

Evaluation of Song and Movement Training for Early Childhood Education Teachers to Improve Early Childhood Dance Learning Skills

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Abstract: *The purpose of this study was to describe the results of the evaluation of song movement training for Early Childhood Education (ECE) teachers in Boyolali Regency, Central Java, Indonesia, to improve early childhood dance learning skills. This research is a descriptive study using a qualitative approach. Data were collected using observation and documentation techniques. The results showed that the participants' achievements in improving dance learning skills were viewed from several aspects of the training objectives such as enthusiasm, attendance, activeness, and creativity in creating a variety of songs and movements according to the learning theme. This success is supported by good cooperation between the organizing team and the ECE teacher group in Boyolali. The obstacle experienced was the difficulty of finding an agreement in determining the time and place of training.*

Keywords: *Training, Song and movement, ECE teacher, dance learning*

1. Introduction

Early childhood is a decisive age for the development of children in the future. Children's development must be optimized with various stimulations, especially in learning at school. Teachers have an important role for the success of the learning process carried out. So that through the achievement of optimal learning objectives, children's development is expected to run well according to the stages of their age. Given the importance of the teacher's role in the learning process, teachers need appropriate knowledge and competence in carrying out their duties. Teachers have a fairly heavy workload starting from making lesson plans, implementing effective learning, guiding children, solving problems in learning, evaluating and doing administrative tasks. Unfortunately, not all Early Childhood Education (ECE) teachers in Indonesia have adequate knowledge and competence. A pre-study observation conducted in Boyolali, Central Java showed that out of 323 teachers who are actively teaching, only 30% of ECE teachers are ECE graduates. Not only in Boyolali, similar problems also occur in Lamongan, East Java. The teachers have problems regarding the preparation of learning tools and the use of technology. One of the causes of this problem is the competence of teachers who are not graduates of teacher education [1]. As a result, problems arise regarding teacher skills, namely the lack of ability and creativity of teachers to develop learning materials.

One of the ECE learning programs that requires teacher creativity in developing the material is art learning. Teachers are required to be creative in art learning to develop their body-kinesthetic intelligence which is closely related to art learning. Art learning also provides important benefits for children's development. Besides being able to develop physical motor skills, art learning is also proven to be able to develop imagination and creativity skills and provide a fun experience for children [2]. In addition, art can also create children's love for the culture in their country. Art education has an important role in the potential and success of education throughout the child's early life to the beginning of professionalism. Art provides space to assist competence and developmental

status during the transitional education period to formal schools such as kindergarten which is closely related to aesthetic experience and learning behavior [3].

The lack of knowledge and skills of teachers in teaching art will result in the creativity and aesthetic experience obtained by children being not optimal. Other studies have also found that teaching dance to early childhood requires intense and continuous training to improve teaching competence [4]. In fact, it is not uncommon to find teachers who have high competence related to dance learning but have not been able to create a good classroom climate [5]. Often teachers only ask children to imitate art movements according to the original movements of the artwork. As a result, children are less motivated to participate in learning and lack the opportunity to create their own movements. To overcome this problem, it is necessary to increase the competence of ECE teachers in various fields of learning, one of which is art learning, namely training.

Training activities that provide benefits for increasing teacher competence are also not optimally obtained by each teacher. The 10 teachers in the pre-study observation argued that the implementation of training was still lacking in related educational institutions in Boyolali Regency. One of the efforts to increase the competence of ECE teachers is to disseminate research products from universities that are applied in community service activities, namely by holding song and movement training as an effort to improve the art learning skills of ECE teachers. The results of this product can be used by teachers as an alternative to the development of art learning.

