aṣ-ṣibyān Jurnal Pendidikan Anak Usia Dini
Vol. 9, No. 1, Juni 2024, 1-10
(P)ISSN: 2541-5549 (E)ISSN: 2685-1326

Submission: 04-12-2023 Accepted: 02-01-2024 Published: 05-01-2024

APPLICATION OF DANCE MOVEMENT IN IMPROVING SYMBOLIC THINKING SKILLS IN CHILDREN

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Abstract: The aim of the research is to determine the symbolic thiking skills of children aged 5-6 years through dance movements. The method used was classroom action research conducted in three cycles. Data collection methode used in this research were observation, documentation, interviews and field notes. The subjects of this research were group B children who experienced problems in symbolic thinking such as recognizing number and letter symbols, matching number names with number pictures, children had difficulty distinguishing the shapes of numbers and letters which were almost the same. Based on the results of the research in cycle 1, it showed that there was an increase in children's symbolic thinking skills between before and after giving action to children aged 5-6 years at PAUD SPS Cempaka. This is evidenced by an increase in the first cycle of 8,7%, from the initial conditions of 34,4% to 43.1%, the second cycle experienced an increase of 21,2%, from the initial conditions of 34,4% to 55,6% in cycle III there was an increase of 42,3% in the initial conditions of 34,4% to 76,7%. This can be concluded that the application of dance moves can improve children's symbolic thinking skills at the age of 5-6 years.
Keywords: Dance movement, Symbolic thinking, 5-6 Years old children

Introduction

Based on Law Number Number 20 of 2003 concerning the National Education System, Article 1 number 14 states that Early Childhood Education (ECE) is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimulation to help their growth and development. physical and spiritual development so that children are ready to enter further education. Education for humans has a very important role in everyday life (Samuel, 2023). The period of early childhood development is a very appropriate time to develop all the potential that exists in children, including cognitive, emotional, social development, creativity and so on. In the Islamic view, everything must have a legal basis, both from aqliyah arguments and from aqliyah arguments (Fatimatuzzahro et al., 2024). Likewise with the implementation of early childhood education, Allah says: "And Allah brought you out of your mother's womb while not knowing anything, and He gave you hearing, sight and heart, so that you may

be grateful" (QS. An Nahl: 78). One potential that really needs to be developed in children is cognitive.

Cognition is a thinking process, namely an individual's ability to connect, initiate, and consider an incident or events (Rosyani et al., 2022; Suryapermana & Imroatun, 2017; Widyaningtyas et al., 2021). According to Yusuf (2019), cognitive ability is that children are able to solve problems and think more complexly. When children are faced with a problem, they are able to think logically and critically in solving the problem.

During the thinking process, children can coordinate various ways to solve the various problems they face. Based on Ministerial Regulation Number 137 of 2014 concerning Child Development Achievement Level Standards, in the scope of cognitive development aged 5-6 years, there are three types, one of which is symbolic thinking. In the scope of symbolic thinking, it is related to the abilities that must be achieved for children aged 5-6 years. Children must be able to recognize the concept of number symbols 1-10, use number symbols to count, match numbers with number symbols, recognize various types of vowel and consonant symbols, make presentations. various kinds of objects in the form of drawings or writing (there are pencil objects followed by writing and pencil drawings) .

Based on the statement above, it can be concluded that symbolic thinking is the scope of cognitive abilities related to thinking using number and letter symbols to present an object or thing that is not in front of it. It is important for young children to improve their symbolic thinking abilities. Research by Bodedarsyah and Yulianti (2019) found that the ability to think symbolically about recognizing number symbols and letter symbols plays an important role in the learning success of children aged 5-6 years, because it is related to preparation for entering elementary school where they learn about reading, writing and arithmetic.

