

## Implementation Of Extracurricular Dance Art In Stimulating Children's Gross Motor Skills In The Muslim Cadani Integrated Islamic Kindergarten In The 2024/2025 Academic Year

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### Abstract

*This study aims to determine the implementation of dance in the Islamic at TK of Mulsim Madani Integration and to describe the role of teachers in supporting the success of extracurricular dance activities in children. In addition, this study aims to analyze the characteristics of dance movements that are most effective in encouraging children's gross motor development at the Madani Muslim Integration Islamic Kindergarten in the 2024/2025 academic year. This type of research is qualitative research with a case study approach, the data collection techniques used in this research are observation, interviews, and documentation. The information collected came from the person in charge of extracurricular dance and the principal. With the research model from Milles and Hubberman. The data analysis technique used in this research is through several stages including 1) Data condensation, 2) Data Display, and 3) Drawing Conclusions. The results of this study reveal that dance extracurricular activities at Madani Muslim Integration Islamic Kindergarten are carried out once a week (Friday, at 10.00) With participants free to choose extracurricular activities according to their preferences. The teaching methods include visual (imitating the spectacle) and visual (imitating the spectacle). Teaching methods include visual (imitating the spectacle), repetition (repetitive movements), and motion exploration (monitored freedom). The teacher serves as a motivator (providing support and rewards) and facilitator (preparing facilities, comfortable environment). Dance movements are designed according to children's gross motor abilities, with modifications. Dance movements are designed according to children's gross motor abilities, with modifications to facilitate learning. Some of the effective movements taught include dynamic movements, pattern variations, nature/animal imitation, and social interaction, which significantly promote children's gross motor development.*

**Keywords :** Dance Arts Extracurricular, Gross Motor Skills

### INTRODUCTION

Vygotsky (in Mawarni Purnamasari & Na'imah, 2020) stated that child development is influenced not only by internal factors such as cognitive abilities, but also by their environment and social interactions. Extracurricular activities involving physical activities, such as sports or dance, provide children with opportunities to interact with their peers and practice their gross motor skills.

This extracurricular activity serves to strengthen their muscles, improve hand-eye or foot coordination, and increase their physical endurance. With the development of gross motor skills, children will feel more confident in their movements, as they feel more skilled and comfortable with their physical abilities. This also supports their social development, as many activities require teamwork or interaction with their peers. Therefore, gross motor skills are not only related to physical skills, but also how children learn to manage their environment with greater independence and confidence.

Extracurricular activities are mandatory activities implemented in every institution to

enhance gross motor skills, interests, talents, and creativity. They also serve to expand children's potential, especially when introduced from an early age. Extracurricular activities provide children with opportunities to interact with peers and build positive social relationships (Rizqi Amanda, Ari Widyaningrum, 2019). One of the extracurricular activities at the Madani Muslim Integration Islamic Kindergarten is dance.

According to R.S. Dewi (Nada, 2023), dance is a human creation expressed through movement, possessing beauty. Art is often interpreted differently, leading to diverse opinions and understandings. Commonly used definitions of art include beauty, expression of feelings, imagination, aesthetics, and so on.

Dance is a non-academic activity held in schools or educational institutions to train and develop children's gross motor skills through dance movements. Extracurricular dance provides a space for children to move their bodies actively, structured, and creatively. This helps improve strength, balance, coordination, and flexibility. Furthermore, this activity

supports children's cognitive, emotional, and social development. Saputra (in Djibran & Pamungkas, 2023)

Rudolf Laban, a movement theorist in Sabahiyah et al. (2023), argues that dance is movement composed of form, space, time, and effort. Laban views dance as a way for the body to express itself through a variety of movements. He developed a system of movement notation that describes movement qualities, such as speed, strength, and flow. With this theory, dance relies not only on physical form but also on how movement can create meaning or messages.

Dance has a significant influence on daily activities, making it highly engaging and enjoyable for children. Dance involves a variety of movements that engage large muscle groups in children, providing them with opportunities to express themselves through movement. Furthermore, dance introduces children to local culture while teaching them important social skills for interacting with friends or groups. It allows children to express their ideas and thoughts, creating movements that can stimulate their gross motor development (Rizqi Amanda, Ari Widyaningrum, 2019).

