

The Effect of Audio Visual Media on Dance Competence of 5-6 Years Old Children at TKA Plus AN-NIZAM Kindergarten Academic Year 2017/2018

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Abstract

Problem in this research was the lack of dance competency of children. The purpose of this research was to know the effect of using audio visual media on competency of children age 5-6 in TKA Plus An-Nizam Kindergarten. The type of this research was quantitative (experiment) with the *Pre- experimental design* and *one group pertest posttest design*. Sample in this research of class B TKA Plus AN-NIZAM. The sample were taken by *using simple random sampling*, with 20 children for experimental class. Independent variable was audio visual media and dependent variable was the dance competency. The instrument in collecting data by using structural observation data were analysed by using t-test with $\alpha = 0.05$. The result showed that children who had got ten the treatment by learning dancing by using audio visual media had score 4 the lowest and 12 the highest score with average score 8.3. In the place of developed category according to expectation. Before the children got treatment by learning dancing using audio visual media, then lowest score had been 2 and the lowest score had been 11 and average score had been 5.35 in the developing category. Form the hypothesis $t = 21.07$ with $dk = n - 1 = 19$ $\alpha = 0.05$ t-table 2.093. So $t = 21.07 > t \text{ table} = 2.093$ it mean that H_0 was rejected and H_a was accepted that means there is significant effect in using audio visual media on dance competency of children age 5-6 in TKA Plus AN-NIZAM Kindergarten.

Keywords: Audio visual media, Children's dance skill

Introduction

Early childhood education is a form of education that aims to maximize the growth and development of children so that they are ready to enter further education. The definition of early childhood is a group of children aged 0-6 years (in Indonesia based on Law Number 20 of 2003 concerning the National Education System). Early childhood is a group of children who are in the process of growth and development that are unique, in the sense of having patterns of growth and development (fine and rough motor coordination), intelligence (thinking, creativity, emotional intelligence and spiritual intelligence), social emotional (attitude and behavior as well as religion), language and communication that are specific to the level of growth and development of children. In addition to these aspects, there is one more important aspect that has not been written, namely the aspect of art.

Art education in general functions to develop awareness of the value of beauty, transmit cultural heritage, expand social awareness and as a way to increase knowledge. The children's first attempt to communicate their ideas, thoughts and feelings is often through one type of art in the form of simple gestures expressed through dance. dance is one type of art related to human life because dance uses

the human body as a medium expressed through the beauty of motion (Sit, Khadijah, Nasution, & Sitorus, 2016).

Learning dance is very suitable if taught in early childhood education institutions. Dance can be adapted to the development of children aged 4-6 years, because the moving activities in these children are very dominant so that learning through dance is very suitable to optimize the child's motor / motion development. Dance education taught for early childhood aims to introduce dance movements to children. In addition, dance education and art education in general are as a medium to fulfill the child's basic development functions and develop children's potential, as well as a means to stimulate children's creativity. Learning dance actually doesn't only teach children about how about dance movements. But it can add to the values of life to children as early as possible.

Early childhood education has a characteristic, in which children become central figures in learning. Children need and demand active movement as a natural part of their existence. So that facilities and infrastructure are needed to support the children's learning process. One of them is using learning media tailored to learning needs. Media is an intermediary tool that is used to facilitate an educator while teaching, so that the information delivered can be well received by students. Media is divided into various types, including visual media, audio media and audio visual media.

In teaching dance to children, the teacher must choose the right media. Media that can attract children's interest and can make it easier for children to learn to dance. Media that can be used are audiovisual media, such as dance videos. So that children can see and listen directly to the music and movements of dance. And of course this can be an effort to attract children to dance. After the teacher imitates dance activities, then the children imitate the movement. In imitating movements, children sometimes do not immediately understand clearly the movement. Therefore, the teacher must always repeat the movement until the child understands the movements with each other. Supported by previous research in the *Fiqra Ifthahul Pahla Novriza* journal (February 2017 edition) regarding the use of audio visual media in dance learning that the results of the discussion stated that the use of audio-visual media can increase students' practice scores from enough categories with a score of 63 score of 72.