This training was carried out by the ECE Bachelor Degree Study Program, State University of Malang for ECE teachers in Boyolali, Central Java. This activity aims to improve the artistic competence and professionalism of ECE teachers in Boyolali Regency in developing thematic-based song and movement materials. This activity is also expected to provide business opportunities for teachers to establish dance classes/studios for children. If you look at the benefits obtained from this training, evaluation activities need to be carried out in order to optimize the training activities carried out afterwards. Weaknesses and advantages in the implementation of training can be used as an alternative to improving the quality of training activities. Evaluation in training can be done by looking at the effectiveness of the implementation of song and movement training in improving the art learning skills of ECE teachers.

2. Method

This study is a qualitative descriptive study that aims to describe the results of the evaluation of song and movement training for ECE teachers in Boyolali Regency in improving early childhood art learning skills. This study also explains the obstacles and factors supporting the implementation of the training. The subjects of this study were ECE teachers in Boyolali Regency with a total of 30 participants. The training was held in October 2020. To find out the results of the training evaluation, information is collected to assess a program in achieving the goals that have been formulated. Research data were collected by observation and documentation. Observation data was collected when the training was carried out, while documentation data was collected to capture the activities and artworks of the participants. Data was collected by observing and documenting when making song and movement products, planning, implementing, and evaluating activities. The data that has been collected is analyzed to determine the success of the training carried out.

3. Results and Discussion

Song and movement training to develop early childhood art learning skills for ECE teachers in Boyolali Regency aims to improve teacher skills in teaching early childhood dance. These skills include creating and developing thematic-based song and movement materials as well as using their artwork in learning at their schools. The results of the research show that in learning dance for young children, the teacher's role is to provide instructions, provide emotional support and social support. So that the success of the learning process is expected not only to provide an aesthetic experience for children through teacher and child interactions, but also to be able to create works of art that deserve to be staged [6] The importance of the teacher's role encourages the training committee to carry out this activity in improving teacher competence and professionalism. The activity is carried out in several stages as follows.

1.1. Requirements Analysis

Requirements analysis is carried out through a survey to prospective trainees regarding the type of artwork needed so that it can be used in the learning process. In addition, a needs analysis is also carried out by collecting data from the analysis of the previous training. Participants had difficulties in creating song and movement artwork for children. This is not only happening in Boyolali Regency. In several studies, other difficulties were also found regarding the preparation of learning activities and devices as well as using technology in the learning process such as laptops, LCDs, and various kinds of software.[1]. This happens due to various reasons, both internal and external. Internal factors are about teacher competence and guidelines for preparing learning tools that confuse teachers, and external factors are about the work environment and facilities. In addition, the lack of competence of the teacher will also affect the performance of the teacher in carrying out dance lessons. So far, dance learning that is often found is still product-based and teacher-centered. Children do not get the opportunity to express the expression of motion in accordance with their imagination and creativity. Therefore, teachers need to know that dance learning does not have the main goal of forming children into artists, but as a means to provide children with aesthetic experiences, and stimulate creativity for the child's overall development.

1.2. Determine The Purpose of The Activity

The objectives of the activity are determined in accordance with the results of the requirements analysis that has been carried out. The formulation of the training objectives is described in various indicators that serve as guidelines for evaluating the success of the activity. As previously explained, this training aims to improve teacher competence in implementing dance lessons for early childhood. Teachers are expected to understand their role in early childhood art learning. The teacher has a role in facilitating the development of children's art. Related to this, providing art materials is not enough to improve children's artistic development. Teachers need to guide with various methods such as discussion and demonstration. In order for children to have a rich aesthetic experience, training consisting of theoretical knowledge and practical skills is needed in developing children's abilities in all aspects [7]. This training has tried to provide theoretical and practical material related to early childhood dance learning so that it can be applied in the learning of each participant.

1.3. Planning

This stage is done by making activity plans and producing songs and movements according to the production flow. The results of this work will be used as material in training activities. The activity design is made so that the activities run systematically and the training objectives can be achieved optimally. Planning is a stage that must be done by professionals before carrying out activities [8]. This plan also includes the methods, media and strategies that will be used during the training. There are several methods that will be used in this training, including workshops to deliver material, demonstrations to demonstrate the products of the presenters, assignments to create songs and movements, simulations to demonstrate participants' artwork, and discussions for evaluation during the activity. The strategy used is collaboration with the association of ECE teachers in Boyolali Regency, Central Java. The committee also tries to provide the necessary tools and materials such as LCD projectors, speakers, and song and movement properties.

