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THE INFLUENCE OF DANCING ACTIVITIES ON CHILDREN'S GROSS MOTOR SKILLS IN GROUP B OF KINDERGARTEN AISYAH CIKOLE SUKABUMI

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Abstract

The sensitive period in children is when physical and mental abilities are experienced, children can respond to every stimulus given by the environment around the child. In the development of each child, every child is different because each child has their uniqueness. It is during this difficult time that the development and improvement of each child requires special attention to all aspects of progress, including the improvement of machinery. Improved motor skills are the most common way to create development in children, both in the development of finely coordinated abilities and gross coordinated movements. Gross motor improvement requires proper feeling. Therefore, in research using quantitative methods, experiments aim to apply dance activities so that children's gross motor skills in group B can increase. This was done based on initial findings that in TK Aisyiyah 2 Sukabumi City, children's gross motor skills were still low, where in every rhythmic gymnastics activity and when play activities were carried out, children were still carried out heavily, not yet seen agile.

Keywords: *gross motor, children's dance, physical ability.*

INTRODUCTION

In the age range from birth to six years, children experience a brilliant period, which is a time when children begin to be sensitive to joy. This era is often referred to as *The Brilliant Age* (Wood et al., 2020). At this time, the child's development will grow ideally, including physical, mental, language, profound social changes, and strict moral qualities (Jung, 2016). For young children, this feeling can be provided by guardians, teachers, and the atmosphere, both at home and at school. by providing a stable learning environment for early childhood gross motor improvement (Aoyama et al., 2020). Gross coordinated movements are physical and proactive tasks that utilize large muscles, such as arms, hand muscles, shoulder muscles, leg muscles, midsection muscles, and abdomen that are affected by the child's actual development (Sun et al., 2021). Coordinated motor ability must be able to do with moving, stealth, bouncing, jumping, running, and rolling (Yalçın & Erden, 2021). One method to train the gross coordination skills of early childhood 5-6 years at TK Aisyiyah 2 Sukabumi City is to hold dance training as an effort to strengthen gross motor development in early childhood (Li et al., 2022).

The real perspective in this study is to foster the essential development of children as a foundation to be noticed and socialized by the younger generation. These fundamental developments include singing, dancing, bouncing, and spinning (Raz-Silbiger et al., 2015). Therefore, creating important growth and development skills is very important so that children can grow and develop properly (Potęga vel Żabik et al., 2021). The increase in development capacity is in line with the improvement of the coordination capacity of the

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eyes, hands, feet, and head (Raisbeck & Diekfuss, 2015). Progress in machine development can occur well assuming the child has a great opportunity to perform proactive tasks as development covers all parts of the body (Mache & Todd, 2016). Ideally, children aged 5-6 years have begun to be able to jump and run fast and move musically, at this age children will be more willing to develop their coordinated abilities (DuBose et al., 2018).

However, the harmony between strength and agility varies from young person to young person (Veldman et al., 2018). As pointed out by Seefeld and Wasik (2008) The main key to the dance education experience is to make children fun and happy. This is because the child's universe is a world full of happiness, joy, joy, so all forms of movements expected of teenagers, including dance movements, must match the personality of adolescents (Veldman et al., 2019). One of the gymnastics held at TK Aisyiyah 2 Sukabumi City was a dance movement. The type of dance instructed is inventive dance, where innovative dance is a standard dance that has been made dissected and created by a dance instructor to then be applied.

LITERATURE REVIEW

Understanding Dance

Dance is a statement of the human soul that is transformed by the creative mind and given a form of development to become a symbolic form of development and an outflow of its maker (simulation of intelligence Sutini: 5). Dance is a development of the human body that is made and connected directly with a form of work. Body development that can be used as a medium in dance is a development that begins from head-to-toe development, through smooth development (fine machinery) and rough development (rough machinery) (Hamilton & Liu, 2018).

According to Lincoln Kirstein, the word dance in English is associated with the French danse, both of which are known to derive from the Old German donson meaning to stretch or pull. According to Sachs (artificial intelligence Sutini: 5) dance is a rhythmic development of the body. In line with Sach, Soedarsono revealed, that dance is a statement of human feelings towards "something" that is transferred through the development of beautiful rhythms.

From some of the understandings above, dance is an imaginative inventiveness deliberately created by humans, which can then be communicated, driven by the development of the human body that has taste values by changing, following the rhythm of the melody, so that it can cause pleasant and appetizing development of work.

Gross motor development

Machine improvement is the advancement of the actual developmental control framework through the planned action of the operational, nervous, and muscular centers (Hurlock, 1978). The progress of the machine is divided into 2, namely coarse coordinated ability and fine coordinated ability.

As stated by Bambang Sujiono (2007: 36) expressed his view that the actual elements of health include strength, perseverance, speed, agility, adaptability, coordination, accuracy,

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and balance. In this review, the analysts engaged three actual health components to measure improvements in children's coordinated abilities, specifically strength, coordination, and agility.

Sukintaka (2001: 47) said machine capacity is a quality that produces individual development in completing development, both non-sports development, as well as sports development, or development in gross motor development.

METHOD

This study used a Pre-Trial design with one type of *Pretest Posttest group* configuration. This kind of exam is a type of exploration that provides a pretest and posttest to be seen when the activity is given (Sugiyono, 2018). In this review, the scientists included group B children as an exploration class. So in this strategy, the subject capture technique relies on a specific goal because it places more emphasis on rough coordinated movements that are still low.

