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The Impact of 'Mlijo' Creative Dance Employing Diverse Teaching Methods on Motor Skills Development in 5 to 6-Year-Old Children

Lunna Wuryandari, Nur Afiyati, Aidha Putri Azmi
Email: lunnawuryandari@gmail.com

Abstract: *This research investigates the influence of the creative dance "Mlijo" by applying various teaching methods on the development of gross motor skills in children aged 5 to 6 years. Through this approach, the researchers explored the impact of combining dance movements and learning strategies tailored to children's individual needs. This study aims to investigate the extent to which the creative dance "Mlijo" can improve gross motor skills in children of this age, as well as provide insight into the effectiveness of various teaching methods in the context of dance learning.*

Keywords: *Creative Dance, Mlijo, Various Teaching Methods, Gross Motor Skills, Children Aged 5-6 Years*

INTRODUCTION

Education is the right of every citizen, to go through basic education to tertiary education (Hamidah et al., 2022) . Children also have the right to receive education. Children must obtain fundamental education, including knowledge, skills and learning, so parents must provide educational facilities for children. Early childhood education (PAUD) or also known as preschool education is part of the level of education that children need to receive. According to Rakhmawati (2016) , education is an effort to improve and advance the nation. The aim of preschool education is to provide enjoyable and of course quality education for children. Apart from that, it can help develop students' potential in psychological and physical terms so that they can develop well in accordance with developmental aspects, as preparation for entering the world of education at the next stage. Early childhood education plays an important role in encouraging children's potential from a young age. As a result of this level of education, children can learn to know their surroundings, develop their skills, creativity and imagination. According to Sujiono (2013) "Early childhood education is an effort to provide learning activities, care, guidance and stimulus that will produce students' skills and abilities. Early childhood education is a forum that can be given to children from birth to eight years old to obtain education."

Every child born into the world certainly has their own intelligence. Khasanah (2016) , states that "intelligence is possessed by children from birth until they grow up, intelligence development must be provided from the time the child is born by providing stimulation to his five senses". To support the development of children's intelligence and uniqueness, it would be good to provide stimulation that is in line with the child's developmental perspective. One of them is providing a stimulus for children's gross motor skills along with their physical

development. According to (Hurlock, 1956), there are several benefits to children's motor development, including the ability to entertain themselves and experience pleasure, helping children transition from a helpless condition to a more free and independent condition, where they can later develop self-confidence, the ability to adapt to their environment, the ability to get along with other people, and the importance of motor skills for the formation of early childhood personality. According to Istim *et al.* (2022) , The physical motor development of children will be an important stage in their stimulation, because this will allow them to interact more with their environment when they are between 5 and 6 years old. Early physical stimulation with gross motor skills is very necessary for children's physical development. Walking, running, jumping, swinging, and other physical movements are known as gross motor stimulation. Children's physical skills and body coordination will develop more quickly if they receive sufficient gross motor stimulation. The introduction of new experiences can help develop children's gross motor skills.

Gross motor problems in early childhood are a serious problem. Inadequate parenting patterns, which can make children less energetic and lethargic in moving, are part of several variables that can cause gross motor problems in early childhood. Mothers who have the right information and a high level of education will pay greater attention to their child's growth because this is important knowledge regarding child growth and development (Notoatmodjo, 2003) .

According to Agustin & Setyowati, by using various kinds of exercises, motor learning can be presented through fun methods. Early childhood gross motor skills can be stimulated physically with dance lessons. According to Rohman (2013), dance is a symbolic embodiment of the human spirit and an expression of its creator. Due to the ever-evolving dance styles, dance teaching in the early years of education is now very popular among children. Early childhood dance education can offer fresh and fun learning opportunities for children. However, there are also children who are less interested in dance activities, such as boys. Boys are considered less suitable for dancing, so they tend not to like dancing activities. Children's concerns about being judged, embarrassed or afraid of being criticized by their peers when doing dance movements.

