

## Dance learning model for early childhood

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**Abstract:** Dance education for early childhood is an ability that must be possessed by students as a basis for becoming an educator. The use of a computer-based platform designed to teach theory and practice helps students to better understand the basic material of dance education for early childhood. This research was conducted to design learning media in the form of E-Modules in the course of Dance Education with the target of Early Childhood Education Teacher Education (PGPAUD) students at Setia Budhi University Rangkasbitung. The method used in this research is research and development. Research results from learning design experts, material experts, media experts and linguists. Based on the assessment of the results of the experts, the development of dance art learning for early childhood using E-modules is feasible to use. This can be seen from the results of the T-test which has a significant increase in student learning outcomes after using the E-Module, so it is effective for improving dance skills for early childhood.

**Keywords:** *Dance, Early childhood, E-modules.*

### 1. Introduction

Dance is a form of cultural expression that has an important role in the physical, cognitive, and emotional development of early childhood (Li et al., 2021). In early childhood, children are at a very rapid phase of development, where proper stimulation can help optimise their potential (Koch et al., 2019). Dance education not only serves as a means of self-expression, but also as a tool for motor development, creativity, and social skills (Oktama Yurita et al., 2023).

However, the implementation of dance learning models for early childhood requires a different approach compared to other age groups (Schloss, 2023). The characteristics of early childhood who are still in the exploration and play stages demand learning methods that are more interactive, fun, and appropriate to the developmental level (Sheppard & Broughton, 2020). An effective learning model must be able to incorporate aspects of play in the learning process (Zhao & Snoek, 2019), so that children can enjoy dance activities while still developing the desired abilities (Zhuang et al., 2022).

A comprehensive approach in developing a dance learning model for early childhood should consider various aspects, such as children's developmental stages, appropriate teaching techniques, and a supportive learning environment (Selart & Schei, 2011). Therefore, this study aims to formulate an appropriate dance learning model for early childhood, by promoting pedagogical principles that support holistic development (Tseng et al., 2023). The basic concept of dance for early childhood emphasises motor development, self-expression, recognition of space and time, as well as stimulation of creativity and social interaction (Barnish & Barran, 2020). Through a fun and interactive approach, children can develop their physical, emotional, and social abilities holistically (Ferreira et al., 2021). Dance is an effective tool to stimulate children's overall development, while taking into account their needs and age characteristics (Basso et al., 2021).

The use of digital tools makes it easier for students to be able to access knowledge anywhere and anytime according to the need to explore the material (Zhang et al., 2022), the introduction of basic dance concepts given to students makes learning more fun and comfortable (Åhäll, 2019) by ensuring that the abilities that have been possessed can be developed with creativity so as to create innovative

concepts from the basic concepts that students already have as prospective educators (Whitty et al., 2020). Dance art that is associated with local culture makes students and later children will have a greater sense of cultural diversity cultivation (Jafarian & Park, 2021), the music used with several exercises prepared in the E-module for further understanding by students makes students more motivated (Zeilig et al., 2019). Previous research has connected culture but not in accordance with the characteristics of culture or local wisdom owned by Banten Province (Purwanto et al., 2021), because when the learning experience starts with habituation and is accustomed to listening to understanding the abilities possessed by students, they will better understand each movement performed and can be creative according to their abilities (Kontos et al., 2021).

### 1.1. Research Objectives

This study aims to produce products that can be used in the dance learning process for students, making it easier for lecturers or teaching staff to deliver material that has an impact on student learning outcomes in accordance with the learning outcomes in dance education courses, to determine the feasibility of E-Modules designed in dance education courses for early childhood and to obtain information about the dance learning process in students. The final goal of this development research is in the form of guidebooks and applications that can be used to provide complex experiences in the application of basic concepts of dance for early childhood.

### 1.2. Research Design

This research is a research development model or Research and Development. This development research is used to produce products and to test the effectiveness of products. This development research uses the ADDIE model consisting of five stages including Analysis, Design, Development, Implementation and Evaluation (Boyman, 2019).



Figure 1.

### 1.3. Research Population

The subjects of this study were students who received dance education courses for early childhood as many as 27 students with an age category of 20 years to 22 years.

