

# The Influence of Dance Activities in Shaping Children's Character during the Covid-19 Pandemic Group B Dharma Wanita Persatuan Kindergarten Parigi

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**Abstract.** The main problem in this study is that the character of the child has not developed as expected; it can be seen when the child has not been able to maintain personal and environmental hygiene, has not been able to get used to being present on time, being actively involved, maintaining cohesiveness, thinking creatively and not following the rules of the teacher. The purpose of this study was to determine the effect of dance activities in shaping the character of early childhood. The research method uses quantitative methods with this type of research, namely inferential research. The research subjects involved 19 children consisting of 4 boys and 15 girls. Data collection techniques were carried out through observation, documentation, and interviews. The data from the recapitulation of observations on the character of early childhood before being given treatment on aspects of discipline, cooperation, and creativity. The Very Good Developed (VGD) category is 0%, the Developing as Expected (DE) category is 26.31%, the Start Developing (SD) category is 40.35%, and the Undeveloped (ND) category is 33.33%. After being given treatment, namely the Very Good Developing (VGD) category, there were 56.13%, the Developing as Expected (DE) category was 26.31%, the Starting to Develop (SD) category was 17.55%, and the Undeveloped or Not Developed (ND) category was 0%. Based on the results of the t-test count data, the t-count value <table 23.004> t-table 1.729, and the significant value 0.000 <0.05. Hence, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that there is an influence of dance activities in shaping the character of early childhood during the COVID-19 pandemic in group B TK Dharma Wanita Persatuan Parigi District.

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## 1 Introduction

Childhood is an innocent human being and has potential that still needs to be developed. Early childhood is a child who falls in the age range of 0-6 years. In accordance with Article 28 of the Law on the National Education System Number 20 of 2003, paragraph 1, which states that early childhood education is held for children from birth to the age of six. [1].

Early Childhood Education (PAUD) is a stage of education that cannot be ignored because it determines the development and success of children in the curriculum in Kindergarten (TK), which is also a form of PAUD, which is developed, namely moral values, religion, cognitive, language, physical motor, social-emotional and artistic. However, education for early childhood is always oriented to the needs of individual children. Learning carried out through play activities must be accompanied by methods, learning facilities, and learning media that are fun for children. So an educator must be able to provide a fun learning environment and resources for children.

The Covid-19 pandemic, which was identified by the WHO China Country Office report dated December 31, 2019, is currently affecting the entire world. A case of pneumonia with an unknown origin was reported by the WHO China Country Office in Wuhan City, Hubei Province, China. Then, on January 7, 2020, China discovered a novel coronavirus as the cause of pneumonia with unclear etiology. Outside of the PRC, the virus began to spread and became a health concern in early 2020 (Ministry of State's Internal Work Team for the Support of the COVID-19 Task Force, 2020). The epidemic is currently spreading and posing a health risk on a global scale. In addition, there are many reports of deaths and new cases outside the PRC, leading to reports of deaths that are known to be caused by the Novel Coronavirus.

According to *TribunPalu.com*, deviant behavior occurred in the city of Palu. According to *TribunPalu.com*, the parking attendant's action in the modern shops of Palu City, Central Sulawesi, made a resident restless. The parking attendant threatened a resident with the Facebook account name Syafiqah Alesha Putri. Syafiqah Alesha Putri posted the incident on her Facebook account; in her upload, Syafiqah admitted that she was threatened by the parking attendant at the shopping center for not giving money. The incident was experienced by Syafiqah in the vicinity of Sis Aljufri Hospital Jl Sis Aljufri, Siranindi Village, West Palu District, Palu City. Unfortunately, Syafiqah forgot to bring her cell phone, so she could not record the parking attendant's actions. "He threatened me to beat him to take my bag. I was afraid because he was brave while I was carrying a small child. I slowly asked my son to get on the motorbike; maybe he had hit me," he said. Until Tuesday (16/8/2022) at 22.00, Central Indonesia Time Syafiqah's upload also received 2,028 likes and 1,446 comments.

If you look at the case above, the bad behavior carried out by one of the parking attendants does not set a good example and violates the rules and norms that apply in society. Therefore, it is very important to establish character values from an early age to provide for us to arrive later. As is known, these habits can turn into obligations based on the life principles of each individual.

