



IMPLEMENTATION OF EXTRACURRICULAR DANCE ACTIVITIES IN GROSS MOTOR DEVELOPMENT IN CHILDREN AGED 5-6 YEARS

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Abstract

This study aims to describe the implementation of dance extracurricular activities at RA Perwanida III and to determine the gross motor development of children aged 5–6 years after participating in these activities. The study used a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The results showed that dance extracurricular activities were implemented through planning, implementation, and evaluation stages that were adjusted to the characteristics of early childhood development. In addition, dance extracurricular activities were proven to have a positive impact on children's gross motor development, especially in the ability to maintain balance, coordinate body movements, and increase agility in performing dance movements.

Keywords: Dance Extracurricular Activities, Gross Motor Development

INTRODUCTION

Gross motor development is a crucial aspect of early childhood development, as it relates to the ability to control body movements, which involve nerve and muscle coordination. By the age of 5–6, children should be able to maintain balance, coordinate body movements, and demonstrate agility and flexibility, as outlined in the developmental achievement indicators in the STPPA (Pendidikan et al., 2024). Gross motor skills also play a role in increasing children's self-confidence and participation in learning activities (Reswari et al., 2022). Stimulating gross motor development can be done through active and enjoyable learning activities, one of which is through extracurricular dance activities. Dancing activities can train children's body movement coordination, balance, and agility through elements of movement (wiraga), rhythm (wirama), and appreciation (wirasa) (Dianti, 2024). Early Childhood Education focuses not only on academic aspects but also on all aspects of child development, including physical motor skills. This aligns with the Child Development Achievement Level Standards (STPPA), which cover aspects of physical, motor, cognitive, language, and social-emotional development in children (Haida et al., 2023).

Appropriate stimulation is necessary to optimize children's gross motor development, one of which is through activities that involve active and enjoyable physical activity. These activities can help improve coordination between body movements, balance, and agility (Litna et al., 2025). Extracurricular dancing is an effective activity for stimulating children's gross motor skills because it involves various body movements that require eye-hand-foot coordination, balance, and agility. In addition to developing physical abilities, dancing can also enhance children's self-expression and creativity. The Oncrang Kidang and Pitek Walek dances used in extracurricular activities at RA Perwanida III fall into the creative and imitative dance categories, appropriate for the developmental characteristics of children aged 5–6 years. Both dances provide opportunities for children to practice motor skills through varied and enjoyable movements (Dianti, 2024). RA Perwanida III has integrated dance extracurricular activities into its gross motor development program, aiming to train body coordination, balance, agility, and the ability to imitate movements in a targeted manner, consistent with early childhood physical motor development indicators.

Initial observations indicate that gross motor development challenges persist. Of the 30 children aged 5–6 who participated in the dance extracurricular activities, several still experienced difficulties performing basic gross motor movements, such as maintaining balance, coordinating body movements, and following dance moves effectively. This gap between expected developmental outcomes and actual results suggests the need for a more in-depth study of the implementation of dance extracurricular activities, from planning, implementation, and evaluation, to supporting the gross motor development of children aged 5–6 at RA Perwanida III. This study focuses on the implementation of dance extracurricular activities as a stimulus for gross motor development in children aged 5–6. This study aims to determine how these activities are implemented and the impact of gross motor development in children aged 5–6 after participating in dance extracurricular activities at RA Perwanida III.

RESEARCH METHODS

This study employed qualitative research methods, which aim to describe and elaborate on actual conditions occurring in the field. According to Bogdan and Taylor (in Abdussamad, 2021), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This type of research is descriptive, aiming to systematically and accurately describe symptoms, facts, or events regarding the characteristics of a specific population. Descriptive research does not require seeking or explaining relationships between variables or testing hypotheses (Hardani et al., 2020). According to Harahap (2020), qualitative data collection techniques are inherently tentative or temporary, as their use is determined by the problem and the desired data set. The researcher employed purposive sampling with a non-probability sampling approach. The data collection techniques employed in this study included non-participatory observation, structured interviews, and activity documentation.

Observations were conducted to gain an overview of how this extracurricular dance activity can develop gross motor skills in children aged 5–6 years at RA Perwanida III Malang. Interviews are a data collection technique by providing a number of questions to informants related to the research title to predetermined informants (Sahir, 2021), this study used structured interviews with informants the principal and the dance extracurricular teacher. According to Sugiono in the book Hardani et al., (2020), argues that documentation is a record of past events, documentation can be in the form of notes, books, sketches, photos, and so on, documents are a complementary part to strengthen the findings from the results of observations and interviews.