#### 1.4. Data Analysis Technique

The data obtained were then evaluated to find the results of the development (Narod & Narrainsawmy, 2023). The data analysis technique in this study used quantitative descriptive data analysis techniques (Dai et al., 2024). Analysis is an attempt to break down a problem or subject matter into parts (decomposition) so that the structure / structure of something is described so that the meaning or problem can be understood more clearly (Dizon, 2023).

The method of calculating data analysis is to find the percentage relative frequency (Khan et al., 2019):

$$P = F/N \times 100\%$$

## 2. Results and Discussion

From the results of the learning design expert assessment, it received a score of 4.5, which means that this media is very good and feasible to implement. The assessment of the dance material expert received a score of 4.5 which is very good and illustrates that the media can be applied in the learning process (Perazzo et al., 2021). The assessment from the media expert received a score of 4.4 which means very good and feasible to use (Eastwood et al., 2019), and the last assessment from the linguist received a score of 4.8 which means very good and can be used (Hong & Koo, 2023). Based on the results of the experts' assessment, it can be concluded that the prototype of this guidebook and E-Module is suitable for use in dance education courses for early childhood.

Before conducting experts to experts, a formative evaluation assessment was carried out by Prof. Dr. Awaludin Tjalla, M.Pd. Lecturer at State University of Jakarta as an instrument development that will be carried out and declared feasible without any improvements. The results of the Design Expert Assessment were carried out by Dr Rudi Haryadi, M.PFis. Lecturer at Sultan Ageng Tirtayasa University, assessment of dance learning using e modules and questionnaire sheets given to learning design experts for assessment. The results of the assessment from design experts are used to refine the design of dance art materials for early childhood. Then the learning material was revised according to the experts' suggestions and input. The assessment results can be seen in the table below

**Table 1.**  
Recapitulation of learning design expert assessment results.

No	Description	Score
1	Clear formulation of general teaching objectives	5
2	Formulation of specific teaching objectives	5
3	Specific teaching with general teaching objectives carried out sequentially	5
4	Dance training materials for early childhood	4.5
5	Relevance of dance learning strategies to general teaching objectives	4
6	Studying the relevance of content to teaching objectives	4
7	Practice to create a project at the end of the lecture	4
	Overall average	4.5
	Description: Very good	

#### 2.1. The Results of the Linguist's Assessment of Dance Art Materials for Early Childhood

The results of the Language Expert Assessment were carried out by Dr Dase Erwin Juansah, M.Pd. Lecturer at Sultan Ageng Tirtayasa University, this is done to understand the readability of the media to make it easier for students to understand and use the learning media. The following assessment results can be seen in the table below.

**Table 2.**

Recapitulation of language expert assessment results.

No	Description	Score
1	Writing	4.5
2	Word choice	5
3	Readability	5
4	Language comprehension	4.5
	Overall average	4.75
	Description: Very good	

The results of the Design Expert Assessment were carried out by Mrs Alis Triena Permanasari, M.Pd. Lecturer at Sultan Ageng Tirtayasa University, besides teaching, she is also the Head of the Sendratasik Study Programme. Assessing practical learning materials and then revised according to material expert suggestions and input. The results of the assessment of practical material experts using emodules are very good. The assessment results can be seen in the table below.

**Table 3.**

Recapitulation of material expert assessment results.

No	Description	Score
1	Clarity of formulation of general learning objectives	5
2	Formulation of specific learning objectives relevant to the material	5
3	Dance learning in accordance with learning objectives	4.5
4	Sufficiency of material to achieve learning objectives	4.5
5	Dance learning materials for early childhood are provided up-to-date	5
6	The images used are clear enough and easy to understand	5
7	The order of delivery of dance art material for early childhood is appropriate	4.5
8	The accuracy of the media to convey the material is appropriate	4.5
	Overall average	4.75
	Description: Very good	

The results of the Design Expert Assessment were carried out by Dr Lukman Nulhakim, M.Pd. Lecturer at Sultan Ageng Tirtayasa University, the assessment of dance learning using E-Modules and questionnaire sheets was given to learning media experts for assessment. The results of the assessment from design experts are used to improve the design of dance art materials for early childhood. Then the learning materials were revised according to the experts' suggestions and input (Birgili & Kırkıç, 2021). The assessment results can be seen in the table below