Researcher Awalunisah in the journal *Community Service Abdi Putra*, with the title *Character Education Training Based on Local Wisdom Nosarara Nosabatutu in an Effort to Improve the Character of PAUD Teachers in Palu City During the Covid-19 Pandemic* [2]. The problem focused on implementing this community service is the need for teachers' knowledge and understanding of character education in Aisyiyah II Kindergarten, West Palu, Palu City. This collaboration aims to provide training to teachers at Aisyiyah II Kindergarten, West Palu, Palu City, in the form of knowledge provision so that teachers can understand character education. The learning method in this training uses adult learning methods that prioritize experimental learning techniques. The learning methods used include pretest, post-test, lecture, role play, discussion, ice breaker, energizer, and games. The results of the

service show that there is a positive and significant effect of training on the understanding of character education teachers at Aisiyyah II Kindergarten, West Palu, Palu City. It can be seen that  $Sig < (0.016 < 0.05)$  means that the score acquisition of teachers' understanding of character education before training is significantly different from after training. In addition, it can be seen from the results of the average pretest score for the teacher group, which is 64.6, while in the post-test, the average value increases to 96.7. In the teacher group, the highest score on the pretest was 85, while in the post-test, the highest score increased to 115. Furthermore, the lowest score in the pretest group was 39, and the post-test increased to 79. In the teacher group, the standard deviation of the values in the pretest was 13.84, and the post-test was 11. ,1. Based on the description above, technical training is effective for teachers' understanding of character education in Aisiyyah II Kindergarten, West Palu, Palu City.

Enhancing Character Values of Early Childhood Through Art *Reyog Ponorogo*, a scholarly magazine of preschool and early school education, published a study by researcher Kristiana. The goal of this study was to promote character values in young children and to report how they were improved at BA Aisiyyah Keniten Ponorogo through art [3]. 30 Kindergarten B pupils from BA Aisiyyah Keniten Ponorogo are the research subjects for this classroom action research study. BA Aisiyyah Keniten Ponorogo is the site of the investigation. the gathering of information, including surveys, observations, and interviews, that was required to support the research findings. To maximize outcomes, the data collected throughout the ongoing investigation were examined both quantitatively and qualitatively. The outcomes demonstrated that BA Aisiyyah Keniten's character values may be strengthened by the practice of *Reyog Ponorogo*. This is demonstrated by the character values of respect and civility rising from 83% to 93%; cooperation rising from 80% to 86.7%; independence rising from 87% to 96.7%; and discipline rising from 76.7% to 90%. 80% to 96.7% for the quality of God's love.

Therefore, based on the description of the background, the problem in this study is to shape the character of early childhood that has yet to develop as expected. Thus, the purpose of this study is to determine the influence of dance activities in shaping the character of early childhood during the COVID-19 pandemic in group B TK Dharma Wanita Persatuan Parigi District.

## 2 Research Method

To facilitate the steps of researchers in conducting a study, the researchers chose the research method, namely the quantitative approach method. Basically, a quantitative approach to inferential research (in order to test hypotheses), data *numerical* (numbers) processed by statistical methods.

This research was carried out for three weeks, starting on December 21, 2020 - January 18, 2021. The subjects in this study were all students in group B TK Dharma Wanita Persatuan Parigi Subdistrict, totaling 19 children, consisting of 4 people boys and 15 girls enrolled in the 2020/2021 school year.

Data collection techniques were carried out through interviews, observation, and documentation. The formula used by the researchers in this study was a *one-group pretest and post-test* modified design from Arifin; the design is as follows [4]:

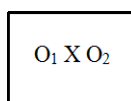


Fig. 1. Research Design

Description:

O<sub>1</sub> = observation before being given treatment

X = Treatment

O<sub>2</sub> = observation after being given treatment

### 3 Research Results

To see the effect of dance activities in shaping the character of early childhood during the covid-19 period in group B TK Dharma Wanita Persatuan District Parigi, the researchers used three aspects to measure the assessment, namely discipline, cooperation, and creativity. The implementation of this research was carried out in 3 weeks, December 21, 2020 - January 18, 2021.

It can be seen in the table below the results of the research recapitulation forming the character of early childhood before and after performing dance activities.

**Table 1.** Recapitulation of Research Results Forming Children's Characters Before Performing Dance Activities

Category	Moral Values Observed						Average %
	Discipline		Cooperation		Creative		
	F	%	F	%	F	%	
VGD	0	0	0	0	0	0	0
DE	5	26.31	5	26.31	5	26, 31	26.31
SD	6	31.58	8	42.10	9	47.37	40.35
ND	8	42.10	6	31.58	5	26.31	33.33
<b>Total</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>100</b>

According to Table 1, no children met the VGD criteria of the three moral values observed prior to treatment. Assuming that dance activities may improve moral values, researchers are interested in investigating whether the treatment can shape the character of early childhood.

