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Traditional dance learning as an effort to introduce Sundanese culture in PAUD Riyadussholihin

R. Dara Sakhila¹, Muhammad Rafli Fauji², Yuliawan Kasmahidayat³

^{1,2,3}Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

sakhiladara@upi.edu¹, muhamadraflifauji@upi.edu², kasmahidayat@upi.edu³

ABSTRACT

Dance education in early childhood serves as a medium for shaping positive character during children's developmental stages. At this age, children also undergo cultural transitions, including exposure to Sundanese culture, which carries values, knowledge, and beliefs. This community service aims to introduce traditional dance as a method to promote Sundanese culture among early childhood students. The service was carried out at PAUD Riyadussholihin in Cipongporang, Katapang, with 35 participants aged 4-6 years. The goal was to foster an appreciation for local culture and instill a sense of national pride through dance. The method used in this service is hands-on practice. Students were introduced to traditional Sundanese dances, such as "Manuk Dadali" and "Mojang Priangan". The sessions were conducted once a week, focusing on both the physical and cognitive development of the children. The findings showed that, despite challenges such as maintaining focus and managing the students' energy levels, the children were highly enthusiastic and engaged in learning the dances. This service demonstrates the potential of traditional dance to enhance cultural knowledge, motor skills, and self-confidence in young children. The experience highlights the importance of incorporating cultural education into early childhood curricula.

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ABSTRAK

Pembelajaran seni tari pada pendidikan anak usia dini merupakan sarana pendidikan untuk mengembangkan kepribadian positif pada anak saat proses tumbuh kembangnya. Di masa pertumbuhannya, anak juga mengalami transisi budaya, termasuk budaya Sunda sebagai teladan pengetahuan, nilai, dan kepercayaan. Pengabdian masyarakat ini bertujuan untuk mengenalkan tari tradisional sebagai metode untuk mempromosikan budaya Sunda di kalangan anak usia dini. Kegiatan ini dilaksanakan di PAUD Riyadussholihin di Cipongporang, Katapang, dengan 35 peserta didik berusia 4-6 tahun. Tujuan pengabdian ini adalah untuk menumbuhkan rasa cinta terhadap budaya lokal dan menanamkan karakter cinta tanah air melalui tari. Metode yang digunakan dalam pengabdian ini adalah praktik langsung. Anak-anak diperkenalkan dengan tari tradisional Sunda seperti "Manuk Dadali" dan "Mojang Priangan." Kegiatan dilakukan seminggu sekali dengan fokus pada pengembangan fisik dan kognitif anak. Temuan menunjukkan bahwa meskipun ada tantangan seperti kesulitan dalam mempertahankan fokus dan mengelola energi peserta didik, anak-anak sangat antusias dan terlibat dalam pembelajaran tari. Pengabdian ini menunjukkan potensi tari tradisional dalam meningkatkan pengetahuan budaya, keterampilan motorik, dan rasa percaya diri pada anak usia dini. Pengalaman ini juga menyoroti pentingnya memasukkan pendidikan budaya dalam kurikulum PAUD.

Kata Kunci: budaya Sunda; pembelajaran; tari tradisional

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INTRODUCTION

Early Childhood Education (PAUD) is a crucial stage in the development of cognitive, affective, and psychomotor skills, which can be optimally instilled in children through a fun approach and in line with their age development. Early childhood education can be a significant benchmark for children's future lives, as brain development occurs rapidly at an early age, leading to the formation of cognitive, social, emotional, and motor skills (Gunadi et al., 2024). Character formation in early childhood is crucial because children at this age are highly sensitive, and all actions shown can be immediately accepted and stored in their memory (Mahmudah et al., 2021). One of the important aspects that can be developed in early childhood is cultural introduction, which plays a significant role in character formation. The introduction of this culture can also be used as one of the efforts to instill a love for the homeland.

A cultural introduction to instill a love for the homeland can be achieved in various ways, one of which is through learning traditional dance arts. Traditional dance is an example of culture that showcases the richness and diversity of groups and ethnicities in Indonesia (Utomo et al., 2020). For this reason, learning traditional dance in early childhood can be an effort to introduce various cultures in Indonesia, one of which is Sundanese culture. When children learn dance at an early age, they must memorize every movement to exercise their memory, focus, and concentration. Learning dance art can be one of the fun ways for early childhood to become familiar with Sundanese culture.

Previous research has shown that traditional dance can help children learn about and appreciate regional arts (Kurniawati & Azizah, 2019). Other research suggests that introducing local culture through dance can instill a love for the homeland, such as dancing with confidence, praying before engaging in dance activities, and learning cultural values (Faustina et al., 2023). In addition, learning art can improve gross motor development through increasingly coordinated hand and foot movements, which follow the beat, and can also foster a sense of love for one's homeland in students (Aisyah & Rohmalina, 2024).

