

FROG DANCE: ART LEARNING FOR HYPERACTIVE AUTISM CHILDREN

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Abstract: The purpose of this study was to analyze the strategy and learning outcomes of frog dance in hyperactive autism childrens at Inclusive PAUD Anggrek Mandiri school in Situbondo. The approach of this study is a qualitatif study with interview and observation as tools research. The participations of this study are two autism childrens. The result shows that learning strategy of frog dance performed by teacher using storytelling and imitation method with group model in inclusion class. Frog-dance learning's results improved on the development of physical, intellectual, social, and emotional aspects.

Keywords: Dance Learning, Autism, Hyperactive

INTRODUCTION

Autism is a collection of nerve-disturbing syndromes. This disease interferes with the development of the child, the diagnosis is known from apparent symptoms and is indicated by deviations of development in the language, social and fantasy areas. This developmental barrier that makes children with autism has different behavior with children usually. In some forms of behavior children with autism have an extreme tendency. In academic terms are also often found children who have specific abilities and beyond the ability of children his age. Even so, the average of autism child does not have average ability in all areas (Geniofam, 2010: 29). To hone the academic in children with autism required the intensity of learning that makes children autistic direction in accordance with the ability so that it can change the disruption in the development of children with autism.

Implementation of learning is one of the most important things in education activities. Learning is an activity trying to teach students in an integrated manner by taking into account the factors of learning environment, characteristics of students, characteristics of the field of study and various learning strategies, both delivery, management, and organizing learning (Uno, 2009: V). In Law No. 20 of 2003 on the National Education System states that learning is the process of interaction of learners with educators and learning resources in a learning environment.

In the learning activities, the structure of the curriculum is a pattern and the composition of the field of learning that must be pursued by learners in the unit of education. The curriculum is a set of plans and arrangements concerning objectives, content and instructional materials and the means used as guidelines for the

implementation of learning activities to achieve specific educational objectives (Law No.20 Chapter 1. Article I. point 19). Planning and arrangement on the curriculum on standardized competencies and how they are attained according to local circumstances and capabilities. Based on the results of interviews with the Principal of Early Childhood Education of Anggrek Mandiri Situbondo, Curriculum Content is still based on the 2004 Curriculum of Kindergarten Competency Competition. This curriculum encompasses a number of areas of development that are breadth and depth referring to the Level of Child Development Achievement in Ministerial Regulation No. 58 of 2009 covering several aspects of development, namely moral and religious values, social emotional, cognitive, language, physical/ motor, independence, and art. The curriculum is implemented in order to help students develop various potentials both psychically and physically.

At the inclusive school in PAUD Anggrek Mandiri Situbondo is a school that includes children with special needs to learn together with their regular school age children. In this inclusive school, the potential of children, both normal and those with special needs can be optimized. Based on Minister of National Education's regulation no. 70 of 2009 that inclusive education is an education for learners who have abnormalities and have the potential of intelligence and / or special talents. In UU SISDIKNAS No. 20 year 2003 article 15 explained that special education is education for students with disabilities or learners who have extraordinary intelligence that is held inclusively or in the form of special educational unit. Based on these two legal products, autistic students as part of special needs students have the right to obtain education services in both special and inclusive education units in public schools. PAUD Inclusion Anggrek Mandiri provides learning that is not focused on cognitive development of children only, motor learning is also applied in schools, especially in children with autism.

In the Sadar Autism Advocacy Catalog (ASA Surabaya, 2014: 1) informs that research at Virginia University of the United States estimates that 75-80% of people with autism have below average thinking ability, while the remaining 20% have normal or above normal intelligence levels for certain fields. Most people with autism have a very strong memory especially related to the visual object (picture). A small number has more ability in numerical fields.

