



Puzzles as A Learning Media In Dance Education for Elementary School Students

Rosarina Giyartini

PGSD Universitas Pendidikan Indonesia Tasikmalaya Campus

*Corresponding author: rosarina@upi.edu

Received 11 November 2020; Revised November 16, 2020; Accepted 27 December 2020

Published 27 December 2020

Abstract

This study aims to find the concept of learning dance in elementary schools (SD) using puzzle media. Puzzles were chosen because they are educational toys whose prices are relatively affordable, and their use can be adjusted to the child's level of development. This learning concept is needed especially by teachers who do not have the knowledge of dance education but have to teach dance in elementary schools. To achieve this goal, the material object studied is the essence of learning dance in elementary school and puzzles. The formal object is descriptive correlational, an approach that seeks to describe the phenomenon of the material object being studied and the relationship between these material objects. The results of this study are the concept of using dance puzzles in teaching dance in elementary schools. The sources obtained from this research are the concepts constructed from this research that can be applied to dance learning in elementary schools. One of the implications of the results of this research is that teachers who do not have a scientific basis for dance education can teach dance proportionally in elementary schools.

Keywords: puzzles, learning, dance.

Abstract

This study aims to give birth to the concept of learning dance in elementary schools (SD) using puzzle media. Puzzle was chosen because it is a educational toys whose prices are relatively affordable, and their use can be adapted to the child's developmental level. This learning concept is needed especially by teachers who do not have the knowledge of dance education but must teach dance in elementary schools. To achieve this goal, the material objects studied are the essence of learning dance in elementary school and puzzles. The formal object is correlational descriptive, namely an approach that seeks to describe the phenomena of the material objects studied and the relationship between these material objects. The results of this study are the concept of using dance puzzles in dance learning in elementary school. The conclusions obtained from this study are the concepts constructed from this research can be applied to dance learning in elementary schools.

Keywords: puzzle, learning, dance art.

PRELIMINARY

This research is based on two basic things. First, dance education in elementary schools (SD) is still held by classroom teachers who generally do not understand the art of dance in the context of education. Children are crammed with rote movements without being given the space to develop all their creative potential. As a result, the creative potential of children is defeated by the final product of learning, namely a dance that does not give children space to display all their potential intelligence.

Second, until now, dance learning media in elementary schools that can help teachers who

do not have a scientific basis for dance education but have to teach dance for education are very rare.

Based on the two things above, this study was conducted to find the concept of educational dance learning in elementary schools using traditional Indonesian dance puzzles as a medium of learning. The aim is to offer alternative solutions for dance learning models in elementary schools that are effective, efficient, and able to grow various intelligences and the creative potential of students.

The above is quite basic because there are at least two important things. First, puzzles

are not just pieces of traditional dance images that are meaningless, but provide space for children to be creative, ask questions, discuss, and take advantage of the sophistication of today's world of information. Puzzles are also not only a medium to teach skills such as recognizing shapes, sizes, numbers, colors, similarities and differences (Dianne Miller Nielsen, 2008), but are a type of educational toy, and the price is relatively affordable. In addition, as explained by Maysky Mary, puzzles have functions to: (1) train concentration, accuracy and patience; (2) strengthen memory; (3) introduce children to the system and the concept of relationships; (4) and by choosing an image/shape, it can train children to think mathematically/use their left brain (Resiyati, 2010).

The choice of puzzle as a medium for learning dance in elementary school is also considered appropriate because elementary school age is the age where children begin to learn to play roles according to their gender, get along with peers, and develop positive attitudes towards social life so that their growth and development will be good (Permana, 2013).

Second, the essence of learning dance in elementary school is not to make children a dance artist, but to equip them to find solutions and solve problems creatively. Therefore, the creativity factor becomes important in learning dance because children will be sensitive to environmental problems and humanitarian problems (Munandar, 2009) and from there the success of life begins (Supriadi, 2001: 9). This is quite basic because creativity is a combination of six aspects, namely: (1) intellectual skills, (2) knowledge, (3) thinking styles, (4) personality, (5) motivation (motivation), and (6) environment (environment) (Kaufman & Sternberg, 2006).