The importance of optimizing aspects of children's development, including recognizing number symbols and letters from an early age. Children must be given the opportunity to develop the ability to recognize number symbols and letters with a variety of learning activities that are fun for children. One variation of this activity is using dance movements. This dance movement is an expression of human feelings which are changed by imagination and given shape by movement media so that it becomes a symbolic form of movement. Basic dance movement skills are a learning process for children to get used to concentrating, being active, expressive and creative through symbolic movements. Dance in early childhood is adapted to the movement abilities that can be performed according to the phase of kinesthetic (psychomotor) development (Nuridayu et al., 2020). The concept of multiple intelligence, if children's hidden talents and potential for excellence can be developed appropriately and correctly, then they will become a generation that will bring benefits and be proud, but if the opposite happens then it will bring disaster to life, that is why, in the Al-Qur'an there is a message: “Let them fear Allah if they

leave a weak generation behind them, whose welfare they fear. Therefore, let them be devoted to Allah and speak good words." (QS. Al-Nisa: 9) This verse suggests every parent or adult not to abandon children or generations who are weak, weak in faith, weak intellectually, weak in humanity, and weak physically (Hartatik et al., 2022).

Movement is the main ingredient of dance which is used as a medium to express ideas about what they think and feel. By doing dance movements, children can develop their own imaginations. When learning a dance, of course there are several movements that must be understood and memorized, namely the movements and their sequence by the child, therefore dance movements can also train children's intelligence in remembering and memorizing. Development and educational needs for children require balance, integration between various physical dimensions, human dimensions and spiritual dimensions in a holistic manner. Sincere love and tenderness make children grow up healthy, far from various diseases and life problems, grow optimistic, full of self-confidence provided that they are with people who respond to their emotional and intellectual needs (Marwany et al., 2023). Rassulullah said: "Indeed Allah SWT, loves gentleness in all matters." The Prophet also said: "Whoever is prevented from gentleness means he is prevented from every good thing. (HR Muslim) .

Based on the cause of the problems encountered at PAUD SPS Cempaka, it means Similar Preschool Unit for Early Childhood Education, namely the use of learning media which is still limited. Teachers only introduce numbers, letters, colors and shapes of objects using only a blackboard, as a result children's ability to recognize symbolic thinking has not been well mastered.

The reality in the field shows that children's ability to recognize number symbols and letters has not developed optimally. Children's problem in recognizing number and letter symbols is writing backwards, for example "b" is written as "d", "m" is written as "w", and "6" is written as "9". So children have difficulty distinguishing numbers and letters that are almost the same. Based on the results of observations on group B children (aged 5-6 years) in the odd semester of 2022/2023 at PAUD SPS Cempaka, it was proven that out of 12 children, there were only 10 children who had not developed according to expectations.

Another difficulty experienced is that children have difficulty matching the names of numbers with pictures of numbers, they are fluent in pronunciation but cannot yet be asked to look for pictures of numbers or match the numbers according to the numbers they say. For example, the shape of the number 5, children are still confused and mistaken about the number mentioned to match the picture of the number 5.

Seeing the existing problems properly, children's ability to recognize number symbols and letters at PAUD SPS Cempaka needs to be improved through dance movements. Dance movement skills are a process of children learning to concentrate, be active, expressive and creative through symbolic movements. Based

on the description above, the research's objectives and advantages are to find out and improve symbolic thinking skills in children aged 5-6 years through dance movement imitating animals.