1.4. Training Implementation

In the implementation of the training, participants were representatives of the ECE institution in Boyolali Regency. Participants learn about how to make children's songs, and make choreography according to the child's age. Participants also had the opportunity to present their artwork in groups and then be evaluated by the presenters. One of the material emphasized in this activity is an understanding of the differences in the body postures of teachers and early childhood. This understanding needs to be possessed by teachers to provide examples of movement for children. As in a training in Norway related to the professional development of the body for kindergarten teachers through dance. From this activity, it was found that there is a need for an in-depth study of ECE parenting and in-depth professional knowledge of kindergarten teachers [9]. The training in

Boyolali Regency is an effort made to improve the skills of teachers as well as to determine the level of professional knowledge of teachers about early childhood dance learning.

1.5. Evaluation

At this stage, the evaluation is carried out by observing the understanding achieved by the participants in accordance with the indicators of the training material formulated in the training objectives. This is documentation during the training activities.



Fig. 1 : Explanation of Song and Movement Materials to Participants

This training was carried out in collaboration between the Boyolali Regency ECE teacher association and the Malang State University ECE Teacher Education Study Program. This activity was held on October 11 – October 25, 2020. The enthusiasm of the participants can be seen at the beginning of the activity with the presence of all participants on time according to the schedule. The activity began with an explanation of the material by the head of the activity, Retno Tri Wulandari, S, Pd., M.Pd about the concept of dance for children. The material presented includes the characteristics of children's choreography, methods of giving motion material, selecting material according to the theme, and others. Then, the material continued with the process of making children's songs which can be used as instruments for songs and movements. This material was presented by Munaisra Tri Tirtaningsih, S.Pd, M.Pd. Participants learn to make and read notation of children's songs and song lyrics according to the learning theme. After all the material is explained, the results of the songs and movements of the presenters are presented and the movements are followed by the participants. Then, participants were directed to practice in making songs and movements.

The results of the evaluation of training activities indicate that the training objectives have been achieved in accordance with the formulated training objectives. This can be seen from the activeness, enthusiasm and creativity of the participants in participating in the training. The indicators that are the goal of this training are an understanding of several things about early childhood dance learning as follows.

- The concept of learning songs and movements for early childhood

After this training the teacher is able to understand that the main purpose of learning dance is not to make children an artist but to provide an aesthetic experience that will affect other aspects of development as well as a means to achieve learning goals. Teachers are also able to understand the stages of movement and choreography according to the child's age, the basic elements of dance, and the benefits of dance for children's development.

- Movement material that is suitable for early childhood characteristics

The requirements for song and movement material for early childhood are simple movements, not too fast tempo, a theme that is appropriate for the child's development, and has happy and lively vibes. In songs and movements, the form of activity is singing and dancing. So that the movement created is an expression of the song.

- The role of the surrounding environment in implementing dance learning

Art learning can stimulate children to change their view of an idea, object or goal in a new way. Art can also stimulate individuals' awareness of themselves and their environment [10]. Learning for early childhood should be able to provide opportunities to gain knowledge beyond words. Children's exploration of the environment is able to create ideas, and creativity which is included in art education. Children can express their ideas and creativity through movements that result from their observations of the environment

- Basic rhythm and sensitivity in reading song intonation

Music is an important part of ECE learning, especially dance lessons. The results of the research show that ECE educators use music every day in the learning process for both academic and social emotional purposes. Even educators with students who speak foreign languages use music more often than teachers with students who all speak the local language [11]. Teachers have various challenges in using music and challenges in accessing resources to lead music activities effectively in the classroom. This training trains teachers to compose the rhythm of the song and read the intonation of the song so that it is hoped that the teacher will not only be able to access the songs that have been created, but also be able to create their own children's songs. The following is an example of a song taught to participants.

