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**EFFORTS TO DEVELOP THE CORRECT MOTOR ABILITY OF EARLY CHILDREN BASED ON SOFT SKILLS THROUGH LEARNING OF DANCE**

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**ABSTRAK**

Motor development is the development of elements of maturity and body movement control. In the process of child development, gross motor skills develop first than fine motor skills. The purpose of this study was to identify dance learning in developing gross motor skills in early childhood. The data collection technique used in this study was observation and documentation of children's activities in the learning process. The data analysis technique used descriptive qualitative analysis. The results showed that children who liked and were able to perform body movements in dance increased by 34%, with dancing activities children became more enthusiastic in the learning process, it can be concluded that the application of dance learning to gross motor skills obtained positive results.

**Keywords:** *gross motor skills, dance, early childhood*



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## **1. INTRODUCTION**

The first steps in fostering children's full potential, including that related to their development of their gross motor abilities, should be taken throughout their formative years. Early infancy is a time when physical and psychological systems are mature and prepared to respond to environmental stimulation. Early infancy is the time when both physical and intellectual/mental development take place. The child has begun interacting with his environment at the age of two, and by getting to know them, he will become more sociable and not shy. The child's development improves at age 3, and as a result, more children are enrolled in institutions that provide early childhood education. Giving children stimuli is crucial for their growth. In the same way that providing nutrient-rich food promotes healthy physical development, stimulation is also necessary for good intellect development. Early Childhood Education Institutions are capable of realizing this stimulation.

Early childhood education institutions provide many facilities that can stimulate children's development. Where there are several aspects of child development, namely: aspects of the development of religious and moral values, aspects of social and emotional development, perceptual aspects, aspects of language development, aspects of physical motoric development, aspects of art development. All aspects of this development will develop with good and optimal if stimulated well too. Motor development is one aspect of child development that is so clear and visible, sometimes we take it for granted so that not a few parents provide optimal stimulus.

At 3 years old, the child's development increases, leading to an increase in the number of kids enrolled in early childhood education facilities. Children must be stimulated in order to grow. Providing nutrient-rich food supports

a child's physical development, just as stimulation is essential for a child's intellectual growth. Institutions for early childhood education are capable of implementing this stimulation. Currently, the development of science, art and technology is growing very rapidly, all people, especially in Indonesia, enjoy the fruits of this work of science, art and technology. Even children have used it. But often we do not realize that the education that occurs in children today is more familiar with and memorizing terms and the formulation of numbers and symbols, without understanding their meaning and use for life. The school world has lost a generation that is smart, creative, independent and confident. So what will happen with the emerging developments is a generation that is not creative, especially in the growth and motor development of children. Children who are less active in daily life frequently have bad habits. For instance, children are less mobile since they simply sit still in front of television, computers, and communication gadgets because there isn't a play setting that can encourage their growth and development in strengthening their motor abilities (mobile phones). In essence, every child develops and grows in ways that affect every aspect of his body. The organization of early childhood education aims to support children's overall growth and development or places a strong emphasis on the development of all facets of personality.

Art is one of the factors that influence the development of children. Aesthetics of student work are important in art teaching. The right brain and left brain can develop well with art education. Early childhood development is thought to benefit from the arts and can be improved. Music, dance, and painting are all included in early childhood art education. Learning art is intended to help children express themselves, increase their creativity, teach them to appreciate beauty, and develop their smooth muscles (Farida, 2019). Art



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education in early childhood includes dance. Various interests need to be trained, especially through dance learning, because dance learning can provide a fun experience for children. Cultivating children's interests from an early age will have a very significant contribution to the development of children in the future. Various interests need to be trained, especially through dance learning, because dance learning can provide a fun learning experience for children.

Early childhood dance must be adapted to the motor movements of early childhood, which include simple gross and fine motor skills. Dance is a series of movements of the whole body that are coordinated with each other so as to create a unity of movement that is beautiful and has meaning. Dancing is usually accompanied by music so that not a few children are always enthusiastic about dancing activities. Dance techniques that include running, walking, jumping to bending can improve children's gross motor skills, and in the end the child will have more balanced and flexible body movements. The relationship between dance and gross motor skills is very closely related because it will cause meaningful movements for children.

Gross motor skills involve the use of major muscles, including those in the arms, hands, shoulders, legs, waist, and abdomen. These muscles are influenced by the physical maturity of the child. The implementation of gross motor skills includes walking, tiptoeing, jumping, running, and rolling. Motor development of each child is different depending on the age and stage of development (Eva, 2020).

Research on children's gross motor development through dance learning was carried out by a number of researchers, such as Eva Dwi Lestari in Dance in Improving Gross Motor Skills for Early Childhood Age 5-6 years. secondly, Alfi Manzilatur in the Role of Dance Activities to Develop Gross Motor Skills for Group B Children in

TK Muslimat Mazraatul Ulum II Paciran Lamongan. Both of these studies were limited to early childhood children 5-6 years old or if they were in kindergarten in group B. While this article conducted research on early childhood children from the age of 4-7 years who were in group A and group B.

## **2. METHOD**

The method used in this study is a qualitative descriptive method. This study explains a situation clearly without any treatment or no manipulation of the object under study (Anwas, 2020). The results of this study will describe the research data in the form of narrative words. The data were obtained from observation and documentation, besides that the researcher also conducted a direct survey to obtain the object or information he studied and analyzed related to gross motor development of early childhood through dance learning. The object of this research is early childhood at the Raudhatul Athfal Masyithoh Institute 13 Sokaraja Lor. The data analysis technique used by the researcher is data reduction, data presentation, and conclusions. The location of this research is in the Early Childhood Education Institute, namely Raudhatul Athfal Masyithoh 13 Sokaraja Lor.