To introduce Sundanese culture to early childhood, several students of the University of Education Indonesia (UPI) who are carrying out Real Work Lectures (KKN) activities held dance lessons for students of PAUD Riyadussholihin located in Cipongporang Village, Katapang Village, Katapang District, Bandung Regency. This PAUD is situated in the residential area of Cipongporang Village and accommodates 35 students. Learning activities using a system of dividing 3 groups of learning time, starting from 08.00 am to 11.30 pm. Learning in PAUD refers to Islamic-based education, which begins with the recitation of Asmaul Husna, prayers, and short verses from the Quran, prior to the formal learning process. Learning activities are conducted from Monday to Friday. On Wednesday, sports learning takes place outside the classroom, specifically in the RW 11 field.

This service aims to introduce traditional dance learning as one of the strategies for introducing Sundanese culture to children in the PAUD environment and to identify the challenges faced when carrying out related activities. This service is expected to serve as a reference for PAUD institutions and educators in developing a more culturally oriented approach to the early childhood learning process in schools.

Literature Review

Early Childhood Education

Early childhood has a distinctive character, both physically, socially, and morally. Typically, early childhood is characterized by traits such as high curiosity, a unique personality, imagination, an egocentric attitude, and short-term concentration, which means children still require guidance from adults, such as parents or family (Khoirurroziq et al., 2023). Apart from the internal scope, early childhood can also get guidance from

educators at school or PAUD. PAUD is an activity designed for children from birth to the age of six, aimed at providing an educational framework to support physical and spiritual growth and development, ultimately preparing children for further education (Suryana et al., 2021).

PAUD is the initial stage in formal education that aims to shape children's character and personality from an early age. Generally, the age range of children categorized as early childhood is between 3 and 6 years old (Amiliya et al., 2024). This categorizes the age of early childhood education as a golden age for human development, also known as the golden age (Wasis, 2022). Therefore, this golden period of early childhood must be stimulated in its learning and development by the adults around it (Nugraheni & Pamungkas, 2022). PAUD can serve as a provision and experience for every child, enabling them to grow and develop according to their age (Garnika & Najwa, 2022). It can be said that early childhood education lays the initial foundation for shaping a person's personality, which will affect their life until adulthood, and thus later serve as a solution to address the problem of declining moral quality in society (Hasanah & Fajri, 2022).

Learning Dance Arts

Indonesian people use culture to convey and present the identity of a community group (Andriana et al., 2024). One of the cultural arts used to convey this message is dance. Dance is one of the arts that can enhance children's creativity (Lestari & Gunada, 2021). Dance art can be viewed as a medium of expression for students, conveying feelings through rhythm-based movements, thereby showcasing characteristics that align with the quality of the rhythm (Susanti et al., 2024).

Dance art learning is part of the field of cultural arts study that plays a role in fostering students' development of ideas, virtuous character, and a patriotic spirit, while also training their skills and creativity (Shakila et al., 2024). Learning dance art involves psychomotor, cognitive, and affective skills that support early childhood character development (Wahyudi & Gunawan, 2024). In addition, learning dance art is also an activity that helps individuals gain knowledge to shape their attitudes and behaviors. This knowledge is conveyed by adjusting the characteristics of children through visual, auditory, and affective stimuli. It is manifested through body movements that are in harmony with the rhythm of music and contain certain meanings (Rifhayati et al., 2024). In order for this knowledge to be conveyed, dance movements must be easy because they adapt to the characteristics of early childhood that are full of imagination, so that when children learn by practicing imitating dance movements directly, it can stimulate creativity, enthusiasm, and motivation for children to learn dance with a fun atmosphere (Wahyudi & Gunawan, 2024).

Introduction to Sundanese Culture in Early Childhood

Cultural introduction refers to any process, method, or effort to introduce or inform others about a specific culture (Rizkiyani & Sari, 2022). The introduction of Sundanese culture can be done as early as possible in the school environment, namely in early childhood (Rizkiyani & Sari, 2022). The introduction of Sundanese culture can be done through traditional dance art. Traditional dance plays a role in supporting children's growth and development, and it serves as a means of introducing cultural arts in early childhood (Awalunisah et al., 2022). Traditional dance is a type of dance that embodies noble values rooted in a nation's culture (Oktariani, 2023). Traditional dance is a form of dance associated with a specific ethnicity that is passed down from one generation to the next and has established rules (Sari, 2024). This traditional dance art can be used as a means to foster and instill a sense of nationalism in students (Alfiyanti et al., 2023). This sense of love for the homeland or nationalism is crucial to instill in children from an early age,

so that they can become the nation's successors who respect their own nation and country (Julia et al., 2021).

