

The Effect of the Simpai Game Dance on the Body Balance of Group A Children TK Dharma Wanita Persatuan I Jatikerto

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ABSTRACT

The effect of the Simpai Dance on the Body Balance of the Children of Group A Kindergarten Dharma Wanita Persatuan I Jatikerto is the title of this research which aims to find out whether the Simpai dance has an influence on the balance of the body of the group A children. The research method used in this study is a pre-experiment the design used is one-group pre-test-post-test design. This research uses data collection techniques namely observation, interview and documentation. Instruments for pre-test and post-test use observation sheets and documentation. Obtaining an average score of the pre-test of 8.32 and an average score of the post-test of 13.11 with an average score difference of 4.71. Correlation test results between the 2 variables amounted to 0.847, while the results of the calculation of the t value of 21.717 with a t_{table} value of 2.052. Based on the explanation, it can be concluded that H_0 is rejected and H_a is accepted, meaning that the Simpai dance affects the balance of the body of group A children in TK Dharma Wanita Persatuan I Jatikerto.

Keywords: Simpai Dance, Body Balance, Children of Group A

1. INTRODUCTION

Motor development is the development of physical changes in early childhood to improve motor movement skills from simple movements to complex movements. The maturity of movement from simple to complex movements occupies an important position for early childhood because all children's daily activities involve cooperation between muscles in the body, so that motor development can affect other aspects of development. In line with the opinion of Sujiono and Wiyani (2014), early childhood motor development is defined as a change in body shape that affects body movement skills by involving the large muscles in the body.

Motor development cannot be separated from the elements of physical fitness because in the elements of physical fitness, children are needed for the formation and development of motor skills. One of the elements of physical fitness that needs to receive a stimulus is balance. Balance is very important to support all children's activities. According to Gallahue (2006), balance is the ability to maintain a person's body balance when placed in various positions. Balance is the basis for

all movement and is affected by visual, tactile-kinesthetic, and vestibulation stimulation.

Rahyubi (2014) stated that the development of balance is divided into two, namely static balance and dynamic balance. Static balance is the ability to maintain a certain body position so that it does not sway or collapse or it can also be termed balance when the body is still, for example standing on one leg. Dynamic balance is the ability to keep the body from falling while doing a movement or balance the body while moving, for example when running. According to Irfan in (Pratiwi & Munawar, 2014) the factors that influence body balance are as follows: 1) center of gravity (COG). The center of gravity is the main point on the body that distributes body mass evenly which can affect the body in a balanced state because the body is supported at this point. 2) the line of gravity (Line of Gravity-LOG). The line of gravity is an imaginary line that runs vertically through the center of gravity with the center of the earth. The relationship between the line of gravity, the center of gravity and the fulcrum is to determine the stability of the body, and 3) the fulcrum (Base of Support-BOS). The fulcrum is the part of the body that is connected to the surface of the

support or support, if the line of gravity is directly behind the heel, the body is in a balanced state.

Based on the results of observations and interviews conducted on 29 November 2019 to 07 December 2019 at TK Dharma Wanita Persatuan I Jatikerto in group A children for gross motoric physical learning activities, the findings were: 1) the number of students in group A was 28 with 2 study groups. , 2) gross motoric physical learning in the form of morning exercise together 3 times a week, 3) gross motoric physical learning activities in the form of playing outside the classroom which is done once a week on Saturdays, and 4) gross motoric learning activities for the element of fitness physical activity focuses on eye and hand coordination through playing catch and throw the ball.

The results of interviews with class A teachers which were conducted on December 2 - 6 2019, obtained the findings: 1) understanding of gross motoric physical development to introduce the functions and movements of the limbs and provide physical development training for children, 2) the benefits of physical gross motoric learning for children. children are to introduce the usefulness of the limbs and train the muscles to be stronger, 3) physical learning of gross motor skills in TK Dharma Wanita through various play activities to physically train the children in and outside the classroom, 4) the media used in the activities Gross motoric physical learning, namely balls, boardwalks, rainbow ladders, chicks, and rubber ropes, 5) 22 children of 28 with a percentage of 75% for gross motoric physical activities in the aspect of undeveloped physical fitness are balance, 6) inhibiting factors in gross motoric physical learning is incomplete media and child development that has not been m atang, 7) efforts to overcome these obstacles are to use safe and harmless substitute media and assist children in playing activities, and 8) the driving factor in gross motoric physical learning is the availability of attractive media for children and children's enthusiasm in motoric physical activities. Rough.