According to Riyanto (2010) , learning strategies are teachers' efforts to make them effective, efficient, and also maximize students' roles and interactions with aspects of learning to achieve teaching goals. Education requires appropriate learning methods in carrying out the learning process for young children (Ningsih & Fitri, 2023) . In learning dance, of course there are special strategies for implementing the learning. One learning method that can be

applied to meet students' needs is the differentiated learning method. Tomlison (2017), revealed that differentiated learning is a mechanism for teachers to achieve the needs of each student because differentiated learning is a teaching and learning process where students are able to understand subject matter in line with their abilities, preferences and needs so that students are not frustrated and feel like they have failed during their learning experience. . Differentiated learning is an effort made by teachers to align learning activities in the classroom with students' level of readiness, interests and learning preferences (Wulandari, 2022). Each child has a varied learning method, some students may be more responsive to visual observation or direct physical interaction, there are also students who have a learning style by listening. Therefore, using differentiated learning strategies that focus on students' learning styles will help increase effectiveness in dance learning in order to improve gross motor skills in children.

Previous research has shown that dance can develop children's physical gross motor skills. However, the impact of new creative dances that use various learning methodologies on the gross motor skills of young children has not been evaluated through research. Therefore, research is needed to understand the impact of new dance creations on the gross motor skills of young children using various learning methodologies. To explicitly assess the impact of new dance creations using various learning methodologies on the gross motor skills of young children, further research needs to be conducted. This research will concentrate on investigating new creative dance as a distinctive and cutting-edge teaching strategy for developing children's gross motor skills.

A new form of krasi dance that is designed with differentiation is the "Mlijo" dance or what can be called traveling traders. Most children are stimulated to become workers in well-known professions that are praised by many modern parents, while there are professions that are quite important for human life, one of which is mlijo to fulfill food needs around the house. The characters that will be displayed in this dance are several children as traders and also several children as buyers. The props used in this dance are also adapted to the character being played. The clothing worn by the dancers is designed differently, even though the dances in them have the same basic movements, they are able to create a story that explains buying and selling activities .

LITERATURE REVIEW

Creative Dance

Dance is a form of expression of the soul through beautiful rhythmic movements, in accordance with the rhythm that accompanies it. In dance, body movements are precisely regulated according to the rhythm and tempo that accompanies the dance. The concept of rhythm includes rhythm and tempo, where rhythm is the regular and continuous repetition of an element or several elements related to the length and shortness of the sound. Meanwhile, tempo refers to the speed or slowness of a song. Tempo size is usually measured in beats, which shows the number of beats during one minute (Muhammad, 2003) .

According to (Yoyok & Siswandi, 2002) Three different historical periods are represented in Indonesian dance, one of which is the New Kreasi (Modern) Dance. This new dance creation is a dance that is not restrained by regional or regional culture . Based on existing aspects, this dance is processed with new thoughts and concepts. These components include body movements (partial or complete), rhythm, shape, pattern and space. The butterfly dance, peacock dance, roro ngigel, ongkek Manipura, and roro wilis are some examples of new dance creations. According to Mulyani, the qualities of dance movements for early childhood education include: the theme or title of the dance must be relevant to the child's life, for example which is visible in the surrounding environment; a simple form of formation , or defined as a form of movement that is in line with the child's personality ; movements that are easy to imitate; and accompanied by music that is cheerful and attractive to children.

Rough motoric

According to Gallahue & Azmun, 2006 , the term "gross motor skills" refers to the use of several large muscles to enable physical movement. These were recorded as locomotor skills such as jumping, running, and pushing as well as manipulative abilities such as pulling with both hands, bouncing a ball, catching, and kicking. Gross motor development in early childhood is influenced by several variables, including age, nutrition, obesity, gender, exercise and motivation, according to Kamtini (2014).

