



A Creative Dance Learning Model: Improving Interpersonal Intelligence of Early Childhood

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Abstract

Creative dance learning is an activity that emphasizes the creativity of children motion through the expression of free movement based on the imagination of children. This study discusses the creative dance learning model to improve Early Childhood's interpersonal intelligence. Interpersonal intelligence is the ability to understand and deal with the attitudes and feelings of others that characterized by sociability, socializing, and empathy. A research method used was quasi-experimental research. It conducted on students of group B Kindergarten in East Jakarta. The result revealed that t_{count} value is 9.58 and t_{table} value is 2.083. H_0 is rejected and H_a is accepted. Thus, $\bar{Y}_1 \neq \bar{Y}_2$, the pre-test value is not equal to the post-test value. In brief, it can improve the interpersonal intelligence of Early Childhood students. A creative dance learning model activities conducted through the exploration and improvisation of children's movements in groups. It worked together to move the motion into the form of motion of dance. It also has an impact on the interaction between Early Childhood students in the group. In conclusion, the experience of working together and interacting can improve Early Childhood students' interpersonal intelligence.

Keywords: creative dance; early childhood; Interpersonal Intelligence

1. Introduction

Creative dance is an activity that prioritizes freedom of movement in accordance with the imagination of children. Motion stimulation can be done based on visual stimuli, audio, touch, and taste. Motion stimuli are then expressed through the exploration and improvisation activities of the child's motion. Expression of free movement of children allowing perform various forms of motion that can be developed into the motion of dance. So children can create the creative dance based on the guidance of the teacher. Of course, creative dance moves generated by children in accordance with the motor skills of children, so that dance can be displayed expressively by children.

Creative dance activities can also act as media in the process of child development, such as cognitive development, language, motor, social emotional, moral, religious, and art, as well as various creativity and other intelligence abilities. One of the intelligences that can be developed through creative dance activities is interpersonal intelligence. Research on Teaching Cognitive Skills through Dance: explains that interpersonal intelligence can be developed through group dance activities. A group dance requires cooperation between children and requires interaction, so that children together in groups can develop dance movements based on motion stimulation [1].

In the process of dance work children in the group can help and accelerate the cognitive development of children [2]. It can be understood that in the process of creative dance activities, children together in groups can accelerate the creation of works of dance.

So in the process of dance work can also create an atmosphere of mutual interaction between children, cooperation, train patience, and mutual respect.

The facts of the problems that happened to the student group in East Jakarta kindergarten, there are still many students who have not dared to express their wishes to others, the children tend to ask the help of parents or teachers to convey something to others. In addition, children also tend to not wait to wait in line, and children tend not to understand the intentions of others and lack empathy. Based on previous research and the facts of problems in the field, it is necessary to do research on creative dance learning model to improve early childhood interpersonal intelligence.

2. Literature Review

2.1. Interpersonal Intelligence

Interpersonal intelligence is a person's ability to understand and cooperate with others and have empathy towards others [3]. This means that interpersonal intelligence is needed by someone in interacting and relating to others. The ability to understand others will make it easier for someone to be accepted by others so that the person is likely to have many friends and be liked by others. Furthermore, interpersonal intelligence is An ability to recognize and understand other peoples moods, desires, motivations, and intentions [4]. It can be understood that the ability to communicate verbally and non-verbally, can facilitate a person to convey the intent and also can read the social situation, so that the person easily adjust to others.

Characteristics of children who have interpersonal intelligence are as follows: 1) able to negotiate, 2) skilled to connect with others, 3) able to read the intentions of the hearts of others, 4) enjoy being in the middle of the crowd, 5) have many friends, 6) able to communicate well, 7) enjoy the activities together, 8) able to cooperate, 9) read the social situation [5]. This means that if the characteristics of interpersonal intelligence are owned by someone, it will facilitate the person to be able to establish relationships and cooperation with others.

2.2 Creative Dance

Creative dance is a unique movement that is expressed through gestures to communicate ideas, thoughts, and feelings. Body, space, time, and energy are important components of creative dance used and as a basis for describing movement. The creative movement involves movement exploration, selecting appropriate movement to create a dance that expresses what the dancer intends to “say”, but is not yet dance because of the lack of the aesthetic element. Creative dance or creative movement is not a series of “steps” or “routines” taught by the teacher and imposed on the student, like a ballet dance [6].

The creative dance learning strategy is very important for teachers to know. For that the teacher must understand some pedagogical strategies related to the teaching of creative dance. The substance of creative dance material is similar to the process of educational dance, because equally priority creativity of students and also creativity of teacher. So in learning dance education, teachers should understand pedagogical strategy [7], so that the implementation of creative dance learning or dance education in accordance with the expected goal, that is not only to make the child creative in motion, but also can develop the potential of children others, as well as interpersonal intelligence.