Based on the results of the above research and observations made by researchers at TKA Plus An Nizam, it turns out that there are still some children whose dance skills have not developed. This is seen when children are taught to dance, children are still having difficulty following their movements. This problem can be caused by the lack of effective dance learning taught. In addition, the media used only uses audio media. Teaching dance also requires the right media for children, so that in its implementation, children can follow the movement dance with happiness and enthusiasm, as well as the purpose of dance art education can be achieved well. So, researchers are interested in conducting a study with the title "The Effects of Audio Visual Media on Dance Arts Ability of Children Aged 5-6 Years in Tka Plus An Nizam"

From the description of the background of the previous problem, the problem identification in this study is:

1. The dance ability of children aged 5-6 years at the less developed An Nizam TKA Plus
2. Children are still having difficulty following the dance movements
3. The media used for dance learning only uses audio (music) media

Starting from the identification of problems, the researcher needs to limit the problems studied, namely "the influence of audio-visual media on the dance skills of children aged 5-6 years at TKA Plus An Nizam"

Based on the limitations of the above problems, the researcher can formulate the problem, namely "Is there a significant effect of the use of audio-visual media on the dance skills of children aged 5-6 years at TKA Plus An Nizam?"

The objectives to be achieved in this study were to determine the effect of using audio visual media on the dance skills of children aged 5-6 years at TKA Plus An Nizam.

Literature Review

Dance

Dance is one means of art that can express the feelings of the creator of dance in the form of beautiful movements. Beautiful movements come from the body movements of the dancer or the creator of the dance which contains certain meanings. Nurwani (2014: 21) explains that dance is an expression of human feelings that are born through human body movements. The opinion of Nurwani is in line with Sit's opinion, et al. (2016: 154) which states that dance is a beautiful form of movement and born of a moving, rhythmic, and soulful body in accordance with the purpose and purpose of dance.

Furthermore, Prastiawan and Suharyanto (2014: 7) state the definition of dance that the dance is media primarily in motion caused by the human body which is harmonized with motion in space and motion in time. That is, dance cannot be separated from the elements of motion, space and time. From some of the opinions of the experts above, it can be understood that dance has the meaning of body movements that contain elements of beauty and harmony and contain the meaning or expression of the dancer's feelings in harmony with the rhythm.

Dance has the value of beauty in its movements having elements or elements in it. There are several aspects contained in the dance, as stated by Sekarningsih and Rohayani (Mulyani, 2017: 39-41) which consist of: energy, space and time. Furthermore, John Martin (Sit et al., 2016)(there are six elements of dance, namely:

1. Motion

Dance comes from movements that have undergone reforms that originate from ordinary movements such as work movements, animal movements, daily motion, etc. Then the motion is regulated, beautified, internalized, and rhythmic patterns of motion arranged in such a way, and has a purpose, then the motion becomes a dance movement.

2. Space is needed by humans to move their bodies, so that all movements expressed by humans are formed as a result of the movement of the body or members of the human body from one room to another.
3. Power Dance is formed by the regulation of energy released by the dancer in motion and depends on the intensity of the energy released.
4. Time This is related to the long tempo of movement that is short or the slow pace of a movement is carried out. Setting the time, quickly regulated according to the needs and circumstances.
5. Expressions As a means of expression, dance is able to create strands of motion that can make the audience sensitive to something that exists and happens around it.
6. Dance accompaniment Dance accompaniment can be in the form of songs or sounds that are produced by musical instruments.

Based on the opinions of the experts above, the dance elements consist of several aspects that are internal and external. The internal elements of dance include: motion, energy, and expression while the external elements are space, time and dance accompaniment. These elements need to be understood and considered, by not ignoring communication. So that the dance will be beautiful, dynamic and can convey the message and purpose of the dancer Benefits of Dance for Children.

