



Multiple Intelligence of Early Children in Creative Dance

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Abstract: Early Childhood Education (PAUD) activities are designed to optimize all aspects of child development including multiple intelligence. Some of them are kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. This aspect of multiple intelligences can be developed through creative dance. The purpose of learning creative dance in this study is not to make children professional dancers, but to use it as a learning method. This study aims to describe the dual intelligence of early childhood in the process of implementing creative dance learning. Through a qualitative descriptive research method, the researcher revealed the multiple intelligences of children in the implementation of creative dance learning by a Kindergarten teacher in Purwakarta. The subjects in this study were teachers and early childhood with an age range of 5-6 years, totaling 20 children. Data collection was carried out through observation, interviews, documentation and strengthened by literature study. The data obtained were then analyzed descriptively with the stages of data reduction, data presentation, and verification. The results showed that learning creative dance can develop multiple intelligence in children.

Keywords: Compound Intelligence, Early Childhood, Creative Dance.

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INTRODUCTION

Various efforts have been made to optimize multiple intelligences in early childhood. It can be seen from the number of studies conducted, among others, by Muafiah (2017) which describes the multiple intelligence learning strategies in Kindergarten/RA Ponorogo. Multiple intelligence optimization is carried out through a non-centered model. Research conducted by Yulianti (2016) describes the naturalist intelligence of early childhood which is enhanced through learning creative dance. Other research conducted by Lobo & Winsler (2008) shows that the social competence aspects of children seem to increase when creative dance activities are carried out regularly.

Every child is born with various potentials that are influenced by interactions with the environment. This means that the development of children can not only be formed by themselves but can be influenced by the environment, one of which is through learning activities at PAUD institutions. These activities are carried out by referring to all aspects of growth and development of children, not only focusing on one aspect of development. Gardner (1983) proposes

multiple intelligence theory which describes that every individual can achieve success without having to rely on high intellectual intelligence. There are nine multiple intelligences which include kinesthetic intelligence, linguistic intelligence, visual-spatial intelligence, mathematical logic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence.

Based on the nine bits of intelligence expressed by Gardner, this study focuses on four multiple intelligences which include kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. Kinesthetic intelligence is intelligence related to gesture; musical intelligence is intelligence related to sensitivity to music. Interpersonal intelligence is intelligence related to the feelings of others. Intrapersonal intelligence is intelligence that is related to oneself and responsibility for life. (Agustin, 2018; Armstrong, 2014; Jamaris, 2017; Musfiroh, 2014).

This various intelligence is optimized through creative dance learning activities.



The main purpose of learning the dance creative undertaken not to make the child as a dancer professional, but learning dance is creatively done as stimulation to the child by providing the freedom to be able to express their ideas, thoughts, and feelings through movement so that the multiple intelligences of children can be optimized. Based on the background discussion above and related research, the researcher seeks to reveal the multiple intelligences of children which include kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence in learning creative dance.

METHOD

This study uses descriptive qualitative methods. The subject on research that young children aged 5-6 years, amounting to 20 children and a kindergarten teacher in the district of Purwakarta Jatiluhur applying creative dance learning as an effort to improve kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence of children. In the process of activities, the teacher provides opportunities for all children to express themselves and participate actively in learning activities, especially in the process of creating movements, whether done individually or in groups.

The data in this study were obtained based on the results of observations, interviews, documentation, and literature studies. The data that has been collected is then analyzed qualitatively, which is interpretive meaning into a narrative form. Data analysis was carried out by researchers from the beginning with the stages according to Miles and Huberman (Creswell, 1998; Sugiyono, 2010) which included data reduction, data presentation, which was then verified.

RESULTS AND DISCUSSION

Learning creative dance in its implementation gives freedom to children to express ideas of movement according to their knowledge and experience. Joice (1973, p. 4) argues that creative dance involves physical activities, expressions, and a close relationship between mind, body, and soul as outlined in

the idea of body movements. In this study, it is seen that the teacher applies creative dance learning that is oriented towards increasing the multiple intelligence of children which includes kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence.

Basically, through dance lessons children can move according to the rhythm of the music. Learning dance that is carried out in groups makes children trained to be able to understand themselves and others, and children can be trained to adapt themselves to their environment. This shows that the four bits of intelligence have a connection with one another. Maka of the researchers made four intelligence the compound as the focus in this study.

