

# Competency Study of Teacher's Professionalism in Dancing Learning for Early Childhood

**Retno Tri Wulandari**

Early Childhood Education  
State University of Malang, Indonesia  
retno.tri.fip@um.ac.id

**Nur Anisa**

Early Childhood Education  
State University of Malang, Indonesia  
nur.anisa.fip@um.ac.id

**Narita Rochmawati Noerarini**

Early Childhood Education  
State University of Malang, Indonesia  
narita.rochmawati@gmail.com

**Abstract:** The provision of educators with professional qualifications for teachers in all fields of learning will improve the quality and quality of early childhood education. Learning dance is an art development field that also requires the ability of teachers to organize learning material so that it can provide optimal results for children. This study aims to describe the professional competence of teachers, especially in choosing and organizing dance art learning materials. The research method is descriptive qualitative, with data collection techniques observation, interviews and documentation. The results of the study show that the teacher's professional competence in relation to choosing and organizing dance art learning material is in good category. Using motion materials and songs that are in accordance with the theme of learning and characteristics of early childhood, scheduled implementation, use of methods, media and evaluations that are appropriate for art learning.

**Keywords:** teacher professional competence, dance art learning, early childhood

## I. INTRODUCTION

The standard qualification for early childhood education educators have been established in accordance with the standards of early childhood education. One of the qualification standards that must be met by a teacher is a competency qualification. Competence is understood as a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by the teacher or lecturer in carrying out his professional duties [1].

Teacher competency consists of 4 competencies namely pedagogic competence, social competence, professional competence and competence. Teacher competencies that are directly related to the learning process are professional competencies. Professional competence is the ability of educators to carry out extensive and in-depth learning materials that enable them to guide students to obtain established competencies [2]. Indicators of professional competence are also explained in the Minister of National Education Regulation No. 16 of 2007, as follows (Table 1) [3].

knowledge, skills, commitment and trustworthy traits. Comprehensive meaning of professional is not only limited to the meaning of knowledge or expertise but also on the commitment and integrity of personality. Another opinion about professional competence is expressed by Janawi. Professional competence is the ability, expertise, basic skills of educators who must be mastered in carrying out their duties as teachers. Professionals if they are able to master the skills and theoretical skills and practice of the learning process and apply them in real terms.

This competence is demonstrated by the mastery of the subject matter broadly and in depth which is adapted to the standard content of the education unit program, subjects, or groups of subjects taught, and the concepts and methods of scientific, technological, art relevant disciplines that are conceptually overshadowed or coherent with a program of education units, subjects, or groups of subjects being taught. Thus it can be concluded that teachers basically must have the ability to be able to master the learning material, understand the structure and concept of learning, and can optimize children's development both in terms of affective, cognitive and psychomotor [4].

The one field of art development in early childhood education is dancing; dancing also influences children's development. Various changes can be seen through the application of dancing learning. These developments are children's gross motor and motoric development, language development and social and emotional development. Therefore it is necessary to have professional competence in the teacher to determine the level of child development. Dance teachers must also have creative ideas in order to develop learning materials and be clever in utilizing existing teaching resources.

**Table 1**  
**Professional Competence of PAUD Teachers**

No	Core Teacher Competence	Early Childhood Teacher Competence
1	Developing learning materials creatively	1.1 Choosing material for the field of development that is appropriate to the level of development of students.  1.2 Processing material in the field of development creatively in accordance with the level of development of students

The profession actually shows on the job as an attempt to achieve a high level of reputation regarding

Research, explains that the process of implementing dance art is a series of activities that include curriculum, learning objectives, learning materials, teaching methods, teaching and learning activities, infrastructure, evaluation, learning outcomes and inhibiting factors for the teaching and learning process. . In general, teachers must master the subject matter and can process the learning process so that the learning objectives that have been planned will be achieved [5].

Various efforts have been made to achieve the goal of learning dance, starting from the learning curriculum, learning facilities and infrastructure, and the media. But in reality, the teaching of dancing has not achieved maximum results. In general, dancing education in PAUD institutions is still an extracurricular activity, not intra-curricular activities.

