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Implementation of Betawi Traditional Dance as a Media to Stimulate Early Childhood Motor Development

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Abstract

This study aims to find out the cultural values in traditional Betawi dances based on local culture that can be used as a medium to stimulate the development of physical motor aspects in Group B students aged 5-6 years in the Even Semester 2023. Academic Year /2024. This research is a qualitative research using an ethnographic approach. The subjects in this study are students of Group B Kartika VIII-1 Pasar Rebo, East Jakarta. The data collection techniques used by the researcher are observation, interview, documentation and photography techniques. The results of this study showed positive results on various aspects of child development, namely Physical Aspects involving Physical Coordination, Motor involving Memory and Concentration, and Cultural Understanding, namely Social Interaction and Cooperation, as well as Confidence and Self-Expression.

Keywords: betawi traditional dance, early childhood, motor development

1 INTRODUCTION

Dance education is an effective means for the development of creativity in addition to early childhood dance is an inter-body process to educate children in controlling and interpreting gestures, manipulating objects, and improving the harmony of body and mind (Andriani et.al., 2023; Alsaudi & Herminasti, 2024). Art learning as an effort to educate creatively, in its implementation, must pay attention to four things, namely 1) the child's personal potential as a unique thing, 2) the environment that influences or fosters a person's motivation to create, 3) the process of creativity, in the form of an opportunity or opportunity for someone to be busy creatively, and 4) the creative results that are realized (Nadar, W., & Pujianti, Y., 2024; Syaikhu et.al., 2022).

Teachers as educators or teachers are the determining factor for the success of every educational endeavor. That is why every discussion about reform, the procurement of learning tools to the criteria of human resources produced by educational efforts, always boils down to teachers. This shows how significant or meaningful the important position of teachers in the world of education is. As a motivator for learning (Kartikah, et.al., 2022; Vashti, et.al., 2022). This means that every teacher is expected to be smart. directing children's learning activities to achieve learning success as set in the goals of teaching and learning process activities. In this regard, a number of the most basic aspects focused on in dance learning research are when a teacher presents his material with several aspects including preparation aspects, attitude aspects, proficiency aspects, order aspects and outcome aspects.

Dance in the simple sense of the word, dance is a beautiful movement, and is born from the movement and rhythm of the body. John Martin explained that the basic essence of dance is movement. Moreover, movement is the most basic physical experience in

human life. Novi Mulyani (2019) In dance, there are also 2 developments, namely physical, motor, and social-emotional development. Indonesia is famous for Bhinneka Tunggal Ika which has a noble type of culture. This culture is Indonesia's national wealth that must be preserved. One of the cultures in Indonesia is Betawi culture. Betawi culture is so rich with various dances that are influenced by a mixture of other cultures. Malay, Chinese, Arabic, and various local cultures of the archipelago blend harmoniously to form a simple movement of Betawi dance. Betawi dance performances that are performed with enthusiasm, happiness, and energy ranging from community celebrations, to official ceremonies in Jakarta. Sindoro (2023)

As time goes by, the progress of the times and the current of globalization that changes lifestyles, children and parents are less aware of important and meaningful events in the past (Hadiny et.al., 2023; Ernawati, 2023; Mansoer, Z., & Susliah, E., 2024) For example, many children do not know traditional dance in their environment parents or the adult generation does not display the culture and traditions of their ancestors, children can know the external values that come in better than the values they already have. In addition, it is possible that values are coming. Stimulation in training children can be carried out by parents and teachers at school, dance as an art that shows the cultural heritage of a society and is a cultural expression that combines body movements and expressions, traditional dance is a representation of local culture. This dance has been carried from generation to generation and is an important part of Indonesia's cultural richness. More than 300 traditional Indonesian dances come from different regions. Part of Indonesia's cultural richness is the traditional Indonesian dance art, which must be preserved and taught to the next generation. Parents are very important for the development of children's intelligence and the active activity of children, so parents must play a role, especially mothers to guide children in carrying out activities according to the child's age. Stimulation in training children can be done by parents and teachers at school, parents are very important for the development of children's intelligence and the activity of children, so parents must play a role, especially mothers to guide children in carrying out activities according to the age of the child. Children at an early age have different, unique personalities and have their own characteristics according to their age. Early childhood is a golden age where the fulfillment of subsequent developmental tasks plays an important role in stimulating all aspects of child development.