Per the characteristics of early childhood, creative dance learning activities carried out refer to the themes closest to the child. Guidelines for the Development of Early Childhood Learning Themes (Apriyanti, 2017; Bradecamp & Rosengrant, 1992; Ministry of Education and Culture, 2018) states that in determining the theme of learning it needs to be adjusted to the characteristics of the child, adjusted to the situation and environmental conditions, and adjusted to the readiness of teachers in manage learning. In this study, the teacher chose a job/professional learning theme with the police sub-theme.

At the beginning of the activity, the teacher builds perceptions about the theme to the children using picture media. The role of the stimulus in building children's knowledge through pictures and videos is very important because it is adjusted to the characteristics of early childhood who are still in the concrete learning stage. This is per Piaget's cognitive theory (Piaget 1947; Hanafi & Sumitro, 2019) which states that children in the early age range are still at the preoperational stage. A special feature at this stage is that in learning children still need to use symbols until slowly intuitive concepts begin to develop. The same thing was stated by Brunner (1966, pp. 10-11) that there are three stages of learning in early childhood, namely: 1) Enactive Stage,



which is a learning process through direct action with concrete learning media (a visible real form of objects), 2) The Iconic Stage, namely the activity of presenting the material through a series of pictures or graphics, and 3) The Symbolic Stage, in this case, language as a symbolic archetype, the child can manipulate certain symbols or symbols.

The implementation of creative dance performed by the teacher is seen using dance stages that refer to the syntax of Gilbert (2002) and Joice (1973). The initial stage of learning creative dance begins with *warming up* as a first step to train the muscles of the hands, head, and feet before performing dance movements at the next stage. *Warming up* is done which is applied by the teacher with small movements such as running in place and jumping before the children enter the classroom. This shows that *warming up* can train the coordination of movements so that it greatly affects the motoric aspects of children both gross motoric and fine motoric.

The second stage is the *exploration* stage. This stage is carried out by giving freedom to children to explore their creative ideas based on themes. At this stage, the teacher is seen digging into children's knowledge about activities that the police usually do in everyday life through stimuli in the form of pictures and various questions that are continuously being developed. When children can convey ideas and ideas, they are indirectly reached to be able to dare to express these ideas in front of the crowd. Apart from being related to the child's kinesthetic intelligence which concerns the idea of motion expressed, at this stage it is also related to the child's self-confidence which is intrapersonal intelligence.

The next stage the teacher takes is developing skills. Children are directed to do the movements together so that every child is trained to perform dance movements. The activity is carried out repeatedly with a count of 1x8 for each movement. This is done to make the movement look more compact and to train children on their sensitivity to music, which

in this stage is related to counting. Through these activities, children's sensitivity to music can be seen and optimized. In line with this, research conducted by Wiflihani (2009) states that through songs and coordination movements the child's brain can develop so that it affects children's musicality.

The fourth stage is creating. At this stage, it is seen that the teacher classifies children into several groups. Each group is given freedom in arranging dance movements based on the agreement of the group members. This trains the children to be able to adjust to the group and understand and respect the opinions of other friends. This is related to children's interpersonal and intrapersonal intelligence, in which children must be able to position themselves and understand the whereabouts of their friends. At this stage, the teacher's role as a facilitator is very important. The teacher must be able to build the confidence of each child so that they can contribute to the group. In line with this, according to Prawoto (Nurhafizah & Zakiya, 2019, p. 361) which states that the teacher's role in learning is needed, including as a guide, as a facilitator, and as a moderator.

The fifth stage is Form. At this stage, each group is given time to practice before presenting their work. A. Each group is given the freedom to characterize its movements which can be done by playing levels such as back and forth, making circles, and so on. A right but in every movement should consider the matter of 1x8 every move. At this stage, each group also begins to make movements accompanied by music, so that each child can be trained to move according to the rhythm of the music which affects musical intelligence. At this stage, they will be trained to be able to move according to the strains of the song and even sing along while performing dance movements.

The next stage is presenting. This stage is the final stage which is part of the appearance of the work of each group in front of other friends. At this stage, children can be trained to be able to appreciate the work of their friends. This is related to children's



interpersonal and intrapersonal intelligence, where each child must be able to appreciate the work of his friends. At this stage, it looks a little less conducive, which is when a group appears the other children play and disturb the group that is performing. This can be anticipated through the application of rules which are the result of an agreement between the teacher and the child. These rules of the game are applied so that children can be conducive and do not disturb their friends who are performing so that the learning process. This can also train children to be able to control themselves and understand the cause and effect of whatever they have done.

