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PREFACE

This Conference Proceedings volume contains the written version of all of the contributions presented during **3rd International Seminar on Education and Technology (ISET)**. The conference was taken place in Graduate Program from 10 universities, namely Universitas Negeri Semarang, Universitas Muhammadiyah Semarang, Universitas Kristen Satya Wacana Salatiga, Universitas PGRI Semarang, Universitas Negeri Gorontalo, Universitas Negeri Makasar, Universitas Negeri Yogyakarta, and Universitas Negeri Medan at 24 May 2017.

The proceedings of ISET came from researchers, practitioners, private and public stakeholders, and educators from various field. ISET is expected to provide acceleration of technological innovation that has the potential to accelerate the progress of industry and economics growth, solve the multidimensional social problems, and revolutionize the world of education in Indonesia.

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An Inspiring Learning Model to Teach Dance Art For Early Childhood Class

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Abstract

The problem of teaching dance art to students for private or competitive matters is the inappropriate use of choreography, specifically use the adults' one. The format of children's choreography should consider their age, emotional maturity, skills that can shape good quality of behavior to children. The professional competence becomes the important factor in delivering the subjects based on the children's growth. There should be a learning process which can improve their motivation as students. Inspiring learning is considered as a necessary model to motivate and stimulate them to find new things to innovate. The aim of this research is to review inspiring learning to teach dance art for early childhood. This research used descriptive qualitative methods in describing inspiring learning methods for early childhood. The methods of collecting the data used observation, interview, and documentation. The cycles of analyzing the data were using data reduction, data presentation, verification, and conclusion. The findings of this research were limited on 1) describing the importance of teaching dance art for early childhood, 2) describing the inspiring learning for teaching dance art, and 3) describing what constitutes inspiring teachers.

Keywords: inspiring learning, dance art, early childhood

1. Introduction

Interactive, inspiring, fun, challenging, and motivated (I2FCM) are considered as the characteristics of early childhood. I2FCM learning provides enough room for initiatives, creativity, and independence as the talent, interest, and physical growth along with the psychological states of the students (Government Regulation number 19 Year 2005, article 19 number 1). I2M3 learning starts with planning. The planning are formed as syllabus and lesson plan.

From the class management perspective, I2FCM learning will be seen as follows: (1) teachers arrange the students' seat based on the their characteristics, learning subjects, and learning activity, (2) teachers' volume and intonation in the learning process should be easily heard by the students, (3) teachers' words should be well-mannered and understandable, (4) teachers should adapt the learning material with the pace and ability of the students, (5) teachers build students' orderliness, disciplines, comfort, safety, and obedience to the rules of the learning process, (6) teachers should reinforce and give feedbacks to the responses and students' learning outcome during the learning process, (7) teachers appreciates students with different background of religion, race, gender, and economic status, (8) teachers should appreciate the students, (9) teachers should use appropriate, clean, and neat wears, (10) in the beginning of the semester, teachers should introduce the syllabus of the subjects to the students, and (11) teachers should

start and end the lesson as the scheduled time (The Regulation of National Education Official Number 41 Year 2007).

The passing competence standard should be adjusted to the standard of the early childhood students consisting from the main competences, supporting competences, and other competences. The ability of the graduates in developing early childhood learning should be one of the competence mastered by college students. Students of Early Childhood Education in Education Faculty of Universitas Negeri Semarang batch 2016 get early childhood choreography as one of their subjects. The goal of this subject is to make students able to describe and unveil steps of forming a choreography for early childhood students, form a dance supporting early childhood development, and show the dance to the public responsibly. The passing competence standard of Early Childhood Education Department was referred to the competence and conservation based curriculum of UNNES as stated in the guiding book of passing competence standard.

Early childhood choreography class provides students material to form a choreography in teaching students dance art. Based on the research of Supriyanti and D. Suharto (2015), many private or competitive dance teaching for early childhood or kindergarten use adult choreography in their routines. In addition, it was found that the materials of dance art class in the Early Childhood School was not in line with the Regulation of Ministry of Culture Number 137 Year 2014 about children's growth level progress. There is a worrying condition that it will interfere the students growth in the future.

