

Improving Rough Motor of Kindergarten Children through Kuda Lumping Dance

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Abstract: This study aims to: (1) To describe the learning procedure of Kuda Lumping dance in group B children in Chinta Ananda Mojolaban Kindergarten (Sukoharjo Regency. 2) Knowing the increase in gross motor skills through movement tar I Kuda Lumping in group B children at Chinta Ananda Kindergarten, Mojolaban, Sukoharjo Regency, 2015/2016 Academic Year. This research method is *Classroom Action Research* (CAR). The subjects who took action were researchers, while the teacher acted as subjects who helped in planning. The group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency, amounted to 15 children as recipients of the research action. Data collection techniques using observation and documentation. It is stated in the percentage test formula to obtain data collection on gross motor skills in this Classroom Action Research. Based on the study results, it was concluded that the CAR learning in the study consisted of three cycles, and each process consisted of two meetings. There are four stages in each session, namely planning, implementing actions, observing, and reflecting. Improved gross motor skills through the Kuda Lumping dance movement in group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency, 2015/2016 Academic Year, as follows: Cycle 1 obtained an average percentage of 38.66%. Cycle II received the average value of gross motor results in cycle 1 brought an average of 64.8% < 75%. The average awful motor results in cycle III obtained an average of 88.33% > 75%, with details obtained from children on gross motoric with an average starting to develop of 3.33%, developing according to expectations 20%, and grew very well by 76.67%.

Keywords: *Motor Rugged, Motion Dance Kuda Lumping*

Introduction

Early age is often referred to as the *golden age*; early childhood is an individual who is undergoing a process of rapid and fundamental development and growth for further development. Therefore, early childhood education is critical education because early childhood education is primary education which is the basis for continuing to a higher level.

Children at that age have enormous potential to optimize all aspects of development, including motor development. Implementing the correct movement or motor skills is very important because it will significantly contribute to children's growth. Motor skills are needed to control the body. There are two kinds of motor skills: fine muscle coordination skills and gross muscle skills. Smooth muscle skills are usually used in indoor learning activities, while gross muscle coordination skills are often carried out outdoors. Gross motor skills include movement activities of the whole body or most of the body. Gross motor is the ability to move using large muscles. The ability to use large muscles. These for kindergarten children are

classified as essential movement ability; this follows the statement of Samsudin (2007:9).

One of the activities to develop gross motor skills is moving activities (physical movement), one of which is dancing. Dancing itself combines physical exercise with singing or songs performed by children or children's actions following predetermined music or songs. According to the theory of Howard Garner, a psychologist from Harvard (Depdikbud, 2013: 373), one of the intelligence that must be developed is kinesthetic intelligence, namely intelligence characterized by the ability to control body movements and the ability to process objects. Someone intelligent in this type tends to like and is effective in gross and fine motor skills such as dancing.

Mansyur (2004: 5) states that Dance is an outward manifestation of the internal process to be seen by oneself and others. Furthermore, Dance is an expression of the human soul that is transformed through beautiful rhythmic movements. Therefore, Dance as a beautiful rhythmic motion statement contains rhythm if the two opinions above are combined.

The golden age (3-5 years), according to the Ministry of Education and Culture (2013: 367), already shows characteristics of excellence in kinesthetic intelligence, and motor readiness is challenging to develop near perfection. In line with their physical enthusiasm, children also begin to develop their thinking abilities. In addition, children have started to be able to imitate and memorize movements. In developing their gross motor skills, children must be given movement activities according to their abilities, one of which is dancing (dance-movement). When making dance moves, children train their motor skills and coordinate hand and foot movements until all members move.

Through this dance activity, it is hoped that one aspect of children's development, namely gross motor skills, can develop according to age maturity. Furthermore, especially in traditional dances, it is hoped that children will build their motor skills and instill values of love for their own culture. To provide a dance, one must pay attention to the characteristics of early childhood, such as themes, forms of motion, forms of accompaniment, and types of Dance.

