

Development Of Learning Tools For Modification Of Music And Dance In Improving The Growth Of Rude Motors For Kindergarten Students Of Gresik Regency

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Doi :

Abstract

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The purpose of this research is to develop and produce products that varied Irish Music and Dance Learning in the context of Rising Physical Motor Development with gross motor skills in Gresik Regency Kindergarten. The approach used in Research and Development cause the target of this research is to develop a product such as: a learning tool game varying of music and dance that is universal and actual in rules with the procedures and the real needs on the school. The teen step of research approaches are varied into five steps, namely the inception study or needs action, daily activity development program (RKPH), equipment prototype, test, validity, and reporting. This study carried out a inception study / need action and planning prototype learning development tools ready andailable to practice another time. The research subject is a kindergarten teacher Gresik Regency Kindergarten. The research data in form of information about the number of song that are credible and know children with a good and simple dance that can be used for the physical development of the child's motoric activity were composed through the literature on beginning equipment in the form of (a) RKPH and (b) a simple media such varies song lyric children ready to be tested in future studies.

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1. Introduction

The main capital for the progress of a country is education, education should be taken by all citizens, starting from preschool, elementary, middle school, and even tertiary education. The definition of education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Furthermore, education is a form of learning experience that occurs in families, schools, and communities to develop optimal abilities from birth to the end of life (Wiyani & Barnawi, 2014).

In early childhood education, the implementation of education focuses on laying the foundation for growth and development in 6 aspects: moral and religious development, language and communication, emotional sociology (attitudes and emotions), intelligence / cognitive (thinking power, creativity), physical development (coordination gross and fine motor skills), and the development of the arts corresponds to the uniqueness and developmental stages of the age group in which young children live. Early childhood education as the founder of basic skills for children's preparation in facing further development tasks must be able to provide stimulation that can develop all aspects of development that the child has as a whole and maximally.

In order for the child's growth and development to be optimal, these aspects of development need special attention. The aspects of physical motor development have a big share, either directly or indirectly, to the development of the child, the physical development of the child will also be accompanied by the development of the child's motor. Physical growth has a direct effect on children's movement skills. Physical development will indirectly affect the way children perceive themselves, as well as how children perceive others.

Therefore, motor and physical development cannot be separated because they support each other. Motor development includes: a). Fine Motor Development, b). Gross Motor Development. Gross motor includes movements to control large muscles, while fine motor includes small muscle movements, namely movements performed by the fingers.

Sujiono (2015) states that the first five years are a period of rapid motor development in children. Motor movements include all movements of the whole body, perfect gesture control, harmony of movements involving muscles and nerves, which in turn are able to develop fine and gross motor movements, such as squeezing, tearing, jumping, tiptoeing, turning, and so on.

Fine motor movements can be stimulated by learning to trace, origami, resonate (the activity of stringing seeds or the like in the form of necklaces, bracelets, etc.), weaving, matching, scissoring, tearing, drawing, coloring, shaping and sewing. Meanwhile, children's gross motor skills and development can be stimulated through dancing, singing and playing.

Researchers' observations of several kindergartens in the City of Gresik show relatively the same results. Providing stimulation to improve children's physical motor development, especially gross motor skills, is done in a very simple way with no clear purpose. If it can be concluded from field observations, then learning / providing stimuli for the growth of children's motoric movements is carried out only to meet curriculum targets, regardless of the child's feasibility and needs for their development. The lack of facilities, infrastructure, or adequate learning media, and the lack of knowledge and creativity of teachers to create, modify and utilize various learning resources are the main reasons for the low quality of learning to improve motor skills in students.

The motor skills of students are increasingly exposed which is observed in Gresik Regency which is still not in accordance with expectations. Low motor development in children is also caused by several problems such as learning motor development carried out by the teacher has not been able to stimulate children's participation to take an active role in learning activities. This is because the learning is very monotonous. The choice of methods and media does not stimulate children to want to do movements with a target motor, especially gross motor skills. The use of monotonous and unattractive learning methods causes children to become bored with learning in class. Therefore, teachers are required to determine the methods and means of learning used in the learning process, of course the learning methods and media must be appropriate to the circumstances.

Overcoming existing problems can be pursued by developing the right to learning tools. Apart from the proper use of this method, it is certainly supported by interesting activities to develop children's physical motor skills by modifying music and dance.