The findings obtained in the field for the characteristics of gross motor development of children aged 4-5 years are not in accordance with those stated by Allen & Marotz (2010), namely walking in a straight line, walking in a circular line, walking forward / backward on a line, standing on one leg, walk right / left, and jump on one leg. In children aged 4-5 years, the stages of motor development are children who are able to balance their body on one leg according to the opinion of Desmita (2015). The stages of development according to Sujiono (2014) and Fitts & Postner in (Sumantri, 2005) are as follows 1) verbal cognitive stage. The cognitive stage is the initial stage for children to learn and think actively to recognize and remember certain movements. 2) the associative stage. The associative stage is the second stage for children to understand and try to correct the movements being learned so as not to make mistakes

again in the future. 3) the automation / autonomous stage. The autonomous stage (automation) is the final stage for children to respond and perform movements automatically with a more efficient level of mastery of movements and less errors.

In connection with the findings in the field that children need an activity that is interesting and fun, problem solving that can stimulate the balance of the body of group A children is the hoop dance game. In accordance with the opinion of Wulandari (2015) dance in the context of early childhood education is a tool or media used to develop children's attitudes, mindsets and motor skills towards maturity. Rachmi (2017) argues that dance is directly tied to human body movements, the body as a tool and body movements as the medium. Therefore, dance can affect the gross motoric development of early childhood because the basic element of dance is movement, by moving the child involves the muscles of the body.

Tias (2013) dance game hoop is a dance that describes children playing using a hoop by moving the hoop into a dance. The benefits of the hoop dance are as follows: 1) train children's motor skills. The game of hoop dance in this study has simple dance movements and involves all members of the child's body so that this dance game is easy for children to follow and can help the development of children's gross motor skills, especially body balance. 2) foster children's creativity. This hoop game dance can also hone children's creativity because children can try to make their own dance movements from movements that have been seen by children by using the hoop as a medium for playing or dancing, and 3) training the child's spatial visual intelligence. Hoop game dance can train children's spatial visual intelligence because children must understand where their position is and also have to know the direction.

A hoop or what is known as a hula hoop is a circular object with a size of about 70-72 cm made of soft materials such as rattan, wood and plastic materials in the form of pipes which can be used to develop various movement activities (Rohman and Novitasari, Nasirun, & D., 2019). In this study, the hoop used is a loop made of plastic hose with a length of 70-90 cm which is formed into a circle by connecting the ends of the plastic hose and then the plastic hose is wrapped with a ribbon rope (Tias, 2013).

Previous research conducted by Tias (2013) entitled "The Development of Simpai Game Dance on Gross Motor Learning at Mutiara Hati Kindergarten, Nganjuk Regency". The results showed that the hoop game dance can develop balance abilities, locomotor movement skills, non-locomotor movement skills, and manipulative movement skills. The media used in this hoop game dance is a hoop using a material that is safe for children, namely a plastic hose wrapped around a ribbon to make it attractive to the child. The hoop game dance which

contains aspects of convenience, safety, and fun is declared good and worthy of use.

Based on the explanation above, the researcher is interested in testing how much influence the game of hoop dance has in stimulating the balance of the body of the children in group A. The title of this research is "The Effect of the Dance of the Simpai Game on the Body Balance of Group A Children in TK Dharma Wanita Persatuan I Jatikerto".

2. METHOD

The method used in this research is experimental research with a pre-experimental research design. The design used was a one-group pre-test-posttest design. This design has a pre-test before being given treatment, then to determine the effect of the hoop dance game, a post-test is carried out. The results of the pre-test are compared to the post-test so that the results of the treatment can be known more accurately. The research design of the one-group pre-test-posttest design according to Sugiyono (2015:111) is as follows:

$$O_1 X O_2$$

(1)

Information:

O1 = pre-test value (before experiment)

X = experiment

O2 = post-test value (after experiment)

The subjects used in data collection in this study were the children of group A TK Dharma Wanita Persatuan I Jatikerto, totaling 28 children. Data were collected during the learning process by involving the class teacher in the research.