Substantially, the issues raised in this study have not been touched upon by previous researchers. The use of puzzles as a learning medium has been studied by many, but for the sake of learning dance in elementary schools, there is no such thing. Generally, studies on puzzles in the context of learning are focused on improving certain skills of students, such

as creative thinking (Ermaita, Pargito, and Pujiati, 2016), puzzle media to improve social studies learning outcomes (Khusnul Maslukhah, 2013), the effect of puzzle media on science learning (Widya Hastuti, 2017); and the use of puzzle media to improve the ability to recognize geometric shapes (Elan, Dindin Abdul Muiz L, and Feranis, 2017).

Some of the studies above are to name some examples of research related to puzzles that have been carried out by previous researchers, but have not touched the context of learning dance in elementary school. The study of puzzles related to the art of dance is Streit's (2012) writing. In his study, Streit analyzes a puzzle whose shape depicts an illustration of an Indonesian dance. Streit focuses more on the function of the puzzle as an educational medium, but does not touch the art of dance learning in elementary school at all.

Based on the description of the research map above, it can be said that this research is original and feasible. This is fundamental because in the context of learning the art of dance in elementary school, it is possible that puzzles can be used as a means of developing all the creative potential of children. This creative potential must be developed because it will greatly affect children's lives (Munandar, 2009). Even Guilford (1967) stated that the development of creativity through education is very necessary because it can develop the potential of children as a whole.

RESEARCH METHODS

This study seeks to formulate the concept of dance learning in elementary schools using puzzles as a medium of learning. For this reason, the material objects studied are the essence of learning dance in elementary school and puzzles.

As a research that explores concepts, the formal object that is considered appropriate is descriptive correlation. This method is intended to describe the phenomenon that took place at the time the research was conducted (Abdullah, 2015). Correlation studies are used to study the relationship between two or more variables, namely the

extent to which variations in one variable are related to variations in other variables (Sudjana and Ibrahim, 2004). In other words, this approach is used to describe the concept of using puzzle media for dance education in elementary schools through the process of examining the correlation between the essence of educational dance and puzzles as learning media.

As an in-depth investigation, this study seeks to explore in depth, detail, and specifically, which emphasizes understanding the problem of the puzzle concept as a medium for learning dance in elementary schools based on the context of its application, namely for what grade level the puzzle will be used. Therefore, the description is carried out through a series of reductions, essences, and intentions as described by Tom Donoghue and Keith Punch, ed. (2003). Reduction is the process of sorting and selecting relevant data, which is then constructed to extract its essence. This construction also goes through the researcher's interpretation process based on noesis and noema on the data found.

FINDINGS AND DISCUSSION

A. The Nature of Dance Learning in Elementary School

In principle. Dance learning in elementary school is not to educate children to become dancers or dance artists. The main goal is to develop the full potential of children's intelligence. Therefore, dance learning in elementary schools should liberate children in initiating, shaping, and presenting their dance works. The teacher is just a facilitator who helps children give birth and realize their creative ideas. This concept has been formulated by researchers in the concept of creative dance learning in elementary schools: from children, by children, and for children (Giyartini, 2008). This concept has been referred to by several researchers such as Permanasari, Lestari, and Fujiawati (2018), Permanasari (2016), and Munawaroh (2017).

In this regard, the use of puzzles as a medium for learning dance must also place the teacher as a facilitator. This learning certainly emphasizes the imagination of children according to their level of development. Imagination is important because it is related to creativity. Dance learning with puzzle media is also returned to the function of dance lessons which in Masunah and Narawati's terms (2003: 245, 247-248) are called educational dances, which are focused on the creative process of children, not equipping children to be skilled in dancing for the real needs of performing arts. This is in line with the view of Amien (2005), that such learning is to strengthen capacity, namely the ability to understand and learn (teaching learning skills and thinking skills) because the solutions to problems that are often faced are divergent and contextual.

B. Puzzles Dance

Whatever the form, the puzzle is a game medium. The principle of the puzzle shape is pieces of a certain image which according to Soebachman (2012) can train the level of concentration. In the context of learning, puzzles are one of the educational toys that not only train concentration, but are able to hone students' skills in solving problems, even for children aged 4-5 years (Permata, 2020).