**Table 2.** Recapitulation of Assessment of Children's Character Values After Being Implemented in Dance Activities

Category	Moral Values Observed						Average %
	Discipline		Cooperation		Creative		
	F	%	F	%	F	%	
VGD	12	63.15	11	57.90	9	47.36	56.13
DE	4	21.05	5	26.31	5	31.58	26.31
SD	3	15.79	3	15.79	4	21.05	17.55
ND	0	0	0	0	0	0	0
<b>Total</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>19</b>	<b>100</b>	<b>100</b>

Observation of character values after treatment is depicted in Table 2. It is shown that the dance activities have an influence on shaping the character of early childhood during the COVID-19 pandemic in group B TK Dharma Wanita Persatuan Parigi District. On average, 56.13 participants reached VGD after treatment in comparison to none prior to dance activities exposure.

The table below is a table regarding the *paired sample test*, which is commonly referred to as the t-test.

**Table 3.** Paired Samples Test

Paired Samples Test		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	before treatment - after treatment	.838	.192	-4.825	-23.004	18.000	According	-4.017	-4.421

Based on Table III, it can be seen that the value of  $t_{alc}$  is -23.004 with a significant level of 0.000. Because  $sig < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, which means that there is a significant influence of dance activities in shaping the character of early childhood during the COVID-19 pandemic in group B TK Dharma Wanita Persatuan Parigi District. In other words,

## 4 Discussion

Based on the research results conducted in group B TK Dharma Wanita Persatuan Parigi District, with 19 students as subjects, the researchers saw that the character development of children had yet to develop. So, the researchers conducted research using several aspects that became the benchmark for research, namely discipline, collaboration, and creativity. Data collection techniques used are observation, documentation, and interview techniques; the purpose of this study is to determine whether there is influence of dance activities in shaping the character values of children.

### 4.1 Character Change

Education for early childhood is intended to instill good values so that they can become habits when they grow up or at the next level of education. According to psychologists, early childhood is the right time for education. Because, at this time, children are experiencing a process of extraordinary growth and development. Children do not have many negative influences from outside or their environment, so parents and educators will find it much easier to direct and guide their children, especially in instilling character education values. [4] Instilling

Character values in early childhood are intended to develop a mindset and ability in children. This mindset is related to all forms that are beneficial for themselves and others and care about the environment. The improved abilities are none other than the ability to think critically, communicate, collaborate, and be creative, which is obtained through various learning activities. Character education is still a mere jargon not yet integrated into student behavior and actions, such as the habit of shaking hands (kissing hands on the nose). There is a saying that goes: "If we fail to be good people at an early age, in adulthood, we will become troubled people or bad people." Erikson also emphasized that children are the initial picture of humans becoming human, namely a time when goodness develops slowly but surely[5].

Meanwhile, according to Scerenko, character education can be interpreted as an earnest effort in a way in which positive personality traits are developed, encouraged, and empowered through example, studies (history and biographies of great sages and thinkers),

and emulation practices (maximum effort to realize the wisdom of what is observed and learned) [6].

## **4.2 Dance**

Early childhood dance education is a process or effort in educating children to be able to control and interpret body movements, manipulate the motion of objects and foster harmony between body and mind. Early childhood dance education emphasizes movement, harmony of motion, and controlling gross and fine motor movements that can develop children's intelligence [7].

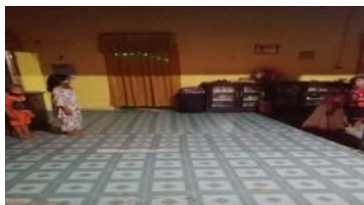
Dance and art are media to fulfill children's basic developmental functions and develop children's potential, as well as a means to stimulate children's creativity [8]. According to Sri Setyowati, Creative dance is a dance created by someone with an aesthetic technique of their own choice, not tied to certain aesthetic standards, although it does not leave the aesthetic characteristics of the region [9,10]. The art of dance can also encourage several developments in children, one of which is the development of moral values. There are several aspects that can be developed through these dance activities, including discipline, cooperation, and self-confidence. Dance is included in one branch of art that is used as an educational medium and has an important function in communication and the environment [11]. Learning the art of dance has many benefits for early childhood development, including creating new experiences for children, improving physical motor skills and art, building social relationships, providing direct aesthetic experience through physical activities according to the theme of dance, developing creativity, instilling a sense of pride., provide knowledge, and respect the local culture around children [12].