Dance is an activity that requires physical movement, focus, and the ability to express oneself in time with music. Dance also serves to stimulate gross motor development in children and support their creativity. Dance is an activity that teaches children about the art of organized and meaningful body movements. Through dance, children can learn to express themselves, increase their creativity, and improve their motor skills. Furthermore, dance also plays a role in helping children understand culture, build self-confidence, and collaborate in groups. This activity provides an opportunity for them to enjoy art while learning discipline and body coordination.

According to Jean Piaget (Nirwana, 2013), gross motor skills are included in the sensorimotor development stage, which occurs in children aged 0-2 years. At this stage, children learn to control their body movements in response to their environment. Afterward, in the preoperational stage (ages 2-7 years), children begin to develop more coordinated gross motor skills, such as running, jumping, and playing.

Gross motor skills are activities that involve the use of large muscles, such as running, jumping, kicking, and throwing. Gross motor skills play a crucial role in a child's development and in maintaining healthy muscles. These skills also encompass aspects of balance, strength, and agility, all of which contribute to increasing the efficiency of a person's movements. For children, developing gross motor skills is vital to their physical growth. When children run, jump, or play freely, they not only exercise their bodies but also learn to control their body movements in a wider space.

## METHOD

The type of research used in this study is a case study. Sugiyono stated that qualitative research methods are research methods based on post-positivism or interpretive philosophy, used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses. (Sugiyono, 2019)

The data collection techniques used are:

### a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive *setting* research, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete participant*) where in this study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020)

### b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the informant is free to answer questions *completely* and in-depth, until they have nothing to hide. This method

aims to make the interview feel like a conversation. (Arsianto, 2011)

c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

The data analysis technique used is according to Bogdan in (Sugiyono, 2020) who said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

Interactive is a model developed by Miles and Huberman (1992) and refined by Miles and Huberman in (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three activities in qualitative data analysis, namely the data condensation stage, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

### RESEARCH FINDINGS

#### 1. Implementation of Dance Arts in the Islamic Kindergarten with Muslim Madani Integration for the 2024/2025 Academic Year

Based on the research findings, it can be concluded that, based on observations and interviews conducted in May 2025, the dance extracurricular activity at the Madani Muslim Integration Islamic Kindergarten has become a leading program that plays a significant role in developing children's gross motor skills, interests, talents, and self-confidence. This activity is held every Friday at 10:00 a.m. WIB. Participants are free to choose their preferred extracurricular activities, allowing members to change within a three-week period. Guided by Ustadzah Ririn Farah Diba, S.Pd., dance practice is carried out in a special room with a variety of teaching methods, namely the visual method (through video

displays from platforms such as YouTube), the repetition method (movements are repeated until the child memorizes them), and the movement exploration method (children are given the freedom to express themselves in a directed manner).

The learning process is systematically designed in three stages: opening (line conditioning, icebreaking, and warm-up), core (movement imitation, gender grouping, ability adjustment, and motivation), and closing (reflection on difficulties, recalling, and prayer). According to Ustadzah Ririn Farah Diba, S.Pd., challenges such as difficulty following the rhythm are overcome with simple movements and a personal approach. Meanwhile, the Principal of Ustadzah Asfa Fikriah, M.Pd., emphasized that dance not only trains motor skills, but also cooperation and children's confidence when performing.

Thus, this dance extracurricular activity not only stimulates physical aspects such as agility and balance, but also shapes children's character through a fun, inclusive, and development-oriented approach. The collaboration between a planned activity structure, creative methods, and the support of female teachers makes the dance extracurricular activity a holistic learning medium at the Madani Muslim Integration Islamic Kindergarten.

#### 2. The Role of Teachers in Supporting Extracurricular Dance Activities for Children at the Islamic Kindergarten Integration Muslim Madani in the 2024/2025 Academic Year

Based on research conducted in May 2025, it can be concluded that the role of the female teacher in the dance arts extracurricular at the Madani Muslim Integration Islamic Kindergarten functions dualistically as a motivator and facilitator who balanceably creates an effective dance learning environment.