Through puzzles, children sharpen their brains by searching, finding, strategizing, matching shapes, practicing patience, and solving simple problems, namely completing puzzle pieces independently correctly (Yuliani, 2008).

In the context of learning dance in elementary school, the puzzle used is a dance puzzle, namely a puzzle containing illustrations or pictures of certain dances. If you want to introduce the diversity of Indonesian culture, you should choose a puzzle that contains pieces of traditional dance images from various ethnic groups in Indonesia.

Puzzles The above dance is also used to solve problems. Of course, the problem is not just disassembling the pieces of the

picture, but also having to come to an appreciation according to the child's developmental level. The appreciation in question is that the child must understand the content of the image and capture the basic movements of the dance, which is technically described in point C.

C. Draft Learning Dance in Elementary School with Media Puzzle

Dance learning in elementary school using puzzle media is designed through three main stages, namely pre-implementation, during implementation, and post-implementation. The thing that the teacher must do is to place himself as a facilitator who always provides assistance at every stage. Teachers are required to be smart in helping students produce creative ideas at each stage of learning, so that the final results of learning are as expected.

1. Pre-implementation

This stage begins with preparing learning media in the form of a puzzle containing images of traditional Indonesian dances. The number of media depends on the class, for example 12 dances, namely: Saman Dance (Aceh), Zapin Dance (Riau), Gantar Dance (East Kalimantan), Kabasaran Dance (North Sulawesi), Tanggai Dance (Palembang), Legong Dance (Bali), Caci Dance (Flores, NTT), Plate Dance (West Sumatra), Bedhaya Dance (Yogyakarta), Peacock Dance (West Java), Klana Mask Dance (Cirebon), and Welcome Dance (Papua). The 12 traditional dance puzzles must first be checked as a whole, starting from the shape, clarity of the picture, the number of puzzle pieces, to the level of safety, so as not to injure students.

2. Implementation

The outline of the steps at the time of this implementation are as follows:

- a. The teacher shows the unopened puzzle and explains the traditional dance pictures in the puzzle;
- b. The teacher distributes puzzles to each group that has been formed, and students are given the opportunity to discuss with their groups to explore

information about dance according to the puzzles they receive;

- c. Each group is asked to remove the puzzle and shuffle it. After being scrambled, each group then exchanged puzzles;
- d. Each group rearranges the puzzle that has been shuffled by another group;
- e. After completing the puzzle, each group was given the task of digging up information about the dance through social media/internet sources;
- f. After the information from the dance is found, students are given the task of analyzing the typical movements of the dance and then practicing imitating the typical movements;
- g. Students demonstrate the movements that have been studied previously.

3. Post-implementation

After students have finished experiencing the learning process from beginning to end, the teacher is required to evaluate two things. First evaluate the work process and student performance during the learning process. This evaluation is needed so that students understand what should be done or vice versa.

Second, the teacher must evaluate his own work and performance related to the teaching and learning process he has done. This is important because there are many unexpected findings during the learning process which will enrich the teacher's treasury in carrying out their duties in the future.

As a new learning concept, the use of puzzle media for dance learning in elementary schools must of course pass a validity test, both in terms of the media (traditional archipelago dance puzzles) and the learning model. Therefore, before this model is widely applied, a validity test will be conducted through a Forum Group Discussion (FGD) with experts, namely learning media experts, dance learning content experts, and pedagogic experts. The learning media expert examines and analyzes the entire puzzle media that has

been made, in terms of materials, appearance, and the suitability of the media with the context of learning the art of dance. Dance learning content experts examine and analyze puzzle media content in dance learning.

CONCLUSION

Based on the research that has been done, it can be concluded that in general the implementation of dance learning in elementary schools is still limited to the imitation phase, without any exploration in students, so that students' creative abilities have not been honed well.

Related to the above, puzzle media in dance learning is presented as an alternative solution to break the chain of dance learning that places students "parroting" and stuffed with dance movements without being accompanied by a creative process.

The concept of learning dance in elementary school using the puzzle media that is offered is a new thing, so for applications in the field, further research must be carried out that focuses on its application, so that an ideal application model can be produced that can be comprehensively applied to low and high grades in elementary school.