Validity test and reliability test on this research instrument are used to measure the validity of an instrument. The validity test in this study used the construct validity test with the research instrument being consulted by experts. The reliability test in this study used an external reliability test with the Cronbach Alpha formula to test the reliability of a research instrument using SPSS version 22.

Data collection techniques used in this study were observation, interviews, and documentation. The instruments used for data collection in this study were observation and documentation. In the observation using the observation sheet guideline instrument and documentation in the form of image documents. The observation sheets in this study contained 2 observation sheets, namely the pre-test and posttest observation sheets. The pre-test and posttest observation sheets were used to obtain data and information on the balance of the child's body before and after giving treatment in the form

of a hoop dance game. The documentation used in this research is in the form of photos of activities during the pre-test, post-test, and treatment taking place in order to provide clear information about the differences in children's body balance.

Table 1. Observation Results of Pre-test and Posttest Child Body Balance

No	Name	Pre-test	Post-test	Differences
1	Azm	8	12	4
2	Hda	7	12	5
3	Aht	9	13	4
4	Fhn	6	12	6
5	Brn	6	12	6
6	Nlm	12	15	3
7	Jbr	7	12	5
8	Mhd	6	12	6
9	Tjdn	8	12	4
10	Ai	8	14	6
11	La	6	12	6
12	Syf	9	12	3
13	Yngw	7	12	5
14	Hn	8	13	5
15	Abz	11	14	3
16	Fth	9	12	3
17	Vn	6	12	6
18	Apr	7	12	5
19	Ary	13	18	5
20	Ns	10	14	4
21	Dfa	6	12	6
22	Dst	8	13	5
23	Dv	13	18	5
24	Vc	6	12	6
25	Krn	8	14	4
26	Knz	9	12	3
27	Kyz	12	15	3
28	Jngg	8	14	6
	Total	233	367	132
	Mean	8,321429	13,10714	4,714286

Data analysis was performed after the data had been collected. The data will be analyzed using SPSS version 22. The pre-test and post-test observation sheet data were analyzed using SPSS version 22 to test the hypothesis using the t test.

3. RESULT

Based on the results of pre-test and post-test observations on gross motoric learning, especially for the body balance of group A children at TK Dharma Wanita Persatuan I Jatikerto, it shows that there is an effect of the game of hoop dance on the body balance of children in group A. This can be seen from the differences obtained in the results of the pre-test and posttest. Below is a table of the results of the pre-test and post-test observations as follows.

Based on table 1, the observation results of the pre-test activities before being given treatment in the form of hoop dance games still show a low score with an average score of 8.32. After being given treatment in the form of hoop game dance, the results of the post-test activity observation showed a high score with an average score of 13.11. This shows that the change in the average score

from pre-test to post-test has increased with an average score difference of 4.71 which indicates that hoop dance affects the balance of the child's body.

The results of the pre-test and post-test scores were then analyzed using SPSS version 22 to test the hypothesis. The analysis used to determine the correlation between the activities before and after giving treatment in the form of hoop dance using Paired Samples Test and Paired Samples Correlations. Below are the results of the calculation of hypothesis testing using SPSS as follows.

Based on table 2 shows the results of the 2 variables correlation of 0.847 with a significance value of 0.000, which indicates that the average score before and after treatment in the form of hoop dance shows a significant and strong relationship.

Table 2. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & Posttest	28	.847	.000

Based on table 3 which shows the results of the t test calculation using SPSS with a negative t value because the average value of the pre-test results is lower than the average value of the posttest results, but in the context of the t count value remains positive to 21.717. The significance level used is 5% (0.05). The value of t table with a significance of 0.05 obtained a value of 2.052 as a result of df 27 which is in accordance with the t distribution table. Therefore, it is obtained t count (21.717) > t table (2.052) which means that Ho is rejected and Ha is accepted, so that the hoop dance affects the body balance of the children in group A.