In human life it cannot be separated from art, especially music. It has long been recognized that there is a power behind vibration, rhythm and sound. It is believed that the power of music is capable of penetrating into the soul and influencing human destiny and civilization (Rahmi, 2013). The brain is the organ most strongly affected by music. Children who intensely interact

with music will have more academic intelligence, compared to children who interact less with music. Even in Gardner's multi-intelligence theory, one of the eight bits of intelligence that every human has is musical intelligence (Gardner, 2005).

Apart from music, the basic movements of dance are also very influential on the physical development of motor children. Dancing in childhood as well as dancing in general is made up of elements of movement and other elements. The difference lies in the quality.

Based on this description, this research was conducted with a focus on developing learning tools in the form of daily development activity plans (RKPH), methods and media for gross motoric physical development (movements that aim to improve some biomotor components) with dancing and dancing (music and dance), which is formulated in the following research problem How to develop learning tools in the form of music and dance variations in order to improve motor physical development in kindergarten children in Gresik Regency.

At the age of under five years is the best time for children to grow and develop. If used optimally, it will bring great benefits to them. At this age is the right time to explore the best potential. Because this period is often referred to as the golden age. When a baby starts to grow in the mother's womb, that's when he begins to organize and build his body components, starting from the formation of brain organs and continuing to be perfectly connected to all his physical organs. When a baby is born into the world, there are many things to want to know about their new environment as well as many hopes for the parents for the birth of the baby. One of the many hopes is that children can grow and develop properly, obtaining the best knowledge and skills as a future asset in their life in society. In order to achieve this expectation, it cannot be denied that the teacher's role is the main one.

For early childhood, the teacher's role is absolute to awaken and stimulate the child's ear nerves to grow properly. The teacher provides stimulation in many ways and one of them is using songs and playing musical instruments. This is intended to arouse children's interest in various types of music and dance passed down from our previous generations (Rachmi, 2013).

There is a belief that music has the power to influence the soul and change the destiny of all human civilization (Kodaly, 2013). Throughout history, humans have created music for all the major events of their civilization, whether it be specific events that occurred with each member of society as well as for the wider interest.

Like other languages or disciplines, each media is represented by a notation or symbols that have meaning, so that people can understand the field of science. Likewise with music. Music has a language that is represented by certain symbols so that the composer's works can be presented and played by other musicians or the next generation at different times and places.

Songs and notations that are ideal for early childhood are songs that have text or poetry that are able to stimulate children to move, and are able to stimulate children to listen to it. According to Palmer (1996) there are several things that need to be considered at that time when the teacher chooses songs for his students, namely activating the children who are involved in class activities, related to children's interests, related to the child's world, thick with rhythmic elements, and easily presented by other versions of the song. it replaced by poetry. It is further stated that a good song for early childhood is if the song has a child-friendly, rhythmic melody that catches the child's attention, departs from the same rhythm of the song as the message and the rhythm of the song, the song text uses the words that are repeated, and the region. the sound of the melody adjusts to the child's voice area (Rachmi, 2013).

There is an easy way for teachers to create new songs for the educational purposes of their students by changing or replacing some of the text or lyrics of a particular song or changing and replacing the entire text of the song that is very familiar to the child. Music and dance are techniques of playing while singing, these activities can train children's motor skills and creativity. Music and dancing are very popular among children. By its very nature, early childhood is the age of playing and singing.

The world of children is a world of games. Children also always enjoy certain things he never saw the movement of objects especially attention which is very interesting. The reaction is unconscious and spontaneous in showing motion according to what is seen and observed. The child's expression of movement is wise, fast, and describes joy. These body movements are the main medium of early childhood. These movements are formed from energy, space and time.

There are two important aspects of dance, namely the aspect of motion and the aspect of rhythm. These two aspects have been recognized from early childhood in children half to one year old. Limb movements such as hands and head can usually be stimulated by sounds such as rhythmic clapping or simple sounds. These kinds of events usually happen to babies no matter where they are. This often happens in an atmosphere of joy.

In connection with the motor development of children, motor development is related to the development of children's movement abilities. Motion is a major element in the motor development of children. Therefore, the development of children's motor skills will become clear through the various movements and games they can do. If the child moves a lot, the more benefits the child can get when he is more proficient in mastering motor skills. The child will also be more confident and independent because he has positive social skills.

