

Training of Teaching Music and Movement Competency for the Early Childhood Teacher

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Abstract—This article interprets the result of the training activity for the teaching music and movement competency for the early childhood teachers. This activity was attended by early childhood teachers in Depok on July 21st 2018. The training material used was music and movement whose essential concept as one of the medias to develop the basic competence of early childhood. Furthermore, the training was also involved cooperative learning which acted as the approach. This approach facilitates the teachers methodically and didactically in teaching using music and movement to the early childhood students. This training produced competence of teacher specifically in developing teaching material, not only in the field of arts development to early childhood, but also in the scope of the development of other fields.

Keywords—teaching competency; cooperative learning; music and movement; early childhood

I. INTRODUCTION

Music and Movement is starting to become the main concern again after it was set in the 2013 Curriculum as one of the scopes of the development of Early Childhood. The scope of art development is in the Core Skills Competency. This is an illustration of the achievement of the standard level of achievement of child development (STPPA) at the end of PAUD services. This include: children are being able to show what is known, felt, needed, and thought through language, music, movements, and works productively and creatively, and reflecting the behavior of children with noble character. As one of the practitioners and academics specialized in the field of art for early childhood.

The existence of art that is in this 2013 curriculum, will be the concern of agencies and related parties, while at the same time will re-color and strengthen the learning process in Early Childhood Education.

The achievement of STPPA in PAUD services, especially in the scope of art development requires a long process, because it will be related to the art material that will be developed and the competencies of teachers related to expertise in the arts. The art material that will be delivered to early childhood must be in accordance with the age and developmental tasks. Before we talk about art material that will be conveyed to them, the teacher should know and understand the needs and tasks of their development. Factors as stated by

the teachers will be encountered as long as there is interaction with children, especially in art activities which will involve them more actively through art creation. One of the activities is to achieve the core competencies of early childhood art skills, namely through music and movement activities.

Music and movement are one of the learning art materials that specifically involves two spheres of development that are mutually bound together, namely the scope of Motoric Physical development and the Art of Early Childhood. Although the scope of other developments will be touched if we analyze in depth on these activities. One of the ideas of the emergence of music and movement activities as one of the art materials is among many children's songs which, if analyzed, have a strong connection between music, motion and language. However, the teachers have not yet realized that the songs are very useful if taught with the right strategies and methods for early childhood. The teacher's insights need to be opened so that they want to practice it with children. Let us consider if school children are gathering with their friends, then they play music together. Some of them are singing, prancing and someone is hitting the bench or objects around him with enthusiasm. They look so happy to do it all. At that time, they have the opportunity to realize their feelings and gain experience without worrying about the rules. From a psychological point of view, "A person who gets the opportunity and stimulation from one branch of art, has the opportunity to develop and enjoy life in his old age" [1]. This means that they will enjoy old age filled with happiness because in his childhood full of happiness too.

The movements and songs that will be delivered are solely to facilitate the opportunity for children that they have not had the chance to get. The earlier the opportunity they get, the better. Because at this time known as the golden age meaning that the children in this stage are individuals or humans aged 0-6 years [2]. The group of children is in the process of growth and development that are unique, meaning that they have a pattern of growth and development both in physical-motoric, cognitive, language, and socio-emotional aspects [3]. Therefore, art activities should really involve all five senses so that these activities can help increase growth and development optimally.

Music and movement will be able to improve their kinesthetic skills as well as musical skills, if done well. One of

the musical skills to be trained in the context of music and movement is to teach singing. Singing is very close to the world of children because besides the instrument is available and exist in children, it is also liked by them. Because in singing there are melodies and rhythms and texts that are immediately heard by those who touch their emotions and fantasies. As is known that at preschool age children are familiar with several types of emotions that emerge at that age range, including emotions of fear, awkwardness, anxiety, anger, jealousy, excitement, affection and curiosity [4]. Some types of emotions can be introduced meaningfully through the expression of a song.

Therefore, singing means not only singing - singing without any other musical activity, because if that is all it will be boring. Because the teacher's understanding of singing activities generally illustrates that they teach by giving examples and then the children imitate. If this is done continuously, the child will definitely feel bored. However, it is said that there was a previous activity related to exploring the voice first so that later singing activities could generate interest and express feelings and make them happy [5]. Because each child is different, not all children are able and brave to directly sound their voices to sing [6]. He also stated that "Each child is unique, the sum is of different sizes, and is different from anyone else". The statement means that each child has its own peculiarities that distinguish children from other children. This stage of exploration can help grow courage individually according to their interests and ability to do so. Likewise, with the motion stimulus, it should be previously carried out the exploration of motion freely to children, so that beforehand they knew first the space and the ability of themselves in moving. Through free movement, children practice hard and soft motoric movement skills in a fun way because it is done through an approach in playing with the body, objects around, room, friends, strength, and music [7].