But in reality, the gross motoric development of TK Chinta Ananda Mojolaban, Sukoharjo Regency is still not optimal. This can be seen from the lack of movement and song learning applied to children by educators. Where the teacher only gives monotonous movements using only counts. Movement and song learning are necessary for every child because learning movement patterns and songs can help physical development and overall movement patterns of children who have difficulties related to social skills, regulate emotions, and improve thinking power.

In the theory of Dance (movement skills), dancing can be overcome if the teacher can understand the dancing abilities of each child and every child gets dance training from an early age. By training children in the ability to dance, of course, the development of muscle flexibility in the child's body will increase.

Based on these problems, the author wants to improve gross motor skills through the movement of the lumping horse dance in group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency. Therefore, the authors feel the need to conduct more in-depth Classroom Action Research. Thus the authors hope that research will improve gross motor skills through the Kuda Lumping dance for Chinta Ananda Kindergarten children in Mojolaban Regency. Furthermore, in addition to improving gross motor skills, children can also develop various aspects of development, namely intellectual, language, emotional,

physical-motor, and child skills. Therefore, the teaching and learning process is not tedious and exciting for children.

PAUD is education that provides care and services to early childhood 0-6 years. Because that age is a golden age in the span of 1 human being. Motor development is defined as the development of the elements of maturity and control of body movements. In the process of child development, gross motor skills develop first. They compared to fine motor skills. This is evidenced by the fact that children can use their leg muscles to walk before controlling their hands and fingers to draw or cut (Depdikbud, 2013: 476).

The conclusion of motor skills is the ability of children to develop movement through the muscles influenced by nervous, physical factors, the desire to move, the purpose of moving, and a supportive environment. If these factors do not support the child's motor skills development, it will result in abnormalities or imperfect action. Therefore, the development of children's motor skills is strongly influenced by the environment and experiences experienced.

According to Sukirman (in Esa, 2015: 294) reveals that Dance is the movement of the human body through gestures; humans express the artist's ideas, feelings, and experiences to others. Therefore, the raw material for Dance is movement and the human body as a tool to express thoughts, feelings, and experiences. According to Desfina (2005), Dance for early childhood is a rhythmic and beautiful movement following the character of early childhood development.

From this explanation, the art of Dance is broadly divided into two, namely traditional and modern Dance. The difference between conventional Dance and contemporary Dance is that traditional Dance is a primitive dance, folk dance, and classical Dance. These three types of Dance are intended for ceremonies and entertainment. Non-traditional dances include new creation dances, modern dances, and contemporary dances. The hallmark of contemporary and modern Dance is discoveries in themes, forms, and dance presentations. Modern Dance is more flexible, while traditional Dance is more bound by the basic rules in the overall movement in the Dance (Esa, 2015: 294).

Wibisono (2012: 2) suggests that the Jaranan dance is a dance that uses a horse made of bamboo, which is woven and cut to resemble the shape of a horse. Pandongan (2014: 3) modified jaranan dance is A dance movement that uses braids, this Dance serves to make it easier for children to practice gross motor skills so that they become better.

Hartono (2012) explains that Dance can be used as learning material, learning media, and character building. Dance as learning material, given to children so that children have the ability and skills in Dance. The form of activity is physical activity and feeling the beauty, which is contained in activities of expression, exploration, creation, and appreciation through Dance. From these activities, you will gain skills, experience dancing, experience creating Dance, and feeling a touch of beauty in Dance. In addition to this, the creativity and sensitivity of children's movements are trained.

One of the previous studies that were almost the same as those carried out by researchers was the research conducted by Pandongan (2014) in his study entitled *The Effect of Modified Jaranan Dance with VCD Media on Gross Motor Ability of Mild Mentally Impaired Children*.

The action hypothesis in this study is that the Kuda Lumping dance movement can improve gross motor skills in group B children in Chinta Ananda Kindergarten, Mojolaban, Sukoharjo Regency, 2015/2016 Academic Year.