As a motivator, the female Islamic teacher (Ustadzah) plays a dynamic and inspiring role. Through various psychological pedagogical strategies, such as providing rewards, performing at school events, and

selecting engaging music, the female Islamic teacher successfully creates a learning environment that stimulates children's intrinsic motivation. This approach not only improves gross motor skills through dance movements but also builds important character traits such as discipline, self-confidence, and resilience in the children.

On the other hand, the role of facilitator is realized through thorough preparation of learning infrastructure. This includes providing comfortable classrooms with adequate equipment, arranging a neat and safe learning environment, and implementing step-by-step modeling techniques that allow for individualized guidance. The humanistic approach to teaching is commendable, with the female teachers willingly providing direct physical assistance to guide difficult movements, reflecting a deep understanding of the stages of children's motor development.

The combination of these two roles has a significant impact. Children not only develop their gross motor skills through dynamic dance movements, but also experience emotional and social growth. The learning environment created by the female teacher adapts to varying ability levels, ensuring that no child is left behind while still providing challenges for the more talented.

This educational approach reflects a new mindset in arts education for early childhood, where the learning process focuses not only on the final result but rather on a meaningful, enjoyable, and humanizing learning experience. Through this dance extracurricular activity, designed with careful consideration of learning, the Madani Muslim Integration Islamic Kindergarten has made a significant contribution to the development of children's holistic potential.

### **3. Characteristics of the Most Effective Dance Movements in Encouraging Children's Gross Motor Development in the Islamic Kindergarten with the Integration of Muslim Madani in the 2024/2025 Academic Year**

Based on observations and interviews conducted in May 2025, the dance extracurricular at the Madani Muslim

Integration Islamic Kindergarten has designed specific movements that effectively encourage children's gross motor development. These movements were not chosen randomly, but rather carefully designed by Ustadzah Ririn Farah Diba, S.Pd., adapted to the children's motor development stages and modified to ensure all children can participate without frustration.

The most effective dance movements are identified by several main characteristics, namely:

- 1) Dynamic and energetic movements such as jumping, spinning, and swinging arms help develop muscle strength, coordination, and balance.
- 2) Variations in movement patterns that combine walking, crawling, or rolling train agility and body awareness.
- 3) The use of expansive space through exploration of dance areas strengthens children's mental abilities. The rhythmic and beat elements synchronized with the movements not only train motor skills but also cognitive skills in following patterns.

The gradual approach to developing physical challenges, from simple movements like running in place to more complex ones like jumping and spinning, demonstrates a deep understanding of child development principles. Furthermore, the use of props like ribbons or scarves, as well as imitations of nature or animal movements, adds creativity and fosters hand-eye coordination.

What's important is the social aspect of dance movements, such as dancing in pairs or groups, which not only hone motor skills but also teach cooperation and social awareness. The repetitive movement structure allows children to master the movements gradually through repetition, in accordance with the principles of motor learning.

From this presentation, it can be concluded that the success of gross motor stimulation through dance at the Madani Muslim Integration Islamic Kindergarten lies in:



- a. a varied but structured selection of movements
- b. adjustment of individual abilities through movement modification, and
- c. integration between physical, cognitive, and social aspects in every movement.

This approach not only makes children actively move, but also makes the process of learning dance a fun experience, where every jump, turn, or swing of the arms is not just a movement, but a concrete step in optimizing the development of the child's gross motor skills.

## DISCUSSION

### 1. Implementation of Dance Arts in the Integrated Islamic Kindergarten Muslim Madani for the 2024/2025 Academic Year

The dance extracurricular at the Madani Muslim Integration Islamic Kindergarten has become a flagship program, playing a vital role in developing children's gross motor skills, interests, talents, and self-confidence. This activity is held every Friday at 10:00 a.m. WIB. Participants are free to choose their preferred extracurricular activities, allowing members to change within a three-week period guided by Ustadzah Ririn Farah Diba, S.Pd., dance practice is carried out in a special room with a variety of teaching methods, namely the visual method (through video displays from platforms such as YouTube), the repetition method (movements are repeated until the child memorizes them), and the movement exploration method (children are given the freedom to express themselves in a directed manner).