Based on the stages of creative dance performed by the teacher with various implications, it can be seen that the activities carried out refer to the multiple intelligences of children which include kinesthetic intelligence, musical intelligence, interpersonal intelligence, and children's intrapersonal intelligence. To measure multiple intelligences in early childhood, researchers based on 2 indicators of each aspect of intelligence. Based on the assessment made, it is shown in the following graph:

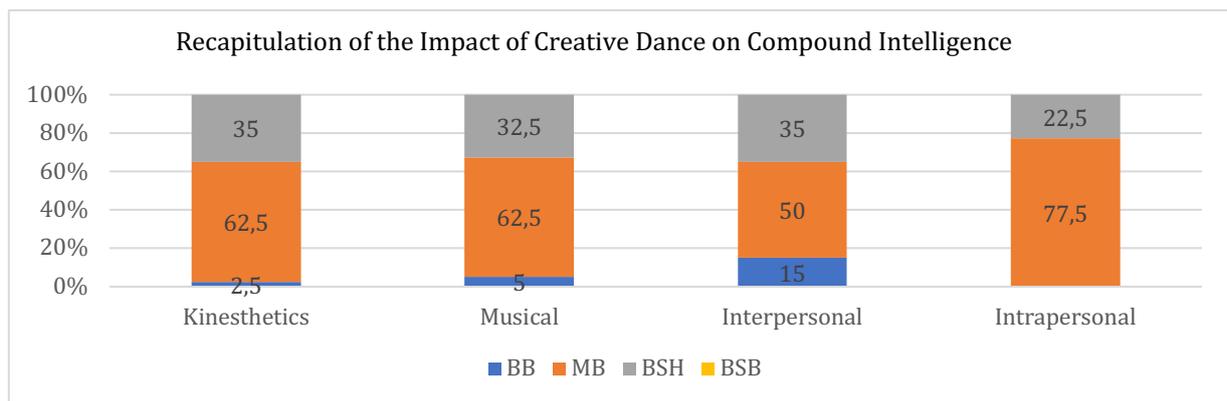


Figure 1. The Impact of Creative Dance Learning on Compound Intelligence

The kinesthetic intelligence measured by researchers is based on indicators of enjoyment of activities that involve physical motor skills and good motor coordination. The results are shown in the graph that there are 25% of children who are in the Undeveloped ability range (BB), 62.5% of children who are in the range of ability to start developing (MB), and 35% of children who are in the range of ability to develop according to expectations. (BSH). This indicator can be seen in the activities that the children do, from the initial activities to the final activities. This training is based on the expression of the child when performing dance movements.

Some of the children seemed very enthusiastic about doing the movements. Indirectly, they can be an influence for other friends to be able to move. Some children also seem to need

guidance in making movements. They were seen Raag in motion tends to m pestle and fear of being wrong so that when the motion should see his first even occasionally these children looked at the teacher to ensure the movement is doing right or wrong.

Several children are in the Start Development (MB) ability range. This can be seen starting from the learning stage of the warming up dance when all the children do jump activities. M hey should be able to jump well to achieve the reach that stimulated by the teacher. In the dance stages that are carried out the next one can't be separated from the motoric movements of the child which shows the coordination of each movement that is carried out. Although sometimes some children seem to lose focus when making movements so that the results of the movements shown are less than perfect.



Children on aspects kinesthetic intelligence indicates the range of ability Evolving As expected (BSH). The movements they do appear to have good coordination. This is the effect of learning creative dance which involves movement on children's kinesthetic intelligence. In line with research conducted by Pertiwi (2014) which states that there is an increase in early childhood kinesthetic intelligence which is stimulated through learning motion and songs.

In the aspect of musical intelligence, researchers measured based on indicators of children's sensitivity to music and love to sing. Based on the graph, it can be seen that 5% of children are at the Undeveloped ability (BB), 62.5% of children are at the ability to start developing (MB) and 32.5% of children are at the ability to develop according to expectations (BSH).

The music referred to in this study is not only the one that comes from the song/audio, but the tempo resulting from the clapping of the hands and the count is categorized as music, therefore children can move according to the sound beats produced. When learning dance, it appears that some children can follow the movements according to the beat and rhythm of the music, although they still need guidance and need to see their friends first. Some of the other children seemed to be able to do the movements well according to the tempo and rhythm of the music, and some were even seen doing the movements with singing.

