INCREASING KINESTHETIC INTELLIGENCE IN EARLY CHILDHOOD THROUGH BAJANG BAJANG CREATIONS DANCE AT JEUMPA BAN KEMANG KINDERGARTEN BENER MERIAH DISTRICT

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ABSTRACT

This research is "Increasing Kinesthetic Intelligence In Early Childhood Through Bajang Bajang Creations Dance At Jeumpa Ban Kemang Kindergarten Bener Meriah District". This research aims to determine (1) the form of presentation of the Bajang-bajang dance at the Jeumpa Ban Kemang Kindergarten; (2) Application of creative dance to improve the kinesthetic intelligence of children aged 5-6 years at Jeumpa Ban Kemang Kindergarten: (3) To determine children's responses to learning creative dance to improve the kinesthetic intelligence of children aged 5-6 years at Jeumpa Ban Kemang Kindergarten. This research was motivated by the results of observations at the Jeumpa Ban Kemang Kindergarten, where the majority of children in the 5-6 year old class group had a tendency to move while learning very dominantly and beyond normal limits such as running here and there in several meetings during the teaching and learning process activities in that class. Apart from that, another problem which is also very important is that the learning strategies used by teachers do not support the learning age needs of children in the class, such as creating a pleasant playing atmosphere and often placing children to sit quietly and listen to the teacher, such as creating classroom conditions in elementary schools. Therefore, in this study, the researcher aims to implement a solution so that children in this class who have special kinesthetic intelligence can channel their movement needs and so that the child's kinesthetic intelligence can continue to develop. The method that the researchers used was using dancing activities. The dance that is danced is a dance created by Bajang-bajang which originates from Bener Meriah Regency. The type of research used is classroom action research. The results of this research show that dancing activities are very suitable for developing children's kinesthetic intelligence. This can be seen from the percentage results of the first cycle of the first meeting, the average kinesthetic intelligence of children is still starting to develop, namely 93.3%. Meanwhile, in cycle II, children's kinesthetic intelligence achieved an increase of 86.7%. In the first cycle, the teacher's activity score reached 60% and the child's activity score was 50.6%, in the second meeting, the teacher's activity score was 77.7% and the child's activity score was 69.4%. whereas in cycle II at meeting I the teacher's activity score was 81% and the child's score was 74.1%, while at meeting II the teacher's activity score was 84.7% and the child's activity score was 82.3%. This proves that dance activities can increase children's kinesthetic intelligence.

Keywords: kinesthetic intelligence, bajang bajang creations dance, early chilhood

1. INTRODUCTION

This research is motivated by the results of observations at the jeumpa ban kemang kindergarten, what happens in the field is that children aged 5-6 years have a tendency to move while learning very dominantly and beyond normal limits such as running here and there in several meetings in the teaching and learning process. In that class. Apart from that, another problem which is also very important is that the learning strategies used by teachers do not support the learning age needs of children in the class, such as creating a pleasant playing atmosphere and often placing children to sit quietly and listen to the teacher, such as creating classroom conditions in elementary schools. Therefore, in this study, the researcher aims to implement a solution so that children in this

class who have special kinesthetic intelligence can channel their movement needs and so that the child's kinesthetic intelligence can continue to develop. The method that the researchers used was using dancing activities. The dance that is danced is the bajang-bajang creation dance originating from bener meriah regency.