Early childhood is the beginning of a child's life and is the most vulnerable time in a person's life (Nadar, W., & Pujianti, Y., 2024; Syaiku et.al, 2022). At this time, all areas of development which include: physical motor development develops very quickly to the maximum. Children as a higher generation basically do not experience growth and development on their own. Children, like the oldest generation, basically do not grow and develop on their own. They are in dire need of a specially designed fertile environment. for this purpose. This conducive environment allows children so they need guidance to reach their potential to develop as part of the educational program. In order for learning to be true, learning must be fun, stimulating and generating motivation and enthusiasm for children. So forcing a child to learn in such a way that the child feels oppressed or allowing the child not to get a proper education is violence. So it is important to conduct ethnographic research to avoid violence in early childhood Early childhood education is shown to help children's growth and development optimally, so that they have readiness to enter further education.

In the writing made by the researcher, it aims to teach traditional Betawi dances kicir and jali which provide many benefits for children's growth and development, such as children are taught the coordination of motor movements between hands, feet, and body in rhythm with the melody of the song. By dancing, the child's body becomes flexible, healthy, and the child's posture becomes better than that of those who do not dance. Traditional dance can be a symbol of identity formation because in Indonesia there are many cultures so it can be a good dance for children. This activity is fun and can be a means of learning for children, it is also a continuous process in life, the benefit is to stimulate the development of children in general, help children in communicating with their

peers who can be said to be dancing. Traditional Dance is an indispensable activity for children. Dance is voluntary without coercion, pressure or obligation from outside. In addition, dancing activities for children is one of the right stimuli to stimulate children's thinking skills in utilizing physical motor aspects. When doing Dancing activities.

In this study, the researcher will focus on research, namely "Analysis of the implementation of Betawi traditional dance as a medium for child development, especially motor physical development."

Based on the focus of the research, the researcher formulated the problem: "How is the implementation of the traditional Betawi dance Kicir – Kicir and jali – jali as a medium for the physical development of early childhood motor skills?"

This study aims to obtain empirical data regarding the analysis of Betawi traditional dance as a medium for the implementation of child development, especially motor physical development.

2 RESEARCH METHODS

The research method used is a qualitative research method using an ethnographic approach. Qualitative research method is a research method based on philosophy that is used to research on scientific conditions (experimental) where the researcher as an instrument, data collection technique and qualitative analysis emphasizes more on meaning. Qualitative research methodology aims to analyze and describe phenomena or research objects through social activities, attitudes and perceptions of people individually or in groups.

This research was carried out at Kartika Kindergarten VIII-1 Pasar Rebo, East Jakarta. in the 2023/2024 school year, the even semester is in February – June 2024. The data collection techniques carried out by the researcher are by using observation/observation techniques, interviews, documentation, and photography.

Data analysis Sugiyono (2018) is the process of systematically searching for and compiling data obtained from the results of interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing, arranging them into patterns, choosing which ones are important and what will be studied, and making conclusions so that they are easy to understand by yourself and others.

3 RESULTS AND DISCUSSION

Based on the results of the research on data processing on the implementation of Betawi traditional dances "Jali-jali" and "Kicir-kicir" as a medium to stimulate aspects of early childhood development, descriptions, observations, and interviews can be described.

3.1 Description of Research Results

Research on the implementation of Betawi traditional dances "Jali-Jali" and "Kicir-Kicir" as a medium to stimulate aspects of early childhood development in Kartika VIII-1 Kindergarten showed positive results on various aspects of child development. Here are the results of the discussion:

A. Physical Aspects

1. Motor Coordination:

- Movements in the "Jali-Jali" and "Kicir-Kicir" dances involving jumping, spinning, and hand movements help improve children's gross motor skills.
- Children become more skilled at coordinating their overall body movements.

b. Balance and Flexibility:

- Through regular dance practice, children show an improvement in their body balance. They can stand and move more steadily.
- Dance movements that require body flexibility also help children become more flexible.

3.1 Developmental aspects of Betawi Traditional Dance

Developmental Aspects of the Jali-Jali Dance

Before performing the jali-jali dance, all students were directed by the teacher to gather in the school field to then march to the school hall. In the school hall, all students gathered, then the teacher directed all students to stretch their arms so that students did not cling to each other. Before dancing together, students are directed by the accompanying teacher to warm up first, namely by doing walking movements in place and hands at the waist for 5 minutes. After warming up, students get ready to dance. Students follow the teacher's instructions to follow the jali-jali dance movements which are directed with the teacher's mother in front. The children were very happy and enthusiastic even though there were some many children who had difficulties in the movement The children did it very happily. Khania is very enthusiastic and very lively after dancing jali. The movement before dancing jali – jali begins which is done in early childhood, namely straightening the line and extending the arms so that the line is straight and when dancing the children do not clash with their friends.

