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Learning Mapag Layung traditional dance in improving the kinesthetic intelligence of 5–6-year-old children at RA Raudhatul Falah Tangerang

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Abstract

Traditional dances are believed to be a cultural heritage for the next generation because they are typical dances of a region that have been practiced since ancient times and are still preserved today. The ability to move or control the body by coordinating the hemispheres of the brain that regulate all body movements is known as kinesthetic intelligence. The body's high awareness of movement is a characteristic of children with extraordinary motor intelligence. This research was conducted at RA Raudhatul Falah which is located at Jalan Tohir No. 29 Kp. Gebang Rt 006 Rw 002 Gebang Raya Village, Periuk District, Tangerang City. The researchers found that many students still had difficulty in practicing stepping and walking straight (stepping forward, backward, right side, left side). This is based on the findings of the initial observations they made in the classroom. The researcher uses classroom action research (PTK) as the research methodology. PTK involves learning with a group of people, identifying problems, taking action to solve problems, and evaluating the success of those efforts. If the results are not satisfactory, repeat the process, if the results meet the expected criteria, the PTK is considered successful. The children's activity observation sheet is a data collection tool used in this study, which uses an observation method. The research analysis technique used is quantitative descriptive. This study used 2 cycles, from the two cycles there was a significant increase. Giving variants at each meeting supports an increase in each cycle. The criteria for developing very well increased by 28.57 percent in the first cycle. This achieved the success target of 64.29 percent with very good development criteria in the next cycle, namely the second cycle. Therefore, the cycle is stopped because it is in accordance with the desired results.

Keywords: children 5-6 years old; kinesthetic intelligence; Mapag Layung traditional dance.

Introduction

In terms of culture and community conventions, Indonesia is a country with diverse traditional arts. An art will be created from culture and tradition that has been passed down from generation

to generation. According to Bahari in Aprilia (2020), art is a unifying factor that connects various activities and can be seen as something valuable.

Dance is one of the many forms of art that form art as one of the components of culture. According to Bahari in Aprilia (2020), dance is a form of visual art whose beauty can be appreciated through gestures, especially footwork and hands with an orderly rhythm, supported by music received through hearing. According to Desfina in Astuti (2016), dance for early childhood is a rhythmic movement that is in accordance with the character of early childhood development and is fun. One of the arts that is directly influenced by the human body is the art of dance, which has a psychomotor element that can be achieved by having students move and express their creativity through their bodies.

Traditional dance is a dance that has a long history, and previous values related to rituals. Traditional dance is also a type of dance that is passed down from generation to generation, which is inherited from the time of ancestors. The traditional Mapag Layung dance from West Java is just one example of Indonesia's cultural diversity. Each region in Indonesia has its own distinctive dance that reflects its unique identity. This dance tells the activities of children playing, that when playing it is not recommended to act ignorantly, mockingly, and excessively because it will harm themselves.

The value of traditional dance as a powerful tool for cultural preservation, personal growth, social interaction, and improving the quality of life. The effects of traditional dances extend from individuals to the wider community. Thus, through improved motor coordination, the traditional Mapag Layung dance offers many opportunities for children to improve their kinesthetic intelligence. Children's kinesthetic intelligence can be stimulated and practiced through traditional dances by using well-structured, imaginative, and well-structured movements found in the traditional Mapag Layung dance.

According to Soedarsono in Setiawan (2014), dance art has several benefits as follows: 1) Dance movements that are appropriate for age stages, such as jumping, tiptoeing, spinning, and running, can improve physical development. When a child reaches the developmental stage of 4-5 years, his ability to perform movements can help his gross motor physical growth. 2) Children receive mental training to develop confidence when performing in public or on stage. To teach shy or incapable children how to be confident in front of others. 3) Aesthetic. The dance movements are accompanied by music that moves well. This will result in amazing children's movements when combined with adorable costumes. 4) Encourage creative thinking by letting children make the movements they want to generate original thoughts. 5) Children can work together with their friends to dance compactly while completing challenges. 6) Good social life; Through dancing, children can meet new people and express their emotions with each other.

From birth to adulthood, children have intelligence. Since a baby is born, the five senses must be encouraged to grow their intelligence. An expression of a person's thinking style that can be used as a learning tool is intelligence. Gardner's research on intelligence essentially revealed that each individual has eight (later expanded to 10, although it is still hypothetical) different spectrum of intelligence and utilizes them in a variety of ways. Two widely held notions of intelligence—that

human intelligence is a unit and that everyone can be considered to have one measurable intelligence—have been questioned by Gardner's research (Campbell & Dickinson, 2002).

