak Usia Dini.*7(3),236-245.Dari https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/viewFile/19010/12588

Ningrum, A. (2015). *Pengembangan Tari Kreasi Baru Meri Megol Dalam Pembelajaran Seni Anak Usia Dini.* Skripsi tidak diterbitkan. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang

Peraturan Menteri Pendidikan dan Kebudayan Nomor 137 tahun 2014 tentang Standar Nasional PAUD. Departemen Teknik Sipil dan Lingkungan, Fakultas Teknik Universitas Gajdah Mada. (Online), (http://luk.tsipil.ugm.ac.id/atur/bsnp/Permendikbud1372014StandarNasionalPAUD.pdf), diakses 6 November 2019

Robby, H. (2005). *Menerobos Pembelajaran Tari Pendidikan*. Malang: Banjar Seni Gantar Gumelar.

Sumantri. (2005). *Model Pengembangan Keterampilan Motorik Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional.

Susanti, S.S. (2017). Upaya Meningkatkan Keterampilan Motorik Kasar Melalui Tari topi Saya Pada Kelompok B TK ABA Brosot I Kulon Progo. *Jurnal pendidikan Anak Usia Dini, 6(6), 1-8*. Dari http://journal.student.uny.ac.id/ojs/index.php/pgpaud/article/view/7924

Sukamti, E.R. (2015). *Perkembangan Motorik*. Yogyakarta: Pustaka Belajar