

Learning analysis of "Hayu Batur Dance" to improve kinesthetic intelligence in early childhood

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Abstract

Kinesthetic intelligence is intelligence where a person is skilled at using their body parts. Kinesthetic intelligence problems tend to have difficulty maintaining balance. This research aims at the importance of developing kinesthetic intelligence from an early age. The research uses a qualitative approach with descriptive methods. The methods used to collect data in this research include observation and interviews. In qualitative data analysis, there are three main stages, namely data reduction, data presentation, and drawing conclusions. The results of observations and interviews in Class B3 of Artanita Al-Khoeriyah Kindergarten, Hayu Batur dance learning provides changes, namely children with various difficulties are able to move all or part of their body, especially in coordinating movements between the head, legs and hands in an agile and flexible manner. Thus, learning the Hayu Batur dance has the potential to be a means of optimally increasing the development of kinesthetic intelligence in children.

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INTRODUCTION

Early childhood is a valuable phase of life compared to later phases, because at this age, children are in a complete process of change, namely growth, development, maturation and perfection. In line with this, early childhood is considered an important period in human growth and development. At this stage, children begin to learn and master specific skills and face various developmental tasks. Therefore, it is very important to pay attention to all aspects related to their development, including progress in thinking (cognitive development), physical movement abilities (physical motor), communication abilities (language), social and emotional interactions (social emotional), as well as types of other intelligences such as kinesthetic intelligence. Kinesthetic intelligence is a form of multiple intelligence included in the "Multiple Intelligences" theory. According to Howard Gardner, Multiple Intelligences is the ability to overcome challenges, present problems that require a solution, and contribute to the creation process. (Musfiroh, 2013, p. 14) In Multiple Intelligences there are intelligences that are very interested in being developed and look very prominent compared to other intelligences. This intelligence is kinesthetic intelligence, where kinesthetic intelligence relates to a person's physical aspects in their daily activities developing well. Likewise, kinesthetic intelligence that does not develop optimally will result in children experiencing difficulties in their daily activities.

Kinesthetic intelligence refers to a child's ability to express ideas and emotions, display skills, and create works using parts of their body, especially their hands. Furthermore, this intelligence includes certain physical aspects such as body balance, muscle strength, flexibility, speed, and also involves the sensation of touch or touch. Thus, kinesthetic intelligence includes various aspects related to children's physical expression and use in interacting with the world around them. (Rahman, 2019). According to (Wiwik Pratiwi, 2017) kinesthetic intelligence is a type of intelligence that allows a person to have superior skills in mastering body movements, including running, dancing, building things, as well as becoming an expert in art and works of art. Through kinesthetic intelligence, children can carry out various activities related to physical movement and communication through their body expressions. Kinesthetic intelligence is a type of intelligence that places greater emphasis on the ability to use all or part of the body to differentiate various ways, both in expressing movements such as dancing and acting, as well as in carrying out activities with specific goals such as athletic sports.

Field studies conducted at the Artanita Al-Khoeriyah Kindergarten in Tasikmalaya City found that several children still experienced limitations in the development of kinesthetic intelligence. In observations of these children, it was seen that when walking, the children showed instability and had difficulty maintaining balance, so that their steps looked unsteady. When running, they have difficulty controlling the speed of body movements, and when clapping, they face difficulties in coordinating hand movements with appropriate clapping. What is even more worrying is that some children completely lose interest in following the movements demonstrated by the teacher. These findings emphasize the importance of supporting the development of kinesthetic intelligence in children through appropriate and interesting learning approaches. In this context, creating appropriate, creative and entertaining learning media is a very necessary step. One relevant example is through the "hayu batur" dance activity, which can be a fun means of developing children's motor skills and body coordination. With this approach, it is hoped that children will be more involved in the learning process and gradually improve their kinesthetic abilities. In conclusion, this field research provides important insights regarding the need to focus more on the development of kinesthetic intelligence in children at an early age. Through appropriate learning approaches, such as the "Hayu Batur" dance activity, it is hoped that we can create an environment that supports children's motoric development and body coordination in a holistic and enjoyable manner.