3. Methodology

A research method used was quasi-experimental research. It conducted on students of group B Kindergarten in East Jakarta. The study sample consisted of 20 students of kindergarten group B. Technique of data collection used observation instrument to find out early childhood interpersonal intelligence. Data analysis used quantitative analysis with paired t-test.

4. Results and Findings

Creative Dance learning activities are conducted by exploration and motion improvisation. The child’s motion is aimed at developing the interpersonal intelligence of children by stimulating various themes, such as play, my body, animal, and so on.



Fig. 1: The exploration process of motion in groups with the stimulation of the windblown the tree theme

The results of experimental research conducted on students of group B Kindergarten aged 5-6 years can be seen in Figure 2. It is about the observation activity of interpersonal intelligence of early childhood students.



Fig.2: The exploration process of motion in groups with the stimulation of the theme of playing together

The results of experimental research conducted on students of group B Kindergarten aged 5-6 years in East Jakarta. The respondents consisted of 20 students. The pre-test and post-test result about interpersonal intelligence of Early Childhood Education students before and after application of a learning model for creative dance can be seen in the following table.

Table 1: Results of Pre-test and Post-test about Interpersonal Intelligence of Group B Kindergarten Students in East Jakarta

NO	STUDENTS	PRE-TEST	POST-TEST
	N	Y1	Y2
1	NKZ	22	32
2	YAP	24	33
3	EY	23	33
4	HC	22	34
5	LP	25	35
6	SR	20	35
7	NT	21	36
8	RA	24	33
9	TL	22	36
10	NP	21	35
11	KP	30	32
12	RI	24	36
13	AR	32	35
14	DI	31	35
15	TK	31	32
16	SP	30	34
17	PR	24	34
18	ID	23	32
19	TP	21	35
20	RO	19	35
	Total	489	671
	Y	24,55	33,55

$$S^2_D = [\sum D^2 - ((\sum D)^2/n)]/[n-1]$$

$$S^2_D = [1966 - ((182)^2/20)]/[20-1] = 18,78$$

$$S = \sqrt{18,78/20}$$

$$= \sqrt{18,78/20} = 0,939$$

$$t_{count} = (\bar{Y}_1 - \bar{Y}_2)/S$$

$$= (24,55 - 33,55)/0,939 = - 9,58$$

$$t_{table} = t_{\alpha/2} (df) = t_{0.05/2} (n-1) = t_{0.025} (20-1) = t_{0.025} (19) = 2.083$$

The results of this research revealed that t_{count} value is 9.58 and t_{table} value is 2.083. So, H_0 is rejected and H_a is accepted. Thus, $\bar{Y}_1 \neq \bar{Y}_2$, the pre-test value is not equal to the post-test value. It can be concluded that the learning model of creative dance can improve the interpersonal intelligence of early childhood students.

5. Conclusion

Dance plays a very important role, especially in the scope of early childhood education. It is known that the characteristics of early childhood are individuals who are active on the move. Here is the task as an educator, which facilitates the needs of students to continue to develop all the abilities of children, with attention to the characteristics of early childhood. Learning activities dance is very interested children because this is where children can explore their expression. Children's dancing activities are not just entertainment or activities to fill between play or learning activities, but dance activities can develop various abilities, including interpersonal intelligence Early Childhood.

Most preschool interpersonal activities are performed by touching, tasting, and experiencing the material. Children enter kindergarten tend to use when playing or doing activities. Move and touch everything as they learn. They use their bodies to explore the world, express feelings, and realize their ideas. In the second or third grade, some students have become visual learners. At the end of the base year, some students, especially women, become students who tend to use hearing.

Dance is a gesture intended to convey the imagination to others [8]. This is seen in the creative dance, the child explores motion and freedom moves according to his imagination. Motion is an expression to convey the intent or communicate something to be conveyed to others. Creative dance is done together in groups, and through the stimulation of themes, then this activity can train cooperation and mutual help among friends in groups, so as to increase students' interpersonal intelligence.

Creative dance activities can be done with the creativity of motion by students through the guidance of teachers. Teachers encourage students to create dance movements through exploration and improvisation of motion. Exploration activities are the process of adjusting motion and mind, imagination, feelings, and responses to objects to be used as a property in dance through visual stimuli, auditory stimuli, idea stimuli, and kinesthetic stimuli. In the process of motion exploration, teachers direct students to do together in groups, so that teamwork can train children to help each other, mutual appreciation and sharing each other. So as to improve children's interpersonal intelligence. For teachers who develop creative dance, can use creative dance learning model to improve interpersonal intelligence of kindergarten students aged 5-6 years. It can be concluded that the expression of motion through group creative dance is very important for social development or interpersonal intelligence. This study also shows the benefits of using creative dance learning models can improve children's interpersonal intelligence.

s before submitting their manuscript.

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