Learning in the forms of teaching is the attempt of the teachers in shaping the behavior of the students based on the exact goals by facilitating the process with interactive environment. In other words, learning means a process of creating learning environment that can make the process purposively useful (Sugandi dan Haryanto, 2003, p.35). Human involving in the teaching system are the students, teachers, and other staffs. Facilities and infrastructure of the process consist of the studio room with audio visual tools. While the learning procedures consists of schedule and information delivery methods, practices, evaluation, etc. Teaching and learning is an instructional system referring to a group of interdependent components for the sake of achieving certain goal (Djamarah, 1995, p.10).

Choreography learning process of Early Childhood Education Students use the free expression approach in designing the learning activity. It is enhanced with emerging curriculum model, a model where the learning materials have not been planned, but it is developed during the learning process based on the interest of the students. Using this method, the students ask the children on what activities they want to do and prepare the important stuffs to execute the learning process. There is a possibility that the students will change their mind, so the teachers should adjust themselves with the interest of the students. The implementation of free expression approach is appropriately used in a non-formal studio room. Somehow, it is difficult to be executed for a school with strict learning schedules. Due to this difficulty, the dance teachers

develop a free expression approach with more directed way. Choreography class for the Students of Early Childhood Education in Education Faculty of Universitas Negeri Semarang needs interesting process in forming a dance routine which is in line with early childhood growth and development. Free expression approach is considered as the most appropriate way to teach the children. It is in the same way with the I2FCM learning since students can freely explore and develop the routines based on certain theme and give the students' chance of developing their creativity in forming the routine.

Several things can be done by the lecturers in creating inspiring learning environment from their personality and the environment itself. The basic aspect which is important to consider is how the learning process can stimulate the students' motivation, empower their potentials, moving their souls, and supporting their self-improvement totally. Many learning models can be chosen by teachers to build inspiring learning atmosphere. Therefore, the implementation of inspiring learning can elaborate different concepts based on certain context.

The elements of inspiring learning are: idea, creativity, and motivation. Idea is the construct of the students to project. Creativity is students' skills in developing new ideas. Motivation is the stimulant from certain person consciously or unconsciously to do certain things.

2. Methods

A qualitative research method is a research method based on the philosophy of post-positivism. It is used to study natural object where the researcher become the key instrument. Sampling of data sources is done purposively or using snowball way. The techniques of collecting the data are using triangulation, inductive/qualitative data analysis, and qualitative research emphasize on meaning than generalization (Sugiyono. 2010, p.15).

Moleong (2011,p.26) states that qualitative research is a research which is aimed to understand phenomena experienced by the subject of the research, such as behavior, perception, motivation, acts, etc. holistically by describing it in words and languages of scientific methods.

Descriptive qualitative research is a research which describes the tendency of actual event. In this research, the researcher tried to see the center of attention as it is. The researcher used descriptive research since the research contain questions of how and why the implementation of inspiring learning model to teach dance art for early childhood in Early Childhood Education Department in Education Faculty of UNNES.

The instrument made in this research was observation sheet to see the ability of the students in learning to dance. The source of the data in this research was the source where the data was obtained. If the researcher used questionnaire or interview in collecting the data, the source was called as respondent (people who answer the questions of the researcher whether written or oral). If the researcher used documentation, the documents or notes can be the source of the data (Arikunto 2010, p.172). The data sources used in this research are primary and

secondary data (Azwar, 2011, p.91). Primary data was the result from the observation and interview to the subjects of the research, like children, parents, teachers, and therapists. The secondary data in this research were books, journals, and supporting documents.

The process of collecting the data was using random observation (Sugiyono, 2009). The researcher did not do the observation systematically since the beginning since the researcher has not known the things happen in the field. The researcher did a deep interview to the lecturers and students. The researcher took the documents like students' learning outcome, lesson plans, and several data to support the research.