RESULTS AND FINDINGS

The results of the study indicate that the implementation of extracurricular dancing activities at RA Perwanida III was carried out through three stages: planning, implementation, and evaluation. In the planning stage, the school and the teacher trainer developed an activity program through a meeting at the beginning of the school year. This planning included determining the schedule, activity objectives, types of dances to be taught, training duration, and implementation stages. The dance material provided was also adjusted to the age and developmental level of the children so that the activities carried out were in accordance with the needs and abilities of the students. Extracurricular dancing activities were carried out routinely once a week for one hour. The activity began with a warm-up, continued with core exercises, and concluded with a cool-down. During the learning process, the teacher used demonstration, imitation, and gradual repetition methods. Children imitated the movements demonstrated by the teacher, then practiced them repeatedly until they were able to master the dance movements well. During the activity, children showed high enthusiasm, actively participated in the training, and were able to collaborate with friends in performing the dance movements. Evaluation of the activity was carried out through observation and recording of children's development during the dance practice. Assessment focused on children's abilities to imitate movements, maintain body balance, and coordinate body movements. Several obstacles encountered during the implementation of the activities included student absence, lack of focus during practice, and feelings of boredom and fatigue. To overcome these obstacles, teachers provided review of material, assistance to children experiencing difficulties, and motivation to maintain enthusiasm for the activities.

Based on observations, interviews, and documentation, the extracurricular dance activity proved effective in stimulating the gross motor development of children aged 5–6 at RA Perwanida III.

Improved development was evident in the children's ability to maintain body balance, coordinate hand, foot, head, and facial expressions to the rhythm of the music, and improve their agility and flexibility while dancing. Children were also able to follow the dance movements more coherently and independently than before regular practice. In addition to positively impacting gross motor development, extracurricular dance activities also contribute to other aspects of development, such as cognitive, social, and emotional development. Children became more confident when performing in public, had better movement memorization, and were able to interact and collaborate with their peers during the activity. Thus, extracurricular dancing can be an effective form of stimulation in supporting children's holistic development in accordance with the Child Development Achievement Level Standards (STPPA).

RESULTS AND DISCUSSION

The planning of extracurricular dance activities at RA Perwanida III was carried out through a work meeting at the beginning of the school year involving the principal and teachers. The planning included determining the schedule, selecting the dance type, the activity objectives, and developing learning stages consisting of a warm-up, core activities, and closing. The dance material was also adapted to the children's age and developmental level. These findings indicate that the extracurricular activities were systematically designed to develop children's talents, interests, and developmental aspects (Nur, 2023). Furthermore, the activity design aligned with the gross motor development indicators for children aged 5–6 years, which include balance, agility, and coordination of body movements, as outlined in the STPPA (Setiyawati et al., 2021).

Extracurricular dance activities were routinely implemented once a week, with a warm-up, core exercises, and cool-down. Teachers used demonstration and imitation methods, where children imitated the movements demonstrated in stages and repeatedly. This method aligns with the learning characteristics of early childhood, which prioritizes direct experience and imitation (Anggraini, 2022). Dancing activities involving jumping, spinning, swinging arms, and moving around stimulate large muscle groups and improve children's body coordination (Agustina et al., 2023). Activities conducted in a fun atmosphere also increase children's enthusiasm for learning (Anggraini, 2022). Evaluation is conducted through observation and recording of children's development during the activity. Assessment focuses on balance, agility, and coordination. Evaluation not only assesses the final results but also considers the ongoing development process of children (Satriyana et al., 2022). Several obstacles encountered include child absence, lack of focus during practice, and feelings of boredom and fatigue. To overcome these obstacles, teachers repeat the material and provide motivation to the children. These findings suggest that evaluation can be used as a basis for program improvement to optimally achieve activity objectives (Nurholis, 2023).

The results of the study indicate that extracurricular dancing activities have a positive impact on the gross motor development of children aged 5–6 years. Improvements were seen in the ability to maintain balance, coordinate hand, foot, and head movements, and enhance agility and flexibility during dance movements. These findings align with Anggraini's (2022) finding that dance activities can improve children's motor coordination, balance, and agility. Furthermore, dance activities contribute to the development of other aspects, such as self-confidence, social skills, and emotional development. Therefore, extracurricular dance activities have been shown to be effective as a form of stimulation for gross motor development while supporting children's holistic development.

CONCLUSION AND SUGGESTIONS

Conclusions

The dance extracurricular activity at RA Perwanida III has been systematically implemented through planning, implementation, and evaluation. This activity has been proven to stimulate the gross motor development of children aged 5–6 years, particularly in the areas of balance, agility, coordination, and flexibility. Furthermore, dancing has a positive impact on cognitive and socio-emotional development, as well as increasing children's self-confidence and enthusiasm for learning.

Suggestions

It is recommended that institutions and teachers continue to develop extracurricular dance programs with more innovative methods and ongoing evaluation. Parents are expected to provide

support through involvement and stimulation at home. Future researchers can use more diverse approaches, such as quantitative or experimental methods, to examine the effectiveness of these activities in greater depth.

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