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OPTIMIZATION OF PRIMARY SCHOOL'S TEACHERS IN IMPLEMENTING  
THE THEMATIC LEARNING THROUGH DANCE MOVEMENTS

Cicilia Ika Rahayu Nita Elementary School Education Program,

FIP Kanjuruhan University Of Malang

E-mail: [ikacicilia@gmail.com](mailto:ikacicilia@gmail.com)

**Abstract**

Learning is the process of interaction between children with children, children with learning resources and children with educators. Learning activities means if it is done in a comfortable environment and provide a sense of secure, individual and contextual learning, the experience that they learned directly. one of creative efforts in implementing teaching in primary schools is doing thematic learning especially for lower class. This teaching models will be more interesting and meaningful for the children because of this learning model presents the themes more the actual learning and contextual learning in daily life. However there are many parties who have not yet understand and able to implement this model is good way.

Thematic learning has characteristics that favor the students, as follows: thematic learning centered on students (student continuous), thematic learning can provide direct experience to students (direct experiences), the separation is not clearly, presents the concept variously in a learning process, learning outcomes in accordance with the interests and the needs of the students. Using the principles of learning and playing and fun. (Depdiknas, 2006). In accordance with the function of the art of dance in particular characteristics thematic learning share a common goal of the formation of learners both cognition, affective, and psychomotoric aspects.

Dance movements are given as the media in learning because of the meaning and the benefits against the needs of the development of the learners, which is located on the aesthetic experiences in the form of expression activities or be creative and appreciate through approaches: "learning with art", "learn through art" and "learn about art". This role can be given on education. Teachers as youngsters that have the potential to develop creativity, so that the role of the teacher in developing the dance movements as media thematic learning will have an impact on the achievement of the ideals of the quality of education in accordance with the development of education.

**Kata-kata kunci:** *guru, pembelajaran tematik, gerak tari*

*The key words: teachers, thematic learning, dance movements*

## **Introduction**

Learning is the process of the changes in the personality of skill, attitudes, customs and understanding which is settled in the behavior that occurs as a result of the exercise or experience. Learning is the process of interaction between children with children children with learning resources and children with educators. Learning activities means if done in a comfortable environment and provide a sense of secure, individual and contextual learning, children experience that he learned directly. The curriculum changes to one of the alternative, so that learning and teaching can be run effectively and efficiently so that the purpose of which is expected to be reached.

The curriculum changes of education in Indonesia repeatedly occur in 2004 which is famous with the Competency Based Curriculum (CBC). The changes of the curriculum happened during the year that is called by the education unit curriculum (school syllabus development). Changes in the curriculum is not a solution in the improvement of the quality of education if the implementation has not been experiencing learning in line with. The policy on regional autonomy has given freedom of movement that wide space to educational institutions in managing existing resources. The policy gives the freedom to the school if the resources are prepared to allocate all the potential and priorities which be able to perform the breakthrough of learning system which more innovative and creative.

Learners in elementary school on the first, second and third grades are located on the extensions of the early age. At the age of all aspects of the development of intelligence likes IQ, EQ and SQ grow and develop in an extraordinary. In general the level of development is still as one integrity (holistic approach) and able to understand the relationship between the concept of a simple way. The learning process is still dependent on the objects of the concrete and experience experienced directly.

Nowadays, the implementation of learning activities at Elementary School at first until third grade for each subjects are done separately, for example Science 2 hours, Social 2 hours and Bahasa Indonesia 2 hours lessons. In the implementation of activities conducted by the pure subject that is only learn the standard and basic competencies related to the subjects. In accordance with the stages of development of children who are still seeing all things as an integrity (holistic), learning that presents subjects separately will cause less develop children to think holistic approach and create difficulties for learners.

One of the efforts to be creative in teaching in primary schools is doing thematic learning especially at lower class. This teaching models will be more interesting and meaningful for the children because of this learning model presents the themes more actual learning and contextual learning in everyday life. However there are many parties who have not yet understand and able to implement this model in good way.