This has attracted the attention of researchers from the seven intelligences described above, namely kinesthetic intelligence. Researchers assume that movement is a necessity for children. Many people think that children who are quiet and don't move much are good and obedient children. In fact, children who don't move much can have a bad impact on children's health, according to the words of l.h dharma and astuti. R in laurel schmidt's book (2012: 27) which states that children learn through the integration of the brain and physical movement. Apart from that, the multiple intelligences view sees the tendency to move in children as intelligence, and is called kinesthetic intelligence. The fact of this research will cause chaos in the class so that teachers will have other problems, namely teachers are unable to implement active learning and support children's growth and development so that children just sit quietly and listen to the teacher. This certainly causes boredom, feeling tired, and affects the child's ability to concentrate. Therefore, in this situation, teacher expertise is very necessary in modifying learning, such as using strategies that are fun and still meet children's movement needs, especially strengthening kinesthetic activities and this can be channeled through dance activities. One of the dances that can be taught to young children is creative dance whose movements are easy for children to imitate. Creative dance is a dance that is innovated based on the rules of traditional dance. One of the creative dances in Bener Meriah district is the Bajang-Bajang dance. Bajang-bajang dance means mixed dance. This dance is the result of a mixture of movements from various traditional Gayo dances such as a combination of guel dance movements, munalo dance, and others. The Bajang-bajang dance is a creative dance that is easy to dance and attractive to PAUD students because the dance is easy to imitate, the duration is not too long, and there are not many floor patterns. This is in line with Widya's opinion (2010: 13) that dance that suits the basic abilities and needs of young children from an intellectual, emotional, social, perceptual, physical, aesthetic and creative perspective is in the form of themed dance, the dance movements are imitative. , varied dance movements, in the form of a group dance, with a floor pattern of approximately five, dancing time approximately five minutes, and accompanied by music.

So here the researcher feels it is necessary to conduct classroom action research through dancing activities entitled "Increasing Kinesthetic Intelligence In Early Childhood Through Bajang Bajang Creations Dance At Jeumpa Ban Kemang Kindergarten Bener Meriah District".

This research tries to apply dancing activities as a solution to meet children's movement needs and improve children's kinesthetic intelligence at Jeumpa Ban Kemang Kindergarten. The research questions structured in this study are (1). What is the form of Bajang-bajang dance presentation at Jeumpa Ban Kemang Kindergarten? (2). How is creative dance applied to improve the kinesthetic intelligence of children aged 5-6 years at Jeumpa Ban Kemang Kindergarten? (3). How do children respond to creative dance learning to improve the kinesthetic intelligence of children aged 5-6 years at Jeumpa Ban Kemang Kindergarten?

2. LITERATURE REVIEW

Kinestetic Intellegecency

Early childhood is a time when children are actively imitating and practicing what they see and hear, so it is very important to direct children's activity during this period to positive things by Anggi, Fauziatul (2021; 9) children's intelligence is interrelated and make many contributions to a child's development at every stage. One tip can be to give children the opportunity to take part in dancing activities. Dancing is one of the activities to fulfill children's movement needs, and apart from fulfilling these needs, it turns out that without realizing it, dancing can also have other impacts such as influencing language development, social emotional development and other aspects. So it can be concluded that dancing is quite an important thing to teach to young children. The Intelligence of Children According to the Main View of the Multiple Intelligences Theory Quoted in (Safira, 2010:15) is as follows: 1) Every child has the certainty of having nine intelligences. These intelligences can be highly developed, moderately developed, or less developed. 2) All children, in general, can develop each intelligence to an adequate level of mastery if they receive sufficient support, enrichment and teaching. 3) Intelligence works together in daily activities. Children who have need musical and kinesthetic intelligence. 4) Children have various ways to show intelligence in each category. "Children may not be very good at jumping but are able to bounce well (kinesthetic intelligence), or don't like telling stories, but understand quickly when asked to tell stories (linguistic intelligence)" By (Rani Yulianti, 2010: 2-6) The nine intelligences in the multiple intelligence theory are 1) verbal linguistic intelligence, 2) mathematical logical intelligence, 3) musical intelligence, 4) visual spatial intelligence, 5) kinesthetic intelligence, 6) interpersonal intelligence, 7) intrapersonal intelligence, 8) naturalist intelligence, 9) existential intelligence. Kinesthetic intelligence is the ability a person has to use their body to move and convey ideas through movements such as being able to change various body positions using large and small muscles. One of the activities that can be done to train children's kinesthetic intelligence is dancing. Because in dancing there are meaningful movements so that children's kinesthetic/physical intelligence can improve.