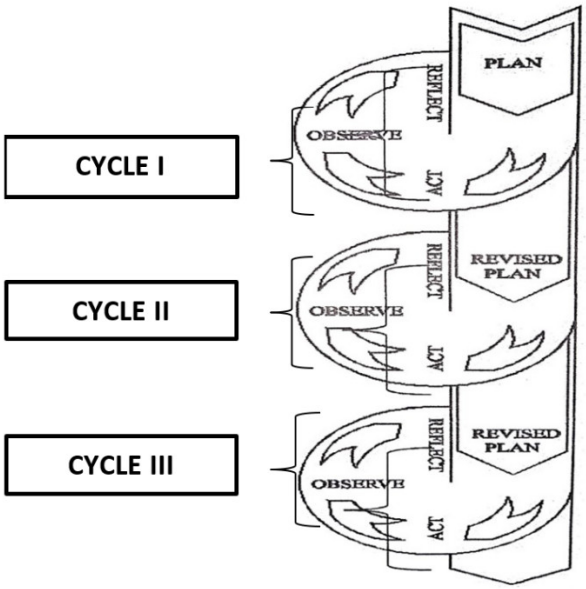
Methods

This research approach using Classroom Action Research (PTK) which is closely related to the problems of daily learning practices faced by teachers. Classroom action research (abbreviated as PTK) is a form of research conducted in the classroom (Arikunto, et al., 2019). The method used is to interpret descriptions of cognitive aspects of symbolic thinking in children such as recognizing number and letter symbols, naming, matching, presenting using dance movements using animal symbols for use in research.

This research approach is qualitative research type Classroom Action Research (PTK) is the Kemmis research model. The term classroom action research comes from the word Classroom Action Research (CAR) in English. This means a research activity carried out in class. Classroom action research is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together. This action is given direction from the teacher which is carried out by students (Arikunto, 2019).

In this research, researchers will use the Kemmis and Mc Teggart (2019) model, according to which the PTK model is essentially a tool consisting of four components, namely: 1) Planning, 2) action, 3) observation, 4) Reflection. The components in the form of strands form a cycle. A cycle is a round of activities consisting of planning, action, observation and reflection (Arikunto, 2019). The author uses the Kemmis and Me Taggart cycle because this cycle design is very suitable for use in classroom research. The models are as follows:

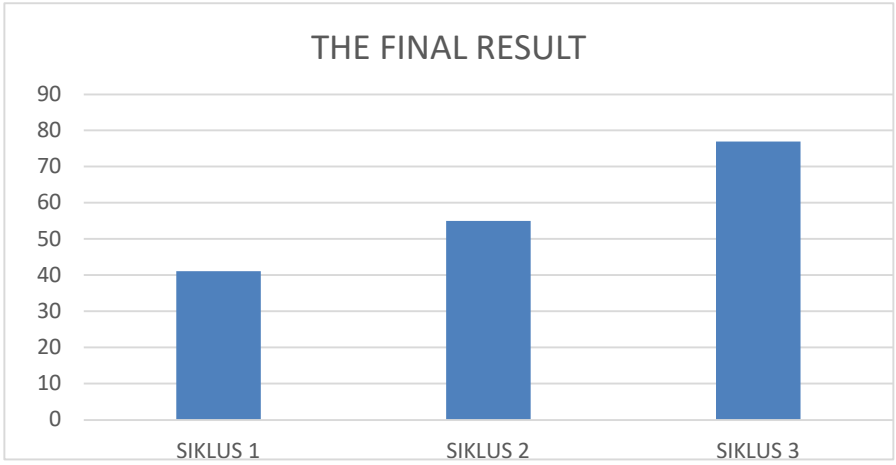
Figure 1
Kemmis and Taggart's Spiral Model
Source: Wiriaatmadja (2019, p.70)



Result

The results of qualitative data analysis show that the application of dance movements can improve the symbolic thinking abilities of children aged 5-6 years in PAUD SPS Cempaka, Tangerang City. The percentage results in each cycle found a comparison and difference in the increase in the final value of the percentage in the cycle as follows:

Figure 2
Final Results of Symbolic Thinking Ability Percentage.