Method

The research method is Classroom Action Research (CAR). Classroom action research is how teachers can organize their learning practice conditions and learn from their own experiences (Wiraatmaja, 2006: 13).

The subjects who took action were researchers, while the teacher acted as subjects who helped in planning. The group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency, amounted to 15 children as recipients of the research action.

This research is a classroom action research that serves as a basis for reflection. Classroom action research is descriptive qualitative. Primary data sources are researchers who take action and students who Receive action, while secondary data sources are in the form of documentation data. In this study, the data collection techniques used were observation and documentation.

Data validity or data validity in this study used triangulation techniques. Moleong (2008) argues that triangulation is a data validity checking technique that utilizes something other than the data to check or compare the data.

The data analysis stage plays a vital role in classroom action research where researchers should observe all notes or data recordings as a basis for reflection or improvement. To obtain data collection on gross motor skills in this Classroom Action Research, it is stated in the percentage test formula (Sudjana, 2008: 72).

Results and Discussion

This study uses the Kuda Lumping dance as teaching material in the study. There are three cycles of data collection in CAR, namely process I, cycle II, and cycle III. Each cycle carried out two meetings. Silkus, I aim to imitate and demonstrate Dance. Cycle I was held from May 21, 2016, to May 26, 2016. Cycle II aims to improve motor skills in performing dance moves from May 26, 2016, to May 30, 2016. Each cycle carried out has stages. The stages in each process are as follows: (a) planning, (b) implementation of actions, (c) observation and monitoring, and (d) evaluation and reflection.

The following are the results of the average score of increasing gross motor skills through the Kuda Lumping dance movement in group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency, 2015/2016 academic year from cycle I to cycle III presented in tabular for

Table 1.
 Recapitulation of Gross Motor Skills Through Kuda Lumping Dance Cycle I, Cycle II, and Cycle III

No	Criteria	Cycle (%)	I Cycle (%)	II Cycle III (%)
1	Not Developed	43.3	3.33	-
2	Starting to Develop	40	6.67	3.33
3	Developing As Expected	16.7	66.67	20
4	Very Well Developed	-	23.33	76.67

Cycle 1 obtained an average percentage of 38.66%. In the first cycle, with an average of 43.3% not yet developed, starting to grow by 40%, increasing as expected by 16.7%. However, obtaining this percentage cannot be successful because the results have not reached the success rate. Namely, 75% of the 15 children can perform the Kuda Lumping dance. Cycle II obtained the average value of gross motor results in cycle 1 received an average of 64.8% < 75%. In the first cycle, with an average of 43.3% not yet developed, starting to grow by 40%, increasing as expected by 16.7%. The average gross motor results in cycle III obtained an average of 88.33% > 75%, with details obtained on gross motor skills with an average starting to develop of 3.33%, developing according to expectations 20%, and growing very well 76.67%.

At the stage of implementing the first cycle of action, a planning program was implemented. In practice, there are varying results. Evaluation and reflection in the process I am as follows: Students like the Kuda Lumping dance and can demonstrate and imitate the Kuda Lumping dance. At the beginning of the meeting, there was a rejection of this new Dance; the students did not know the researchers and the Dance that would be demonstrated. However, after getting persuasion from the facilitator, the students wanted to try a new dance. In the end, the students were interested in the Kuda Lumping dance.

During two meetings students can take part in dance lessons. The fourth meeting of the students became bored, and the child's desire to dance decreased slightly. There is still a distance during the implementation of the first cycle of action between the subject and the researcher. This resulted in the readiness of children to participate in dance learning to be less enthusiastic. In overcoming this problem, make agreements with students, namely to motivate and reward students. The results in the first cycle were that the participants had not been able to memorize the range of motion, and the students were unable to distinguish the variety from one another and decreased readiness. Collaborators and researchers carry out evaluations and reflections at the end of each meeting.