Thematic learning guide in the school syllabus development from the Depdiknas of 2006 revealed that thematic learning is an attempt to integrate the knowledge, skills value or attitude and creative

thinking using the theme. According to Daryanto (2014:3), thematic learning is defined as learning that associate several subjects that can provide meaningful experience to children. Daryanto also revealed that there are some benefits of thematic learning:

- (1) The students focus on a specific theme
- (2) Students are able to learn the knowledge and develop basic competencies between subjects in the same theme; the understanding of the material more depth and impress; basic competencies can be developed better to relate the other subjects with personal experience students
- (3) Students are able to feel the benefits and the meaning of learning because the material presented in the context of the theme clearly.
- (4) Students more enthusiastic to learn because they can communicate in the real situations, to develop a capability in a subject as well as learn other subjects
- (5) Teachers can save time because of the subjects presented can be prepared at the same time (daryanto, 2014:3)

Based on the statement can be asserted that the thematic learning is done with the meaning as efforts to improve the quality of education, especially to offset a surprisingly dense curriculum material. In addition to the thematic learning will provide the integrated learning opportunities that more emphasis on participation or involvement of students in learning. Integrity in this learning can be seen from the aspect of the process or the time aspects of the curriculum and aspects of the teaching and learning.

Thematic learning is very important to be scrutinized, in addition to thematic learning has many advantages, but also has a lack of especially for primary school teachers low class. These difficulties mainly occurred on the implementation of integrated learning and selection of the theme, methods, and the proper media. Therefore to realize the factors which necessary to the existence of a steady preparation from teachers who will implement thematic learning.

Teacher understanding of special school syllabus development thematic learning is good. It can be seen from the correct answer respondents of the understanding school syllabus development namely 80%. They have to understand that the school syllabus development is a set of the plan and the setting of the purpose of the content and teaching materials and the way that is used as a guide the implementation of activities to achieve the goal of learning specific education, this proves that the demands so that the teachers can control thematic learning and various other capabilities achieved already. The Capabilities include the ability to understand the concept of the plan of teaching, write the purpose of the teaching, presents the lesson materials give the question to the students, teaches the concept, communicate with students and observing the class and evaluate the results of the study (Cooper in Zahera, 1997).

In the process of thematic learning, the aspects of the students be the main attention, learning activities are no longer monopolised by the teacher (teacher center) and teachers must be able to present lessons by using many methods so that learning can take place with the effective and useful for the students, then the method selected must be able to develop their creativity appropriate with the development and the needs of the learners. When it is associate with the level of development of children, integrated learning is learning approach that notes and adjust the giving of the concept in accordance with the level of children development. The concept approach in accordance with the level of development of the children that went from the theory of learning that refuse to drill the system as the basis of the formation of knowledge and the intellectual structure of children (Depdikbud, Prabowo. 2000).

In addition to the thematic learning have characteristics that favor the students, as follows:

- a. Centered on students. Thematic learning centered on students (student centered)
- b. Thematic learning can provide direct experience to students (direct experiences).
- c. The separation of the subjects are not clearly.
- d. Presenting the concept of variously subjects in a learning process.
- e. Learning outcomes in accordance with the interests and needs of students.
- f. Using the principles of learning and playing and fun.
- g. Thematic learning centered on the students (student centered).
- h. Learning outcomes in accordance with the interests and needs of students.
- i. Using the principles of learning and playing and fun (Depdiknas, 2006).

#### The dance position in Education

Education has a large role in the form of human. Hope the birth of human being who exited as a result of the education process listed in the Regulation of the Government of the Republic of Indonesia Number 19 Year 2005 on National Education Standards. That if observed from the role, the art of dance has a role in the formation of individual learners are in harmony with the needs of the development of the children in the reach multiple intelligent which consists of interpersonal intelligence, visual spatial, musical, linguistically, mathematical logic, naturalist and intelligence adversitas, creativity intelligence, spiritual intelligence, moral and emotional intelligence.

Dance movements are given as the media in learning because of the meaning and benefits against the needs of the development of the learners, which is located on the aesthetic experiences in the form of expression activities or be creative and appreciate through approaches: "learning with art", "learn through art" and "learn about art". This role can be given on education.

Dance used in learning which means to build and develop the potential for aesthetic appearance of the students. Read (1974), says that basically every person is believed to have the seed of aesthetic

awareness, namely mental push which called aesthetic impulses. While a work of art can be said as an aesthetic object, namely a stimulus objects that can cause aesthetic response for those who see it. Art as an appreciation activities which are psychological involving stimulus response process. Through the observation of the art works will be a process to respond the aspects of art. This is where the aesthetic impulses someone which will be stimulated and believed to develop awareness and sensitivity aesthetic attitude that the estuary on the capability of respect, enjoy and assess.