Improving the development of children's kinesthetic intelligence can be done through dancing activities. According to Indonesian dance expert Soedarsono in his book (Djawa and Bali), dance is an expression of the human spirit expressed through beautiful rhythmic movements. (Yeningsih, 2018). In the art of dance, you will create a movement, which movement can improve a child's kinesthetic intelligence because it is carried out through physical movements of all body parts.

Dance movements create flexibility, strengthen concentration and beauty so that they produce meaning. In line with that, according to (Sundari & Setyo, 2016) stated that dance learning given to young children aims to improve their ability to be creative and provide an experience of the beauty of art. Basically, dancing involves basic elements in its movements, namely: wiraga (movement) which directs and controls body movements from top to bottom, wirama (rhythm) which combines movement with music as if they are interconnected, wirasa (feeling) which expresses emotions through movement, and wirupa (form) which describes the desired character in the dance itself.

The traditional dance that will be used to develop kinesthetic intelligence in early childhood is the Hayu Batur dance. This dance was created by Irawati Durban Ardjo as a children's play dance. It is said to be a children's dance, because it has simple movements and is easy for children to practice and is more focused on children aged 5-6 years. The Hayu Batur dance also means that there is no gender between men and women when playing. This dance also aims that every child, teenager and adult can easily learn Sundanese dance in particular and there is no gender difference whether men or women learn it. and shows that dance is not only for women but men can learn it too. The dance music used is the kawih kaulinan barudak song by Sundanese artist Koko Koswara. Traditional dance activities are indirectly a form of preserving the culture of our ancestors. (Rahayu, 2021)

METHOD

This research uses a qualitative approach and descriptive methods. According to (Creswell, 2014) a qualitative research approach is research that aims to explore or understand social problems. Meanwhile, according to (Sugiyono, 2019), the descriptive research method is categorized as a type of research that focuses on the level of explanation. This research aims to describe the condition or value of one or more variables in detail. The data collection technique used in this research is through observation and interviews. Observations in this research were carried out during a preliminary study at Artanita Al-Khoeriyah Kindergarten by observing various activities carried out by children and the learning used in developing children's kinesthetic intelligence. During the interview here, the researcher asked several questions and took notes while recording the resource person, namely Kindergarten teacher Artanita Al-Khoeriyah class B3 in order to get accurate information. The qualitative data analysis technique described by (Miles, M B. & Huberman, 1992) has three main stages, namely data reduction, data presentation, and drawing conclusions or verification.

RESULTS AND DISCUSSION

Result

The research conducted research in the B3 class of the Artanita Al-Khoeriyah Kindergarten, Tasikmalaya City, involving 18 children. Researchers conducted interviews with class B3 teachers and observed classroom activities. The results obtained by researchers in collecting data from interviews are that Artanita Al-Khoeriyah Kindergarten has activities that can improve kinesthetic intelligence in early childhood. The activity in question is gymnastics, which is carried out regularly every Tuesday before starting teaching and learning activities in class. However, in carrying out gymnastics activities, some children seemed reluctant to take part, perhaps because they felt bored or wanted to do other activities that they liked more. Apart from that, the results of observations obtained by researchers in conducting observations using observation sheets were that some children had difficulty moving their body parts smoothly, appearing stiff in coordinating movements between the head, hands and feet. Thus, this research shows that gymnastics activities have the potential to improve kinesthetic intelligence in children in class B3 at Artanita Al-Khoeriyah Kindergarten. However, it should be noted that some children may need to be more encouraged or adapted to types of activities that suit their interests and needs. In addition, children who have difficulty with body movement need special attention and a supportive approach to help them overcome these obstacles.

In an effort to improve children's kinesthetic intelligence in class B3 of the Artanita Al-Khoeriyah Kindergarten, Tasikmalaya City, researchers have adopted learning the Hayu Batur dance as a strategy or learning tool. In its implementation, children in class B3 were very enthusiastic about following every movement practiced by the researcher. Children are very enthusiastic when taking part in Hayu Batur dance activities because the movements are easy to follow, especially for children who have simple movements. The Hayu Batur dance is known for its distinctive characteristics, namely graceful movements and calming music, which helps improve children's kinesthetic intelligence in coordinating their bodies agilely.

