

Creative Dance for Teaching Motor Skills for the Blind Students

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Abstract—The purpose of writing this article is to improve creative dance for blind students. The obstacles in vision; makes blind children unable to move freely, hesitate, and tend to have difficulty in moving actively. Through an implementation with auditory stimulus, the creative dance activities of blind students are to express themselves in moving through dance practice. Then, through creative methods with music stimulus, it improves the motor skills of the blind students. This research method uses a quantitative paradigm. Disapproved the blind students in Junior High School of Special Needs Bandung (SMP SLBN A Bandung). The finding of this research indicates that dance learning can actively improve the motor skills of the students.

Keywords: *blind students, creative dance, motor skill*

I. INTRODUCTION

objectives in each country tailored to the basis of each country. In Indonesia every child has the right to get proper education, regardless of the difference he has, neither children who are blind are included in children with special needs, or children who are blind have disabilities in their vision. Every person with a disability has the same rights and opportunities in all aspects of life and livelihood [1]. Blind children tend to have problems that hinder their development, as well as in the learning process. The condition of visual impairment in a person can cause limitations in several main aspects.

There are 3 aspects of motor development in blind children who attract attention more specifically, namely: being late in reaching objects, being late to be more nimble in every movement, stereotyping, and having repetitive behavior [2]. Children who are blind have basically lacked important basic concepts such as active movement sensitivity.

Blind children use the senses of hearing and touch in every activity, such as in communication as well as in learning activities. With the sense of hearing blind students can get information that can be understood by them. In dance learning blind students can receive information with their senses of hearing and touch, through music to stimulate their imagination to think creatively. Blind students' creativity can be nurtured with stimuli that suit their needs. Then the purpose of writing is to test a creative method for blind students to learn dancing for improving motor skill . Which gets results, that from the application of the creative method of blind students shows dance learning can actively increase motor skills.

Referring to the opinion that the developed arts education must pay attention to the needs and conditions of students, especially students with special needs in this case blind students. Assumptions of students, especially blind people who are difficult to teach dancing can be overcome by innovating learning strategies that are oriented to the conditions and needs of students.

II. LITERATURE REVIEW

Learning is one way to prepare so students can obtain independence when they are in the community later. Some experts state several learning objectives, especially for children with special needs. The purpose of teaching dance to students with disabilities is to help them have freedom of expression, motor flexibility, creativity, and social interaction. Dance teachers are challenged to educate students with disabilities no matter what their disability [3]. Therefore, dance teachers must assume that while students may be physically handicapped, their abilities can be built socially. The teacher's position reflects the attitudes, beliefs, and values that influence actions and relationships in the educational environment. Teacher behavior and instructional decisions are guided by their personal beliefs and by the limitations of their curriculum [4].

Characteristics Students with special needs are individuals with special characteristics that are different from children in general. Actually each child is unique, but some children have differences that can be referred to as special needs. Blind students have obstacles in muscle endurance, flexibility, and balance. They also show delays in object control, manipulation skills, and play and social skills [5].

In Masunah's research in a case study at IMPACT Art High School in Columbus, Ohio, researchers found that dance teachers use body awareness and visual skills to teach exceptional students or students with Down Syndrome [3]. So in learning for blind students need a suitable method, and can connect learning to stimulate blind students in order to stimulate the imagination in dancing.

In essence, the qualitative paradigm with a descriptive approach is a method of examining the status of human groups, an object with the aim of making descriptive, systematic or factual descriptions or paintings of facts or phenomena investigated.

The method used is the creative method. Where creativity is the ability to discover something new that develops from something that already exists and makes the combination into an innovative work. Some characteristics of the conditions of the creative person are:

- Openness to experience
- The ability to assess the situation in accordance with one's personal standard (internal locus of evaluation, and
- The ability to experiment to "play" with concepts [6].

Children with visual impairments in carrying out a movement or activity require special methods called mobility orientation. This is because children who are blind can not function their senses to capture information.

Motor skills are the capacity of a person related to the implementation and demonstration of a skill that is relatively inherent after childhood [7]. For that they need to be given special training and guidance to train the rest of the senses that are still functioning. Understanding the orientation of mobility itself that is, the ability, readiness and ease of moving and moving from one position or place to another desired position or place safely, efficiently and well without asking for help from others [8].

As the explanation above blind children communicate and get information with a touch and listener. In this study the focus is on these two aspects, by stimulating imagination through music to foster a sense of creativity. Some experts claim that music has very broad benefits, including mental, physical, emotional and social aspects. According to Mlyartin there are ten benefits of learning music:

- Music can change the shape of the brain
- Improve language skills;
- Develop mental functions
- Stimulate movement and develop physical coordination control abilities
- Develop memory and information storage
- Help understand mathematics and science
- Develop communication skills and express themselves
- Help children work together
- Help emotional and physical health
- Increase creativity [9].