According to Gardner Via (Amstrong, 2013:7) this intelligence includes certain physical skills such as Coordination, Balance, Agility, Strength, Flexibility and Speed in kinesthetic intelligence. According to Sonawat & Gogri (in Yaumi and Nurdin, 2013:16) kinesthetic intelligence is intelligence which relates to the ability to use whole body movements to express ideas and feelings as well as the skill of using the hands to create or change something and has aesthetic value. in relation to movement and dance, in dance children produce meaningful movements, so that children will be able to move their bodies and clearly this can certainly develop children's motor aspects and train children's kinesthetic intelligence. The way to indicate kinesthetic intelligence is detected through several indicators mentioned by Aan T Safira (2010: 22), namely as follows:

1. The child looks active, continues to move, rarely appears still even if he is not feeling well.
2. Children have muscle strength that is very prominent compared to children their age, dare to swing, climb globes, climbing boards, jump strongly, and land precisely.
3. Children like to touch objects that are new and considered foreign, for example touching light switches, holding paint that is still wet.
4. Children are involved in competent physical activity or sports within PAUD institutions such as TPA, KB, Kindergarten. Like a race, running to grab the ball.
5. Children are good at imitating other people's movements, bending like parents, crawling like babies, swinging their arms, imitating friends' movements.
6. Children enjoy playing with dirt or sand (2-4 years old), finger painting, planting activities, painting (4-6 years old).
7. Children are relatively flexible when speaking because they use body movements as support, move their hands to speak, and look flexible when dancing.
8. Children have good balance compared to their peers, are not far away when walking on footbridges, have a more stable foothold

Based on this, it can be concluded that children who have kinesthetic intelligence tend to be restless, have a high desire to move and like all activities related to physical activity, such as playing football, playing outdoor games (swings, slides) and imitate various movements and dancing movements.

Characteristics of Early Childhood Dance

At the age of 5-6 years, children are experiencing the process of imitation. Surya Brata in Masganti (2016: 159) Divides the Imitation Process into Three Stages, namely: (1) Projective Stage. The stage where children get an impression of the model of the object being imitated. (2) Subjective Stage. The

stage where children tend to imitate the movements or attitudes of the object model. (3) Effective Stage.

The stage where the child has mastered the thing he is imitating. There are many kinds of traditional movements that can be used as a source of creative dance for young children (Kamtini, 2013: 37). Dancing Children basically love music and dance. To hone kinesthetic intelligence according to (Khadijah, 2015: 122) we can invite him to dance together. Because dancing demands balance, harmony of body movements, muscle strength and flexibility. By Fitriani, Rudy. (2021; 10) neuroscientists confirm that songs, movements and games with music in children are good neurological activities for introducing speech patterns, sensory-motor skills and vital movement abilities. Young children are very interested if music uses songs, movement, emotions and games.

Bajang – Bajang Creative Dance

Through research results, Rahajeng (2014) stated that creative dance can improve the gross motor skills of mentally disabled children and can stimulate cognitive abilities, more precisely executive function. The development of executive function in the brain can be seen from the increase in memory in children. The presence of a stimulus in the form of a combination of movement with harmonized music results in the growth of neurons in the brain. The Bajang-Bajang dance is a dance that originates from the Gayo tribe, this dance combines various music and movements from previous classical dances. This dance contains movements that are not too difficult, so it can be imitated by young children. The word bajang-bajang comes from the Gayo language which means mixed up. It is called bajang-bajang because the movements, lyrics and rhythm have been mixed with several movements, song lyrics and other dance rhythms. The combination of movements includes guel dance movements, munalo dance, and others. Dance that suits the basic abilities and needs of early childhood from an intellectual, emotional, social, perceptual, physical, aesthetic and creative perspective is explained in Widya (2010: 6.13) is as follows:

1. Themed Dance; The aim of this type of dance is to provide an opportunity to express knowledge and experience regarding things one sees and hears, as well as providing an opportunity to express things one feels.

2. Dance movements are imitation (imitative); The aim is to provide opportunities to present real life situations based on their ability to respond to things they see, hear and feel, giving them the opportunity to explore things they know about the natural surroundings, about their environment and even about themselves.

3. Varied Dance Movements; The goal is to give children the opportunity to show muscle control throughout their body. Dance for young children should have a combination of enthusiastic movements with movements that do not require a lot of effort.

4. In the form of a group dance; The aim is to provide opportunities for children to develop their social needs.

5. Floor Pattern More or less Five; There should be no more than five floor patterns, because the child's ability to concentrate on memorizing the sequence of movements as well as memorizing the sequence of floor patterns is limited.