Every child basically has a certain set of gross motor skills. Toho & Gusril (2004) identified several components of gross motor skills, including: Strength is the capacity of a muscle group to produce force during contraction. So that children are able to carry out various activities such as running, jumping, throwing, climbing, hanging and pushing, muscle strength is very important from an early age. b. Coordination, namely the ability to combine or divide difficult activities. For example, a young person must coordinate his entire body

when throwing to get the desired result. Speed is a skill that requires flexible muscles and can be achieved within a certain time. For example, the distance a child travels in 5 seconds can be used to evaluate speed; the further the distance, the faster the child moves. d. Balance is the capacity to keep the body in place in various positions and circumstances. The ability to maintain the body in various positions and states is known as balance. Children who want to participate in physical activities safely must have solid balance skills. e. When moving from one place to another, agility is the capacity to change direction and body position quickly and precisely. These components influence or help the development of children's gross motor skills. Every related component must be present for the child's gross motor development.

Differentiated Learning Strategy

Individual variations within the classroom, including those related to gender, academic performance, and academic ability, are considered through the use of differentiated learning methodology. Because differentiated learning is a teaching and learning method in which students are able to understand learning material based on their capacities, preferences and needs so that students do not get frustrated and feel like they have failed during their learning experience, differentiated learning is a method for teachers to achieve the needs of each student. This justification leads to the conclusion that differentiated learning is a teaching method that takes individual differences into account. In order to use it effectively, teachers must be able to understand variations in students' interests, levels of learning readiness, and learning styles. Learning activities can be tailored to students' needs by using differentiated learning methodology, so that they can learn according to their interests, level of learning readiness and learning preferences.

New Dance Creation "Mlijo"

The Mlijo dance is a new creative dance created based on the theme of needs which introduces the need for food that must be consumed every day. Trari Mlijo here describes buying and selling activities carried out around the house by traveling traders. Itinerant traders have an important role in meeting daily food needs. With this dance, children will be more familiar with and appreciate the work of traveling traders and understand the importance of this form of work. This dance can also be a form of appreciation for the diversity of work and increase awareness of the surrounding environment. In the dance learning process, the differentiated learning strategy used can make it easier for students to understand the movements that will be performed. Each child is given a different role and equipped with costumes and props that suit their role. This can make it easier for children to master the roles they have to play. Apart from that, this dance can attract children's interest in

participating in dance activities, because this dance can be danced by men and women at the same time.

The Relationship between the New Keasi Dance "Mlijo" Using Differentiated Learning Strategies and the Gross Motor Physical Abilities of Children Aged 5-6 Years

In learning new dance creations, the approach that can be applied is to provide a variety of movements that are in line with the gross motor physical capacity of children aged 5-6 years. At this age, children are at a developmental stage that is important for their future growth and development. Therefore, it is important to provide appropriate and adequate physical training to ensure that students can develop their abilities optimally. New dance creations contain complex dance movements and are able to support the improvement of students' gross motor physical abilities. Through dance, children can strengthen their muscles, improve movement coordination, and improve body balance.

In implementing differentiated learning strategies, teachers can pay attention to students' physical motor skills and arrange movements that suit the child's abilities. Children who have better gross motor skills can be given more complex movements, while children who have less gross motor skills can be given lighter and simpler movements. By providing a variety of movements according to the gross motor skills of children aged 5-6 years, new dance creations are able to help improve children's gross motor physical abilities effectively.

RESEARCH METHODS

This research applies quantitative methods and experimental design. Numbers are used as the main type of data in this research. This approach also takes into account how the dependent and independent variables are related, as well as the hypotheses developed. Quantitative research always produces numerical findings, such as data collection, data interpretation, and final results (Arikunto, 2020) .