Dance is an art of gesture that can provide benefits to children. Some experts express movements in dance will affect children's intelligence. Like the opinion of Purnomo (in Mulyani, 2017: 36) which explains that in dance education also develops various dimensions of intelligence and development of children, such as: moving hands and feet, jumping (motor development), memorizing movements (cognitive development), maintaining cohesiveness and cooperation in team or group dance (social-emotional development), reading and telling (language development).

Dance includes all important aspects in a child's development, both in terms of skills, intelligence, feelings, and personality of the child. As the opinion of Abdurrahman and Ruslina (in Mulyani, 2017: 41), dance can soften human character as a citizen of the future. In addition to the intelligence and knowledge gained in school, their personalities and attitudes are forged to be able to feel and appreciate the values of beauty in their entire lives.

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The movement in the dance arts of children certainly has a difference with the art of adult dance. The movement must represent the world of children, which is full of joy and pleasure. (N. Mulyani, 2016) explains the dance characteristics of early childhood education. As follows :

1. The theme or title of the dance must be close to the lives of children

In determining the theme of dance, it must come from movements that are often encountered and favored by children.

2. A simple form of motion

The form of motion that is in accordance with the characteristics of children, is motion that is not difficult or simple motion. However, the characteristic of children, is can not be silent for too long, active, agile, and fast, which describes joy and pleasure. In this case, the teacher must pay attention to both (simple motion and agile and active movement) in creating dance movements.

3. Accompanied by happy music

With the accompaniment of music, children become more enthusiastic in performing dance movements. Certainly, musical accompaniment in dance that is in accordance with the characteristics of children is music that describes fun and excitement.

4. Dance learning for early childhood must pay attention to the characteristics described previously. So that dance learning can be meaningful to children. So that children can express expressions naturally according to their growing needs and development.

Characteristics of Dance Ability of Children Aged 5-6 Years

Dance contains beauty values that can be observed and felt. The ability to dance early childhood is seen when the dance learning process takes place. There are several important values contained in dance. According to (N. Mulyani, 2016), the values of the beauty of the dance lie in four things, namely:

1. Wiraga is a physical expression from the beginning to the end of dancing. Adequate wiraga ability means,
 - a. Memorized, is the demand for the ability to master the maximum memory.

- b. Technique, is the demand for mastering skills in expressing and manifesting various poses, motion elements, and motion poses that are in harmony with the use or control of the energy demanded by a dance.
 - c. Space, is the demand for mastery of accuracy in placing his body in various positions on every motion in space.
2. The beauty of the "wirasa" aspect, basically involves the inspiration or ability of the dancer in expressing emotions that are in accordance with the content or theme or character of the dance.
 3. Aspirational aspects will be revealed if the dancer has a sharpness or sensitive rhythm which unites with each expression of his movements.

The aspect of harmony, basically emphasizes the overall interrelation of the dances performed by dancers. In other words, the judgment is in harmony or harmony between the abilities of wiraga, wirama and wirasa. The four factors above are the characteristics of the beauty of dance that must be fulfilled by dancers. If the characteristics above are used in determining dance skills for early childhood, they must be adjusted to the stages of development and the needs of early childhood.

Audio Visual Media

In addition to learning methods, in the learning process there are other very important elements, namely learning media. According to (D. Daryanto, 2008), media is a means or tool for the occurrence of teaching and learning processes. Media has the function of regulating effective relationships between the two main parties in the student learning process and the content of the lesson. Based on technological developments, learning media are grouped into four groups, one of which is audio visual technology media. (Arsyad, 2013) explains audio visual technology is a way of producing or delivering material using mechanical and electronic machines to present audio and visual messages. According to (Djamarah & Zain, 2006), audio-visual media are media that have sound elements and elements of images. This opinion is in line with the opinion of (Sanjaya, 2006), which states that audio visual media is a type of media which contains elements of sound that also contain elements of images that can be seen, such as video recordings, various film sizes, sound slides, and so on. So that from the three opinions above, it can be concluded that audio visual media is a medium consisting of sound elements (audio) and image elements (visual) that are operated through electronic devices. The ability of audio-visual media is considered better and more interesting, because it contains both audio media and visual media types.