Cycle II was held from May 8, 2016, to May 24, 2016. Although it was no different from Cycle I, at the stage of Cycle II, it was conducted for 2 meetings. Because the second cycle aims to improve the results in the first cycle, the planned program is that students can demonstrate the Kuda Lumping dance and collaborate with peers.

The implementation of the actions in the second cycle aims to achieve the planning objectives and solve the problems contained in the first cycle. The performance of the measures is to give rewards to children who are active in participating in dance learning activities. However, the existence of a bonus causes children to dislike researchers. This is because researchers in giving tips are not fair. Therefore, the researcher and the research subject made an initial agreement, namely that every child gets a reward for those who desire to participate in dance learning activities.

Giving rewards cannot last long to overcome the problem of boredom experienced by research subjects. The following action invites children to sing to overcome boredom in dance learning activities. Singing makes children tired quickly in following dance lessons. Both methods have not been fully able to overcome the problems in cycle II and have not been achieved.

The following action in cycle III is to use the play method. Researchers make a puzzle game idea. Puzzles are played by two Groups. Each group composes a puzzle that the researcher has made. The puzzle contains instructions to

demonstrate the variety included in the Dance. *Rewards* and punishments are consequences in puzzle games. The results of the play method are:

- a. Students can establish closer relationships with their peers and researchers.
- b. Students can work together in a group.
- c. Students can accept defeat in a game.
- d. Learners understand the movements performed.
- e. Students can distinguish one variety from another.
- f. Students are more active than traditional dance lessons, which only imitate and demonstrate Dance.
- g. Students are more creative in solving a problem.
- h. Students better understand the meaning of cooperation.

After the playing method is carried out, the students again desire and enthusiasm to participate in dance learning activities. With the spirit and willingness to take part in dance lessons. This results in students' presence in activities, the movements performed, the desire to participate in dance learning, and the behavior shown to others.

Recapitulation gross motor skills through dance kuda lumping the first cycle, the second cycle, and the cycle III can be graphed to clarify the picture presented gross motor improvement graph is as follows:

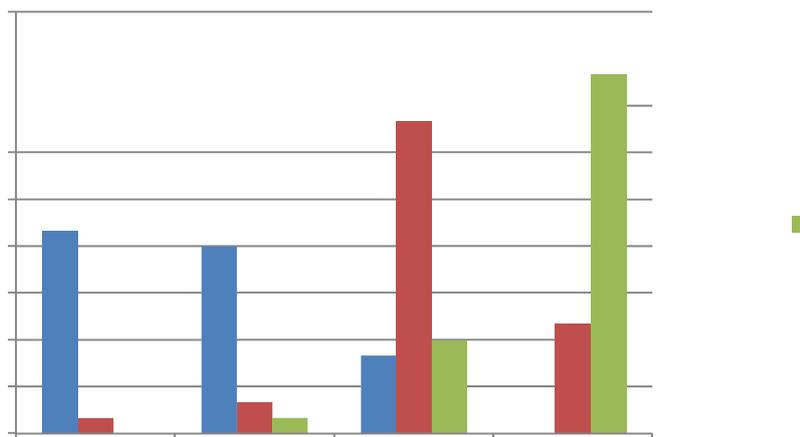


Figure 1.
 Graph Percentage of Fine Motor Skills First cycle - Cycle III

Based on the chart above, we can say that the motor skills of children's movements experienced a tremendous increase following the abilities of each research subject. Each aspect of the assessment has a different growth.

The data results in the second cycle after the action in the first cycle were obtained after evaluating with a collaborator. Each subject experienced a pretty good increase when compared to the results of the data in the process.

I. Cycle II resulted in a good increase. Similarly, in the third cycle, there was an increase.

From some of these reviews, it can be concluded that to improve children's dance movements, there are several methods: rewards, singing, and playing. To improve the motor skills of dance movements, it is seen from the child's ability to move, supported by motivating aspects and the child's willingness and the attitude

shown. When carrying out activities without coercion will lead to good progress in every part of the assessment.