Types of motor movements, namely 1). gross motor motion 2). fine motor motion. Gross motor movement requires the coordination of most of the organs of the body, carried out by large muscles. Gross motor skills allow jumping, climbing, running, tricycle and standing on one leg, even somersaults.

Gross motor development develops earlier than fine motor development. This can be seen when the child is able to use the leg muscles to walk before he can control the hands and fingers to ronce (the activity of stringing seeds or similar shapes to necklaces, bracelets, etc.).

Fine motor movements are movements that only involve certain body organs and are carried out by small muscles (Sujiono, 2015), the ability to move the fingers and wrists is fine motor movement. This movement does not require a lot of energy but requires eye and hand synchronization. for example brushing teeth, combing hair, opening and closing zippers, wearing clothes, shoes, and eating with a spoon.

Based on the description and some of the opinions above, it can be concluded that the development of motor movement is correlated with the physical and intellectual conditions of children and develops gradually but has different stages of development. Motor development includes fine motor and gross motor development. Both motor movements are indispensable for children in the future.

In general, early childhood is great fun. they learn and play, this activity hones their motor skills. Fine motor skills can be found in playing musical instruments such as the flute or guitar. Gross motor skills can be found and developed when children dance and play marching bands. When children's music also simultaneously develops other sensory-motor sensitivity such as when a child plays bamboo sticks, the child must coordinate between the eyes and hands. Look for the blade to be hit using your sense of sight, and the motion to hit the blade exactly where you want it with the skill of clinging to and hitting it on the selected blade.

The experience of an expert who conducted experiments with two groups of early childhood to test that the habit of playing music and songs has a positive impact on motor skills of children. Group A for one year was given singing and playing music activities. Group B was not given singing and playing activities. At the end of the test year, the results showed that the motor perception development of children in group A was higher than in Group B.

2.Method

This study used a modified Gall and Borg research and development design (1989). There are five steps, namely:

- 1.Gathering information / needs analysis.
- 2.Developing a prototype model in the form of learning tools aimed at the motoric aspects of children.
- 3.expert validation.
- 4.testing in a limited class setting.
- 5.revising until it becomes a valid model (Fig. 1).

This research was conducted in Kindergarten Group 06 in Gresik City in several representative areas, namely TK Kusuma Bangsa Number 2, Darul Falah TK, and TK Hafidzul Qur'an) and involved a number of subjects according to the needs of the research stage (3 principles, 3 kindergarten teacher, and 2 experts).

Data were collected using the method of observation, document study, and a list of questions. A fully developed research chart with clear phases, the location of the research implementation, unusual data collection techniques need to be explained, as well as measurable analysis, results and performance indicators complement this research method. The instrument applied to obtain research data is the independent researcher himself who is present at the research location as a key instrument.

The collection that has been collected is then analyzed descriptively by involving quantitative and qualitative methods. Quantitatively, it can be explained that the quality of the learning tools produced; Whereas inferential can be done in depth about the symptoms that occur related to the quality of the learning tools obtained based on observations, analyzes, and conclusions made.

The final results produced from this research activity are learning tools for early childhood motor development in the form of RKPH with music and dance methods, and learning media in the form of CDs for example music and dance to improve motor development of early childhood.