This research uses a quasi-experimental research design, which is often known as quasi-experimental. According to Sugiyono (2015), quasi-experiment is a technique that includes a control group but is limited in its ability to fully control external components that contribute to the implementation of the experiment. This technique is used to determine whether a substance given to research volunteers has an effect. Pre-test, treatment and post-test experiments are used in this design , while *pre-test* and *post-test* experiments are only used for other groups. There was both an experimental group and a control group in this investigation. To compare the athletic skills and gross motor skills of children aged 5 and 6 years.

The research location was group B of Dharma Wanita Kindergarten, Trawas District as the test group and group B of Dharma Wanita Kesiman Kindergarten as the control group to test the effect of the "Mlijo" dance on the physical and gross motor skills of children aged 5 - 6 years. A total of 51 children from group B of Dharma Wanita Kindergarten, Trawas District, consisting of 25 children and group B of Dharma Wanita Kesiman Kindergarten consisting of 26 children were the population during this research. Purposive sampling is the sampling method used during this research. The Yamene and Slovin formula is used to calculate the number of samples in a deliberate sampling strategy known as sample selection (Sugiyono, 2015b). 44 children were the sample for this study because the population was 51 children and the error rate was 5%. A total of 22 children from Group B at the Dharma Wanita District Kindergarten as the experimental group and 22 children from Group B at the Dharma Wanita Kesiman Kindergarten as the control group.

Instruments or measuring tools used during research must function properly and appropriately, so the instrument must be tested for suitability before being used as a research data collection tool. After all research instrument items, the instrument is recognized as valid and reliable, so that it can be used in real research. . Before carrying out studies on data that has been collected and testing research hypotheses, researchers must fulfill several requirements, namely carrying out several tests on data analysis requirements including normality tests, homogeneity tests, and hypothesis tests.

RESULTS AND DISCUSSION

Before carrying out research, there are several processes in the pre-research stages, namely the first is to carry out initial observations at the Dharma Wanita Kindergarten, Trawas District and the Dharma Wanita Kindergarten, Kesiman. The selection of the two kindergartens was based on the area where the kindergartens were located which were still in the same sub-district area, namely Trawas sub-district, so it is very likely that there are similarities between the two schools. Both schools use the same curriculum, namely an independent curriculum in their learning. Before carrying out research, there are several processes in the pre-research stages, namely the first is to carry out initial observations at Dharma Wanita Kindergarten, Trawas District and Dharma Wanita Kindergarten Kesiman. The selection of the two kindergartens was based on the area where the kindergartens were located within the same sub-district, namely Trawas sub-district, so it is very likely that the

two schools have the same characteristics. Both schools use the same curriculum, namely an independent curriculum in their learning.

Validity and Reliability Test

Table 1 Validity Test Results

	EXPERIMENT			CONTROL		
Items	**r_{count}**	**r_{table}**	**Sig (2-tailed)**	**r_{count}**	**r_{table}**	**Sig (2-tailed)**
P1	0.725	0.423	0,000	0.676	0.423	0,000
P2	0.650	0.423	0.001	0.750	0.423	0,000
hal3	0.445	0.423	0.042	0.625	0.423	0,000
hal4	0.678	0.423	0,001	0.801	0.423	0,000
hal5	0,470	0.423	0.027	0,697	0.423	0,000
hal6	0,796	0.423	0,000	0.865	0.423	0,000

Based on the results of validity testing on all items in both the control group and the experimental group, it was found that the rcount score was greater than rtable and also sig < 0.05 indicating that the items used were valid.