This is because the facilities and infrastructure of learning facilities are inadequate, besides, due to the main factor of the lack of dancing teacher competency so that dance art learning is included in extracurricular activities. In general learning dancing in PAUD institutions is by taking teachers from outside school. In addition, learning dancing is considered less effective if it is included as an intra-curricular activity. This is because it takes a long time and can interfere with other learning activities. Learning dancing is less well done due to the lack of understanding and implementation of art learning in the curriculum.

Art education that is applied to early childhood prioritizes the process rather than results. The results of interviews with principals in kindergartens show that the PAUD institution has long applied dance learning as an intra-curricular activity. Dancing extracurricular activities is also in the kindergarten by bringing special teacher for dancing extracurricular. In addition there are also drum band extracurricular activities which is usually carried out outside of class. Learning dancing as an intra-curricular activity is carried out by class teachers, ranging from planning, implementing, and evaluating the results of the dance art learning process.

The application of learning requires teachers to master in dancing and choreography material in early childhood education so that the learning objectives of dance for early childhood can be achieved optimally. Teachers must be able to develop a variety of children's motor development, both children's fine motor skills and gross motor skills. Thus the professional competence of teachers in fostering is considered important in order to develop and improve children's development optimally.

Previous research by Wulandari et al. 2015 [6] shows the evaluation of PAUD teacher competence in learning dancing for Kindergarten in Malang. The results of this study are the level of teacher's understanding of the competencies needed in learning dancing including pedagogic competence, personality competency, and professional competence included in the good category, but most teachers have not fulfilled these competencies in their implementation. The difference between this study and previous research is that if previous research evaluates the competence of PAUD teachers needed in learning dancing for

Kindergarten in Malang which includes pedagogic, personality and professional competencies, the focus of this research is the professional competence of PAUD teachers in learning dance TK Negeri Pembina 02 Malang.

Based on the explanation above, the researcher wants to examine and describe in depth related to professional competence, especially in terms of the choice and ability to organize dance art learning materials.

## II. METHODS

This research use descriptive qualitative approach. A qualitative descriptive approach is used to examine and discuss an ongoing phenomenon. Descriptive research aims to describe, describe, systematically and accurately the facts or the nature of a phenomenon being studied. The main target in this research is the ability of the teacher in selecting and organizing learning material in TK Negeri Pembina 02 Kota Malang. The research subjects included 4 teachers of TK Negeri Pembina 02 Kota Malang and planning documents for dance learning.

The techniques of data collection are through observation, interviews, and documentation techniques. The techniques of data analysis are through data reduction, data presentation, and conclusion drawing. Checking the validity of the data that will be used by researchers is the persistence of observation and triangulation. Increasing perseverance means making more careful, thorough and continuous observations. Triangulation used is source triangulation obtained through several sources and triangulation of data collection techniques.

## III. RESULTS AND DISCUSSION

### A. Teacher's Professional Competence in Choosing Learning Material for Early Childhood Dance

The results showed that for professional competence in relation to the selection of material in the learning of early childhood dance, the teacher had done well by conducting curriculum analysis in advance and identifying to be arranged in the learning device. The components of the RPPM syllabus are also complete, consisting of core competencies, basic competencies, themes, sub-themes, learning materials, learning activities and achievement of children's abilities. Sub-themes developed to discuss material on traditional regional dance, traditional clothing, traditional houses, and regional specialties. The teacher chooses the material by first identifying the themes and sub-themes used, and the teacher also considers the child's ability, the age of development that is developing.

This is a major factor in the selection of early childhood art learning materials. Aspects of developmental achievements and age levels of children also determine the selection of dance learning material. The material chosen by the teacher is also adjusted to the requirements of dance material for early childhood, which is a simple form, developed from the daily movements of the child, with tempos that tend to be

cheerful and adapt to the theme. This is in accordance with the opinion which states that teachers who have competencies must be able to sort and classify the learning material that will be delivered to students in accordance with the type which generally consists of facts, concepts, principles and procedures [7]. The suitability aspect has proven that teachers in TK Negeri Pembina 02 Malang City have been able to choose material that is appropriate to the theme and stages of child development.

