The Improvement of Social Skills By Playing Creative Dance  
(An Action Research in Group A, PAUD Kasih Ibu, Duren Sawit,  
East Jakarta, in 2018) 

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Abstract 

The objective of this research was to determine the process of 
implementation of creative dance in increasing child social skills in group A 
in PAUD Kasih Ibu Duren Sawit, Jakarta Timur. This research is an action 
research which refers to the model of classroom action research by Kemmis 
and Mc. Taggart. 

The subject of this research are children in Group A PAUD Kasih Ibu 
Duren Sawit, there are 12 children. The steps of this research : 1) Planning, 
2) Action, 3) Observation, 4) Reflection. This research consist by two cycles, 
first cycle consist of eight times in actions and the second cycle consists of 
four times in actions. 

The analysis of the data used qualitative and quantitative approaches. 
The analysis of quantitative data used descriptive statistics that compare the 
results obtained from the first cycle and the second cycle. While the analysis 
of qualitative data used analyzing daa from the field notes and interviews 
during the research by steps of data reduction, data display and data 
verification. 

The end of this research is the percentage 47,2% to 64,8% to 81,8%. 
The findings lead to the recommendation to the teacher and parents to use 
the playing creative dance as the method to increase student’s social skills. 

Keywords: Social Skills, Creative Dance, Action Research
Introduction

Early childhood is a group of children who are in the process of development and growth in the golden age, and they have unique characteristics. In Indonesia, this golden period is in the age range of 0 to 6 years. This criterion is stated in the Law No. 20 of 2003 about the national education system, that governs the education for early childhood. According to NAEYC (National Association Education for Young Children), early childhood is a group of individuals who are in the age range of 0 to 8 years. In this age range, they are able to absorb and have great potential to be developed. Therefore, some aspects must be coached.

The coaching can be done through education for young children. The regulation on early childhood education in Indonesia, set forth in Law No. 20 of 2003 article 1 verse 14, is intended to provide educational stimulus to support the physical and spiritual growth and development so that they are prepared to continue their education. The Law of the Republic of Indonesia Number 20 the Year 2003 article 1 verse 14 concerning the education system states:

"Early childhood education is one of the coaching efforts given to children to the age of six that is done through the provision of educational stimuli to help the growth and development of physical and spiritual, so that the children have readiness in entering further education"

The purpose of coaching is to discover the excellent potentials in the children through the early provision of stimulus. It is because humans develop at the very first time of their birth in which social skills become one of the aspects. The skills can be obtained through the environment. Children with good social skills will have good interactions with other people and vice versa.
Social skills can be embedded in children since the early age or preschool. This life stage is the most effective period to develop the skills because if it has been stimulated properly, then it will likely grow well.

The children’s social skills need to be developed because basically they will need the help of others and will become social human-beings. Their social skills are innate. Thus, they need stimulation and motivation from both parents and educators.

Li (2016:61) stated that there is a relationship between simulation game with children's social skills. The results showed that there was a significant relationship between simulation game with the children's social skills so that the game can improve their social skills. One of the ways to improve social skills can be done by other games.

Omeroğlu’s (2015:981) Assessment of Preschool Social Skills (PSSRS) showed that scale can be used as a tool to determine the level of social skills of the children. The skills also have their own assessment so that it can be a reference for educators if they want to improve the children’s skills. Kılıç (2017:165) conducted an experimental study between the children given social skill training and those being not given such a training. There are still some other ways or other media to improve the skills in early childhood, and the results also showed that there were differences in children who are given a treatment compared with those who are not given the treatment.

Pekdoğan (2016:305) stated that if the child is in the right social circle then his social skills will look better than the wrong child in his social circle. Ren (2016:143) also argued that cultures given at different places are different one another then it affects the social skills of a person.

However, unfortunately, according to Claproth (2016:267), social skills are often forgotten in education whereas this forgotten aspect is really
important in society. Similarly, in early childhood, children's social skills are less concerned by educators because they focus more on the academic aspect only. Truly, social skills can be improved in other ways such as playing. The lack of attention to children’s social skills is also found in the learning process of early childhood at PAUD Kasih Ibu, Duren Sawit. It is found that the condition is that there are children who do not pay attention to the direction of the teachers. They also cannot succumb and be patient waiting to play. One reason for the lack of the children's social skills is the lack of variation in playing the games, and the division of the tasks is still individual or not collaborative. In addition, the learning centers on the academic activities, in the form of worksheets and books so that it seems monotonous.

Prompted by those problems, creative dance is suggested as the solution to improve the children’s social skills. This dance is a fun art experience for the students. They can express themselves freely, for example, to know how the moves are, utilizing motion and interpreting the meaning of life. In addition, this research is conducted because there has been no research to improve children’s social skills by playing creative dance.

Creative dance can make the children express their feelings through movement, and it can trigger self-satisfaction. According to Vesna Gersak (2012: 2), creative dance is an approach to children where they can use movement to express, create, and form a variety of contents which are educating. This movement is expressed while playing.

