

# The Process of Rupa Dance Creation as an Emotional Processing Medium for Gifted Children with Special Needs

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## ABSTRACT

Gifted children or children with special needs require an emotional processing medium that corresponds to their feelings. This study aims to develop a dance creation as a positive emotional processing medium for gifted children with special needs. This is a research and development (R&D) study using a dance creation model which consists of four stages, i.e. (1) exploration, (2) improvisation, (3) composition, and (4) evaluation by involving children with special needs. The result is a dance product named Rupa Dance. The Rupa Dance was then taught to children with special needs. Data collection was conducted by participatory observation. Data analysis was performed using descriptive techniques. The result shows that the dance created by involving children with special needs could be a medium for processing positive emotions and a medium for creative expression for gifted children with special needs.

**Keywords:** *Dance Creation, Emotional Processing, Gifted Children*

## 1. INTRODUCTION

This research was motivated by a sense of curiosity and concern in artistic expression by emotional processing in children with special needs. There is less attention to children with special needs characteristics, exceptionally intelligent or gifted children. According to [1], gifted children have extraordinary intelligence (IQ above 130), have high creative abilities, strong motivation, and commit to completing high tasks. According to [2], a gifted child can develop with a high potential capacity employing the large-scale developmental influence that requires a large amount of stimulation. This large-scale development then also affects the social-emotional development of gifted children. This large-scale development in the emotional aspect has several risks that can negatively impact personality-building development, causing them to be very shy, afraid of mistakes, anxious, and even depressed [3].

Gifted children are privileged at a high level of intelligence; however, this does not occur at an emotional level. Gifted children have a high emotional level that will harm them if not processed correctly. Gifted children's emotions can be processed by an artistic

expression such as dancing and other forms of art. The world of art is concerned with developing right brain functions such as creativity, imagination, equality, music, form, space, and color. Therefore, artistic expression is important for processing positive emotions so that gifted children can develop creative and innovative ideas to be critical and productive. In this case, art could help building the emotion of gifted children better and produce a work of art from their creativity. One of the artistic expressions that can be done to develop and process gifted children's emotions is dancing.

The essence of dance education concerns cognitive, affective, and psychomotor aspects that manifest in personality formation. In this case, this activity influences the positive emotional processing of gifted children. Cognitive is a realm related to the intellectual and self-development of children in thinking and solving problems. Affective domain deals with behavior such as attitudes, interests, emotions, life values, and appreciation (acceptance, response or participation, assessment or determination of attitudes, organization, the formation of life patterns). Psychomotor is an ability that involves physical and muscular activities (imitation, manipulation, consistency, articulation). These three

aspects determine the quality of a gifted children's personality as well.

In learning to dance, humans have superior intelligence in the aspect of processing their body movements. Humans have good body balance. Moreover, by interacting through the space around them, they could memorize and transform any information they receive in the context of learning to develop their interests and talents. Dance exercise and learning for emotional processing in gifted children are crucial. The potential intelligence, creativity, and high commitment possessed by gifted children can be trained and developed to create high self-confidence and dare to produce a dance work. Based on this frame of mind, a special dance for gifted children was designed.

The dance design for gifted children is manifested in creating motion and visual compositions applied to gifted children aged 17 years. The initial idea of creation was inspired by gifted children's emotional expressions, such as happiness, sadness, peacefulness, anxiety, disappointment, fear, anger, and freedom. Furthermore, it was developed by adapting several simple forms of motion with emotional expressions that gifted children have. Simple, unique, and attractive dance movements are expected to be enjoyed, performed, and utilized according to gifted children's needs and abilities. This motion is essential in the positive emotional processing and development of gifted children's attitude and behavior so that they impact practical and social actions with themselves and their environment.

The presentation of the simple movements following the experiences and physical abilities of gifted children is believed to foster a critical attitude and empathy for themselves and the social environment in reducing the growth of negative emotional processing and social conflict. This dance presentation can be visualized through art performances and emotional processing for gifted children seminars. This gifted children's dance can be performed anywhere, not necessarily in constructing a particular stage or space, both indoors and outdoors. This performance is essential for instilling aesthetic, ethical, and spiritual values in gifted children from an early age.

This research on dance creation in gifted children is emphasized on providing stimulation in the form of dance movements, feeling processing, breathing exercises, dance composition, and self-understanding of the emotions felt by them. After that, gifted children were expected to understand the emotions they want to express by exploring motion with the support of musical instruments. This is done to produce positive emotional processing in the form of dance compositions.

## **2. RESEARCH METHOD**

The research method used in this study was Research and Development (R&D). [4] states that research and development (R&D) is a research approach to produce a new product or to improve an existing product. The research model used in this study consisted of four stages; they are (1) exploration, (2) improvisation, (3) composition, and (4) evaluation involving gifted children. The result of the dance creation is in the form of a dance product entitled Rupa Dance. The dance was then taught to children with special needs (gifted children). The data collection technique was conducted by participatory observation. The observation was carried out by directly involved with the lives of the gifted children who were being observed. The research data were then analyzed descriptively.

## **3. FINDINGS AND DISCUSSION**

According to Bagong Kussudiardja in [5], dance is the beauty of the shape of the human body's limbs that moves, is rhythmic, and has a harmonious spirit. This harmony is evidenced by making the body a means of verbal communication through body language in contemporary dance. Contemporary dance is a dance that is not bound by the standards of movement as in traditional dances to reflect certain situations that are being passed. According to Suhaimi Magi in [6], the principle in contemporary dance is the conceptual problem presented by the dance, the clarity of the idea, actual and contextual, meaning that the movement must contain elements of novelty and ideas that depart from current issues. Thus, these dance works are innovative and contextual with the present circumstances from the point of view of any problems. In this case, gifted children process their emotions with the help of the contemporary dance movement to freely express their emotions in dance composition.