This is following what was expressed by R. Gagne (Susanto, 2013: 1) that learning can be defined as a process by which an organism (human) He undergoes behavioral changes as a result of the experience he gains. Gagne emphasizes that learning is an attempt to acquire knowledge, skills, habits that lead to changes in behavior.

Dewantoro (2013: 303) states that the purpose of learning is to be rude, intelligent in mind, and healthy in body. These three things will be complementary and in harmony with human life in the world. Therefore, the mentally retarded crew will have the skills, knowledge, and change through their experiences through learning. Education is not only done in schools but in every place. So it can be said that environmental and family factors are very supportive of the learning process.

According to Arthur Gesell (Santrock, 2007: 207), motor skills develop fine and gross motion. Both movements must pay attention to the child's motivation to make movements and use perception to sharpen the action. Meanwhile, according to Halleman (Santrock, 2007:

208) motor skills develop due to many factors, including neurological development, physical and movement possibilities, movement motivation, and the related environment. As stated by Arthur and Helleman, there are several factors in doing the movement, namely motivation, nerves, and environment.

This is following the research that has been done that children's motor skills will develop well if they are supported by motivation, the desire to move, and a supportive environment. Because dancing uses large muscles, dancing can be categorized as gross motor skills. This follows the data in the following graph, namely that motor skills are influenced by the presence, willingness, and good preparation.

According to Dewantoro (2013: 303), dancing can change a person's behavior. This can happen if it is done continuously and reaches the best stage. As for children with mental retardation, dancing as relaxation in participating in daily activities, while behavior that can ,A good environment certainly supports the change, and the needs of children are fulfilled. Children's needs are the need for love, attention, and financial needs of children.

Conclusion

Procedures for learning the Kuda Lumping dance for group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency. The study of PTK in this study consisted of three cycles, and each process consisted of two meetings. There are four stages in each session, namely planning, implementing actions, observing, and reflecting. There are differences in the implementation of each cycle, namely:

- a. In the process, I use the lecture and demonstration methods. The study results are that there are still many children who are less attentive and embarrassed to do the Kuda Lumping dance movement.
- b. Cycle II lecture, demonstration, and methods *reward*. The results of the learning, the children were attentive and dared to do the Kuda Lumping dance movement, but it was not optimal.
- c. Cycle III lecture method, demonstration, *reward*, and puzzle game method. The results of children's learning have done a lot of the Kuda Lumping dance movements correctly.

Improved gross motor skills through the Kuda Lumping dance movement in group B children at Chinta Ananda Mojolaban Kindergarten, Sukoharjo Regency, 2015/2016 Academic Year, as follows:

Cycle 1 obtained an average percentage of 38.66%. In the first cycle, with an average of 43.3% not yet developed, starting to grow by 40%, increasing as expected by 16.7%. However, obtaining this percentage cannot be successful because the results have not reached the success rate; namely, 75% of the 15 children can perform the Kuda Lumping dance.

Cycle II obtained the average value of gross motor results in cycle 1 received an average of 64.8% < 75%. Thus, in the first cycle, with an average of 43.3% not yet developed, starting to grow by 40%, increasing as expected by 16.7%.

The average gross motor results in cycle III obtained an average of 88.33% > 75%, with details obtained on gross motor skills with an average starting to develop of 3.33%, developing according to expectations 20%, and growing very well 76.67%.

Implications

for school principals to provide guidance and direction to teachers and determine policies so that teachers can increase creativity so that children can improve fine motor development.

For teachers in Kindergarten to emphasize the development of habituation of social behavior in every dance lesson by knowing more and getting to know the characteristics of each student and holding dance performances at school so that student motivation is better encouraged.

For researchers, it is further recommended to conduct gross motor research with different types of research (not PTK) so that the study results can be varied.

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