6. Dancing Time Approximately Five Minutes; The goal is to give children the opportunity to demonstrate their ability to concentrate longer.

7. Accompanied By Music; The aim is to give children the opportunity to show their abilities, who at the age of less than 6 years can carry out complex activities, namely moving while listening.

Bajang-Bajang Dance Floor Pattern

A floor pattern is a line or pattern formed as a way for dancers to move, move into positions to dominate the stage. The floor pattern in the Bajang-bajang dance only uses 2 floor patterns, namely consisting of a circle floor pattern and a triangular shape (two people at the back and one person at the back whose position is in the middle of the two front dancers. Can be seen in the following picture:

Circular Floor Pattern Image
With a Facing View

Triangle Floor Pattern

A triangular floor pattern with two people at the front lined up parallel and one person at the back in the middle between the two front dancers, the number of dancers in each group is three people. The form of presentation of the Bajang-bajang dance starts from the forms and movements, musical accompaniment,

clothing and make-up, props and floor patterns, this dance is a very simple dance but still interesting with all the peculiarities or characteristics that this dance has. The overall application of the Bajang-bajang dance at Jeumpa Ban Kemang Kindergarten is the same as on YouTube https://www.youtube.com/watch?v=yIE_m553lNA.

3. RESEARCH METHOD

This research uses the classroom action research (PTK) method. Classroom Action Research according to Arikunto, Suharsimi. (2006), is research carried out by teachers in the classroom or at school by eliciting actions that are deliberately displayed in the classroom. In carrying out PTK, research participants must be directly involved in the research process from the beginning until finding the research results. So in this research, researchers will involve themselves directly in the research process looking for results from implementing dance activities to improve children's kinesthetic intelligence as hypothesized. The research subjects in this study were children aged 5-6 years (group B) at the Jeumpa Ban Kemang Kindergarten, namely 16 children consisting of 5 boys and 11 girls. Jeumpa Ban Kemang Kindergarten which is located at Jalan Pante Raya Dalam-Bener Ayu, Wih Pesam District, Bener Meriah Regency. The time for carrying out this research is in the odd semester of the 2022-2023 academic year. Data collection techniques will be used in this research according to Andriani, Durri et al. (2010) Observation, performance, interview and documentation techniques. The following is an explanation of the three data collection techniques that will be implemented in this research:

A. Work Method

Performance is an action assessment or practical test that is used to collect information about various behaviors that are expected to appear in children. In this case, the researcher will practice dancing directly with the children to see the level of achievement of kinesthetic intelligence of group B children at Jeumpa Ban Kemang Kindergarten through observations guided by the assessment rubric.

B. Observation.

Observations will be made on all children when dance learning activities take place. Observations were carried out to find out how children responded when learning dance and to observe children's kinesthetic intelligence.

C. Interview

Interviews will be conducted with teachers and children. Interviews were conducted with teachers to find out the teacher's activities in the dance learning process to improve children's

kinesthetic intelligence. The interview will be terminated if the research objectives have been achieved. Interview is also referred to as the grid of questions in the interview.

4. RESULT AND DISCUSSION

a. Cycle I Reflection Stage

From the results of the research carried out, the author sees that there is an increase in children's kinesthetic intelligence which has reached the criteria for starting to develop, therefore the author will make improvements which will hopefully be able to increase children's kinesthetic intelligence to reach the criteria for developing very well. The results of reflection in cycle I are:

1) In this initial activity, children responded well to the presence of the author.

2) At this stage the child is able to imitate the Bajang-bajang dance movements but is not perfect because the child is still shy about carrying out the stages of the movement, so the standard achievement determined by the author has not been achieved, namely >80%, so the author continues to the next cycle.