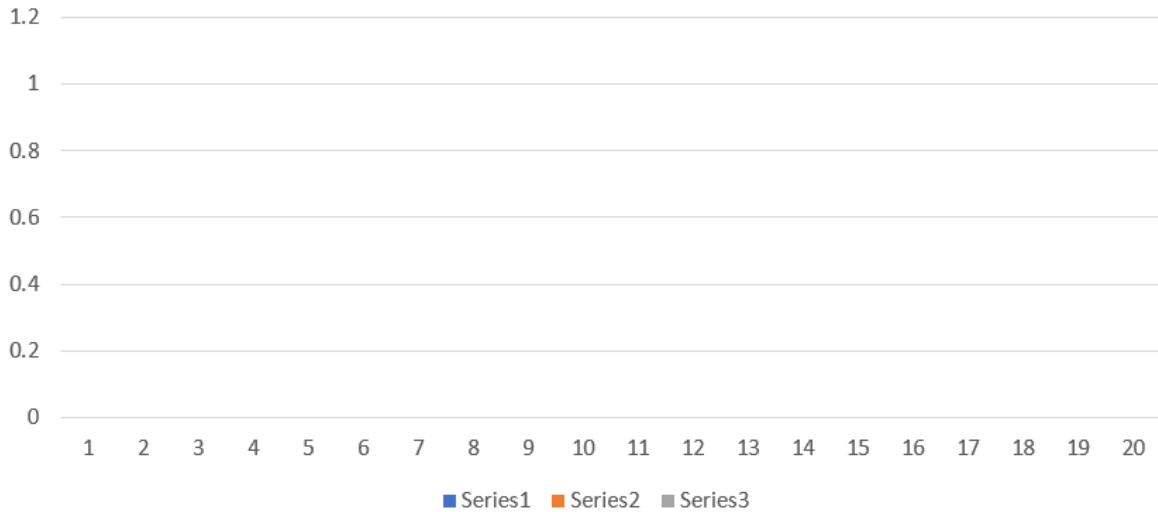
**Table 4.**

Recapitulation of media expert assessment results.

No	Description	Score
1	Learning media design	4.5
2	E-module quality is easy to access	4.5
3	Feasibility of E module	4.5
4	Effectiveness of E module	4.5
	Overall average	4.5
	Description: Very good	

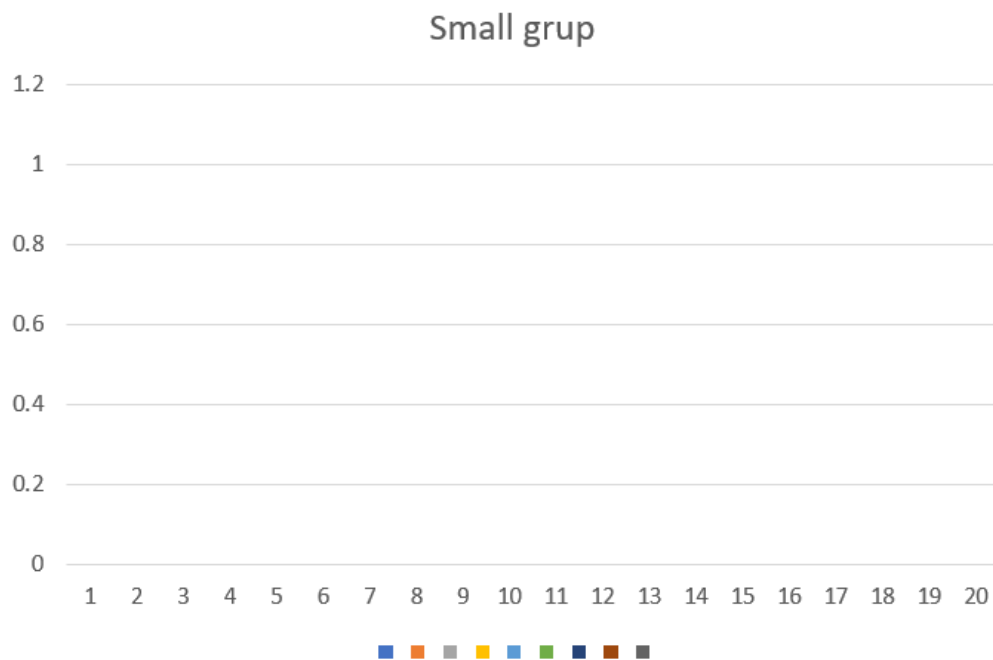
### 2.1. One to One Trial Results

The one-to-one trial was conducted on 3 students to get the results of the assessment of the test conducted. There are 3 items that must be corrected on items 9.10.11.16,17,18,19,20. So it is necessary to make revisions to the overall student assessment using the E-Module in dance education courses for early childhood. The assessment can be seen from the picture below:



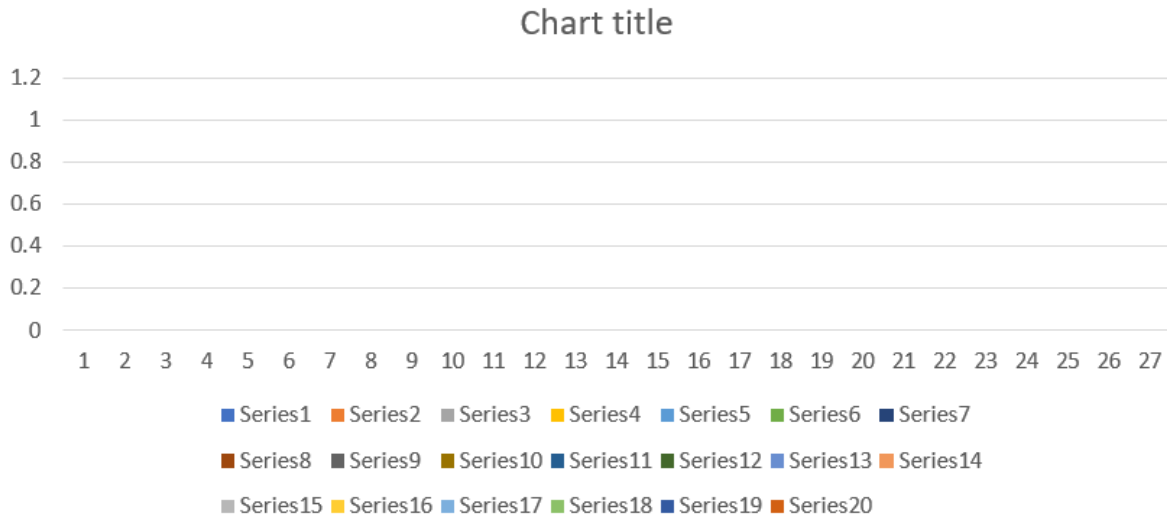
**Figure 2.**

Furthermore, after the one-to-one test and improvements were made, it was continued to the small group trial consisting of 9 students who used the learning module for the development of dance education for early childhood. The following are the results of the trial of 9 students who have filled out the questionnaire and assessed what is seen in the picture below:



**Figure 3.**

Socialisation carried out in small group trials obtained results for items 13, 14, 15, 17 and 19 to be revised, resulting in all instruments that can produce good enough scores.



**Figure 4.**

In the large group trial, the results of children's ability for early childhood dance instruments obtained appropriate scores, the results of research conducted using E-Modules in the learning process, access that can be used anytime and anywhere makes students able to retrieve the information provided, do exercises to skilfully understand the basic skills of dance for early childhood. Students are also expected to be able to create work at the end of the lecture to develop the imagination and creations carried out in the process of teaching dance education for early childhood.

The learning model is designed in a way that attracts and motivates students to be able to facilitate student learning well. Learning that is done anywhere and anytime makes it fun with an interpersonal approach, students have the right to get learning according to their learning style. It is expected that after learning to use emodule media in dance education classes, students are expected to be skilled in carrying out practical activities and creating a creation dance from the results of the learning process that takes place.

## 2.2. Study Limitations

The implementation of this study has limitations and some things that can be improved such as the basic dance skills of students are increasing by using the learning model that has been done, the active role of lecturers and students to fulfil practice as a development of the theory that has been provided, making students able to practice more skillfully by accessing the platform used during the process of dance education lectures for early childhood, students can also repeat the material that has been delivered so that students' abilities increase and learning outcomes in accordance with the achievement of predetermined learning objectives.

Due to the difficulty of limited variables and the incomplete construction of syntax and cloud development prototypes used for the development of e-modules and networks that are less supportive in the process of learning activities. Therefore, additional research is expected to reveal other variables that significantly affect learning outcomes. Furthermore, the effect of increasing students' practical skills that is not significant needs to be reviewed using a larger and more representative media in order to obtain better results.

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