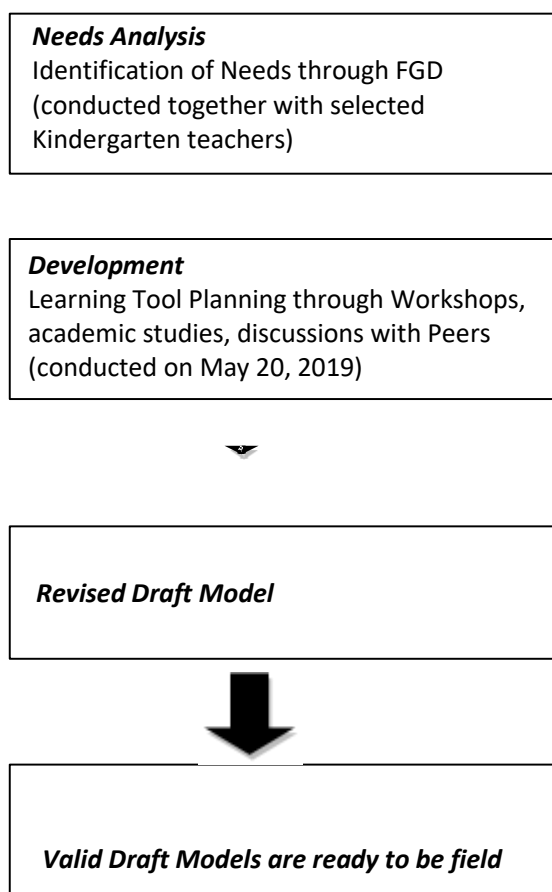


Figure 1. Stages of Research Implementation

3. Discussion

Based on the analysis of teacher and expert responses to existing learning tools developed in the form of a Daily Activity Development Plan listed in this report, the results obtained are as shown in Table 1.

| No. | Assessed component | Subject frequency | Amount, % | Qualification |
|-----|--------------------|-------------------|-----------|---------------|
|-----|--------------------|-------------------|-----------|---------------|

| | ents / indicato rs | choose an alternative answer 5 4 3 2 1 | | |
|----|---|---|-----|----|
| 1. | Theme | 10 5 | 100 | SL |
| 2. | Formul ations from Learnin g outcom es Indicat or | 11 4 | 73 | L |
| 3. | Develo pment options activitie s | 12 3 | 80 | SL |
| 4. | Tools and resourc es | 5 10 | 100 | SL |
| 5. | Choice of various develop ment activitie s | 3 12 | 100 | SL |
| 6. | Time Allocati on Develo pment | 13 2 | 86 | SL |

| | | | | |
|-------------------------------|----------------------------|------|-----|----|
| | activities | | | |
| 7. | Way of organizing children | 15 | 100 | SL |
| 8. | Type of evaluation | 15 | 100 | SL |
| 9. | Use of language | 3 12 | 100 | SL |
| 10. | Cleanliness | 6 9 | 100 | SL |
| Teacher Response Average 93.9 | | | | |

Table 1. Teachers' Responses to the Daily Activity Development Plan (RKPH)

Based on Table 1, it seems that out of the 3 existing early childhood education teachers selected as user validators, the mean yield in percent for the ten components validated was 93.9%. These results, if included in a predetermined rating scale, indicate that the RKH qualifications as a learning development tool developed are categorized as very high feasible and ready to be tested in the following research activities.

| No. | Assessed components / indicators | Subject frequency choose an alternative answer | Amount, % | Qualification |
|-----|----------------------------------|--|-----------|---------------|
| | | 5 4 3 2 1 | | |
| 1. | Theme | 10 | 100 | SL |
| 2. | Formulations from Learning | 3 7 | 100 | L |

| | outcomes Indicator | | | |
|----|--|-------|-----|----|
| 3. | Development options activities | 8 2 | 80 | SL |
| 4. | Tools and resources | 1 8 1 | 90 | SL |
| 5. | Choice of various development activities | 4 5 1 | 90 | SL |
| 6. | Time Allocation Development activities | 8 2 | 90 | SL |
| 7. | Way of organizing children | 7 3 | 100 | SL |
| 8. | Type of evaluation | 10 | 100 | SL |

| | | | | |
|-----------------------------|-----------------|-----|-----|----|
| 9. | Use of language | 3 7 | 100 | SL |
| 10. | Cleanliness | 6 4 | 100 | SL |
| Teacher Response Average 96 | | | | |

Table 2. Response 2 experts on the Daily Activity Development Plan (RKPH)

Observing the results of the analysis specified in Table 2, it seems that from the two experts as validators, the mean yield in percent for the ten learning components that validated the development tool was 96%. These results, if included in a predetermined rating scale, indicate that it is determined that the qualification of the device in the form of the RKPH developed is categorized as very feasible and ready to be tested in future research.

From the average results shown by the two validators, it could be concluded that the daily development tools produced to improve early childhood motor development are feasible and ready to be tested in preschool children studied in the following year. Likewise, the results of the analysis of the response to motion and existing songs were developed to support the implementation of motor development which were declared appropriate, feasible, and ready to be tested in the next experiment to see the impact of implementation and its impact. Achievement, namely the motor development of early childhood.