Like the New Jersey (VSA / NJ) Very Special Arts (VSA / NJ) program and in collaboration with the Mason Gross School of the Arts dance at Rutgers University, the Workshop program raises the issue of handling autistic children using dance and music therapy. Schmais in the Proquest Education Journal, states that dance therapy involves communication through gestures. Dance therapy is broadly based on three general assumptions of motion that reflect personal traits and abilities, the relationship between the therapist and client that supports and allows for behavioral change through motion, and significant changes can occur at the level of motion that can affects total function (Freundlich, 1989: 60).

Dance works can be enjoyed through its visual form. Dance is a type of art that is directly related to the motion of the human body, where the body is a tool and gestures

as the medium. Body motion that can be used as a medium in dance that is from head to toe movement through smooth motion (fine motor) or gross motion (gross motor). Broadly speaking, parts of the body that can be moved include the movement of the head, body, hands and feet (Rachmi, 2011: 6.3). Easy dance for children is a form of dance that mimics various forms of animals. It is as stated by Holt that the movement of dance is obviously derived from an imitation of animals. Most likely are movements based on the motion of birds, and other winged creatures. Can also certain animals such as elephants, tigers, apes and antelope (in Hartono, 2011: 26).

Like other normal children, children with autism also desperately need the same treatment rights. The child is indirectly able to train his motor, so that a child can grow and develop well through the dance movement of frog dance. Frog Dance is a work of Sanggar Tari BTBK (Bina Tari Bayu Kencana) Probolinggo which lasted 4 minutes. This dance has a motor movement that involves the activity of motion loco motor, non locomotor and manipulative. These three movements are needed to control the activity of basic movement on the body of PAUD students Inclusion of Anggrek Mandiri, especially hyperactive autism children.

Hyperactive autism children are less responsive to classroom learning activities. Rita Milyartini, et al said in the journal *Horizon of Education* (November 2013, No. 3) that many dance moves help autistic children develop creative ideas with their friends in inclusive schools. Children's dancing activities become a menu of children's creative needs that are needed and definitely done, then the provision of dance material can be a priority in addition to singing, drawing and coloring. Teachers are not only required to have expertise in the materials they teach, but teachers must also be able to use the potential of the child to develop the art experience in school. The art experience is a thorough experience that becomes meaningless when taken separately (Purwatiningsih et al, 2004: 5).

Based on the above description becomes a reason for researchers to see how the strategy and learning outcome of frog dance in hyperactive autistic children in early childhood incubation of Anggrek Mandiri Situbondo. Researchers are expected to get more and more accurate data about teachers in developing teaching materials, and to find out how art activities can meet the physical (motor), emotional, intellectual and social needs of hyperactive autistic students.

METHOD

This research uses qualitative research approach. This approach is used because the data studied are learning behaviors of the person being studied, naturally, the researcher as the main data collector, the data are analyzed descriptively inductively, emphasizing the results and the process, and the results of the study are verified and confirmed with the people related to the research.

The subjects of this research are hyperactive autism class teacher and two hyperactive autism students in Inclusive PAUD of Anggrek Mandiri Situbondo. Data were collected using questionnaires in the form of interviews with subjects and

significant other (principals and teachers of the therapist), and through direct observation (participants) to the school where the learning process.

Data were analyzed using data reduction, display data, and conclusion drawing / verification. Data reduction is done by grouping data based on the aspects of the problem that is on learning strategies by teachers and frog dance learning outcomes in children with hyperactive autism. The presentation of data in the form of narrative text is intended to facilitate the researchers interpret the data and draw conclusions. In accordance with aspects of this research problem then the composition of data presentation starts from the learning strategy by teachers and learning outcome of frog dance autistic hyperactive children in early childhood inclusive of Anggrek Mandiri Situbondo. Then verification of data is also done by requesting consideration from other parties that have relevance to the research, which is asking for consideration with the principal and teachers therapists in the school. Based on the verification of this data further researchers can draw conclusions of the findings of researchers.