Audio Visual media has various types. Grouping various types of audio visual media has been put forward by several experts. Reigeluth et al (Arsyad, 2013) have divided the types of media, one of which is audio-visual media. They share various kinds of visual media, namely video, film, programs, slide-tape, and television. In education, the types of learning media that are more commonly used are usually videos and films. Because these two types of media can present information, describe processes, explain complex concepts, teach skills, abbreviate or extend time, and influence attitudes. According to (Djamarah & Zain, 2006), audio-visual media is divided into two: 1) Audio visual is silent, i.e. media that displays sound and images such as sound slides. 2) Audio-visual motion, namely media that can display elements of sound and moving images such as films and videos. The type of media used in this research is audio-visual motion media in the form of videos that contain the dance of children. The video aired is a song dance video entitled "Assalamualaikum" popularized by Dhea Ananda. The reason the researchers chose the video was because of the child's easy movements to imitate. The steps of the dance movement for early childhood in class B2 (experimental class) in this study are as follows:

1. The teacher has prepared themes, titles, determined accompaniment music, and composed dance movements.

2. The teacher prepares the equipment used for early childhood dance movements, such as speakers or loudspeakers, videos, laptops, and other dance equipment.
3. The teacher divides the child into contemporary dance groups (new creations). The teacher divides the child into 4 groups, each group totaling 5 children.
4. The teacher explains the movements that will be exhibited by the child later. The movements given by the teacher are in the form of walking, jumping, tiptoeing and swing for basic movements and as a warm-up motion. While children are expected to pay attention to the teacher first.
5. Then the teacher demonstrates the dance movement slowly by using a count and dancing slowly.
6. Then, the children are asked to pay attention to the "Assalamualaikum" dance video that the teacher plays. The teacher explains what movements will be carried out as well as how many times they count.
7. After the teacher explains and the child has noticed the dance movements "Assalamualaikum". Next, the child will practice it directly (using musical accompaniment) according to the directions explained by the teacher.

Dance learning is appropriate for early childhood. Dance learning will help children grow into human beings who have beauty values. Through dance, children will recognize dance movements that can affect their physical motor development which includes coordination of all the child's body parts, agility, and balance. In teaching dance to children, of course you must pay attention to the elements of dance and the stage of child development. The dance movement that is taught should have a movement that is easily imitated by children. To teach dance to children must be supported by media that can attract the attention and interest of children. The media used can be one of the suggestions and infrastructure that supports it. One type of media that can be used is audio visual media. Audio visual media that displays sound and moving images will also help the teacher in demonstrating dance movements that will be taught to the child more clearly. So that it will be easier for children to follow the dance movements that are taught.

Hypothesis

Based on the concepts contained in the theoretical framework and the framework of thinking above, the formulation of the hypothesis that can be taken is: There is a significant influence from the use of audio visual media to the dance skills of children aged 5-6 years at TKA Plus An Nizam.

Methods

The type of research conducted is quantitative type with experimental method. The design of this study is Pre-Experimental Design, in the form of One-Group Pretest-Posttest Design. The population in this study were all kindergarten children in group B at TK N Plus An Nizam which numbered 100 children, consisting of 5 classes, namely classes B1, B2, B3, B4, and B5, each of which consisted of 20 children. 3.2.2 Research Samples The sample of this study is a portion of the population taken as a data source and can represent the entire population. Then the sampling technique carried out in this study is by using random sampling techniques by randomly selecting samples. The samples in this study were 20 children.

The variables in this study are: a. Dependent variable (X) is the ability of child dance art b. The independent variable (Y) is audio visual media. To measure cumulative research variables, operationally defined variables are as follows. The ability of child dance art is the child's ability to show expression through the rhythmic movements of the members of the human body that cannot be separated from the elements of wiraga, wirama, and wirasa. Audio visual media is an intermediary

tool or supporting tool consisting of sound elements (audio) and image elements (visual) that are operated through electronic devices.