### **3.1. Creation Method**

Creating Rupa dance, a collaborative work with gifted children, was accomplished through exploration, improvisation, composition, and evaluation.

#### **3.1.1. Exploration**

Exploration as an initial stage is an activity carried out to explore and get ideas for dance movements as new findings in development and changes following the choreography's aesthetic needs. Exploration can be developed by observing the emotional expressions of gifted children. Then they could explore movements according to their abilities and skills that can facilitate their understanding and learning.

### *3.1.2. Improvisation*

The motion from the exploration process results needs to be interpreted through improvised movements to get typical signs of the gifted children's emotional expression. Movement improvisation is required in enriching the overall performance of the dance.

### *3.1.3. Composition*

Composition is the stage taken after going through the exploration stage and the improvisation stage by considering each movement's selection process' overall quality according to the work's needs. Dance composition is a combination of dance elements that include dance movements, accompaniment, make-up and clothing, floor patterns, dance properties, and performance techniques. The selection of dancers is based on considering the child's quality and ability to play each dance move. In creating this contemporary dance, gifted children should have the background to dance. Thus, it is easier to make dance compositions.

### *3.1.4. Evaluation*

Evaluation was the final stage of the dance creation process after exploration, improvisation to composition through selecting, deciding, and determining dance movements. This evaluation activity was performed to ensure this work of art is really of high quality and worthy of being performed by children with special needs, particularly 17-year-old gifted children. Evaluation of the form of presentation has a significant meaning to get a work format relevant to the level of ability and skills of gifted children.

## **3.2. Dance Creation Process**

Creating dance refers to the understanding of artistic governance concerning themes, ideas, and titles of works. The determination of themes, concepts, and work titles in this choreography symbolizes the emotional expressions possessed by gifted children, including happiness, sadness, peacefulness, anxiety, disappointment, fear, anger, and freedom. Therefore, when they are processing their emotions through the dance movements, it impacts positive emotional processing. The emotional expressions possessed by gifted children are then processed through the movements that they make themselves supported by the properties of colored fabrics to become more interested in cultivating their bodies and generate confidence, peacefulness, happiness, and tranquility. The title of this dance is Rupa Dance, which symbolizes emotional expressions possessed by gifted children. Each emotion has its understanding that could better understand their thoughts, bodies, feelings, and emotions.

## **3.3. Thoughts, Imagination, and Creativity Creation**

Thoughts, imagination, and creativity in dance creation in children are undoubtedly related to determine dance figures and movements. These aspects are expected to contribute to the development of education and creativity. The creation process is a creative learning process that substantially contains cognitive, affective, and psychomotor aspects. Rupa Dance for gifted children is a product of positive emotional processing that can be used as a performance product to train skills and courage in dancing. The body as an expressive instrument is a movement medium that is taught to children with special needs in the gifted category to consciously have artistic experiences.

### *3.3.1. Figure*

In Rupa Dance, there are no special characters present, but as a whole, they are individuals who have expressions of joy, sadness, peacefulness, anxiety, disappointment, fear, anger, and freedom. Gifted children danced it by completing a one-character presentation, then after things get better and calm, it is continued to the next character expression. Character expressions also make gifted children aware of their emotional state and make them aware of their feelings to be more relaxed and accepting.

### *3.3.2. Dance Movements*

Rupa Dance movements are originated from nature, animal forms, the surrounding environment, personal bodies, and gifted children's emotional expressions to look attractive and straightforward. The body as an expressive instrument is explored optimally by considering each element and gesture's movement, which is monumental and unique. Forms and motion techniques were developed under energy, space, and time in each motion motif. The combination of motion motives will produce an aesthetic motion sentence.

### *3.3.3. Dancers*

The dancers in Rupa Dance can perform solo, in a duet, or groups. However, in this case, the gifted child dances individually to freely process their emotional expressions to be freer to express their movements gracefully and dynamically without any fear.



**Figure 1.** Solo gifted child dancer composition

### 3.3.4. *Make-Up and Wardrobe*

Make-up is intended to change the physical appearance (visually) into the character that is portrayed. The make-up and wardrobe function is to form a gifted child of a young girl who is sweet, smart, beautiful and elegant, so the make-up used is natural make-up with loose hair and a white dress that gives the impression of freedom and a form of self-awareness.

### 3.3.5. *Property*

Dance property is all the accessories and equipments in a dancing performance or demonstration; thus, the concept of the dance and its property must match and support each other. In this case, Rupa Dance uses three main cloth properties, including white as a symbol of balance expression, red as a symbol of anger, and yellow as a symbol of joy and happiness.

### 3.3.6. *Performance Technique*

In the performing arts, the showplace is very important. The performance technique in Rupa Dance adapts to the conditions in which the dance is presented, which can be in the form of a pavilion, temple, proscenium stage, or field. The rest of this dance is specifically for the dancers' (the gifted children) positive emotional processing.

## 4. CONCLUSION

The process of composing Rupa Dance aimed to be used as a medium for positive emotional processing and expressive medium for gifted children with special needs through their passionate, symbolic expressions. This expressive medium was expected to impact the cognitive, affective, and psychomotor aspects of gifted children. Thus, that they can produce the quality of intelligence and integrity in self-understanding, which has an impact

on their characters. Also, emotional processing through the process of creating dance in gifted children can be used as a therapy that can provide mental and emotional benefits to them through the application of creative dance movements for therapeutic activities, which include: (1) increasing integrity, cognition, affection, and physical experience, (2) complementary expressions, (3) increasing self-awareness; (4) as a form of coping to overcome problems of pressure/stress, mood swing, and negative emotions, (5) helping to improve self-efficacy; and (6) as a form of social support for gifted children.

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