RESULT AND DISCUSSION

Learning Strategy of Frog Dance In Hyperactive Autistic Students

Systematically the implementation of frog dance learning process in hyperactive autistic children in early childhood inclusion of Anggrek Mandiri will be described about the stages in teaching. The first stage on the use of learning models. Learning model is a planning or a pattern used as a guide in planning the learning in the classroom or learning in the tutorial (Trianto, 2010: 51). Learning model used in the process of frog dance learning in hyperactive autistic children in early childhood inclusion of Anggrek Mandiri is a group learning model. The form of frog dance learning model conducted by hyperactive autism class teacher leads to the implementation of technical learning, where hyperactive autistic students are grouped together with regular students without distinguishing individualization of students experience or abilities. This is done for the purpose of conducive classroom management as well as to membelajarkan socialization and therapy for hyperactive autistic children in interacting and can help in the learning process dance.

In a previous study conducted by Rita Milyartini and Reni Haerani under the title "Case Study of Dance Learning to Increase Creativity and Social Ability of Autistic Students" who conducted in inclusion classes as well as on Freundlich, Pike and Schwartz research entitled "Dance and Music for Children with Autism "by using a group model on the handling of autistic children's therapy activities that aim to respond to the development of socializing familiarity in children with autism.

The second stage, the use of learning approaches. Viewing from the learning process shows that the learning of frog dance in hyperactive autistic child in early childhood inclusion Anggrek Mandiri use formal approach, that is the process of art activity on formal approach as an exercise of art skill from teacher to hyperactive autism student. Thus, it can be said that the approach in dance lessons emphasizes the level of student discipline and the attitude of hyperactive autistic students during the learning activities

of dance. So in this case a teacher is very important role for the learning approach that can develop skills in hyperactive autism students. Approach in the process of learning strategy can be said as a general pattern concerning the actions of teachers and students in learning (Iriaji, 2010: 12).

This is reinforced from the previous research is a study by April Betty with the title "Taming Tidal Waves: A Dance / Movement Therapy Approach to Supporting Emotion Regulation in Maltreated Children". Where April uses a dance-movement approach as a therapy to overcome internal emotions and external expression in traumatic children.

The third stage, the use of learning methods. From the results of observations in learning dance in children with hyperactive autism class, teachers use several methods, namely:

1) Storytelling

Before the start of teaching dance lesson teachers tell first about the theme of learning activities while showing the model of the form of dance images of animals that is frogs. In order for hyperactive autistic students to know and recognize the theme of dancing activities in learning. It also trains the intellectual ability of hyperactive autistic children in understanding the theme of learning. The story method is a method of learning that uses the technique of telling a story teacher about a legend, a myth, a myth, or a story in which inserted certain moral or intellectual messages (Muliawan, 2009: 256).

2) Imitation

Master teaches the overall form of frog dance movement in hyperactive autistic children. With the imitation method hyperactive autistic students can imitate and perform movements in accordance with the characteristics of motion on the theme of the animal dance. Teachers provide imitation methods in order to form habits, behavior patterns, skills and attitudes. In addition to teachers, regular student friends grouped with hyperactive autism children in frog dance lessons also act as imitation movements. When hyperactive autistic children imitate frog dance moves on regular friends, teachers help to improve the dance movements performed by hyperactive autism children.

Imitation method is a method by making imitation (imitation) motion of a motion object or dance moves that have been so in the learning of art. Imitating is not exactly demanded by the object of motion or motion of dance that has been so to be imitated. This means that imitating activities still provide opportunities for students to modify or create, because the result of dance movements of these copies can vary among students. in imitating the students have a type or characteristic of their own motion (Malarsih, et al).

In this method, the PAUD teacher of Anggrek Mandiri Inclusion is an instructor and facilitator as an imitation of frog dance movement so that hyperactive autistic students can mimic the frog dance movement in art learning. In addition to teachers, regular friends (normal students) are grouped on the model of dance learning with hyperactive autism students as well as imitation facilitators in performing dance moves. So when the

teacher does not give examples of motion, hyperactive autistic students can imitate dance moves on regular friends (normal students).