Dancing is a fun activity because children move freely, so they will feel happy when doing the creative dance. According to Lykesas (2014: 211), creative dance is a form of teaching and teaching approach that supports the kinesthetic development of someone. Meanwhile, according to Gayle (2014: 6), creative dance is a dance category in which humans explore the movement. It can be concluded that singing is fun because children love the
song and make them feel happy. Sometimes unconsciously when the children are listening to music, they will move. Then, when gathering with their friends, they will perform the creative dance. In addition, they unconsciously gain new vocabularies and repeat them continuously. Thus, creative dance is one of the teaching materials that is done by using movements or musical instruments, so that the children will feel happy, not bored and simultaneously get new vocabularies.

Furtherly described by Karen (2006: 31), creative dance is an opportunity given to the children, so that they make a unique movement in accordance with the structure or problems assigned by the teachers. They are given the freedom to make moves in accordance with the problems assigned by the teachers.

Furthermore, according to Gilbert (2015: 4), creative dance is a dance formed by various artistic movements that show expressions. This dance shows the individual’s self and expresses what is perceived by the individual.

According to Jamariah (2016: 570), creative dance is something that is not competitive, done spontaneously because the children will express their emotion and tell a story through the movement. This dance is formed by spontaneous movements, and they can express their emotions by dancing.

More specifically according to Lynette (2005: 2), creative dance is done to develop the creative, physical, mental, and artistic aspects of a person in life. When performing the movements to create a beautiful dance, the human body exerts energy, and the formation of the pattern must also be adjusted to the right time. Thus, this dance manages a movement, and it develops togetherness since it focuses on cooperation between people.
Research Method

This research was conducted at Bilingual Kindergarten PAUD Kasih Ibu Duren Sawit located at Naga Raya Street, Duren Sawit, East Jakarta. It was done in the academic year 2017/2018 in November 2017 through 2 cycles. The first cycle was done eight times, while the second cycle was done four times. At that time, the learning activities were effective, so it could help obtain adequate data.

This research employed Kemmis’ and Taggart’s classroom action research (CAR) model. The implementation process includes a) planning, b) action, c) observation and d) reflection. The rationale of employing this model because the researcher wanted to be the teacher in the classroom while doing a research, so that direct involvement was done to see the manifestation of changes among the participants. They were twelve children aged 4-5 years old at PAUD Kasih Ibu.

The sources of data in this study were from the participants in group A and the classroom teacher at PAUD Kasih Ibu Duren Sawit, East Jakarta. The results of the observation that will be described were about the children’s Social skills before being given the action; the children’s Social skills when being given the action, and the children’s Social skills after being given the action.

Data collection techniques used in this study include observation, interview, and documentation. Observation of the participants was done to make the data obtained be more complete, accurate, and richer in the meaning of each behavior that appeared in the observation sheet conducted by the researcher. The interview was conducted by doing a question-answer session with the related parties, such as parents, classroom teachers, and principals. Documentation became a complementary tool of observation and interview which includes written works, pictures, or photographs. The
techniques used in analyzing the data in this research were qualitative and quantitative ones. The analysis for qualitative data was done by analyzing the field notes made by the researcher during the learning process supported by documentation in the form of photos. Meanwhile, the analysis for quantitative data was done by calculating the development of the children’s social skills. Therefore, both analyses were done to see whether the effect of creative dance on the Social skills among children aged 4-5 years old manifests.

**Results**

The research results at PAUD Kasih Ibu Duren Sawit showed that creative dance can improve the Social skills of the children aged 4-5 years old with the last overall score as much 80.41%.

The results of the observation showed that the children’s social skills in PAUD Kasih Ibu Duren Sawit were not optimal because they had difficulty in saying the English words in which they also lack English vocabularies. It was because the background of the children is not from the family who uses English for daily communication, and the teachers often used the Indonesian language in teaching.

The PAUD Kasih Ibu Duren Sawit still applied classical learning method; that is using worksheet and pencil. Every day the children are given a worksheet so that they look bored. In addition, because the teachers do not care about non-academic potential, the social skills of children become less honed.

Based on the results of data analysis, it is found that Cycle I have got 62.3% and Cycle II has got 81.8%. They are the results of the observation assessment. Therefore, the researchers and collaborators decided to stop the research on Cycle II. These results show the agreement with the hypothesis that requires a minimum percentage of 75% to be accepted. In other words,
the hypothesis that states that playing creative dance can improve the social
skills of the children aged 4-5 years is accepted.

<table>
<thead>
<tr>
<th>Pra Penelitian</th>
<th>Siklus I</th>
<th>Siklus II</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.2%</td>
<td>64.8%</td>
<td>81.8%</td>
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</tbody>
</table>

**Table 2 Data on The Development of The Children’s Social Skill**

**Figure 1 The Percentage of Social Skill Development in Pre-research, Cycle I, and Cycle II**

Based on the results of pre-research data analysis, it is obtained as
much 47.2%, while in cycle I, it is obtained as much 64.8%. The data can be
said that the percentage of pre-research in the cycle I has increased. However,
referring to the interpretation of the analysis that the research is said to be
successful if the increase reaches the target of 75%. Therefore, this research
cannot be said to be successful yet because the average percentage is 64.8%.