METHODS

The method used in this service is a direct practice, carried out at the location where the service is provided. In its implementation, UPI KKN-Thematic students carried out one of a series of dance learning activities that are routinely conducted once a week from July 26 to August 26, 2023, at PAUD Riyadussholihin, Cipongporang Village, Katapang Village, Katapang District, Bandung Regency, for 35 students. The implementation of this service began by gathering students in the field and then warming up. After that, the core dance movement was carried out, guided by several students, and concluded with a meal together. After that, students will observe whether they can practice dance movements or not, so that they can be evaluated for the next dance movement that will be given at the next meeting.

RESULTS AND DISCUSSION

Realization of Traditional Dance Learning at PAUD Riyadussholihin

UPI Thematic KKN students carried out community service activities at PAUD Riyadussholihin, which involved learning traditional dance creations with the approval and request of the Head of the Riyadussholihin Foundation. This activity is carried out once a week for 30 days, interspersed with learning outside the classroom after completing sports learning in the field. Based on the results of the observations and documentation carried out, dance learning activities were conducted on Wednesday after completing sports learning in the RW 11 field. The material taught is presented in the form of two traditional creation dances: the Manuk Dadali Dance and the Mojang Priangan Dance. The level and variety of movements were also created and adjusted to the age of students who were still in the early age category (4-6 years).



Figure 1. Student Warm-Up Activities
Source: Author Documentation 2023

The design of the activity prepared by UPI Thematic KKN students began with a briefing for the PAUD students to arrange the line and warm up first. After the students are ready, the KKN students will demonstrate movements gradually and occasionally correct those of students who appear to be inappropriate (see **Figure 1**). Then, if the students appear to have mastered the movements, they are accompanied by music so that they can adjust their dance movements to the rhythm of the song.



Figure 2. Dance Learning Activities for Students
Source: Author Documentation 2023

Based on the activities in Figure 2, the first thing that needs to be prepared for carrying out this traditional dance art learning activity is the loudspeaker media or speakers used to play dance accompaniment music. After the music was arranged, the activity began by conditioning and arranging the lineup of students who would participate in the dance learning, followed by a prayer to start the activity. Before the core dance movement, the students were invited to warm up first. After the warm-up, dance exercises were carried out, namely the Manuk Dadali Dance and the Mojang Priangan Dance, with the students guided to follow the movements of UPI Thematic KKN students slowly. After completing this activity, it ended with prayers and a meal break. This dance learning is routinely carried out once a week, every Wednesday, after sports learning is completed, and lasts 30 minutes. Take a break and have a meal together, then follow up.

Learning dance art is not only intended as a learning medium, but also serves the purpose of introducing regional culture, increasing creativity, and helping individuals express themselves, be creative, and appreciate the meaning of dance itself (Wirjosantosa, 2022). The implementation of dance learning at PAUD Riyadussholihin aims to foster a sense of love for the homeland and introduce Indonesian art and culture, including the forms of Sundanese art and culture that thrive within the PAUD Riyadussholihin environment. This dance art learning also emphasizes exploratory learning, allowing for a wide range of physical movements or practices to be performed directly. In this dance learning activity, there is no element of coercion, where the students enthusiastically follow every direction demonstrated by the UPI Thematic KKN students.

Dance learning at PAUD Riyadussholihin is also conducted to form early childhood characters who are familiar with and appreciate their own culture, specifically the diverse Sundanese culture, which is reflected in the form of songs and dances. Additionally, the purpose of this dance learning is to build students' confidence. For this reason, dance learning activities can introduce a tradition that exists in Indonesia and help build confidence, while also stimulating brain growth and development in related students

(Wirjosantosa, 2022). This activity was conducted as an introduction to students, aiming to spark their interest in learning the art of dance and Sundanese culture. Learning dance arts does have a positive impact, not only to preserve the art of dance itself, but also to have an impact on the educational process so that every individual can recognize, absorb, inherit, and incorporate cultural elements in him/her, such as values, beliefs, knowledge and technology needed to face the wider community environment (Fahri et al., 2024; Mikaresti & Mansyur, 2022). This dance-based cultural learning is designed to foster a love for one's own country's culture and arts in the next generation, enabling them to preserve it from an early age.

Challenges Faced in Learning Traditional Dance at PAUD Riyadussholihin

Challenges can be interpreted as something that cannot be controlled, and when they come, they can threaten the stability of a strategy (Sugiono, 2021). It can be said that challenges are external factors that can occur at any time and anywhere and cannot be avoided. Teaching dance at an early age is certainly not easy, some examples of challenges that are usually faced, such as children having difficulty remembering movements, children are slow to memorize movements, demonstrations of dance movements must be taught repeatedly, children easily lose focus and interest, children are too active and difficult to direct, even to low concentration (Lubis et al., 2024). This is in accordance with the challenges faced during dance learning, which, of course, cannot be denied. Some of the challenges faced include.