4. DISCUSSION

Gross motor movements are formed when children begin to have coordination and balance that is almost like adults. Gross motor movements involve the activity of the muscles of the hands, feet and the whole body of the child. This is as stated by Sujiono and Wiyani (2014) gross motor movement is a change in body shape in early childhood that involves large muscles in the body that affect children's body movement skills. In the pre-test activities that researchers have done at TK Dharma Wanita Persatuan I Jatikerto for gross motor activities, all of the activities involve the child's entire body starting from the hands, feet, and coordination of the muscles in

the child's body so that the child can improve their body movement skills.

The pre-test activities that researchers have done at TK Dharma Wanita Persatuan I Jatikerto in obtaining data for gross motor activities owned by group A children are used as research samples in the form of aspects of physical fitness, namely body balance. According to Gallahue (2006) balance is the ability to maintain body balance when placed in various positions. Agree with this in the pre-test activity to assess body balance based on the characteristics of children aged 4-5 years as stated by Allen & Marotz (2010), namely the movement of walking forward and backward in a straight line, walking in a circular line, walking forward / backward in over a line, stand on one leg, walk right / left, and jump on one leg.

In the pre-test activities all gross motor activities use static balance and dynamic balance according to the opinion of Rahyubi (2014). The static balance in the pre-test activities is in the form of standing on one leg by shaking the hips for 5 seconds according to the statement from Desmita (2015), while the dynamic balance in the pre-test activities is in the form of walking forward and backward in a straight line, walking in a circular line, walk forward / backward over a line, walk right / left, and jump on one leg in a zig zag.

Group A which served as the research sample consisted of two class A with a total of 28 children. When doing the pre-test activities, the researcher applied gross motoric activities by using the activities of the researcher who had elements of physical fitness in the form of body balance. Then the researcher made observations to each child using the instruments that the researcher had made. Data from pre-test activities in class A TK Dharma Wanita Persatuan I Jatikerto show that as many as 22 children got low scores, 6 children got moderate scores, and for high scores were obtained as many as 0 children with an average of 8.32. The statement is in accordance with Sujiono (2014) when children do pre-test activities, children are still in the motor learning development stage, namely the cognitive stage. At the cognitive stage, children are still in the early stages of learning, movements by seeing and trying to practice the movements they are learning even though the movements are not good

Hoop game dance is given to children as a treatment activity after assessing the pre-test activities. The hoop

Table 3. Paired Samples Correlations

	Paired Difference					T	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1 Pre-test-Post-test	-4,786	1,166	,220	-5,238	-4,334	-21,717	27	,000	

dance activity is carried out to stimulate the physical development of children's gross motor skills in the aspect of physical fitness, namely body balance. According to Tias (2013), hoop game dance can be used as an alternative in gross motor learning which develops balance of motion skills, locomotor movement abilities, non-locomotor movement abilities, and manipulative movement abilities. In post-test activities, gross motoric learning focuses on developing the ability to balance the body through the same activities as in the pre-test activities. The posttest activity consists of walking forward and backward in a straight line, walking in a circular line, walking forward / backward on a line, standing on one leg, walking right / left, and jumping on one leg.

According to Rohman and Novitasari, Nasirun, & D., (2019) the hula hoop game uses a 70-72 cm hoop made of rattan, wood, and plastic materials, with the games being played individually or in pairs or even groups. In this study, the hoops used for treatment activities are made of materials that are safe for children, namely the material from a plastic hose with a hose length of 70 cm and 90 cm. The ends of the plastic hose are connected to form a circle and after becoming a circle of plastic hose wrapped with ribbon to make it attractive to the child. In the game treatment activities are carried out together with each child holding a hoop as a tool for dancing. The game of hoop dance in treatment activities is in accordance with Tias (2013) the dance movements in this study use simple movements because they consist of 6 movements that are easy to imitate by children, and use musical accompaniment with the song title "Naik Delman" to attract attention child to follow the movements.

Data from posttest activities in class A TK Dharma Wanita Persatuan I Jatikerto show that as many as 0 children get low scores, moderate scores are 19 children, and for high scores, 9 children are obtained with an average of 13.11. At the time the researchers carried out post-test activities for gross motor skills, group A children had shown very good progress. This is shown by the children by improving the movements that have been learned in the pre-test activities, so that the children have shown progress in practicing the movements and no children get low scores. In line with the opinion expressed by Hidajat (2016) the development of early childhood movement activities, namely imitating, manipulating, and being modest. In treatment activities, the child sees dance movements exemplified by the researcher, then the child imitates the dance movements he has seen and unconsciously the child has demonstrated the movements he has observed. This statement is in accordance with what was stated by Fitts and Postner in Sumantri (2005) on post-test activities of children at the associative stage. The associative stage in the posttest activity in this study is that the child has improved and understood the movements that have been learned in the pre-test activity.