Based on cycle I, it shows an increase in children's symbolic thinking. This is evident from the comparison between the initial conditions of 34.4%, there has been no improvement, but after being given action in cycle I, there has been an increase, namely the percentage of children's symbolic thinking abilities in cycle I has only reached 43.1% but has not yet reached the success indicator, so improvements need to be made in cycle II. In cycle II, it shows that there is an increase in the development of children's symbolic thinking abilities. This is evident from the comparison of cycle I and cycle II, in cycle I it increased to 43.1% and in cycle II it increased to 55.6%. This shows that in cycle II there was an increase, and in this cycle it was seen that the development of children's symbolic thinking showed good results. better but has not yet reached the indicators of success so improvements need to be made in cycle III. The implementation of cycle III went very well as seen from the 12 children developing very well, this is in accordance with the development of the indicators applied. This can be seen from the comparison percentage in cycle I which increased to 43.1% and in cycle II it increased to 55.6% and in cycle III to 76.7%. Of the 12 children, all children's development progressed according to expectations after receiving action from cycle I, cycle II, and cycle III and succeeded in getting indicators of success.

Discussion

Dance is an activity that is carried out in a fun and varied way so that it can express ideas, feelings and emotions with movement. In this case, dance can also

be used as a medium for instilling life values in children as early as possible. This is because learning dance is full of symbolic and philosophical movements.

Through dance movements, children can develop their cognitive abilities within the scope of symbolic thinking, this can be seen from the extent to which children can imitate movements and memorize their sequences. In learning a dance, of course there are several movements that children must understand and memorize the movements and sequences to make it a complete dance. As explained by Rasyid (Mulyani, 2018), the maturity of a person's (child's) thinking or cognition requires the process and touch of another party towards him through physical and psychological interactions with variations in his environment. In learning a dance, of course there are several movements that children must understand and memorize the movements and sequences to make it a complete dance. The dance lessons provided can improve symbolic thinking skills in young children, so that children have the skills to recognize number and letter symbols. The things that must be done in this dance activity are as follows: 1) The teacher first introduces the dance movements to the children, 2) The teacher shows and explains a video of the dance movements that will be performed, 3) The teacher invites the students to do the dance movements together, 4) the teacher invites students to count every movement they make and memorize the movements, 5) the teacher gives students the opportunity to present the movements, 6) students perform dance movements independently.

According to Wahyuni (2022) in research entitled "Analysis of Numeracy Literacy Abilities Based on Learning Styles in Early Childhood" that each child has their own learning style and cannot be forced to use a uniform learning style, so children's numeracy abilities are also different. Early childhood is in the informal numeracy stage, so children should be able to number sequentially and recognize the nature of objects. Counting is an activity in counting the number of objects or identifying the number of objects. Early childhood children need to have the ability to understand and write number symbols in order to read information in the form of numerical writing. The abilities of PAUD students are really needed in everyday life when playing, sharing cakes with friends, and when their mothers go shopping. The difficulty encountered by researchers is that there are still errors in counting and writing numbers, for example writing numbers upside down. This is because children have different learning styles. One of them is the kinesthetic learning style, where you prefer to walk to a friend's desk and see their friend doing their assignment. Students with a kinesthetic learning style have indicators that they like learning with movement.

Based on the research above, the research indicators are being able to write number symbols 1-10 in order to identify the number of objects and being able to understand number symbols when reading information in the form of numerical writing. The ability to understand numbers can be developed by providing stimuli to children by performing dance movements that suit the child's learning style.

The results of research by Gunawan et al. (2021) with the research title "Improving the Ability to Recognize Numbers 1-10 Using Associative Image Media in Group B Kindergarten" show that there are results obtained in the form of students being able to recognize the symbols for the numbers 1-10. By providing opportunities for students, they can develop and stimulate children's thinking power in recognizing and naming numerical symbols by carrying out interesting activities.

The same thing was also stated by Novianti (2015) with the research title "Development of a Spinning Wheel Game to Improve the Number Counting Ability of Children Aged 5-6 Years" that 9 children with kinesthetic intelligence showed lower number counting abilities after playing using a spin wheel. demonstrate better numeracy skills. Because kinesthetic intelligence requires the right methods and media, so that their potential can be stimulated optimally.

Based on the research indicators, the researcher is recognizing and saying the symbols for the numbers 1-10. The ability to understand and say numbers 1-10 can be developed by providing stimulation to children with interesting activities such as dance movements that are appropriate to the child's development.