## **3. RESULT AND DISCUSSION**

### **a. Early Childhood**

Education Early childhood education must be adjusted to the values adopted by the surrounding environment which include cultural factors, beauty, art. Early childhood is not only intelligent, but also intelligent in other aspects of life. The stimulus needs to be adjusted to the child's development, because each individual has an early childhood education program that is offered to children from birth to the age of six. This involves providing educational stimuli



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to promote their physical and spiritual development, preparing them for future schooling (Apriani, 2017).

Everything is in line with the four pillars of education proclaimed by UNESCO (Apriani, 2017) namely:

1. Learning to know (through media and teacher explanations)
2. Learning to do (direct activities)
3. Learning to be (by role playing)
4. Learning to live together (interacting with other children by obeying applicable rules and regulations)

**b. Based Learning Soft Skill**

Soft skills are interpersonal communication skills and individual conflict resolution. Soft skills are classified into two categories: intrapersonal skills and interpersonal skills. Intrapersonal skills are a person's ability to control his own behavior, while interpersonal skills are skills needed to interact with others.

Values, motivation, behavior, character, and attitudes are examples of soft skills traits. Soft skills can be used in presentations, group discussions, and role acting (Yanti Devi, 2019). One of the most important elements of any educational program at any higher education institution is the development of soft skills, which do not always require special training and are not part of the curriculum (Ulfah Mawardi, 2019).

**c. Based Dance Learning for Soft Skill Early Childhood Child**

Development is describing the growth and development achieved by children in a certain age range. In order for children to reach an optimal level of development, the involvement of parents and adults is needed to provide stimulation. Different specifications of ability

stimulation are included in this artistic endeavor. The stimuli offered by music may be emotional, cognitive, intrapersonal, and interpersonal. The development of fine motor, emotional, cognitive, intrapersonal, personal and spatial skills is driven by the arts. In addition, dance can stimulate a person's spatial, intrapersonal, interpersonal, intraemotional, and cognitive abilities in art.

Schools that have implemented art learning are expected to produce students who have the intelligence of body movements which are generally more dynamic in moving, children are more enthusiastic, show increased ability to think, feel and cooperate. Uses of art education in education as a channel of talent and creativity, expression and communication.

Through motion, dance is a vehicle for communication. The components of rhythm, space, time, and energy are all present in dance. Children's growth which is characterized by gross and fine motor development is strongly influenced by dance learning.

Early childhood dance education is a method or attempt to teach young children how to regulate and interpret their body movements, regulate the motion of objects, and promote mind body harmony. Early dance instruction places emphasis on coordination of movements, regulation of large and fine motor movements, and movement. One of the media that can encourage the development of gross motor intelligence in early childhood is dance learning. With this dance learning has covered the four pillars of education. The purpose of learning the art of dance is to introduce the art of dance to children, so that they feel like and are interested in learning it.

**d. Application of Dance Learning at RA Masyithoh 13 Sokaraja Lor.**



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RA Masyithoh 13 Sokaraja Lor is a Kindergarten level Early Childhood Education Institution. RA is an abbreviation of Raudhatul Athfal which means the children's house is like a house. This RA is located in the Sokaraja sub-district, Banyumas district, where it has 8 teachers and 1 staff employee. It has 5 classrooms, namely groups A, B1, B2, B3 and B4 in each class there are 15-20 students.

The curriculum at this RA follows the education curriculum of the Ministry of Religion's Mapenda Banyumas district. Islamic religious education is highly prioritized in the learning process, although Islamic religious education is prioritized - based learning soft skill it is still carried out in order to optimize children's development. In this case, RA Masyithoh 13 also has extra-curricular activities in dance and painting.

This dance activity is accounted for by a teacher who has special skills in dancing who is assisted by colleagues/other teachers. This dance lesson is held twice a week, Monday and Friday, where the implementation is after the break. Each class is scheduled in turn. This dance activity is always eagerly awaited by the children, they really like the movements accompanied by music. The types of dance that are taught are various, Islamic nuanced dance, creative dance and Javanese dance. All types of dance are liked by children.

e. Children's gross motor skills through dance activities at RA Masyithoh 13 Sokaraja Lor.

Through dancing activities at RA Masyithoh 13 Sokaraja Lor, children generally develop their gross motor skills in the following ways: a. Children are able to express various movements of the head, hands, and feet according to the rhythm of the music with flexibility. 1) Children can dance with a variety of flexible head, hand and foot movements to the music when dancing is done in the classroom. In accordance with the rhythm of the song, the child can move his head by shaking it

alternately from right to left. Children can also dance with hand and foot movements, move flexibly while on tiptoe and alternately waving both hands from top to bottom.

This allows children to perform gross motor skills while moving their head, hands and feet. The child's ability to dance can be considered successful based on these early signs. 2. Elements that affect children's gross motor development through dance activities. a. able to convey dance movements through skill because his body is proportional and flexible, making it easier for him to move his limbs. The child's ability to move his limbs is still limited at the first meeting, but after participating in dance activities twice a week to develop students' gross motor skills, the child is now can dance well and gracefully. To balance the movements of the legs and arms while moving the head left and right throughout the dance action.

#### **4. CONCLUSION**

Based on the results of this study, the researchers concluded that, gross motor skills in students of RA Masyithoh 13 Sokaraja Lor through dance learning, children can learn how to perform dance movements with their left and right hands according to the music, as well as how to rotate, jump, and coordinate their head movements with their feet. The purpose of this dance learning is to improve children's gross motor skills.

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