The hoop game dance applied by the researcher is a game dance that is presented in the form of a game with the hoop as a means to carry out game dance. This hoop game dance was adapted from previous research by (Tias, 2013) with modifications in terms of songs and some dance movements. This hoop game dance has received expert validation and the hoop game dance which contains aspects of ease, safety, and comfort is declared good and worthy of use.

The hoop game dance that has been applied by researchers in class A can show that the ability of gross motoric physical development, especially the balance of the child's body, increases. This is evidenced by comparing the results of the pre-test and posttest activity scores which indicate an increase in the average score. Researchers also tested the truth of the hypothesis by calculating the pre-test and post-test values using SPSS with the formula paired samples test to determine t count.

The results of the t test that has been carried out by researchers in the form of t count shows that when compared with the t table it produces a greater number. The t value is 21.717 while the t table is 2.052 because the t value is greater than the t table value, it can be concluded that H_a is accepted and H_o is rejected. The hoop game dance proved to be effective on the balance of the body of the group A children at TK Dharma Wanita Persatuan I Jatikerto.

Hoop game dance is effectively carried out in gross motoric physical learning activities. This is in accordance with the results of hypothesis testing which shows that the hoop game dance is very effective to be applied in children's body balance training. Agree with Sutini's (2012) opinion that dance is a special activity that is not only an expression of motion that expresses feelings in the form of motion without direction and purpose, but dance can stimulate to influence the kinesthetic nerve organs as a manifestation of constructive patterns. The game of hoop dance in the study affects the balance of the child's body because the child imitates the dance movements he sees so that it can affect the child's kinesthetic to cultivate their motor skills as suggested by Hidajat (2016). The movement of the hoop game dance that involves the child to move places by shifting the body to the right and to the left and stepping to the right and left. In line with Rachmi's (2017) opinion, dance is directly tied to human body movements, the body as a tool and body movements as the medium. Therefore, dance requires all members of the body to perform dance movements that can improve gross motor physical abilities while maintaining the body to be stable when performing dance movements.

5. CONCLUSION

Based on the results of pre-experimental research entitled "The Effect of the Dance of the Simpai Game on

the Body Balance of Group A Children in TK Dharma Wanita Persatuan I Jatikerto", it can be concluded that the game of hoop dance has an effect on the body balance of group A children at TK Dharma Wanita Persatuan I Jatikerto. In the pre-test and post-test activities implementing gross motoric activities using activities from researchers who have 6 indicators that are in accordance with the characteristics of gross motor development, especially for the balance of the child's body, such as being able to walk in a straight line, being able to lift one leg, being able to walk with various variations (back and forth in a line), and walking in a circular line. This can be seen from the increase in the average value of the pre-test activity which was originally 8.32 and increased to 13.11 in the posttest activity with an average difference of 4.71.

The results of the analysis using the t test note that the t value is greater than the t table. The value of t count = 21.717 while t table = 2.052 with df = 27 and a significance value of 0.05. Based on the results of these values indicate that t count > t table (21.717 > 2.052). This shows that Ho is rejected and Ha is accepted, which means that the game of hoop dance affects the body balance of group A children at TK Dharma Wanita Persatuan I Jatikerto.

Suggestions for schools that function as early childhood education institutions that are tasked with developing all aspects of child development, it is necessary for teachers to be given innovations in gross motor learning, one of which is a game of sympathy dance for group A children at TK Dharma Wanita Persatuan I Jatikerto. Suggestions for gross motor learning teachers in the form of hoop dance games can be used as an alternative for teachers in providing gross motoric learning to children, and can provide innovation to teachers to be more creative in providing gross motor learning to children so that children are more enthusiastic about participating in learning. Suggestions for gross motor learning researchers are in the form of hoop dance as a means to apply the knowledge that has been obtained while attending lectures, and can develop knowledge from lectures through research.

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