The ability to move or control part or all of the body through the coordination of the hemispheres that regulate or control each body movement is referred to as kinesthetic intelligence, according to Gardner in Legea (2019). Gardner essentially found that everyone has eight (later added two to 10, though still speculative) unique intelligence spectrums that they use in their own unique way. Two widely held notions of intelligence—that human intelligence is a unit and that everyone can be considered to have one measurable intelligence—have been questioned by Gardner's research (Campbell & Dickinson, 2002).

According to Solehuddin in Sobariah (2019), the goals and functions of comprehensive early childhood learning are learning activities that refer to the development of attitudes towards learning as well as various potentials and basic skills that exist in children. This activity also touched on the mastery of various concepts of knowledge and skills. All of this is directly related to the function of teachers who must be able to support, foster, and help children to realize their potential and interests, especially in terms of motor development.

Researchers found through observation that many children are still unable to step or walk straight (including stepping forward, backward, right side, and left side). The factors that affect it are: 1) Lack of balance of the child's body. 2) Lack of stimulus that leads to gross motor activities that can stimulate children's kinesthetic intelligence, teachers focus more on their fine motor development only. 3) Teachers also lack the development of learning media so that the methods used are very monotonous.

Based on the problem, many children still struggle with their gross motor skills when trying to step forward, backward, right or left. The problem arises because teachers focus more on fine motor development only so that children are less stimulated with gross motor. If this problem is not corrected, it will have an impact on the child's physical intelligence or better known as the child's kinesthetic intelligence. In this case, the researcher improved children's gross motor activities by using Mapag Layung traditional dance learning media.

There are many strategies for teachers to help students improve their motor skills, including: 1) Inviting students to participate in games outside the classroom, 2) Teachers must be able to build games and lessons relevant to the development of kinesthetic intelligence. Examples of suitable materials include outbound activities or Mapag Layung traditional dance activities. Various techniques, strategies, methods and learning media that are varied or not are very possible to attract children's interest in participating in the learning process, especially in terms of fostering children's kinesthetic intelligence at RA Raudhatul Falah Tangerang City.

Based on the description above, the researcher then realized the value of learning dance, especially traditional dance, because it can help people develop kinesthetic intelligence and love for their own culture.

Method

PTK or classroom action research is a method used by researchers. As defined by Mills (2000), PTK is a methodical and planned research approach that involves teachers who carry out learning development activities in their respective classrooms. PTK strives to improve teacher performance so that development activities become more qualitative. In simple terms, PTK involves learning with a group of people, identifying problems, taking action to overcome problems, assessing the success of the effort and if the results are not satisfactory, repeating the process (O'Brien, 1998).

On the other hand, PTK is a scrutiny of learning activities in the form of an action that is deliberately raised and occurs in a classroom, according to Arikunto (2006). The preparation, implementation, observation, and reflection stages of this research process are actively carried out by the researcher. The last step is to create a research report after the researcher completes the data analysis.

This research was conducted at RA Raudhatul Falah which is located at Jalan Tohir No. 29 Kp. Gebang Rt 006 Rw 002 Gebang Raya Village, Periuk District, Tangerang City. RA Raudhatul Falah is under the Ar-Rahman Sa'id Foundation. The classrooms have 3 classes, namely groups A, B1 and B2. For this study, the researcher focused on the B1 group which amounted to 14 children consisting of 6 boys and 8 girls.

The children's activity observation sheet is an instrument used to collect data using the observation method. The researcher fills out this observation sheet with the help of a classroom teacher who acts as a coach. In order to improve kinesthetic intelligence, observation sheets are made by paying attention to indicators. According to Faruq (2007), there are various movements that make up basic movements, including eye and foot coordination, agility, strength, balance, and body coordination. From there, it can be added with the desired indicators, especially kinesthetic intelligence to create observation sheets for children.