Cycle I Reflection Image

B. Reflection Stage Cycle II

**Reflection image of Cycle II discussion with class teacher**

After the entire learning process in cycle II was completed, the author discussed the results of observations with the class teacher to draw conclusions about whether this research was successful or not. Based on the results of the discussions, observations and documentation carried out, it can be concluded that this research was not continued in the next cycle because the children

had already achieved the criteria for improvement in kinesthetic intelligence. This can be seen from the results of performance and observations which are getting better and children's kinesthetic intelligence has increased based on the percentage of performance and observations on children's kinesthetic intelligence in cycle II. The results of the first meeting showed that there were 7 out of 15 children in the Developing According to Expectations (BSH) category as a percentage of 46.7% and 8 others in the Starting to Develop (MB) category or 53.3%. Meanwhile at meeting II, 2 out of 15 children were categorized as developing very well (BSB) if the percentage was 86.7% and 13 others were in the category Developing as Expected (BSH) or 13.3%. As for the results of observing the activities of children and teachers at meeting I, the teacher's activity score was 81% and the child's activity score was 74.1%, while at meeting II, the teacher's activity score was 84.7% and the child's activity score was 82.3%. Thus, it can be seen that the specified standard of success has exceeded the limit, so the research cycle stops at Cycle II, because the author has obtained a significant increase in children's kinesthetic intelligence.

5. DISCUSSION

Based on the results of the research carried out in cycles I and II in the form of children's performance tests, observations of children's and teachers' activities showed that increasing the kinesthetic intelligence of group B children at Jeumpa Ban Kemang Kindergarten, Bener Meriah Regency, was declared successful. Increasing children's kinesthetic intelligence through dancing activities, namely the Bajang-Bajang Dance, is a very appropriate combination.
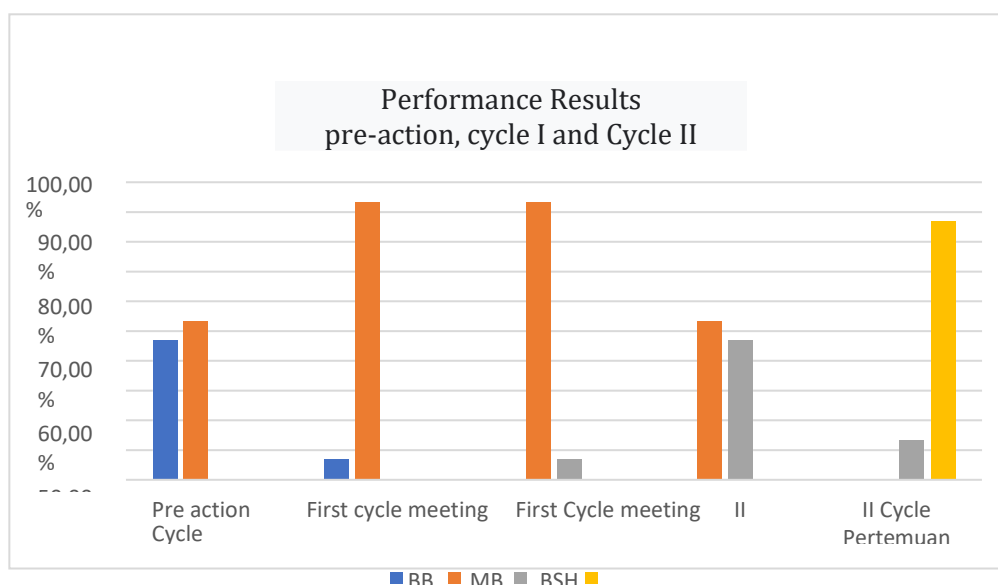
Diagram of Pre-Action Performance Results, Cycle I and Cycle II