Observing the results of research that have been exposed, the development of learning tools and the use of media and song movements to improve the motor physics development of children developed in this study is believed to be able to contribute very valuable in Indonesia to support development, especially the development and improvement of the quality of education in early childhood. Research products in the form of learning tools include: RKH, movement and simple media songs, certainly can solve problems that until now have received less attention from kindergarten teachers. As explained by Aussie (1996), play includes a trajectory for children, apart from being a powerful tool or learning medium for young children, it is also a necessity for every child. Therefore, It takes enough time and attention to provide play opportunities for children, especially for children who are still in their infancy such as early childhood. While playing while chasing children can fulfill their needs of movement. The need for this motion cannot be fulfilled during school hours in school activities by simply sitting indoors. Therefore, early childhood education teachers must be able to meet the movement needs of students with various alternative motion games and songs that can be performed, children. According to Pradana (2012) playing not only has a positive effect on the growth of children's organs caused by active movement. Playing and singing also function as a sublimation process which means an escape from excessively suppressing feelings towards positive things. Through children,

The importance of continuing to develop motor skills in kindergarten students, through movement and song is not without reason. This is because moving for early childhood is a vehicle that used to be strategic enough to do and develop both at school and at home. With learning tools for early childhood development programs and appropriate, this year it is expected to be tested and applied to research activities next year. The devices produced in this research year have at least helped teachers contribute to the formation of physically and spiritually healthy human beings. Through physical motor development activities, children have the opportunity to learn to improve their knowledge, skills and attitudes, as well as learn to cooperate, to obey rules, to value time, to share and help,

On the other hand, good and measurable physical motor development has a positive value, for example, a child becomes more mobile and thus avoids excess fat deposits at the child's age. Their socialization with others will be better because it is done together with joy. Constraints that are experienced in general are limited land or space for kindergarten children in big cities, while many movement and song activities require a large arena. The development of a viable and valid learning development tool can also develop abilities biomotor components that are indispensable in the daily life of students, such as:

1. explosive power (work) that can be done at one time or in one motion. Explosive power refers to the force of an explosion that explodes consisting of two biomotor components, namely the element of force and the element of velocity.
2. its constituent elements, namely the body's ability to support itself to the level that is supported by that level. Movement in the joints.
3. agility, namely the ability to change the position or direction of the body quickly accompanied by fast movements, without losing body balance.
4. Reaction time element is the time required since the stimulus begins to be received by (the senses) until the muscles driving the evolution of the stimulus.
5. the reassuring element selects and decides on the answer quickly and accurately responds to nerve stimulation in a particular effector.
6. element of balance is the body's ability to support changes in body position, making the body stable.
7. imprecise is the body's ability to control free movement towards the target.

Based on these facts, it is neither wrong nor exaggerated to say that through the activities of moving and singing in schools many psychological functions and personality traits can be instilled and developed according to what is desired in people's lives (Negara, 2011).

The types of dances that can be performed by early childhood are adjusted to their motor skills of early childhood. In early childhood dance lessons, the goal is not to train children to become professional dancers but rather as a vehicle to help prepare children for creative, innovative and high sensitivity, as stated in the general education goals. Therefore, the type of dance in early childhood must function as a medium of expression, media communication, as a game medium, media talent development, and a medium for creativity. The characteristics of dances that can be performed by early childhood include: the theme chosen must be in harmony with the child's

psychology, such as the theme of human behavior towards the surrounding environment, work activities, animal behavior,

The development of students' motor skills is closely related to the physical and intellectual condition of a person. Basically, this development is accompanied by the development of the muscles and nerves of the child. Even the simplest form of movement is a form of complex interaction of the body's organ systems controlled by the brain. Thus, it is the brain that functions as a regulator of the nervous system and controls all physical and mental activities. Conclusion Early childhood development tool in the form of RKPH to develop early childhood.

Conclusion

Early childhood development tools in the form of RKPH to develop early childhood motor skills that are feasible, clear, and ready to be tested on kindergarten children are also limited or broader. The adequacy of the material and the appropriateness of the early childhood abilities of the tools being developed are also appropriate, appropriate, and ready to be tested in children's kindergartens or are extensively researched; And three simple media in the form of motion and songs that have been modified to support the smooth development of children's motor skills are also in the proper category and are ready to be tested.

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