Research presented by Firmansyah (2019) shows that there are results obtained in the form of a stimulus created through the number tree game which can stimulate and remember symbols and number signs repeatedly and are long-term memories for children. Based on research into indicators, it can show the symbols of numbers 1-10 and pay attention to the numbers mentioned in the movement. This way it can attract students' attention in studying the material and activities.

Research conducted by Ruslan, et al. (2019) showed that there were results obtained in the form of students being able to use the number symbols 1-10 in counting. By giving students the opportunity to try and do interesting activities, they can develop and stimulate children in counting. Factors that cause children to lack concentration and often feel bored when learning to count is taking place, among others, are because children are afraid of making mistakes or that the learning process is uninteresting and unpleasant. Therefore, researchers are trying to improve children's initial numeracy skills by using interesting and fun media or learning activities.

The results of research by Aini, et al. (2019) show that there are results obtained in the form of learning Button Letters which can increase students' interest in recognizing and naming vowel and consonant letters. Based on research on indicators, namely being able to recognize and name vowels and consonants, by using an umbrella of letters so that the vowels and consonants can be seen clearly. This way it can attract students' attention in studying the material.

Research conducted by Zahwa, et al. (2018) with the title "The Influence of Macro Role Playing Methods on the Symbolic Thinking Ability of Group B Children at Seruni Perumnas Kamal Kindergarten", means that in this research the working hypothesis was accepted very significantly. This means that the macro role playing method influences the ability to think symbolically. In the aspect of

cognitive development, it has an important role in children's success in learning, because learning activities are always related to problems of remembering and thinking.

Thinking is a mental activity experienced by someone and needed by someone, especially solving problems in their life. Cognitive development is closely related to the development of mathematical and problem solving abilities. Understanding how to count is also related to knowledge of strategies for counting, which are related to recognizing the number symbols 1-10, matching number symbols, calculating addition and subtraction. Developing basic counting skills can be done by getting children used to interacting with situations related to counting activities. Considering how important the ability to count is for humans, this ability needs to be taught from an early age, using various appropriate media and methods so as not to damage children's development patterns. This indicator is related to the research above which discusses symbolic thinking abilities. This means that dance is the right medium to use in kindergarten learning to stimulate children's cognitive development in the scope of symbolic thinking.

Based on several research results presented in several journals, there is an influence between the achievement of learning outcomes and the stimulus provided so that it influences the final results. It is known that research on the ability to think symbols in recognizing and naming the number symbols 1-10, calculating using the number symbols 1-10 and matching the number symbols 1-10 are aspects that influence the final results in each of the studies above.

The results of the application of using dance movements in group B turned out to be quite satisfactory. It is known that dance movements can improve the symbolic thinking abilities of children aged 5-6 years in PAUD SPS Cempaka, Tangerang City with a percentage of 76.7%.

Conclusion

The symbolic thinking ability of children aged 5-6 years at PAUD SPS Cempaka has increased. This can be seen from the results of the initial research, there were only 2 children who reached the indicators, then research was carried out in cycle I, there was an increase of 4 children, in cycle II there was an increase of 10 children and in cycle III there was an increase with 10 children developing very well and 2 children developing. as expected, this shows that there has been a significant increase. The success rate for implementing cycle I was 43.1%, children have begun to improve their symbolic thinking skills through the ngorek frog dance movements. In cycle II, children succeeded in increasing to 55.6% through the duck dance. And in cycle III it increased to 76.7% through elephant dance movements.

The recommendation for implementing research results and further research is to provide dance training for teachers, especially in improving children's symbolic thinking abilities. Furthermore, using patent rights for dance so that it can

be used by the general public, using more attractive costumes and additional personnel who can be seen from various points of view.

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https://youtu.be/n8gmM8Jxz2M?si=wv5rshRDZ6FcL7To (Tari Gajah)

https://youtu.be/XbuGIUXlLqY?si=6zWV9YdZGUsujZYz (Tari Bebek)

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