Researchers and collaborators agreed to proceed to cycle II to prove
whether there is a significant increase. Based on the results of cycle II, the
average percentage is 81.8%. The data can be said that the percentage of the
children’s social skills has increased significantly. It can be stated that
playing creative dance can improve the social skills of the children aged 4-5
years in PAUD Kasih Ibu Duren Sawit, East Jakarta. After obtaining the significant percentage, the research was stopped.

Based on the qualitative data, there is an increase in the social skills of children aged 4-5 years through the provision of action in the form of creative dance. The improvement in the social skills of the children is seen when they communicate with peers or older people, work with peers or older people, and exercise self-control.

Based on the observation in the form of field notes, documentation notes, and interview notes, it can be seen that creative dance can improve the social skills of the children aged 4-5 years old in PAUD Kasih Ibu Duren Sawit, East Jakarta.

Berdasarkan hasil observasi dalam bentuk catatan lapangan, catatan dokumentasi, dan catatan wawancara dapat dilihat bahwa bermain tari kreasi dapat meningkatkan keterampilan sosial anak usia 4-5 tahun di PAUD Kasih Ibu Duren Sawit, Jakarta Timur.

**Intervention Guideline**

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Keterampilan Sosial Usia 4-5 Tahun</th>
<th>Skor Kemampuan</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>BSH</td>
</tr>
<tr>
<td>1</td>
<td>Anak memulai percakapan dengan temannya</td>
<td></td>
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<tr>
<td>2</td>
<td>Anak melakukan kontak mata ketika berbicara dengan temannya</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Anak mengajak temannya untuk bermain bersama</td>
<td></td>
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<tr>
<td>4</td>
<td>Anak terlibat aktif dalam kegiatan sekolah</td>
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<tr>
<td>5</td>
<td>Anak dapat menyelesaikan permasalahan yang terjadi</td>
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<tr>
<td>6</td>
<td>Anak membantu teman</td>
<td></td>
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<tr>
<td>7</td>
<td>Anak menunggu giliran</td>
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<tr>
<td>No</td>
<td>Indikator Keterampilan Sosial Usia 4-5 Tahun</td>
<td>Skor Kemampuan</td>
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<tr>
<td></td>
<td></td>
<td>BSH</td>
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<tr>
<td>8</td>
<td>Anak berbicara dengan orang lain dengan artikulasi yang jelas</td>
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<tr>
<td>9</td>
<td>Anak berani dan menjawab pertanyaan</td>
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<tr>
<td>10</td>
<td>Anak mengajak teman ketika ingin melakukan kegiatan</td>
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<tr>
<td>11</td>
<td>Anak meminta maaf ketika melakukan kesalahan</td>
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<tr>
<td>12</td>
<td>Anak mengikuti aturan di sekolah</td>
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<tr>
<td>13</td>
<td>Anak menyatakan ide dengan jelas</td>
<td></td>
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<tr>
<td>14</td>
<td>Anak tidak menyela ketika orang sedang berbicara</td>
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<tr>
<td>15</td>
<td>Anak membuat keputusan</td>
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<tr>
<td>16</td>
<td>Anak menawarkan bantuan kepada anak lain</td>
<td></td>
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<tr>
<td>17</td>
<td>Anak memberi semangat kepada teman yang sedang sedih</td>
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<tr>
<td>18</td>
<td>Anak melaksanakan tata tertib yang ada</td>
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<tr>
<td>19</td>
<td>Anak menggunakan kata “tolong” di waktu yang tepat</td>
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<tr>
<td>20</td>
<td>Anak mengadukan kepada orang dewasa/ guru ketika mengalami ketidaknyamanan dengan teman</td>
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<tr>
<td>21</td>
<td>Anak berpartisipasi dalam kegiatan berkelompok</td>
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<tr>
<td>22</td>
<td>Anak mengekspresikan perasaan yang dirasakannya dengan berbagai cara</td>
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<tr>
<td>23</td>
<td>Anak mengikuti rutinitas sekolah</td>
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</table>
The results of the intervention guideline analysis proved that the final scores for the seven children in PAUD Kasih Ibu Duren Sawit are in the range of the categories B and BSH. The achievement of their social skills has increased from pre-research, which was only in the range of the category MB and BB to B and BSH. It can be said that all children experienced a significant development.

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**Conclusion**

Based on the results of the data analysis showed that the obtained percentage of pre-research was as much 47.2%; cycle I as much 64.8%; and cycle II as much 81.8%. The data can be said that the transitional percentage from pre-research to cycle I increased, but the interpretation of the results of the analysis is said to succeed if the development reaches the target of 75%. Based on the data of cycle II, the percentage of the children’s Social skills increased significantly. Therefore, it can be concluded that the creative dance can improve their social skills in PAUD Kasih Ibu Duren Sawit, East Jakarta.
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