Table.1 Developmental Aspects of the Jali-Jali Dance

Gross Motor – The right hand holds the hip, the left hand is directed forward while rotating and done alternately – Kids change the pattern into a row and they do a zigzag floor pattern – Palm of the hand pats the shoulder to the right and left alternately The child walks in the place repeatedly – The child takes turns turning his toes and does not change his position – The body is lowered and leaned forward.legs step right and left hand Right bent in front of the chest fingers fingers pointing forward - The body is lowered, the left hand is at the waist, the right hand is lowered to the side and moved towards the shoulder, then straight back
Fine Motor – The child rotates his hands down by moving his legs alternately – The child waves from the bottom to the top touching the shoulder – the position of the body that is diagonal to the right with the legs that step forward and backward – The body is lowered, the left hand is on the waist of the right hand to the side and moved towards the shoulder, then straight back - Left foot in front of right leg body lowered right hand is in front,Wrist rotated

3.2 Developmental aspects of the Kicir-kicir Dance

Before students do the dance activity, the students are directed by the teacher to straighten the line. Then the teacher gave encouragement to the students to stay enthusiastic in dancing which was guided by the teacher's mother. The teacher starts to turn on the music that accompanies the kigir-kijar dance, then the teacher gives instructions to the students so that the students pay attention to the movements exemplified by the teacher. After dancing, students are directed with the teacher's mother for reflection, the legs are straightened to two hands forward while clenching, opening the lid of the palm which is moved sideways and forward, the reflection is completed, the students are directed back to stand and straighten the line to enter the classroom in turn.

Table.1 Developmental Aspects of the Kicir-Kir Dance

Aspects of Development in the Kicir-Kicir Dance
Gross Motor – Both palms are rotated upwards and sideways – Hand movements bent until they touch the shoulder – Legs swing in the direction of the hand – Left hand chest and right hand stretched out – The right and left hands are alternately directed forward and backward – The hand makes a half turn and then the hand is stretched out
Fine Motor – Children take turns turning their toes – Both palms are rotated upwards and sideways – The movement of the hand is stretched forward and then bending the hand until it touches the shoulders and feet following the direction of the hand – The right hand is under the left hand which is above the shoulder while rotating the hand in one direction alternately – Both hands are directed upwards while waving – Hands hold hips and do it repeatedly – Swinging motion. The left foot is in front of the right foot and the lower body of the right hand is in front, the wrist is rotated

4 CONCLUSION

From an ethnographic point of view, the title "Implementation of Betawi Traditional Dance as a Media to Stimulate Early Childhood Motor Development" can be interpreted by focusing on cultural aspects and their influence on early childhood development. Here are the conclusions that can be drawn from an ethnographic point of view:

1. **Importance of Cultural Context:** Betawi traditional dance is not only seen as a physical activity, but as an integral part of Betawi cultural heritage. The implementation of this dance illustrates how local culture can be an important foundation in the formation of children's identities from an early age.
2. **The Important Role of Family and Community:** Ethnography highlights the role of family and community in supporting the implementation of traditional dance as a medium for stimulating child development. Through this cultural practice, children not only learn the dance movements, but also the social values and cultural norms preserved by the Betawi community.
3. **Deep Understanding of Social Interaction:** Ethnographic studies reflect how children interact with traditional dancers, teachers, and other community members during the learning process. This interaction allows children to learn not only from formal instruction, but also from the social models they observe.
4. **Influence on Cultural Identity:** Through this experience, children can develop a deeper understanding of their own cultural identity. They learn that their culture is not only something to be preserved, but also a source of pride and identity that shapes who they are.
5. **Implications for Education and Community Development:** The ethnography of this implementation also explores how formal and informal education can be integrated with cultural heritage to create a holistic approach in stimulating early

childhood development. It can also have a wider impact on the social and economic development of the Betawi community as a whole.

6. **The Importance of Local Culture:** The use of traditional Betawi dance emphasizes the importance of maintaining and promoting local cultural heritage as part of a child's educational experience.
7. **Child Development Stimulation:** Betawi traditional dance is implemented with the aim of stimulating various aspects of early childhood development, such as motor, cognitive, social, and emotional.
8. **Integration of Arts and Education:** This approach combines art (traditional dance) with education to create a fun and constructive learning environment for children.
9. **Introduction to Cultural Identity:** Children are invited to recognize and appreciate their cultural identity from an early age through artistic and cultural expression.
10. **Long-Term Benefits:** This implementation not only aims to stimulate the physical and mental development of children, but also to promote the sustainability of local culture and rich heritage.
11. This, from an ethnographic point of view, it highlights the complexity and depth of the implementation of Betawi traditional dance as a medium for stimulation of early childhood development, focusing on its cultural and social influence on the formation of children in the context of the Betawi community.

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