The fourth stage is learning activities. The activity of frog dance learning process conducted in PAUD Anggrek Mandiri Inclusion is as follows:

1) Opening

Teacher's activities in opening lessons when students enter the teacher inclusion class a little story and review something that will also relate to the learning materials that teachers tell about frogs. Then the teacher opened the class by greeting and greeted by the singing by all the students in greeting. Further praying is that the teacher asks one of the students who has got a turn to lead the prayer together. Teacher learning begins by showing images of frog animals that have been prepared, then the teacher review images of frogs by asking the students of inclusion classes, especially in hyperactive autistic children about the image shown by the teacher.

2) Core activities

The core learning activities are initiated by the teacher by conditioning the regular students and hyperactive autistic students to line up in the classroom to begin the dance lesson. In the learning process in the classroom teachers divide the group of sons and daughters. Hyperactive autistic students follow the men's group. One group practiced dance and waited for the other group to be given the opportunity to play so that it can make it easier for the teacher to manage the class and give the students record during the learning process.

From the observation of frog dance learning activity that is applied in early childhood inclusion of Anggrek Mandiri, the teacher involves the regular students as dance group for imitation in performing frog dance movement so that hyperactive autistic child can imitate the movement of regular friends in his group besides the teacher who perform dance movement. Classroom teachers perform dance moves in front of inclusive class children and teacher companion (shadow teacher) helps to improve the shape of motion that autistic hyperactive children do. The activity of autistic hyperactive students during the dance learning activities takes place quite enthusiastically and responds in imitating the frog dance movement although it is less focused momentarily. During the process of teaching dance class teachers and counselors actively provide much guidance, direction and motivation in the form of motion against hyperactive autism students.

3) Closing

Before closing the lesson, the teacher reviews the dance learning activities that have been done by asking the inclusion students, especially the hyperactive autism students, the students' impression while performing dance moves and motivating the students to more vigorously learn and practice dance at home. Before the

learning ends first the students pray together with a led by a disciple in turn leads the prayer, then the teacher greets.

Frog Dance Learning Results On Hyperactive Autistic Students

Assessment of dance learning in early childhood inclusion of Anggrek Mandiri in hyperactive autism student in the form of students' ability in imitating dance movement in accordance with Daily Activity Plan (RKH). From the learning result of this frog dance, the teacher can know how far the development of hyperactive autistic students in terms of dancing skills, especially in doing the movement and imitate the model by following a series of learning process according to the methods applied by the teacher. The result of dance learning in hyperactive autism student with learning process appraisal format designed by PAUD teacher Inclusion Anggrek Mandiri use some aspect that is:

1. Physical Aspectsa
 - a. Abusive motor abilities of hyperactive autism students.
 - b. The balance and strength of hyperactive autism students as they movec.
 - c. Coordination between head, hand and foot when moving
2. Intellectual Aspectsa
 - a. The ability of hyperactive autism students imitates the motion of the teacher.
 - b. The ability of autism students to absorb dance material given.
3. Social Aspectsa
 - a.The ability of hyperactive autistic students to pay attention and follow the teacher's instruction to dance properly.
 - b.The ability of autistic hyperactive students initiates verbal and non-verbal interactions with regular fellow students (groups).
 - c.The ability of autistic hyperactive students to do the motion of cooperation in dancing (group).
 - d.The ability of hyperactive autistic students to equate and maintain cohesiveness of movement with fellow students regular (group).
4. Emotional Aspectsa
 - a. The ability of autistic hyperactive students to control self-emotion when dancing.

Assessment conducted by the teacher by using the criteria in the form of letter symbols are: (1) Letter BB: Not Developed, (2) MB Letter: Start Developing, (3) Letter of BSH: Expanding according to Expectations, and (4) Letter of BSB: Growing Very Good.