The existence of dance art learning in formal education have a meaning and a very important function for learners. The meaning of learning the art of dance as revealed by Margaret H, Doubler (1970: 351) who holds as follows:

*If dance is to function again as a vital experience in the lives of our people, it must be the responsibility of our educators. The inclusion on dance in the general education program is the one means of giving free opportunity to every child for experiencing the contributions it can make to his developing personality and his growing artistic nature.*

The opinion above states that dance in the school is a tool to provide an opportunity for children to experience a contribution, from the dance in developing personal and growth the artistic sensitivity naturally. The statement needs to be realized by a teacher in formal schools, dance learning give contribution for the development of child personality.

When we analyze the dance activities that have value learning and the results which provide the benefits against students. When the jurisdiction of education include psychomotor aspect, cognition, and affective will be achieved with good. According to Rohidi (2001:103), dance as media education at least is predicated on the purpose of fine art education there are three namely; 1) a strategy or how to foster, develop creativity and sensitivity; 2) provides opportunities in the widest sense on the students to expression; and 3) develop personal children toward the establishment of a complete and comprehensive personal, both individually, social and cultural. Some of the benefits of the art of dance as media of education according to Hidajat (2005: 13), which is as follows:

a. The introduction of the body

The art of dance as the introduction of the body is intended to give the understanding on the children to the function of the mechanism of the body (the awareness of the body). So that the students felt no stranger to the members of his body, as the feet, hand, head and the function of the bone.

b. The formation of the body

The art of dance as a media establishment of the body (forming body), which is the art of dance provides the possibility of children who can grow and develop reasonable. The children who had the habit of such as difficult to walk, roads crooked, road with the abdomen pushed to the future, is tilted or lifted

up and somehow certain standing will be controlled and trained simultaneously with the technical elements of dance. So that is expected to experience a reasonable growth.

c. Socialization of themselves

The art of dance as media socialization of students means that the art of dance is not good for taught individually. But, will achieve a useful result social because submitted in classical. The children can bring themselves in the association, does not feel facilities or high heart.

d. Grow Personality

personality values produced from the dance exercise can shape the character of the students that include discipline, neatly, adaptation speed, courage act, responsibility, the depth of the immensity, preoccupation and dedication and fortitude.

e. Explore the Characteristic

Human actually have the talent duplication, namely emulate a number of character, start from other human characteristics, animals and also the attributes of the specific. The replication is a meaning that is in a statement himself, which is called as the quality of the understanding of the characteristics of a good external and internal.

f. Communication

The Art of Dance communication as communication media for children often difficult to reveal what is in his heart. He wanted to share the things he endured, he felt, he biodiversity on the other. The art of dance gives students opportunities for states with the language of physical cleanliness, namely can claim the joy, sorrow and etc.

g. The introduction of the cultural value the

The efforts which make the students are able to recognize the value of the culture is not enough to read or were given explanations (knowledge), but they possible can participate (plays an active role in the feel by phisikal and empathize with the activities of arts).

### **Optimization of the teachers in the implementation of the thematic learning through dance movements**

The research found that the model of thematic learning conducted through hard work and effort that has been done by teachers in teach thematic learning although many teachers find it difficult to get a suitable media and can represent all subjects that are integrated and they too restricted to the learning media that is available or can be purchased. Sutirjo and Sri Istuti Mamik (2004) stated that the thematic learning is an attempt to integrate the knowledge, skills, value or the attitude of learning and creative thinking using the theme. Therefore all experience or the ability of the teachers in developing thematic learning and with all its aspects is an advantage that is not infinite for schools.

Thematic learning or Integrated learning is a model that combines a number of learning materials from various standard and basic competencies from one or several subjects. The implementation of this learning can be done through three approach: the determination based on the relevance of the standard and basic competencies, theme and the problems facing. The theme is given with the intention of uniting the contents of the curriculum in one unified whole, enrich the treasures of the students and learning that involves several subjects to provide meaningful experience to the students. Integrity in this learning can be seen from the aspect of the process or the time the aspects of the curriculum and aspects of teaching and learning in one time face-to-face.

In order to implement the community learning that has been poured out in the syllabus, teachers must develop implementation plan learning (RPP). RPP is a position for teachers in teaching both in the classroom and laboratory and/or field for each basic competencies. Therefore, what is stipulated in the RPP contain things that directly relate to the learning activities in their efforts to achieve the mastery of a basic competency.

The competency standard is the qualification ability of the learners which describing the mastery of knowledge, attitudes and skills which is expected to be reached in certain subjects. The competency standard is taken from the standard content (standard and basic competencies).