This study uses research instruments in the form of:

Variable	Level of Developmental Achievement	Indicator	Statement Item (Sub Indicator)	No. Item	Score			
					1	2	3	4
Gross Motor Skills Age 5 – 6 years	The child jumps right and left, and hands are placed on the waist	The child can perform jumping movements to the right and left	The child can perform jumping movements to the right and left alternately	1				
		Children can do hand movements placed on the waist	The child can perform hand movements placed on the waist					
	The child stands on one leg alternately, and hands are placed around his waist	The child can perform standing movements on one leg alternately	The child can perform standing movements on one leg alternately	2				
		Children can do hand movements placed on the	The child can perform hand movements					

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		waist	placed on the waist					
	The child makes a twisting motion	Children can do body-twisting movements	The child can make twisting movements of the body	3				
	The child makes a rolling motion like a satiety ant	The child can perform rolling movements like a satiety ant	The child makes a rolling motion like a satiety ant	4				
	The child does leg movements that are bent/folded forward	The child can do leg movements that are bent/folded forward	The child can perform leg movements that are bent/folded forward	5				
	The child moves shaking his head to the right and left	The child can shake his head to the right and left	The child can shake his head to the right and left	6				

The estimation in this study uses a rating scale used for rough information in the form of numbers. Assessment scales are seen as more easily adjusted to estimate educational experiences using perceptual techniques.

A substantial instrument means that the estimation instrument used to obtain the information (measure) is legitimate. Substantial implies that the instrument can be used to measure what needs to be measured. The way to determine the validity of each question is to associate the score of each question with the final score.

The purpose of reliability testing is to decide whether the exploration instrument made is reliable or used as an information-gathering tool. "A test can be said to have a high degree of certainty if it gives reliable results or regardless of whether the test changes, the change is not large." Test the unshakable qualities of assertive reasoning instruments using Cronbach's Alpha equations (Arikunto, 2013).

RESULTS AND DISCUSSION

The results of research conducted at TK Aisyiyah 2 Sukabumi City In conducting this examination, the researchers first examined the basic condition of gross motor skills of

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children in group B TK Aisyiyah 2 Kota Sukabumi. This estimation is carried out by involving instruments as research instruments that have been prepared by researchers before starting teaching and learning exercises. The results obtained by the researchers on the start of the perceptual action referred to as *the Pretest* action also show that all children are still not able to perform movement development properly, therefore experts expect that children's movement exercises can be arranged as coordinated gross movements that have not progressed.

The next stage carried out by experts is the provision of treatment using various moves. This treatment is completed by analysts 2x or every 2 days. After the treatment was completed, the analyst then estimated the outcome of the child's coordinated gross ability through motion exercises referred to as posttest exercises. The grades obtained by children in post-test exercises change from low grades to decent grades and this happens. This can be seen from the score results obtained by adolescents after motion training is completed by educators with a score of 24 as the highest score and a score of 17 as the smallest score.

From the *pretest and* posttest *results*, information was obtained using the Wilcoxon test using SPSS 16 which showed Zcalculate - 3.508 and sig 0.000. In terms of signs of self-esteem. The Wilcoxon test is measured < alpha (0.05) or Zcalculate > Ztabel (1.96), then at that time Ho was rejected. The value obtained is sig = 0.000 < alpha (0.05) so that is chosen which is rejected. If Ho is dismissed, Ha is recognized, and it means that there is an influence of movement training on the coordinated gross movements of group B children of Aisyiyah 2 Kindergarten in Sukabumi City. Based on the search for information and research obtained, it can be said that movement training has an impact on the coordination of gross movements of children in group B of TK Aisyiyah 2 Sukabumi City. In this case, the movement exercises used in the educational experience and education in the classroom are of great interest to children. This can be seen from the increase in children's grades after being given treatment. Moving is one of the learning activities that can stimulate children to be able to carry out gross motor development of their bodies. Educators who use motion exercises as learning exercises certainly want to use children in learning and the learning done by the instructor will not be tiring for children. By utilizing motion exercises like this, teachers can foster the gross motor development of children who are still immature.

The gross motor skills of group B children of TK Aisyiyah 2 Sukabumi City can be said to be still low or lacking, this is by *the pretest* results obtained by analysts who show that all children are still not fit to make progress in school. One more leg and put their hands on the midsection.

CONCLUSION

1. The gross motor skills of children in group B of TK Aisyiyah 2 Sukabumi City can be said to be still low or undeveloped, this is by the pretest results that have been obtained by researchers who show that all children have not been able to do standing movements on one leg alternately, putting their hands on their waists without help from a teacher. And only 5 children out of 16 children can do standing movements on one leg, and put their hands on their waists which are demonstrated by the teacher properly and correctly.

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2. Gross motor skills of children in group B of TK Aisyiyah 2 Sukabumi City After experiencing treatment or being given *treatment* in the form of dancing activities, this can be seen from the increase in the recapitulation of pre-test results by *76 (29.4%) and post-test by 226 (88.5%).*
3. The use of dancing activities was used to improve children's gross motor skills in group B of TK Aisyiyah 2 Sukabumi City which was proven through hypothesis testing through *the Wilcoxon* test by obtaining a sig test value = 0.000 < alpha (0.05), so that the results were decided to reject Ho. From the data obtained above, it can be concluded that there is an influence of dancing activities on the gross motor skills of children in group B of TK Aisyiyah 2 Sukabumi City.

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