As for the results of observing the activities of children and teachers in the first cycle of meeting I, it was obtained that the teacher's activity score reached 60% and the child's 50.6%, then at the second meeting the teacher's activity score increased by 77.7% and the child's activity score was 69.4%. Meanwhile, the results of observing the activities of children and teachers in cycle II, meeting I,
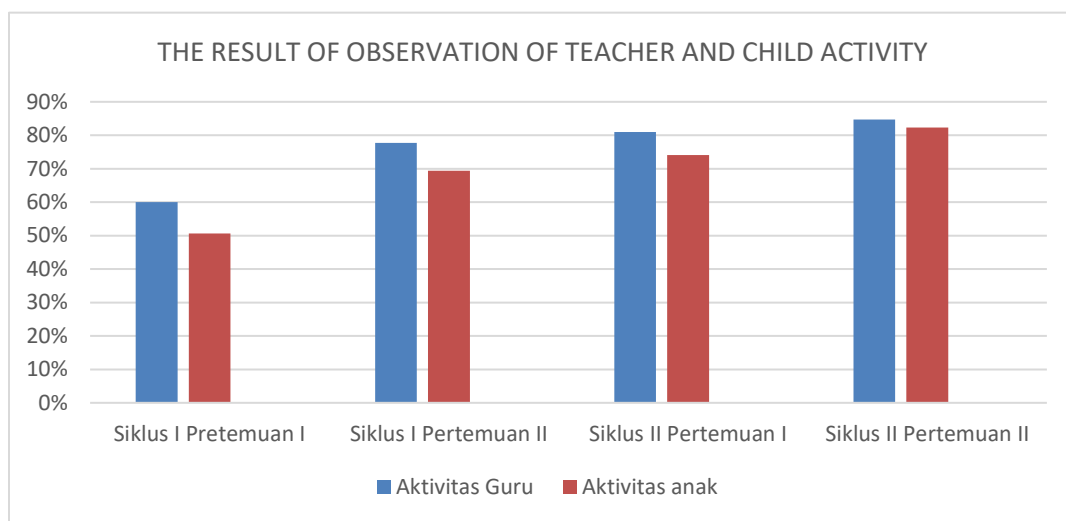
The teacher's activity score was 81% and the child's activity score was 74.1%, then at meeting II, the teacher's activity score was 84.7% and the child's activity score was 82.3%. From research conducted starting in the Pre-cycle, Cycle I and Cycle II, it shows that the average child has improved. The increase in children's kinesthetic intelligence shows that using the Bajang Bajang dancing activity is more effective in increasing children's kinesthetic intelligence. The following is a diagram of the improvement in the results of observations of teacher and child activities:

The results of this research are supported by Gardner (Linda Cambell, 2006: 2) who states that the development of kinesthetic intelligence can easily be seen if we observe Actors, Athletes or Dancers, by looking at the indicators explained by Gardner including Coordination, Balance, Strength, Dexterity , Speed and Flexibility are used as indicators for observation assessment by the author. Thus, dancing activities are one effort that can improve the kinesthetic intelligence of young children in group B (5-6 years). In accordance with this, this research also proves the theory put forward by Gardner, because the results of this research show that achievement has greatly

increased, the first target was only 80% but in this research a percentage of 86% was produced in children's performance scores and activity scores. teachers amounted to 84.7% and children amounted to 82.3%.

Child's Response

Based on the results of research conducted at Jeumpa Ban Kemang Kindergarten on 15 students by providing actions in the form of the bajang-bajang dance as an effort to increase children's kinesthetic intelligence, there was a very significant increase. The increase in children's kinesthetic intelligence at Jeumpa Ban Kemang Kindergarten is not only visible from the percentage of numbers, but can be seen from the results of the children's responses when interviewed by researchers, the children gave positive responses and seemed to really enjoy the process of learning the bajang-bajang dance. When the children were asked how they felt when dancing, the children unanimously and enthusiastically answered that they felt very happy and even wanted to continue dancing throughout school hours.

6. CONCLUSION

A. Conclusion

Based on the results of the research and discussion described in the previous chapter, it can be concluded as follows:

1. The form of presentation of the Bajang-bajang dance at Jeumpa Ban Kemang Kindergarten is carried out in groups using musical accompaniment, props, clothing, make-up and movements adapted to the dance guide video.
2. Through the Bajang-bajang creative dance, it can improve the kinesthetic intelligence of group B children at Jeumpa Ban Kemang Kindergarten, Bener Meriah Regency.
3. The increase in children's activities at Jeumpa Ban Kemang Kindergarten in the process of increasing children's kinesthetic intelligence through Bajang-bajang creative dance activities is shown by positive responses from children.

B. Suggestions

There are several suggestions that need to be conveyed regarding the results of this research, namely:

1. Jeumpa Ban Kemang Kindergarten teachers are advised to continue to innovate in providing the best education for Jeumpa Ban Kemang Kindergarten children, including improving

children's kinesthetic intelligence, such as teaching the latest and simple dances so that children are happy and interested.

2. It is hoped that future authors will be able to continue this research, so that comprehensive results can be obtained and can be used as a reference in teaching and learning activities in the classroom.

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