Ascertaining reliability uses *Cronbach's Alpha value* if it is > 0.60 then the question item is confirmed to be reliable. Below are the results of reliability testing:

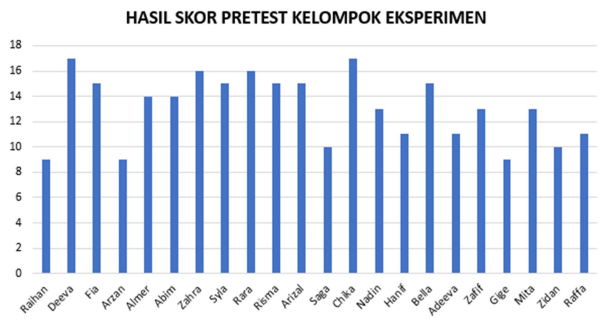
Table 2 Reliability Test Results

Variable	***Cronbach's Alpha* Coefficient**	**Information**
Gross Motor Experiment	0.666	Reliable
Gross Motor Control	0.837	Reliable

Cronbach's Alpha coefficient values , namely 0.666 and 0.837, where Cronbach's Alpha > 0.6 means that the statement instrument used in this research is reliable or consistent if used in the future.

Experimental Class *Pretest*

Based on the results of the pre-test motor score of children in the Experimental group, it is known that the lowest score obtained was 9 for 3 people and the highest score was 17 for 2 people. The mode value obtained in this study was a score of 15 totaling 5 respondents. The following is a graph of the experimental group's *pretest results* .

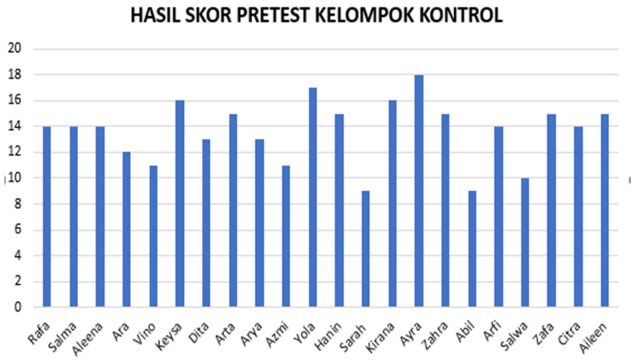


Graph 1 Experimental Group Pretest Score Results n

The SIDEBAR Application-Based Electronic Filing System (X) is measured through four indicators. These four indicators will later be presented in 13 statement items which will be used as variable measures and tested on 50 respondents.

Control Class *Pretest*

Based on the results of the pre-test motor score of children in the control group, it is known that the lowest score obtained was 9, namely 2 people, and the highest score was 18, obtained by 1 person. The mode values obtained in this study were scores of 14 and 15, each amounting to 5 respondents. The following is a graph of the control group *pretest results* .



Graph 2*Control Group Score Results*

***Treatment* I**

In this first treatment, children are given 6 types of movements within 1 minute, the movements carried out are:

a. The child walks while carrying the property in rhythm with the beat of 2x8.
b. The movement to walk sideways to the right and left by opening the feet as wide as possible and then closing them again is done repeatedly with 2x8 beats.
c. Spin with arms outstretched with 2x8 beats.
d. Lift the property using both hands and swing it to the right and left alternately with 2x8 beats.
e. Spin then bend while placing the property below with a tap of 1x8 and spin again with a tap of 1x8.
f. Movement to walk sideways to the right and left alternately and the hands are opened and closed according to the footsteps with a beat of 1x8.

Each movement is accompanied by a movement of the head shaking to the right and left. In this first treatment, props were not used because the child was getting used to his motor

movements. The movements above include the items, namely, moving the hands, feet and head simultaneously, and walking to the right and left.

***Treatment* II**

In the second treatment, children were given 8 types of movements in 1 minute, the movements carried out were:

a. Spin with arms outstretched with 1x8 beats,
b. Movement to walk sideways to the right and left alternately and the hands are opened and closed according to the footsteps with a beat of 1x8.
c. Spin with arms outstretched with 1x8 beats.
d. The movement of bending the wrist is like calling using both hands with 2x8 beats.
e. Spread your arms while shaking your shoulders so that if it is a man, the position is climbing or a horse stance, if it is a woman, the position is sitting with a 2x8 beat.
f. The movement of rolling the hand but the palm is open in the same position as the previous movement with 2x8 beats,
g. Stretch your arms while standing slowly with 1x8 beats.
h. The movement is jumping and one hand is swung up and down alternately right and left, while the other hand is placed on the waist.