Based on these explanations, it appears that music has the power to help individuals grow and develop properly. There is a relationship between listening, mental, emotional and movement activities when someone is listening and enjoying music, and all of this is regulated in the brain [9].

Based on research on the process of learning music for Down Syndrome children in the "Dian Indonesia Music Park" (Jakarta), it was found that through the activity of listening to music, moving to music, and playing musical instruments, children with Down syndrome have increased.

III. METHODS

This study uses a qualitative research approach paradigm with descriptive research type. This type of descriptive research can reveal and describe or explain an event so that it can know the actual situation. Qualitative methods are research that intends to understand the phenomena about what is experienced by research subjects such as behaviour, perception, motivation, actions etc. Holistically, and in a descriptive way in the form of words and language, in a special natural context and by utilizing various natural methods [10].

In this study conducted at SLBN A Bandung Middle School, class VII in dance learning using creative methods can lead blind students to express themselves freely, but still through guidance, so they can find out various dance moves, utilize their limbs as a medium of motion, and feel freedom moves broadly in expressing imagination in dancing.

IV. RESULTS AND DISCUSSION

Research in dance learning at SLBN A Bandung Middle School emphasizes the understanding of dance using music to stimulate the creativity of blind students, the sample included 15 blind students in class VII.

Learning begins with observation, to find out how far the understanding of motion in blind students. What can be drawn from the results is that blind students at SMP SLBN A Bandung, have difficulty in understanding and mastering movements in dancing, as well as sensitivity to music due to their limitations.

After observing, to improve the problems faced by blind students, namely by providing stimulus to blind students. The first thing to do about the elements contained in dance learning, namely space, in training students only move in place, students are asked to classify spaces consisting of large, medium and small spaces by touching 3 boxes each of which has a small size, medium and large, then students are asked to imagine, if students are in a small box then the space used in moving is limited, whereas if in a large box, the space to move is getting wider and bigger.

Furthermore, to understand the time in dancing, blind students are given a stimulus to listen to music that has a different tempo, in dancing time is divided into 3, fast, medium and slow time. For a quick time the students were asked to listen to the lizard song on the wall with a fast tempo, for the time being, students were listened to my balloon song, while for the slow time the students were listened to by the song of an old bird. After being given a stimulus, the students imagine to classify the time that is fast, moderate and slow in moving.

The last element is power, where power is divided into 3, strong, medium, and small, students are given a stimulus by feeling a ball, and asked to press to feel the energy being exerted, first students are asked to press hard, so it takes energy the big one to press it, then asked to loosen the pressure, so that it produces moderate power, and finally students are asked to only hold the ball, so that no energy is expended.

In training, after students are given a stimulus through touch and hearing, students are able to imagine so that they

group elements contained in dance, students are able to move using dance elements. For the last stimulus, students are listened to music again to move actively with the elements in it. Students are listened to again by the song of an old bird. Students are introduced to movements that start to move, such as walking two or four steps, going left - right, front - back, following the tempo of the music. Through an initial understanding of the various movements that can be done, then connected to the rhythm that is heard through music. Which turns out the movement in the dance uses elements of large space, using slow time and small energy. In accordance with the song they heard.

After they are able to master and classify their movements through space, time and energy, then students are guided to arrange dance movements as a result of their creativity into a dance work. The structure of music provides a framework for how they can develop variations in motion.

In these activities students were very enthusiastic about learning the dance. This phenomenon explains the development of motor skills in blind children in knowing the understanding of dance learning. By moving they can feel the joy of music and dance deeper, they dare to smile while strolling and jumping while laughing. This shows the success of creative methods in addition to understanding dance, is also able to increase the confidence in him to express. This experience helps them to understand the elements of motion in dance and music namely tones. When learning to understand the different movements of different music for certain motion identities. It turned out that when they were asked to dance to the song titled "Burung Kaka Tua (Cookatoo)", almost all students moved correctly using space, time and energy in accordance with the rhythm of the music.

V. CONCLUSION

Discussion in this paper reveals the reality of the role of creative methods by fostering the sense of imagination of blind children by stimulating hearing with music. Where blind

children are able to learn dance movements with elements in them, namely space, time and energy, which are grouped with different music. Teaching dance to blind children using suitable methods facilitate and demonstrate success in learning dance for blind children.

The results of this study the development of motor skills in blind children in knowing dance learning understanding. By moving they can feel the joy of music and dance deeper, they dare to smile while strolling and jumping while laughing. This shows the success of creative methods in addition to understanding dance, is also able to increase the confidence in him to express.

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