Carl Orff as a composer and music education expert stated that in music learning for early childhood, music is central, but in practice it cannot be separated from motion and language [8]. This activity, for example, the child sings while moving his body, while playing a musical instrument, while accompanied by movements of the body such as: clapping, foot jerking, and snapping fingers [9]. Or children express song texts through beautiful movements. The beautiful movements expressed by children are defined as a dance that comes from the child's self. So that they have the opportunity to explore space, time and energy through their free movements. When children are taught to express songs through motion, or vice versa, the child's understanding of the elements of music (songs) will develop optimally. Because children will recognize the essence of music through expressions of motion and also vice versa. Then the elements of language in the song text, if expressed with the motion of the child will be more appreciate the meaning of each word such as: forward, backward, right, left, jump, squat, stand and tiptoe and run around, etc.

Based on this explanation, we can conclude that the music and movement models that describe their activities previously are effective as a process of improving skills in accordance with the core competencies that exist in the scope of the development of art in early childhood. Therefore, it is

necessary to provide adequate knowledge and skills to support play activities, including having creativity in creating new dances that are in accordance with the characteristics of early childhood. These competencies are absolutely possessed by the teachers, so that the learning process runs effectively and efficiently.

Based on the experience of the author as one of the lecturers in art education who has explored various approaches to music learning for PAUD teacher candidates concluded that, the process of interaction between teacher and children which is related to music and movement learning still needs to be improved. One of the obstacles faced by teachers in the field is the qualification of less relevant educators who have not even met PAUD teacher qualifications. This will coincide with various competencies that must be mastered by the teacher. For this reason, one of the efforts that can be done to improve the competency is through a training that is accompanied by a workshop with the participants. Thus musical communication will occur in two directions, namely participants with resource persons and participants with other participants

II. METHOD

In this training, the author conducted a process of interaction with the teacher as a trainee. The stages of this training are: 1) Making a diagnosis by identifying the musical potential of PAUD teachers; 2) Distributing questionnaires that contain insights and knowledge about dance skills, mastery of repertoire of children's songs and music games for teachers of PAUD in Depok; 3) Developing actions by designing skill steps for teachers in singing and dancing; 4) Providing examples of motion and music and then evaluate groups of teachers to find out their singing and dancing abilities.

III. RESULTS AND DISCUSSION

The results of this training are the results of the activities of teaching music and movement to the teacher with the following steps: first, the teachers listened to one of the songs or music; second, the trainer gives examples of motion that matches the rhythm of the song. The two participants mimicked the motion exemplified; third, made the creativity of the group movement.

To focus the attention of the teachers, the resource person conducted ice breaking first by delivering one of the game's model songs:

- "Go and stop". As long as the music play it sounds, during that time the participants move freely. Then if the music stops, the movement stops. Or if the music stops, then the participant may make moves other than walking. This game is one of the exercises that can enrich sensory experiences in children [9] can also be used for balance and coordination exercises.
- As long as the music takes place, the participants walk in various directions in various ways according to the rhythm of the music but try not to touch their friends. The process of walking forward and backward, crossing left and right, rotating and others is a skill exercise using two hemispheres of the two majors: left and right which are the basic abilities of academic success.

- The trainer gave an example of a movement then the participants imitate the movement. Furthermore, each participant is individually required to express the text contained in other songs. Thus each is required to be responsible for the motion ideas that are conveyed. Then the movements will be renewed by adding or reducing, and can even be totally changed according to the needs of the field.
- Trainer divides the class into several groups. Each group makes a different rhythmic motion with one example of the same music. This activity explores the movement's rhythmic creativity. Rhythmic movements should be mastered by teachers because this is the main requirement to give students confidence in their skills and dexterity mastered by the teachers. Therefore, it is best to properly train these activities through audio stimulation so that the teachers can be confident and confident to produce interesting and useful motion creations for early childhood.

IV. CONCLUSION

Music and movement training that has been carried out to the teachers can contribute significantly to the improvement of teacher competency, especially in pedagogical competencies. Through the workshop on these activities, it was strengthened again about understanding the characteristics of early childhood and strategies or approaches to learning that are

suitable for their needs and developmental tasks. So that motion and song can be chosen as activities that can help improve all aspects of early childhood development as a whole.

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