Each movement is accompanied by a movement of the head shaking to the right and left. In this second treatment, props were not used because the children were getting used to their motor movements. The movements above include the items, namely, moving the hands, feet and head simultaneously, and walking sideways to the right and left, bending the wrists, bending the knees (climb or stance and sitting period), moving places quickly and in a manner jump.

***Treatment* III**

In this third treatment, children are given 3 types of movements in less than 1 minute and then role-playing is carried out, the movements carried out are:

a. Move forward while opening and closing your hands, then step back slowly while standing on tiptoes with a 4x8 beat.
b. The movement of bending the wrist is like calling using both hands with 2x8 beats.
c. Spin with arms outstretched with 1x8 taps then pick up props.
d. Children play roles as sellers and buyers until the music is finished.

Each movement is accompanied by a movement of the head shaking to the right and left. In this third treatment, props were not used because the children were getting used to their

motor movements. The movement above includes the items, namely, walking on tiptoes, bending the wrist.

***Treatment* IV**

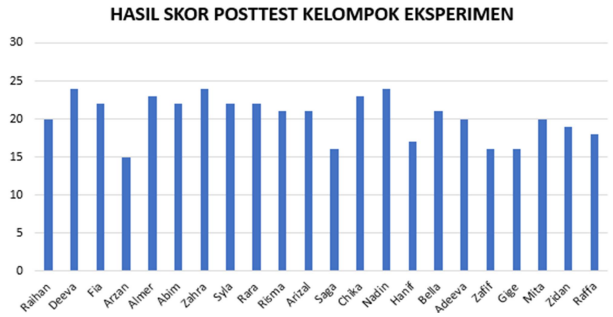
In this fourth treatment, children dance using props that have been prepared and designed for the "Mlijo" dance. The children dance for three minutes until the dance is finished, the children do all the various movements that have been taught in the first treatment to the third treatment.

Control Class Learning

Learning in the control class was also carried out 4 times. In this lesson, boys are put into one group and separated from girls, likewise it is best for girls to be put into one group and separated from boys. The dances applied in this lesson are the dongkak dance for the men's group and the pitik walik dance for the women's group. Dance lessons for the control class were carried out on June 13, 14, 15 and 16 2023. Dance lessons in the control class were carried out classically with children imitating the movements modeled by the teacher in front of them.

Experimental Class *Posttest*

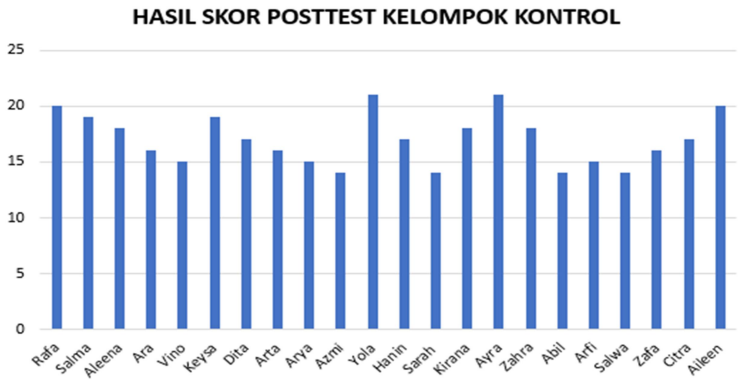
Based on the results of the post test motor score of children in the Experimental group, it is known that the lowest score obtained was 15 and that was 1 person and the highest score was 24 for 3 people. The mode value obtained in this study was a score of 22, totaling 3 respondents. The following is a graph of the experimental group's *posttest results* .