At the beginning of the activity, the activity began with singing various songs as a habit. Some children are so enthusiastic in singing, so that children are more felt stimulated to sing the air together. Through dance learning by the teacher, it can be seen that the musical intelligence aspects of children, in general, seem to be good even though there are still some children who need to be stimulated intensely, so this proves that musical intelligence can be used as a goal to be developed through creative dance. Likewise, what is illustrated in the research conducted by Widhianawati (2011) that learning through motion and song can have an influence on

musical intelligence in early childhood which includes aspects like playing musical instruments, sensitivity to music and likes to sing.

The aspects of children's interpersonal intelligence in this study were measured based on two indicators, namely gregariousness and socialization as well as being happy with crowds and social activity. The results show as shown in the graph that 15% of children are at the Undeveloped ability (BB), 50% of the children are in the ability to start development (MB), and 35% of children who are at the ability to develop according to expectations (BSH). The indicators that become benchmarks are seen when the children are formed into small groups. Some children seem to mingle easily with group members, although they still look shy and hesitant when expressing their opinions. Some other children seem very easy to adjust to their new group and they are always used as an example for other children. It is also evident that the comfort of children in carrying out activities in the crowd and within the scope of their group.

Although some children seem less enthusiastic when doing activities in a crowd. They look rishi and feel disturbed by the presence of researchers as foreigners who pay attention to them in performing dance moves. This has an impact on the resulting dance movements that appear less free. Some of the other children seemed not to be affected by the crowd, they were still able to perform dance movements well. Based on what happens in the field, it shows that creative dance can affect children's interpersonal intelligence. In line with this, research conducted by Jayanti (2017) states that through learning creative dance, children's interpersonal intelligence experiences a significant increase, especially in the aspects of cooperation, socialization, leadership, and empathy.

In the aspect of intrapersonal intelligence, the same as other aspects of intelligence, it is measured by two indicators which include good self-understanding and enjoy doing activities alone. As seen in the



graph, 77.5% of children are in the ability to start developing (MB), and 33.5% of children are in the ability to develop according to expectations (BSH). These indicators are illustrated when children are divided into groups. You can see the behavior of children who can adapt to their environment.

Some children have shown an understanding of the activities they should do in group activities. Although sometimes they still look less confident. Some of the other children seemed to understand themselves and be confident that they were always used as an example by their other friends. They can arrange for other friends even though the teacher does not specify that the child is the leader of the group.

However, different things were seen during the *presenting* stage. Children become disorderly. This is due to the lack of playing rules. So that children are too free to move without rules. At the presenting stage, several children were seen disturbing other groups who were presenting their work.

This indicator of being happy doing activities alone does not mean that the child closes himself to not mingling with his friends. This indicator is related to the aspect of the child's independence. Some of the children seemed embarrassed in carrying out their activities so that occasionally they were seen whining to the teacher. This is anticipated by the teacher by stimulating the child so that they can carry out activities in a real bath.

Different things are seen in another child looks more like activities in a crowd than do their own, until the child occasionally invites the chat her while doing a dance activity. However, from the independent point of view, the children were seen to be able to carry out activities independently. This shows that creative dance can affect children's intrapersonal intelligence. In line with what happened in the field, research conducted by Anggraeni (2019) shows that creative dance can affect children's intrapersonal intelligence as seen from an increase in pretest and posttest results.

CONCLUSION

The implementation of creative dance learning by the teacher seems to be getting results per the plan. Through implementation, the creative dance performed stages refer to syntax Gilbert and Joice's visible effect on the multiple intelligences of children. The activities carried out by the teacher seem to provide space for children, the implementation of dance movements accompanied by simple music (beats) and songs, and are carried out in groups. This can stimulate children to move, increase sensitivity to music, and it appears that some children are trying to adjust to other group members. From these learning activities, it is evident that multiple intelligence in early childhood is stimulated and there is an increase in multiple intelligence in early childhood.

Based on the results of the research conducted, the researcher suggests that further researchers who will research learning creative dance in early childhood need to understand more deeply the stages of learning creative dance. Some experts formulate different stages of learning creative dance. In this regard, it is necessary to conduct socialization regarding creative dance learning, especially for early childhood education teachers through training. Meanwhile, concerning multiple intelligence in early childhood, further researchers can reveal several aspects of multiple intelligence that have not been described in-depth in this study.

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