Teachers in TK Negeri Pembina 02 Malang have also understood the knowledge of the concept of learning dance for early childhood. An understanding of this has been explained by the teacher that the learning of dancing provided is a medium to maximize the achievement of child development, the development of creativity, talent and the introduction of the country's culture. Learning to dance is a stimulus for children to train their abilities. Learning dance in early childhood is not to make children as experts in the arts, but school art education is one of the media to fulfill the development and growth functions of children, both physically and psychologically.

Based on interviews, data were also obtained that learning to dance does not only develop physical motoric aspects of children, but also enable the development of other aspects, namely social emotional and children's language, as indicated by increased self-confidence and the ability to perform in front of his friends, and the courage to tell stories and argue about the movements that have been created. Exposure to the results of the teacher's understanding of the concept of learning dancing art shows that dancing learning applied in TK Negeri Pembina 02 Kota Malang is in accordance with the purpose of dancing learning for early childhood given at school and can stimulate all aspects of child development optimally.

The suitability aspect of the selection of motion material for early childhood is indicated by the teacher's ability to sort out the dance movement material given to the child, with a simple form, easy to remember the child and an atmosphere that is created cheerful and full of joy. This is in accordance with the opinion which states that when a child reaches the age of 4 to 6 years, children are included in the age group of play, so the ability to absorb dance material also still playful, has not been able to practice seriously (seriously) then the material requirements must be simple practical and dynamic [8].

### **B. Teacher's Professional Competence in the Aspect of Organizing art Dancing Learning Material**

Competence in the aspect of organizing learning has been carried out by teachers in various ways, with the aim that learning outcomes can be optimal and memorable for children. One form of effort is to process learning material that will be taught to children. Teacher's professional competence in the aspect of organizing dance art learning material, the teachers in TK Negeri Pembina 02 Malang are good

enough. Organizing learning material activities are carried out with the development of existing dance material and the pattern of development is adapted to the stages of child development. The development of dance movements is based on the teacher's creativity and can also arise from children's expressions and creativity, but still meet the criteria for early childhood movement. The material is simple, dynamic, in accordance with the shape of the child's daily movements that are processed so that they have aesthetic value.

One application of dancing learning in TK Negeri Pembina 02 Malang is done through the introduction of traditional types of traditional dance to children. Both group A and B jointly carry out these activities on Friday. The activity begins with the children lining up in the field, and one teacher is assigned to provide dance material for children to learn using the demonstration method. Through these activities, the introduction of cultural arts can be presented, but in the early stages the introduction of the teacher does not limit the child to move according to their respective expressions, in the next stage the children will be directed to the traditional dance form of the area that has been simplified by the teacher according to their ability early childhood.

In addition dance learning material given to children is also in the form of motion and song. The form of movement and song is one of the forms of early childhood dance that is easy to learn and very close to children's play activities in school. The implementation of learning begins with an opening activity consisting of reading prayers and greetings. Then proceed with conversations between teachers and students about apperception activities in accordance with the theme. In general, the implementation of motion and song activities is carried out at the beginning of the opening activities.

If there are new moves and songs that are in accordance with the theme being applied, then the movements and songs are carried out during apperception. At the end of the lesson the teacher gives reinforcement about the activities that have been done in one day, provides reflection and reminds the material that has been given to the child, and as a form of appreciation, the teacher asks what activities are most preferred today. As a follow-up activity the teacher conveys moral messages and informs the activities of tomorrow.

Based on these results it can be concluded that the organization of learning material includes the methods or procedures carried out by the teacher so that learning runs effectively and efficiently. Motion and song are also cheerful, happy and happy in accordance with the characteristics of early childhood. This is consistent with the opinion that professional teachers will be reflected in the implementation of the duties marked by expertise in both material and methods. The method is called good when according to the characteristics of students, in accordance with the objectives or competencies to be achieved, and in accordance with the nature of the material that will be developed in learning [9].

In connection with the media used in learning namely tape recorders, cellphones, active speakers or other devices for loudspeakers. Laptop media is also used to show videos relating to dance learning materials. As for motion learning and songs in class, teachers tend to directly sing songs without accompanied by musical instruments or without the help of sound-tuning tools. This is in accordance with the opinion which states that the learning media is everything that is used by the teacher to convey the subject matter to students, so that students are attracted to their intentions and attention, aroused their thoughts and feelings in learning activities in order to achieve learning goals [10]. By using media that is rarely used by children at home, children will feel happy because children are very enthusiastic in learning.