BIBLIOGRAPHY

- Abdullah. Ma'ruf 2015. Quantitative research methodology. Yogyakarta: Aswaja Pressindo
- Amien, A. Mappadjantji. (2005). Local Independence, Conception of Development, Organization, and Education from a New Science perspective. Jakarta: PT Gramedia
- Pustaka Utama Creswell, JW 1998. Qualitative Inquiry and Research Design. Sage Publications, Inc: California
- Elan, Dindin Abdul Muiz L, Feranis. (2017). Using Puzzle Media to Improve Ability to Recognize Geometric Shapes. Journal of PAUD Agapedia, 1 (1), p. 66-75
- Ermaita, Pargito, Pujiati. (2016). The use of crossword puzzle learning media to improve students' creative thinking skills. Journal of Social Studies, 4(1), p. 81-89
- Guilford, JP (1967). The Nature Of Human Intelligence. New York: McGraw-Hill.
- Hastuti, Widya. (2017). The effect of puzzle media on the science learning outcomes of the concept of life cycles on living things for fourth grade students at SDN number 25 Panaikang, Bisappu District, Bantaeng Regency. Pen Journal, 4 (1), p. 679-687.
- Giyartini, Rosarina. (2008). Creative Dance: The concept of learning in elementary school (from children, by children, and for children). In Narawati, T, Rita Milyartini, and Zakarias, S. Soeteja (Editor), Art education and socio-cultural change (pp. 15-28). Bandung: UPI Graduate School of Arts.
- Kaufman CJ & Sternberg .JR (2006). The international handbook of creativity. New York: Cambridge University Press.
- Maslukhah, Khusnul (2013). Using Puzzle Media to Improve Social Studies Learning Outcomes for Class V Students at SDN Klantingsari I Tarik Sidoarjo. JPGSD, 01 (02), pp. 1-8
- Masunah, Juju & Tati Narawati. (2003). Art and Art Education, A Potpourri. Bandung: P4ST UPI
- Munandar, U. (2009). Creative development of gifted children 3rd edition. Jakarta: Rineka Cipta.
- Munawaroh, Hidayatu. (2017). Implementation of dance learning in developing aspects of early childhood development. Golden Age Scientific Journal of Early Childhood Development, 2 (2), p. 25-34.

- Nielsen, Dianne Miller. (2008). *Manage classes for Kindergarten teachers*. Jakarta: PT Index.
- Permanasari, Alis Triena, Dwi Junianti Lestari, and Fuja Siti Fujiawati. (2018). The application of dance learning for early childhood in developing the creativity of students of the Untirta School of Education. *Journal of Education and Art Studies*, 3 (2), p. 135-148
- Permanasari, Alis Triena. (2016). The application of creative dance learning in developing the basic abilities of kindergarten age children. *Journal of Education and Art Studies*, 1 (2), p. 107-124
- Permana, DFW (2013). Balance Development in Children Age 7 to 12 Years Viewed from Gender. *Indonesian Journal of Sports Science Media*, 3 (1), 25–29.
- Gems, Rista Dwi. (2020). The effect of puzzle games on the problem solving ability of children aged 4-5 years. *Pinus Journal: Journal of Research and Learning Innovation*, 5 (2), p. 1-10
- Resiyati. (2010). Efforts to improve the ability to read local environmental maps with map puzzle media for fourth grade students of SD Negeri 02 Petarukan Pematang (Online). Accessed from <http://eprints.uns.ac.id/8627/>
- Soebachman, Agustina. (2012). *Fun games make kids smart*. Yogyakarta: IN Azna Books.
- Sudjana, Nana and Ibrahim. (2004). *Bandung Education Research and Assessment: Sinar Baru Algesindo*
- Supriadi, D. (2001). *Creativity, culture & science and technology development*. Bandung: Alfabeta.
- Streit, Aprilia Kartini. (2012). Analysis of educational games in the form of puzzles in the form of Indonesian dance illustrations. *Journal of RupaRupa: Visual Communication Design Study Program at Bunda Mulia University*, 1 (1), p. 20-30
- Tom O'D. and Keith P. Ed. (2003). *Qualitative educational research in action: doing and reflecting* London: Routledge
- Yuliani, Rani. (2008). *Games that educate children*. Jakarta: Literary Warriors.