Quantitative descriptive research analysis is the method used. Findings based on the assessment method were determined using quantitative descriptive analysis. Quantitative data from the learning outcome sheet were analyzed using percentage analysis, with the formula:

$$P = \frac{JSS}{JS} \times 100\% \quad (1)$$

Information:

P = Percentage

JSS = Number of students in the score

JS = Number of students

The purpose of the analysis in PTK is to obtain certainty whether there are improvements, improvements, or changes as expected. It is important to identify the scores obtained to determine if there has been an improvement in the study. Arikunto (2011) emphasized that to determine the score, it is important to compare the score obtained with the highest number of scores.

Results and Discussion

Before the implementation of PTK, many children had not yet reached the criteria for proper kinesthetic development, indicating that their kinesthetic abilities were still underdeveloped. Observing this situation, the author utilized the traditional Mapag Layung dance as a method to enhance children's kinesthetic skills. The impact of this approach was assessed through Cycle 1, as summarized in Table 1 and illustrated in Figure 1.

Table 1. Recapitulation of Cycle 1 Assessment

Information	BB	MB	BSH	BSB
Day 1	4	4	4	2
Day 2	3	5	3	3
Day 3	3	3	4	4
Day 4	2	2	5	5
Day 5	2	2	4	6
Sum	14	16	20	20
Percentage	20%	22,86%	28,57%	28,57%

Information:

BB = Undeveloped

MB = Start to Develop

BSH = Develop as expected

BSB = Very well developed

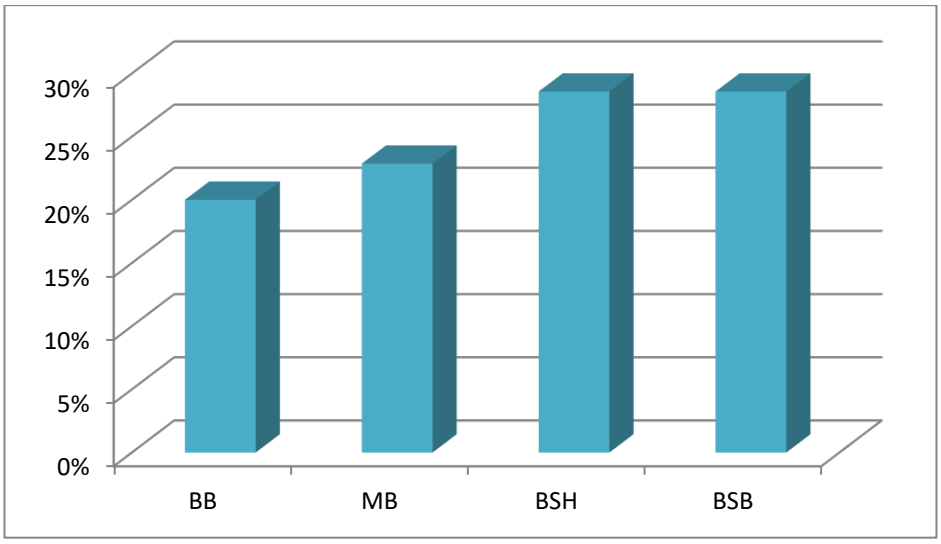

Figure 1. Recapitulation of the First Cycle Assessment

Based on tables and graphs of the first cycle recapitulation, it shows that 20% of children have not developed in their kinesthetic development. Meanwhile, 22.86% of children have begun to develop kinesthetics. At 28.57%, children showed the expected development and even developed very well. This shows that currently there are significant changes in the results of child development, which were originally still many that have not developed properly until many children were able to carry out activities to develop children's kinesthetic intelligence. However, besides many children who have developed well, there are also children who have not shown interest in carrying out activities.

From the results of the first cycle, the researcher identified various obstacles that led to less-than-satisfactory outcomes. To address these challenges, a second cycle of teaching the Mapag Layung traditional dance was conducted to further enhance children's kinesthetic intelligence. The impact of this intervention is summarized in Table 2 and illustrated in Figure 2.