Frog dance learning outcomes in subject 1 students is on the physical aspects of the subject began to develop because of the ability of motor motion roughly done quite well in following the dance learning. The balance and strength of the subject as it moves also begins to develop. Subjects can perform according to the teacher's example for low-level movements (squatting) toward the medium level. For head coordination, the subjects' hands and feet begin to develop and are quite orderly. In imitation motion of

the teacher develops as expected while the absorption of material in the intellectual aspect begins to develop although somewhat slowly. Subjects are able to dance when there is an imitation media that accompanies both teachers and regular friends (normal students).

After twelve meetings with dancing with regular buddies (normal students) there are changes that occur to the subject when dancing. The most visible thing is the subject is able to socialize well, began to develop in contact even though briefly and able to respond to intsruksi of regular friends (normal students). Similarly, the teacher's instruction in moving one motion to a variety of other motion and follow the movement based on musical accompaniment. The imitation motion capability of the subject is clearly beginning to develop and the subjects are able to equate motion with regular students. In the emotional aspect, subjects have not developed because hyperactivity still can not be controlled. When the dance lessons take place sometimes the subject goes pacing and the teacher will give instruction on the subject to follow the dance movement back with the regular students.

Learning outcomes in subject 2 from one meeting up to the twelfth meeting are seen from the abilities of gross motor movement to develop as expected. Where the balance and strength when moving stable visible during the movement of frog dance jump. Similarly, the coordination between the head, hands and feet in performing dance movements have begun to be controlled. The intellectual ability in terms of menitu (imitation) the movement of the teacher and absorb the subject material develops as expected and good.

In social ability, the subject develops as expected. After following the dance lessons with the regular students, the changes happening to the subject are more enthusiastic and excited when dancing. Concentrate and practice the motion according to the teacher's instruction. When responding to communication from regular friends (normal students) both verbal and non verbal develop as expected. The imitation ability of subjects in moving with regular students and being able to equate dance moves has evolved as expected. In the emotional aspect, the subject develops according to expectations that can concentrate and control the hyperactivity.

Learning will be achieved if teachers have appropriate and effective learning strategies. From the results of the study, teachers pointed out in dance learning in hyperactive autistic children can achieve two aspects of development. This aspect includes in the matrix of behavior formation and basic ability used as a reference by the teacher. From the result of dance learning in hyperactive autism children can be studied through behavioral theory that according to Skinner in Alwisol (2004: 403) effective way to change and control the behavior is by doing reinforcement, an activity strategy that make certain behavior opportunity to occur or otherwise in the future. The teacher gives a reward to subjects who have uncontrolled emotional and slow concentration skills. So the subject can change his behavior to re-follow the learning.

CONCLUSION

Learning strategy of frog dance performed by PAUD teacher Inclusion Anggrek Mandiri in hyperactive autism child by doing inclusion class that combine regular students with ABK students that is hyperactive autism. Teachers using group models with the goal of autistic hyperactive students can improve their social development and can control emotions. In the frog dance learning approach, teachers use formal approach as a practice of dance skills and dance therapy from teachers to hyperactive autistic children.

In addition, teachers also use the method of storytelling and imitation methods. The storytelling method is used for hyperactive autistic children to be able to listen and know the material given is about water animals (frogs). In imitation method, the teacher uses in practice activity in learning process of frog dance in hyperactive autistic child with teacher as imitation imitator which can be imitated by hyperactive autism child in dancing. In addition to teachers as motion imitation actors, regular students can also be said to be imitators who help hyperactive autistic students in the movement when the teacher does not give an example in front of the class.

Frog dance learning results obtained by hyperactive autistic children during twelve meetings get enhanced on the development of physical, intellectual, social, and emotional aspects. Learning outcomes in subject 1 of the physical aspects began to develop, the intellectual aspect began to evolve in the absorption of matter and develop as expected in motion imitation, social aspects began to grow and the emotional aspects have not developed. In contrast to the learning outcomes of subject 2 is the physical, intellectual, social and emotional aspects have grown as expected.

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