In the evaluation stage of dancing learning, the teacher assesses the abilities that have been achieved by the child to measure the success of the learning process in the end. Some indicators used to measure these abilities include the ability of children to perform dance movements independently without being accompanied by or given examples of teachers, memorization and child-wrestling when performing movements, the suitability of the tempo of music with the movement, motivation and interest of children in learning dance art. However, the assessment conducted by the teacher is prioritized on the assessment of the process, not solely in the ability to imitate the movement exemplified by the teacher.

Evaluation of dance learning is done as a form of improvement efforts for the learning process that has been done. Evaluation is used to determine the quality or degree of learning. Through this evaluation the teacher can find out the success of the goals in learning [11]. Teacher's evaluating aims to see the success of the learning plan that has been made, not assessing the results of the learning process but rather assessing the process of delivering the material presented.

One of the inhibiting factors in learning dance that is revealed by the teacher is the ability and limitations of children in receiving learning material. Efforts have been made by the teacher to overcome these problems, namely the teacher will give more attention to children who need guidance. While the teacher's efforts to raise children's motivation and children's interest in learning activities of children's dance art is by showing videos of early childhood motion and song learning, as well as introducing new songs to be expressed by children in the form of spontaneous movements. To avoid boredom in children, at the beginning of the activity the children are invited to play first in accordance with the agreed theme with the aim of making the atmosphere more enjoyable, then the children are again directed to the core activities.

#### IV. CONCLUSION

Teacher's professional competence in the selection aspect of dancing learning material in TK Negeri Pembina 02 Malang City has been done well. The stages of development of age and stages of child art work are aspects that are considered in the selection

of learning materials. Mastery of the concept of learning dance for early childhood is also controlled by the teacher, learning dancing has been understood as one of the tools or media for the development of abilities, creativity, and all aspects of development that early childhood have. The teacher's understanding of learning goals is also quite good, the purpose of learning dance for early childhood aims to optimize children's development, especially in the aspects of gross motor physical development of early childhood and early childhood art, but it is possible to develop other aspects.

Teacher's professional competence in organizing dancing learning material in TK Negeri Pembina 02 Malang is good enough. Activities are carried out regularly once a week together and only lasts for 10 minutes. The method used by the teacher in art learning is the demonstration method. The use of media is needed to support the implementation of learning so that more evaluation activities at the end of learning are conducted to determine the level of achievement of the learning process objectives that have been carried out.

#### REFERENCES

- [1] *Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta: Citra Umbara.
- [2] E. Rosnija, Students 'Attitudes Towards Lectures in Supporting Professional Competence (Study on Students' S-1 Education Program in the Position of English Education Study Program Academic Year 2011/2012). *Jurnal Visi Ilmu Pendidikan*, 9(1).
- [3] *The Law of Ministry of National Education No. 16 / 2007 about the standards of academic qualifications and teacher competencies*. Jakarta: Kemdiknas.
- [4] E. Kusumastuti. 2004. Education of Early Childhood Dance in Tadika Puri Kindergarten Erlangga Semarang Branch as a Culture Transfer Process. *Jurnal Pengetahuan dan Pemikiran Seni*, 5(1).
- [5] W. Doyle. 1990. Case methods in the education of teachers. *Teacher Education Quarterly*, 7-15.
- [6] Wulandari. 2015. *Study of Competency Evaluation of PAUD Teachers in Early Childhood Dance Learning in Malang City Kindergarten*. Research report. Malang: Universitas Negeri Malang.
- [7] E. Mulyasa. *Teacher Competency and Certification Standards* (Mukhlis, Ed). Bandung: remaja rosdakarya. 2009.
- [8] S. Setyowati, *Dance and Choreography Education for Aged Children Dini*. Surabaya: Unesa University Press. 2012.
- [9] Supriadi, D & D. Deni. *Learning Communication*. Bandung: Remaja Rosdakarya. 2012.
- [10] U. Kustiawan, *Early Childhood Learning Resources and Media*. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang. 2013.
- [11] Mulyasa. *Being a Professional Teacher Creating Creative and Fun Learning*. Bandung: Remaja Rosdakarya. 2006.