1. Difficulties in conditioning students to prepare and position themselves. This is due to the fluctuating emotions of students, who can change quickly and are sometimes difficult to predict. Early childhood characteristics are inherently unique and possess personalities that are not easily controlled, so they still require adult guidance (Nuraeni & Lubis, 2022). Therefore, there is a need for persuasive assistance and invitations to PAUD students so that they can participate in activities according to instructions and directions.
2. Sometimes students feel bored and lack enthusiasm for participating in dance learning activities. One of the natural traits of early childhood is that it is easy to feel bored, selfish, and careless (Tanjung et al., 2024). Therefore, the dances taught must be easy to remember, accompanied by various songs, but have similar beat rhythms so that children do not get bored with listening to the same song repeatedly.
3. The training place is inadequate because continuous fieldwork for a long time makes students less comfortable, and learning is less optimal. In addition, because this field is located on open land, many factors are factors in reducing the focus of students during learning. Therefore, the dance practice venue can be adjusted; for example, the first week can be held indoors and the following week outdoors, so that students do not get bored. For indoor training spaces, if possible, a large area is provided so that students are not crowded and can move freely while learning the dances taught.

Discussion

Early Childhood Education (PAUD) plays a crucial role in developing the basic skills that form the foundation for children's future growth. At this stage, a child's brain development is extremely rapid, and engaging in proper activities can significantly impact their cognitive, social, emotional, and motor skills (Mayra et al., 2022). One way to instill positive characteristics, such as love for the homeland, is through cultural introduction, which can be done from an early age (Sakti et al., 2024). Cultural introduction can be achieved through various methods, one of which is traditional dance art. Traditional dance, an integral part of Indonesia's cultural richness, serves not only as entertainment but also as an effective tool to introduce local values and shape children's character, particularly in terms of pride in one's own culture (Hariastuti et al., 2021). Through learning traditional dance, children not only learn about body movements and

rhythms but also absorb the cultural values inherent in each movement, such as confidence, cooperation, and a love for their homeland.

UPI Thematic KKN students have conducted a traditional dance learning program once a week over 30 days, which has been carried out four times for PAUD Riyadussholihin students. Although they often lose focus during the process of learning dance movements, the students showed enthusiasm for learning dance, and they were happy to follow the movements exemplified by the UPI Thematic KKN students. Through traditional dance activities carried out in a fun and interactive manner, children also learn to understand various emotions, such as enthusiasm and perseverance in following the demonstrated dance movements, and learn to interact with their peers in a positive atmosphere (Zannatunnisya et al., 2024). This activity aims to introduce students to a love for Sundanese culture, particularly through songs and dances, while also building their sense of confidence. In its implementation, this program has had several positive impacts on character formation and the introduction of Sundanese culture through the Manuk Dadali Dance and the Mojang Priangan Dance. The movements of these two dances have also been adjusted to make them easy to follow and imitate by students. These two traditional dances feature a fun song accompaniment and an easy-to-remember beat rhythm, making them suitable for early childhood. The two songs in this dance also use Sundanese, so that indirectly the students are introduced to one of the Sundanese cultures.

There are challenges that need to be faced in the process of cultural introduction through dance in PAUD. Some of these challenges include difficulties in conditioning children to stay focused and remember the dance movements taught, as well as children's tendency to become easily bored or lose interest. Early childhood has unique characteristics, such as high curiosity but is easily distracted, so it requires a more patient and creative approach from educators. Additionally, open and uncomfortable training spaces are also obstacles to implementing dance learning, as they can disrupt children's concentration. To overcome these challenges, more adaptive strategies are needed, such as using varied songs, adjusting training venues, and providing positive encouragement to maintain children's enthusiasm and motivation in dance learning. This suggests that while learning dance arts has numerous benefits, its success largely depends on how well educators can manage these challenges.

CONCLUSION

Through traditional dance learning, early childhood is not only trained to move and recognize rhythms, but also invited to understand the meaning behind each movement. Additionally, this activity can foster a sense of pride in one's own culture and help strengthen local cultural identity. Several challenges are faced, ranging from external obstacles, such as inadequate facilities, to internal challenges from active students that make it difficult to manage their ranks. Even so, the students remained enthusiastic about following the dance movements taught by the teacher. To improve the quality of dance learning at PAUD Riyadussholihin, several suggestions need to be considered, including providing adequate facilities, adopting a persuasive approach, offering a variety of training venues, and conducting periodic evaluations. It is hoped that dance learning at PAUD Riyadussholihin will be more successful in introducing and fostering a love for local culture, one of which is introduced through learning traditional dance arts. This will help advance Sundanese culture and art, preserving it for future generations.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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