Hayu Batur dance learning is carried out over 8 meetings within 1 month on Tuesdays and Thursdays. At each meeting, children are taught one or two movements first until they are completely memorized. Continue with the next meeting, repeating the movements that have been taught previously then adding one or two movements, and the same for the following meetings. If all the movements contained in the Hayu Batur dance have been memorized by the children, all the children dance together from start to finish independently without being accompanied by the researcher. Here, researchers want to see to what extent children master each movement of the Hayu Batur dance and the togetherness created by dancing together.

Observation results from learning the Hayu Batur dance for class B3 children showed significant improvement, the children seemed to have more freedom in mastering several important movements. First, head movements, where children can shake their heads with good flexibility. Second, hand movements, where children can coordinate their fingers so that they look flexible. And third, foot movements, which help children maintain body balance when dancing. Apart from that, when playing, children can also achieve balance in all their body parts and begin to master movements that initially felt stiff to become more flexible. This is because every movement in the Hayu Batur dance involves all parts of the body, starting from the top to the bottom. The following are the preparations or steps in starting to learn Hayu Batur dance:

1. Conditioning the children is first done by arranging their positions neatly and maintaining the distance between the children so that they are not too close together.
2. The warm-up stage is carried out before starting the Hayu Batur dance. Warming up involves movements that are generally done before dancing, starting from warm-up movements from head to toe, done in a count of 2x8.
3. The researcher or teacher will practice the Hayu Batur dance movements clearly and in detail with the children. Emphasis is placed on training movements until children truly master and understand each movement.
4. After the children have mastered the basic movements of the Hayu Batur dance, the next step is to combine these movements with a typical Hayu Batur rhythm or song.
5. At this stage, children are given the opportunity to dance without the help of researchers or teachers. They were asked to demonstrate their previously learned dancing skills independently.

With the steps above, it is hoped that Hayu Batur dance learning can take place comprehensively and effectively, enabling children to develop their dance skills well as well as their kinesthetic intelligence to be more optimal.

Discussion

In an effort to achieve educational goals, dance is recognized as one of the established learning strategies and tools. The PAUD curriculum includes the art of dance by taking into account the learning aspects determined by the Ministry of National Education, namely arts that are multilingual and multidimensional. Even though early childhood education is basically not as complex as general education, it still focuses on aspects of Art Appreciation and Art Creation. (Wahyuningtyas & Sulasmono, 2020).

According to (Sobariah & Santana, 2019), the importance of children's kinesthetic intelligence will develop optimally with the help of a teacher as a motivator and facilitator. The teacher here encourages children to raise enthusiasm so that curiosity will arise in children. Apart from that, teachers have an important role in creating various types of learning media, apart from focusing on sports and gymnastics. Therefore, it is very important for teachers to choose appropriate media and strategies in the learning process so that learning objectives can be achieved smoothly and successfully. Hayu Batur dance, as a learning medium, can contribute

to improving children's kinesthetic intelligence. Children become more active and enthusiastic when involved in these activities, especially because they have experienced similar activities at school before. Apart from that, through this dance, children also show the development of positive attitudes, such as flexibility and accuracy in applying dance techniques. However, to achieve optimal results in developing children's kinesthetic intelligence, a teacher needs to deliver the material well and choose appropriate teaching methods. This is a challenge that is not easy, but this effort is very important so that the material can be delivered well and according to the right content and methods. (Muriyanto, 2019)

CONCLUSION

The results of research and analysis of Hayu Batur dance learning in improving kinesthetic intelligence have become a tool used to stimulate and stimulate, especially the development of kinesthetic intelligence in children aged 5 to 6 years in acquiring dancing abilities. Learning dance provides opportunities for children to express their feelings and thoughts through body movements. These children can eagerly and talentedly imitate dance moves with enthusiasm. The support and encouragement they receive from those closest to them, such as parents at home and teachers at school, play an important role in their successful growth and development. Therefore, it is important for us to wisely provide appropriate stimulation and support to children, to ensure that all aspects of their development are guaranteed and develop as well as they should.

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