Fine motoric skills need to be honed. This ability will make it easier for children to carry out basic daily activities, such as eating, writing, or cutting paper for school purposes. This ability is also important to help him practice his academic skills [13].

Based on the observations of the researchers before doing dance activities, the researchers saw that there were still many children who were not disciplined, had not been able to cooperate well, and had not been able to think creatively well. During the implementation of dance activities in the first week, it was seen that there were still many children who had not been able to perform dance activities, and the teacher was still introducing the patterns and movements in the dance. In the second and third weeks after the treatment, the researchers saw that there was already an influence in shaping the child's character step by step; it was seen that there was progress in performing dance activities and the increasing number of children who were in the VGD category. So, there is an influence before and after dance activities are carried out in shaping the character of children.

## **4.3 Discipline**

According to Zainal, the notion of discipline is an aspect of life that must exist in society. Therefore, it should receive heavy attention from all parties, whether at school or outside school [14]. Discipline can be interpreted as obedience to rules and regulations [15]. Through discipline, children are taught how to behave in ways that are in accordance with the standards of their social group. In accordance with the roles defined by the cultural group to which he belongs. So, it is clear that parents are the first people who are responsible for the formation of the moral behavior of their children at home.



**Fig. 2.** Discipline

This can be seen during the observation of 19 weeks. A notable increment in the discipline aspect was observed from none to 63.15% of the children who reached VGD before and after the dance activities treatment, respectively. Hence, dance activities can shape the character of children in group B of Dharma Wanita Unity Kindergarten, Parigi District.

#### **4.4 Cooperation**

Cooperation is a group learning strategy that can improve student learning achievement, as well as improve social relations skills, foster an attitude of accepting the shortcomings of self and others, and can increase self-esteem [16]. Cooperation is when children learn to play or cooperate until they are four years old [17]. Cooperation can realize the needs of students in learning to think, solve problems, and integrate knowledge with skills [18]. The purpose of cooperation can be seen that the ability to cooperate can develop children's creativity in playing groups with their friends because if the child does not have the ability to cooperate, then the child cannot distinguish between his condition and the condition of others.



**Fig. 3.** Children's cooperation

This can be seen during the three weeks of observation of 19 children. The majority of children (57.90%) have been able to develop cooperation value to VGD level, in comparison to none (0%) children prior to treatment. In other words, the dance activities treatment positively contributes to the development of cooperation among participating children.

#### **4.5 Creativity**

Creativity is a condition, attitude, or situation that is very special in nature and is almost impossible to formulate completely. The process of creative thinking, an overview of how and when the creative process is running, is very abstract to explain. The creative process running is mysterious, personal, and subjective. According to Wallas, there are four stages in the creative process, namely: (1) Preparation, which is the stage of collecting information or data as material for solving problems. In this stage, experiments occur on the basis of various possible solutions to the problems they face. (2) Incubation is the stage of incubating the problem-solving process in the preconscious. This stage lasts for an erratic time, it can be long, and it can also be short. In this stage, the process of forgetting the context will likely occur, and it will be remembered again at the end of the incubation stage and the emergence of the next period. (3) Illumination, namely the stage of the emergence of inspiration or ideas to solve problems. In this stage, spontaneous outbursts appear. (4) Verification is the stage

of the emergence of evaluation activities on critical ideas, which have begun to be matched with real conditions or conditions of reality [19].



**Fig. 4.** Creative

After the dance activities, 47.36% and 31.58 children assumed VGD and DE, in comparison to 0% and 5% prior to the treatment, respectively, consecutively. This underlines that the treatment successfully increased the children's creativity.

## 5 Conclusion

Based on the results of the study, it can be concluded that: The application of dance activities in group B TK Dharma Wanita Persatuan Parigi District lasted for three weeks. There is an increase before and after the dance. This can be seen from each of the observed aspects, namely aspects of discipline, cooperation, and creativity. There is an influence of dance activities in shaping the character of children in group B TK Dharma Wanita Persatuan Parigi District. This can be seen from the changes in the development of children's character in aspects of discipline, cooperation, and creativity after performing dance activities with an average category of Very Good Developing (VGD) 56.13%, Developing as Expected (DE) 26.31%, Starting to Develop (SD) 17.55%, and Not Developing (ND) 0%.

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