Thus, this extracurricular activity not only stimulates physical aspects such as agility and balance, but also shapes children's character through a fun, inclusive, and development-oriented approach. The collaboration between a planned activity structure, creative methods, and the support of female teachers makes dance a comprehensive learning medium at the Madani Muslim Integration Islamic Kindergarten.

In line with the explanation by Vygotsky in Mawarni Purnamasari & Na'imah (2020) explain that child development is influenced not only by internal factors such as cognitive abilities, but also by their environment and social interactions. Extracurricular activities involving physical activities, such as sports or dance, provide opportunities for children to interact with their peers and practice their gross motor skills. This opinion is supported by Rudolf Laban in (Sabahiyah et al., 2023), a movement theorist, Laban argued that dance is movement consisting of form, space, time, and effort. Laban viewed dance as a way for the body to express itself through a variety of movements. He developed a system of movement notation that describes movement qualities, such as speed, strength, and flow. With this theory, dance relies not only on physical form but also on how movement can create meaning or messages.

Based on the various theoretical opinions above, it can be concluded that dance plays a crucial role in developing children's gross motor skills. Through dance movements, children are encouraged to jump, spin, swing their arms, and move their entire bodies. These movements develop strength, balance, and coordination.

### 2. The Role of Teachers in Supporting Extracurricular Dance Activities for Children at the Islamic Kindergarten Integration Muslim Madani in the 2024/2025 Academic Year

The role of teachers in dance extracurricular activities at the Islamic Integration Kindergarten of Muslim Madani functions dualistically as both motivators and facilitators who balance to create a complete and effective dance learning environment.

As a motivator, the female Islamic teacher (Ustadzah) plays a dynamic and inspiring role. Through various pedagogical strategies, such as providing rewards, performing at school events, and selecting engaging music, the female Islamic teacher successfully creates a learning environment that fosters intrinsic motivation in children. This approach not only improves

gross motor skills through dance movements but also fosters important character traits such as discipline, self-confidence, and resilience in the children.

On the other hand, the role of facilitator is realized through thorough preparation of learning infrastructure. This includes providing comfortable classrooms with adequate equipment, arranging a neat and safe learning environment, and implementing step-by-step modeling techniques that allow for individualized guidance. The humanistic approach to teaching is commendable, with the female teachers willingly providing direct physical assistance to guide difficult movements, reflecting a deep understanding of the stages of children's motor development.

The combination of these two roles produces significant impact. Children not only develop their gross motor skills through dynamic dance movements, but also experience emotional and social growth. The learning environment created by the female teacher adapts to varying ability levels, ensuring that no child is left behind while still providing challenges for the more talented.

This educational approach reflects a new mindset in arts education for early childhood, where the learning process focuses not only on the final result but also on a meaningful, enjoyable, and humanizing learning experience. Through this pedagogically thoughtful dance extracurricular activity, the Madani Muslim Integration Islamic Kindergarten has made a significant contribution to the development of children's holistic potential.

Based on the explanation of (Karwati, E and Priansa, 2014) revealed that teachers are the main facilitators at the school level, tasked with exploring, developing, and optimizing students' potential so they become part of an ethical society. Teachers are the main agents in providing education to students; teachers are not only responsible for delivering learning materials but also assisting in the development of skills and values needed by students.

On a micro scale in the classroom, the roles that teachers must also have are as follows:

- a. The Role of Teachers as Motivators
- b. The Role of Teachers as Facilitators

### **3. Characteristics of the Most Effective Dance Movements in Encouraging Children's Gross Motor Development in the Islamic Kindergarten with the Integration of Muslim Madani in the 2024/2025 Academic Year**

The dance extracurricular at the Madani Muslim Integration Islamic Kindergarten has designed specific movements to effectively encourage children's gross motor development. These movements were not chosen randomly, but rather carefully designed by Ustadzah Ririn Farah Diba, S.Pd., adapted to the children's motor developmental stages and modified to ensure all children can participate without frustration.