In this study using the One Group Pretest-Posttest Design. In this design there is no control group. The paradigm in experimental research of this model can be described as follows:

O1 X O2

O1: Observation (value of pretest before treatment)

X: Experimental group given treatment / independent variable

O2: Result value after treatment

Influence: O2 - O1

The research design used in this study was experimental design. In this case one class was taken as a class to be observed and treated. The researcher carried out observations at the pretest stage by observing the child's artistic ability. After that, the researcher gave treatment that was teaching dance using audio visual media (video). The researcher made observations again at the posttest stage by observing the ability of the child's dance art after being given treatment.

Data collection techniques are ways that can be used by researchers to collect data and to obtain objective data. The data collection technique used in this study is structured observation. According to Sugiyono (Margono, 2005) structured observation is observation that has been systematically designed, about what will be observed, when, and where it is. To facilitate observation, the researcher used the research instrument in the form of an observation sheet. The, the data analysis is intended to process the data obtained from the research taken.

To test the hypothesis whether the truth is acceptable or not, which is used in this study is to use a different test (pretest and posttest), namely to see whether there is a change in the ability of children's dance through the use of audio-visual media, as for (Arikunto, 2010) is as follows

$$t = \frac{Md}{\sqrt{\frac{\sum x^2}{N(N-1)}}}$$

Research Results and Discussion

Based on the results of statistical hypothesis testing, the data have been found that there is a significant effect of the use of audio visual media on the dance skills of children aged 5-6 years, that based on the theory of dance ability about the factors that influence dance learning are divided into supporting factors and obstacle factor. (N. Mulyani, 2016) explained that there are supporting factors in dance learning, one of which is the existence of facilities and infrastructure (supporting media). The influence of audio visual media on the ability of dance is also supported by previous research in the journal Fiqra Ifthahul Pahla Novriza (February 2017 edition) regarding the use of audio-visual media in *bedana* dance learning that the results of the discussion state that the use of audio-visual media can increase the practical value of students from categories enough with a score of 63 being a good category with an average score of 72.

The results of the study of the influence of audio-visual media on the dance skills of children aged 5-6 years, a study was conducted by comparing data before treatment (pretest) and after treatment (posttest). In the process of four meetings before treatment or after treatment. Observations were made to collect research data using the instruments provided. The collected data was analyzed by descriptive and inferential statistical analysis.

The calculation results for the data before being given treatment (pretest) averaged 5.35. The calculation results for the data after being given treatment (posttest) averaged 8.3. Judging from the description of the data compared to the two groups there are differences between the pretest and posttest. It can be concluded that after treatment (posttest) is better than before the treatment (pretest).

Through audio visual media children are able to dance with aspects of wiraga, wirama and wirasa. The results showed that by using audio visual media the results were satisfactory compared to before using audio visual media. Based on research conducted at TKA Plus An Nizam, it can be stated that using audio visual media in learning dance influences the dance skills of children aged 5-6 years.

Dance includes all important aspects in a child's development, both in terms of skills, intelligence, feelings, and personality of the child. As the opinion of Mulyani, 2017(S. Mulyani, 2017) , dance can soften human character as a citizen of the future. In addition to the intelligence and knowledge gained in school, their personalities and attitudes are forged to be able to feel and appreciate the values of beauty in their entire lives.

The function of music is not only to accompany but also must be able to provide dynamics or help give life to a dance. In addition, according to Mulyani, if dance is incorporated into the world of education (2017: 52), the most important element in a motion exploration activity is the existence of good communication between teachers and children to create the desired dance concept together.

Conclusion

Based on the analysis above, the results of the study of the influence of audio-visual media on the dance skills of children aged 5-6 years, a study was conducted by comparing data before treatment (pretest) and after treatment (posttest). In the process of four meetings before treatment or after treatment. The calculation results for the data before being given treatment (pretest) averaged 5.35. The calculation results for the data after being given treatment (posttest) averaged 8.3. Judging from the description of the data compared to the two groups there are differences between the pretest and posttest. It can be concluded that after treatment (posttest) is better than before the treatment (pretest). Based on research conducted at TKA Plus An Nizam, it can be stated that using audio visual media in learning dance influences the dance skills of children aged 5-6 years.

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