ANAK INDONESIA CERIA

Komposer Munaisra Tri Tirtaningsih

Do=D

4/4 Allegro

The musical notation is presented in four systems, each with a line of notes above a line of lyrics. Fingerings and accents are indicated above the notes.

System 1: | . . 1 3 | 5 5 . 5 3 1 | 2 . 1 3 | 5 5 . 5 3 1
Ma - ri kita ber - gem - bi - ra lom - pat kaki ki - ri ka -

System 2: | 2 . 3 2 | 3 . 1 3 2 | 1 . . . || 4 4 . 4 4 .
nan ge - rak - Kan - lah ba - dan - mu ayun - kan - lah

System 3: | 3 3 . 3 3 . | 2 2 2 2 1 2 | 3 3 4 5 . | 4 4 4 4 4 .
Dua ta - ngan me - le - nggang dan ber pu tar ber sa ma hey bergo yang - go - yang
dan

System 4: | 3 3 3 3 . | 2 2 . 2 5 5 5 5 | 1 5 1 . |
me - na - ri - lah a - nak In - do - ne - sia ce - ria ho - re

Fig. 2 : Song and Movement Material

The results of the observations show a good understanding of the majority of participants in understanding the indicators described above. This can be seen from the ability of participants before and after the training. The enthusiasm and activeness of participants can also be seen from the attendance of participants who are 100% present from the targeted number of participants. When carrying out the training process, participants are divided into several groups to then make song and movement materials for early childhood according to the theme that

has been determined for each group. Participants make songs and movements creatively according to their creativity. The themes given to the groups of participants were animals, play, plants, and human activities. The success of this training is expected to improve the quality of dance learning for early childhood in the institutions where the participants teach. Participants are also expected to continue to participate in similar training on the next opportunity. As in a study which showed that teachers who attended training more often had better quality of learning than teachers who were not trained [12].

The success of the implementation of this training is certainly supported by several factors, namely good cooperation between the organizing committee, as well as cooperation with PAUD teacher group administrators in Boyolali Regency. Before the training is carried out, this of course requires the preparation of a letter of assignment by the management of the ECE teacher association in Boyolali Regency to be submitted to prospective participants. Without good cooperation between the committee, this activity certainly cannot be carried out. In addition, the participants were very enthusiastic about participating in the activity because the material was delivered in a relaxed manner with a few jokes to make the atmosphere fun and accompanied by hands-on practice so that participants did not get bored easily. Besides the supporting factors, there are also inhibiting factors from the implementation of this training activity. This factor is the difficulty of finding a time agreement between the participants and the committee. The activity is carried out during a pandemic and there is a maximum number of participants who can take part in the training. In addition, other obstacles also occur due to the density of activities in the schools where the training participants teach. However, in the end, an agreement was reached after going through a long process so that the activities could be carried out smoothly and optimally. Advice that can be given to event organizers is the use of technology in the implementation of training. The use of technology that is integrated in learning needs to be a competency possessed by the teacher. The results showed that the computer is a significant tool in the development of learning materials, especially in the arts and literature [13]. Teachers can be trained to use applications to compose works of art such as video editing, audio mixing, or the use of other supporting applications.

1.6. Conclusions

The song and movement training for ECE teachers in Boyolali Regency can be said to be a successful activity. This can be seen from the presence of participants, enthusiasm, activeness, and creativity of participants during the activities. The ability and understanding of the participants also increased based on the results of observations if it was seen from their understanding of dance learning and the results of the participants' work in creating movements and songs for early childhood. For the development and improvement of the quality of training for activity implementers, the author suggests adding the use of applications to create workart such as video editing, audio mixing, or other supporting applications.

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