The most effective dance movements are identified by several key characteristics: 1) dynamic and energetic movements, 2) varied movement patterns, and 3) extensive use of space. The elements of rhythm and beat synchronized with the movements not only train motor skills but also cognitive skills in following patterns.

From this explanation, it can be concluded that the success of gross motor stimulation through dance in kindergarten lies in: 1) the selection of varied but structured movements 2) adjustment of individual abilities through movement modification 3) integration between physical, cognitive, and social aspects in each movement. This approach not only makes children actively move, but also makes the process of learning dance a holistic, fun experience, where every jump, turn, or swing of the arm is not just a movement, but a concrete step in optimizing the development of children's gross motor skills.

In line with the explanation above, all aspects of gross motor development above can run and develop optimally with the right stimuli, because basically in the process of

child development, a child's gross motor skills will develop before their fine motor skills. Therefore, mastery of gross motor skills in children is an important thing that needs to be considered by Ekayanti Tarigan (2022).

Jean Piaget (Nirwana, 2013) states that gross motor skills are included in the sensorimotor development stage, which occurs in children aged 0-2 years. At this stage, children learn to control their body movements in response to their environment. The benefits of gross motor development that can develop from dance extracurricular activities are:

- a. Increase Physical Strength
- b. Improve Coordination and Balance
- c. Improving Cognitive Abilities
- d. Improving Emotional Well-Being

## CONCLUSION

### 1. Implementation of Dance Arts in the Islamic Kindergarten with Muslim Madani Integration for the 2024/2025 Academic Year

The dance extracurricular at the Madani Muslim Integration Islamic Kindergarten has become a flagship program, playing a vital role in developing children's gross motor skills, interests, talents, and self-confidence. This activity is held every Friday at 10:00 a.m. WIB. Participants are free to choose their preferred extracurricular activities, allowing members to change within a three-week period. Dance practice takes place in a dedicated space using a variety of teaching methods, including visual methods (videos from platforms like YouTube), repetition (movements are repeated until students memorize them), and movement exploration (children are given the freedom to express themselves in a directed manner). Furthermore, the learning process is systematically designed in three stages: an opening (line conditioning, icebreakers, and warm-ups), a core (movement imitation, gender grouping, ability adjustments, and motivation), and a closing (reflection on difficulties, recall, and prayer).

### 2. The Role of Teachers in Supporting Extracurricular Dance Activities for Children at the Islamic Kindergarten Integration Muslim Madani in the 2024/2025 Academic Year

The role of teachers in dance extracurricular activities at the Islamic Kindergarten Integration Muslim Madani in the 2024/2025 Academic Year is very crucial and multifunctional, where teachers...play a role as a motivator and facilitator who collaboratively creates a complete and effective dance learning ecosystem. As a motivator, teachers use various psychopedagogical strategies such as giving rewards, performing opportunities, and selecting enjoyable music to increase children's internal motivation, which has a positive impact on the development of gross motor skills as well as the formation of discipline, self-confidence, and fighting spirit. As a facilitator, teachers provide a comfortable and safe learning space, complete with adequate equipment and apply gradual modeling techniques that allow for individual mentoring, with a humanistic approach that involves direct physical assistance to guide difficult movements, so that dance learning is not only effective but also in accordance with the stages of children's motor development.

### 3. Characteristics of the Most Effective Dance Movements in Encouraging Children's Gross Motor Development in the Islamic Kindergarten with the Integration of Muslim Madani in the 2024/2025 Academic Year

The dance extracurricular at the Madani Muslim Integration Islamic Kindergarten successfully optimizes children's gross motor development through a structured and gradual pedagogical approach, combining dynamic movements, synchronized musical rhythms, and the use of creative props. This program not only trains physical and cognitive coordination but also develops children's social aspects and self-confidence comprehensively. By

integrating motor, cognitive, and social-emotional stimulation in a fun learning environment, this dance extracurricular becomes an innovative movement education model and is ideal for the development of similar programs in other early childhood education institutions.

## SUGGESTION

The suggestion in this research is that future researchers can develop types of extracurricular dance arts with a variety of other research methods because apart from the motoric side, dance arts can also develop other aspects of children's development.

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