Data analysis technique was used to answer the research problem. According to Miles and Huberman (Sugiyono, 2009, p.249), the analysis of the data is done through the processes of data reduction, data presentation, and verification or conclusion.

3. Findings and Discussion

3.1 The Importance of Dance art to Early Childhood

Educative dance or creative dance has important characteristics since it can give a contribution to students' individual development through their feelings and movement. As what is explained by Jazuli (2008), art education should be able to support the mission of general education, that is building students' character, preserving their aesthetic feeling, and enriching students' creativity.

Similarly, Kusumastuti, E (2011) said that the process of dance art education to early childhood is not separable to teaching and learning process. It consists of: goal, learning material, teaching and learning method, facility, evaluation, social condition, and culture. The process of changes dynamically happens in the learning process. Teachers have important role in building students' emotional intelligence during the learning process. Not only has that, Kusumastuti, E (2004) also stated that early childhood dance art education can be a mean of cultural transition. The process of socialization occurs through the process of introducing movements to students based on certain themes. The result of this research showed that dance art education to early childhood education in Erlangga Kindergarten Semarang occurs well with good development of knowledge, skills, affective, and creativity. The students of the school can imitate, demonstrate, and express the routines well.

The research of Katz-Zichrony, S (2015) explains that the dance art program for early childhood students is the way to open their social competence, learning tradition, and integrating culture besides achieving motoric skills. In the recent decades, dance art education has been able to improve early childhood students' intelligence. Meanwhile, most of the focus has been specialized to how the learning method can be implemented well to them.

Choosing proper choreography for children is not easy. It is because of several factors, it is because the children's characteristics, especially the early childhood. The factors are related to the movement, the music, the make-up, and the wardrobe (Rosikin W.K, 2008, p.72).

These three questions above are the part of the concerns, so there will not be any confusion in teaching choreography to the students. Whereas, the choreography for children should not be complicated. The choreography should be simple and cheerful that the children will not be bored. Instead, they will be attracted and move dynamically in an effective duration.

Dance art subject for early childhood students should be adjusted to their growth and their surrounding environment, Nugraheni E,Y. (2015, p.1). A movement through dance art can be realized through body awareness, counting and rhythms, creative movement, body language, and emotional expression. Integrated experience of the students to learn in different level depends on their ability and interest. These elements are ruled in three steps: warming up, dancing technique, and creative movement. For instance, the warming up session prepares the children for physical activities.

Based on the result of the interview with the lecturers, there are several reasons why the subject is really important for early childhood. The reasons are the subject becomes the media of body mechanism introduction, body shaping media, self-socialization media, natural science principles introduction media, self-improvement media, characteristics actualization media, and media to insert cultural value.

3.2 Inspiring Learning in Teaching Dance Art

Learning is collecting a knowledge from an expert on certain materials. Hamalik (2012, p.36) states that learning is a process or activity instead of results or reminding. It is related to experiencing something, so learning can change people's behavior through practices.

Interactive, inspiring, fun, challenging, and motivated (I2FCM) are considered as the characteristics of early childhood. I2FCM learning provides enough room for initiatives, creativity, and independence as the talent, interest, and physical growth along with the psychological states of the students (Government Regulation number 19 Year 2005, article 19 number 1). I2M3 learning starts with planning. The planning are formed as syllabus and lesson plan.

The process of inspiring learning for dance art class for early childhood in Early Childhood Education Department is initiated with planning the lesson based on term-based lesson plan and the creation of the learning material. The lesson plan was made as interesting as it is to stimulate students in solving problems. It supports Martiningsih, S.Y (2013). That is to say, learning dance art with interactive and inspiring way can help the students in improving their skills to execute the teaching and learning process well. The process was appreciated through idea, thoughts, and students' creativity. Dance art teacher use interactive and inspiring learning to make the students always active in explaining and developing new ideas.

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