

Empowering Dance Learning in Forming Character Education of Early Children

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Abstract. The dance learning process at Aryandini Kindergarten is attended by all children aged 4-6 years. This learning is carried out to train the development of children's cognitive, affective, motoric, social emotions, interests, talents, creativity, communication, instilling educational values and humanity, aesthetic sensitivity, and learning to preserve culture. This research aims to empower dance learning in forming children's character education. One of the dance titles being taught is bebegig dance. The method used in this research is a qualitative method with a case study approach. The result of the research shows that before the children actively danced, the value aspect of relationships with others and the value aspect of relationships with themselves obtained a score of less than 70, meanwhile, after they actively danced, the score increased to 90. In conclusion, by empowering dance learning, children's character education can be formed optimally.

Keywords: Dance learning; character education; early childhood

1 Introduction

Studying is done with the intention of fostering teacher-student contact and a learning experience that will impact students' knowledge, attitudes, and abilities. Learning is an intentional effort on the part of teachers that may lead to pupils engaging in educational activities [1]. In order to accomplish defined goals, learning is fundamentally a reciprocal transactional communication process between professors and students as well as between students themselves [2].

The goals of moral education and character education are similar in that they both seek to shape children's personalities and help them comprehend the principles of character education. so that when they grow up, they become honorable, moral, and decent people who can help other people and the environment. Because children must interact with their friends through dance, under the guidance of their teacher, using enjoyable movements that can be incorporated into daily life with expressions and soulfulness in accordance with the structure of the dance, dance education is a highly appropriate method for empowering young children as they form their personalities. Dancing as a tool for kids to learn character education.

Typically, early childhood dances convey a moral lesson that can be applied in daily life to form the foundation of children's character education. One such example is the *Bebegig* dance, which narrates the tale of young farmers' children observing their parents guarding their rice fields from bird attacks. These young farmers dream of having fun with the rice fields' *bebegig*. They therefore made noises to frighten away the birds while playing in the rice fields.

The incident occurred when a few pupils stopped attending class, forgot to finish their dance, and grew lethargic. It is the responsibility of educators and parents to try to lead and mentor their students so they can actively participate in learning the dance and develop stronger character traits.

2 Methods

In this work, a case study methodology was combined with qualitative research methods. A case study is a better approach if the primary research issue is how or why a current phenomenon is the subject of the study [3]. In this study, the researcher tried to investigate in detail how dance instruction empowers early children character education at the Aryandini Kindergarten in Bandung City. Interviews with teachers and school principals, one of which is connected to bebegig dancing, provided the research's data. This technique for gathering data is referred to as a data collecting approach in research activities [4]. Interviews, observation, news reports, research findings investigations, and ideas of empowering dance learning in creating character education are the data gathering methods used in this study.

3 Results and Discussion

This study was conducted in Bandung City at Aryandini Kindergarten. Early childhood development dictates that learning take the shape of different play activities that help develop other characteristics, like morality, good behavior as people, as members of society, and as God's servants in accordance with religious principles. Along with this education, young children must be given the freedom to learn dance in order for them to acquire the cognitive, emotional, and psychomotor skills that shape their attitudes and personalities. Learning outcomes are divided into three areas by Bloom, namely cognitive, emotional, and psychomotor [5]. Learning as an action taken by an individual with the goal of obtaining the required competency. In essence, the learning process is used to enhance individual competencies or abilities in order to acquire better knowledge, skills, and attitudes. It also aims to ascertain how early childhood character development is incorporated into bebegig dance instruction, which is evident in the following aspects [6].

Table 1. The Aspects of Character Education in an Early Childhood.

No	Aspects of Value	Range of Scores before actively participating in dances	Range of Scores after actively participating in dances	Remarks
1	The value of students relationship with God the Creator,	65	87	The Score Range (70-100) for this activity is observed when young
2	The value of students relationship with others	60	90	

3	The value of students relationship with themselves	60	90	children are learning <i>Bebegig</i> dance.
4	The value of students relationship with environment	62	85	

A situation that came up during the learning process involved several kids who did not take part in dancing because they did not attend school frequently, did not learn the *Bebegig* dance, and were teased by their friends. As a result, these kids became apathetic and did not want to interact with others, which affected the kids' character. Table 1 indicates that a number of children had relationship value aspects that were below average (below 70) prior to taking dance lessons. However, following dance lessons, these relationship value aspects increased, particularly in the relationship value aspects with others and with themselves (the score is 90). In order for the children to interact with each other through *Bebegig* dance, which contains moral lessons and religious, educational, and humanitarian values, teachers, school principals, and parents play a crucial role in inspiring and guiding them. This involves teaching them to respect and value one another as well as cooperate with their parents and other people in this life, see figure 1.



Fig. 1. The Students of Aryandini Kindergarten are Practicing *Bebegig* Dance.

Through character education, school plays a crucial role in helping children develop moral values at a young age. Character refers to a person's behavior, whether it is good or bad. Character is described as psychological characteristics, morality, or manners in the Big Indonesian Dictionary. Character can also be understood to mean habitual conduct, routines, or consistent acts [7]. The definition of character is values, attitudes, and actions that are dependable, just, and compassionate; these come from social values, ideology, state and citizenship, national cultural values, religion, and ethnicity that are widely accepted by Indonesian society in order to avoid causing conflict [8]. Character education is a system of instilling behavioral values (character) in school members that includes knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality, so that they become complete human beings [9].

In order for people to behave admirably, they must possess an innate nurturing system that fosters character as values that society may accept [10]. Early character values are honesty,

discipline, tolerance, and independence [11]. Education is a lifelong process. The provision of education starts in the early years. It is possible to deliver education in both formal and informal settings. The foundation for educating children is laid in non-formal settings like the home and community [12]. Character development is influenced by two things: a child's inner innateness and their perspective of the world, which includes information, experience, moral standards that are widely accepted, guidance, and interactions (relationships) between parents and children [13]. Character education—which encompasses elements of action, emotion, and cognitive knowledge—can be used to develop character. Character education, which is used with *Bebegig* dance to shape cognitive, affective, and psychomotor aspects in a better direction—such as the value of relationships to God, to others, to oneself, and to the environment—is thought to be crucial for early childhood education, according to several perspectives [7].

4 Conclusion

Early dance instruction is crucial for empowering children's character. Through character education, children should be able to create themselves in cognitive, affective, and psychomotor domains in accordance with their developmental stage. When kids can't get along with their friends, it's the teachers' and parents' responsibility to help them change for the better. The results show that kids who haven't taken part in dance learning have relationship scores that are below average, whereas kids who have participated have relationship values that have increased, indicating that kids' character education can be formed in the best possible ways. *Bebegig* dance is one of the dances that helps shape a child's character because it conveys moral lessons, religious, educational, humanitarian, and other qualities that teach children to respect and value one another as well as work cooperatively with their parents and other people in this world.

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