Table 2. Recapitulation of Cycle II Assessment

Information	BB	MB	BSH	BSB
Day 1	2	2	4	6
Day 2	1	2	3	8
Day 3	1	1	3	9
Day 4	0	1	4	9
Day 5	0	0	1	13
Sum	4	6	15	45
Percentage	5,71%	8,57%	21,43%	64,29%

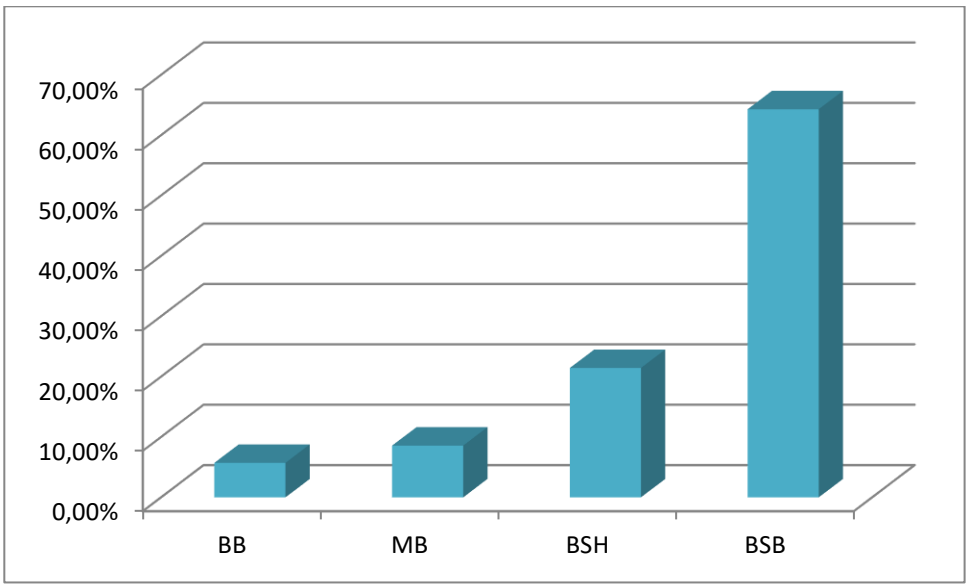

Figure 2. Recapitulation of the Second Cycle of Assessment

Based on the table and graph of the second cycle of recapitulation, 5.71% of children have not developed in their kinesthetic development. Meanwhile, 8.57% of children have begun to develop kinesthetics. At 21.43% of children showed the expected development and 64.29% of children showed very satisfactory results, namely developing very well. From the data above, there has been a significant change in the results of child development, which was originally only 28.57% of children who developed very well to 64.29%. This shows that learning the Mapag Layung traditional dance can increase children's kinesthetic intelligence and the results shown are optimal so there is no need for a continuation of the cycle.

The development of kinesthetic intelligence has been the subject of research by various researchers, some of whom have even conducted almost the same research as researchers. However, the research topic is different from the researcher, as well as the research environment. The following are some of these studies: 1) Research by Susanti et al. (2022) regarding Improving Kinesthetic Intelligence. The findings of this study show that children now have 92% more

kinesthetic intelligence after being given a stimulus in the form of traditional dance. 2) Research by Afifah et al. (2019) regarding Kijang Dance Learning. The results of this study showed that there was an increase in children's kinesthetic intelligence after two cycles with cycle I the percentage was 38% while in cycle II using antelope dance the percentage was 80%. 3) Meitarini's research (2019), entitled "Increasing Kinesthetic Intelligence Through Creative Dance for Children Aged 5-6 Years in As-Said Larangan Kindergarten". The findings of this study show that teaching creative dance can increase children's kinesthetic intelligence. This is shown by the results of the first cycle, which reached 68%, and the second cycle which reached 90%.

The research to be carried out and the previous studies mentioned above have some similarities. However, the many types of dances and research locations are what distinguish this research. So that this research can be categorized as new research because there has been no previous research that raises the title of the Mapag Layung traditional dance and at the location of the research that the researcher conducted, there has also been no research on kinesthetic intelligence.

Conclusions

The research concludes that the Mapag Layung traditional dance effectively enhances the kinesthetic intelligence of children aged 5-6 years at RA Raudhatul Falah, Tangerang City. Initial assessments showed that many children had not yet developed sufficient kinesthetic abilities. Through two cycles of PTK, significant improvements were observed, with the percentage of children developing very well increasing from 28.57% in the first cycle to 64.29% in the second cycle. These findings confirm that the Mapag Layung dance is a valuable learning tool for improving children's kinesthetic skills. Therefore, it is recommended that this traditional dance be incorporated into early childhood education, and future research should explore other innovative methods to enhance children's overall intelligence with greater creativity and originality.

Data Availability

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Conflicts of Interest

All authors in this publication declare no conflict of interest regarding the title, data, location, and results of the research.

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Supplementary Materials

This study does not include any supplementary materials.

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