The basic competencies is a number of minimum capabilities that must be owned by the learners in order to control the decree certain subjects. The basic competencies selected from listed in the standard of the content. Prior to determine or select the basic competencies, building blocks first examine the competency standard and basic competencies subjects with attention to the following matters.

- a. The order based on the concept of the hierarchy of disciplines and/or difficulty level Basic Competencies
- b. Interrelationship between the standard and basic competencies in lessons
- c. The relevance of the standard and basic competencies between subjects

After the preparatory stage is done, then will be presented in the implementation phase of the integrated learning. Now the implementation phase of the learning activities includes (Depdiknas 2006):

- a. Opening activities

This activity was done especially to prepare the learners in physical and psychological disorder in following the learning process; give learners motivation to learn in the appropriate contextual benefits and applications lesson materials in daily life by providing examples and local comparison, national and international; asking questions that associate prior knowledge with the materials to be learned; explains the purpose of the lesson or the basic competencies will be achieved; and convey the scope of the material and the explanation of the explanation of activities according to the syllabus.

This activity is primarily create the atmosphere in the beginning of learning to encourage learners focuses themselves to be able to follow the learning process in a good way. The nature of the activities in the opening of the activity to warming up. At this stage can be done by digging against the experience of the theme will be served. Some examples of activities that can be done is a story, physical or physical activity in accordance with the theme, singing, singing while dancing to follow the rhythm of the music and telling the experience. The role of dance movements in thematic learning based on the results of research especially on the level of the opening activities are very important role is as a stimulant to imagine students more easily to take an active role in learning and have new findings.

#### b. Main Activities

The Main activities focused on activities that aimed to development the attitude, knowledge and skills. In the context of the development of the attitude, then all oriented learning activities at this stage in the competencies that encourage learners to perform the activities through afeksi process that started from the receive, run, respect, ponder, to practice.

Competency knowledge is done through the activity of knowing, understand, implement, analyzing, evaluate, to create. For competencies skills obtained through the activities observed, ensnared, try, thinking out, entertainment, and created. All content (topics and subtopics) subjects decreased from the skills should encourage learners to perform the process of observation until the creation.

The achieve of the skills necessary to do the learning that apply research based learning mode (discovery/inquiry learning and teaching that produce a work based on the troubleshooting (project based learning).All learning activities in the core activities of activities include observing, ensnared, data collection, mengasosiasi, and communicate. On stage communicate dance movements based on the results of research also shows the role of the high enough, with dance movements students will be easier to convey than rote.

#### C. Closing activities

The nature of the activities of the cover is to calm down and reflect in order to evaluate. Evaluation set apart on the entire range of learning activities and the results obtained and the next together find the benefits directly or indirectly from the results of the lessons and the activities of the cover is also intended to provide feedback on the process and learning outcomes; do follow-up activities in the form of task, both individual tasks or groups; and inform the plan learning activities for the next meeting.

Some examples of the activities of the end/that can be done cover is concluded/reveals the results of the learning that has been done, moral messages, dance and dance appreciation.

## **Conclusion**

Based on the results of research can be concluded that the dance movements based on their function is very important to: socialization themselves. The art of dance as media socialization of students means that the art of dance is not good for taught individual will achieve a useful result social because submitted in classical. The children can bring themselves in the association, does not feel facilities or high heart. Grow the personality values which produced from the dance exercise which can shape the character of the students that include discipline, neat, adaptation speed, courage act, responsibility, the depth of the immensity, preoccupation and dedication and fortitude. Explore the characteristic, human actually have the talent duplication, namely emulate a number of character, start from other human characteristics, animals and also the attributes of the specific. The replication is a meaning that is in a statement himself, which is called as the quality of the understanding of the characteristics of a good external and internal. Communication, the art of dance as communication media children often difficult to reveal what is in his heart. He wanted to share the things he endured, he felt, he biodiversity on the other. The art of dance gives students opportunities for states with the language of physical cleanliness, namely can claim the joy, sorrow and so on. The introduction of the value of culture, an effort so that the students can recognize the value of the culture is not enough to read or were given explanations (knowledge), but they possible can participate (plays an active role in the feel by physical and empathize with the activities of arts).

The results of thematic learning will get good results if the teacher can develop creativity through dance movements that adjusted with the function of dance itself. In accordance with the situation and is very clear that the readiness of the teachers to use dance movements in remixing thematic learning is very determine the results of student learning.

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