Graph 3 Experimental Group Score Results

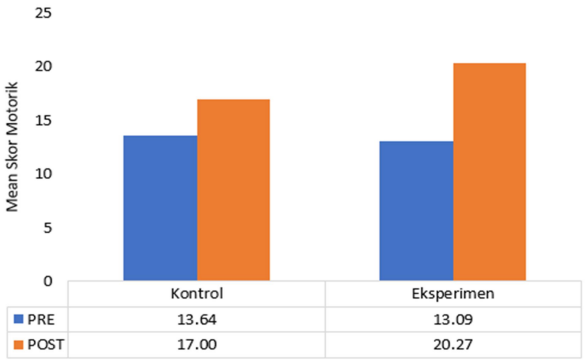
Control Class *Posttest*

Based on the results of *the post test* motor score of children in the control group, it is known that the lowest score obtained was 14 and that was 4 people and also became the mode value in this study. Meanwhile, the highest score produced was 21 by 2 people. The following is a graph of the control group *posttest results* .



Graph 4 Control Group Score Results

Recapitulation of Results



Graph 5*Pretest* and *Posttest* Values

Based on the graph above, it can be seen that the initial motor scores (*pre test*) in the control and experimental groups tended to be the same, whereas after giving treatment, namely training in the new creative dance "mlijo" using a differentiated learning strategy, the average motor score of the experimental group was higher than that of the experimental group. control even though both have increased.

Normality test

Table 3 Shapiro-Wilk Normality Test Results

		Shapiro-Wilk	***Asymp.Sig.***	Information
Experiment	*Pre-test*	0.926	0.063	Normal
	Post-test	0.919	0.073	Normal
Control	*Pre-test*	0.945	0.247	Normal
	Post-test	0.929	0.118	Normal

The experimental group pre-test produced Asymp.Sig values. of 0.063, which shows that the data is normally distributed, as can be seen from the table above. Post-test score data for the experimental group also produces Asymp.Sig values. of 0.073 when p>0.05, which

indicates that the data is normally distributed. Thus, it can be concluded that the control group's pretest and posttest data are normally distributed because the control group's pre-test data shows an Asymp.Sig value. amounting to 0.247 where p>0.05 and post-test data produces an Asymp.Sig value. as much as 0.118 where p>0.05.

Homogeneity Test

Table 4 Levene Statistics Homogeneity Test Results

Variable	*Levene Statistics*	Sig	Information
Pre-test	0.726	0.399	Homogeneous
Post-test	1,043	0.313	Homogeneous

for the pre-test and post-test, respectively . As can be observed from this explanation, all significance scores are above 0.05, which shows that the data is homogeneous, which means that the resulting data comes from a population with the same variance.

***T* test *Pre-test* Experimental group and Control group**

At this point, the T test seeks to ascertain whether the pre-test results of the experimental group and the control group are significantly different. During this research, the following statistical hypotheses were tested:

Ho: There is no significant difference in *the pre-test results* of the experimental group and the control group.

Ha: There is a significant difference in *the pre-test results* of the experimental group and the control group.

Standards for choosing decisions It is said that there is a significant difference between the pre-test results of the experimental group and the control group if the calculated t score is more than the t table or score significance below 0.05. The pre-test results of the experimental group and the control group are not significantly different from each other, but Ha is rejected and Ho is accepted if the calculated t score is above the t table score or the significance value is above 0.05. The t test hypothesis test for pre-test data produces the following findings:

Table 5 Pre-test T Test Results for the Experimental Group and Control Group

Group	**Mean**	**t count**	**Sig**	**Information**
Control	13.64	0.707	0.483	No difference
Experiment	13.09			

The pre-test mean scores of both groups were quite small, according to the results of the study for the T test, which was based on the table mentioned above. The calculated t value is 0.707, and 0.483 is the significance factor. The pre-test results of the experimental group and the control group were not significantly different when the p score was above 0.05, which

means that Ha was rejected and Ho was accepted. Based on this, it can be stated that the experimental group and the control group have the same capacity.

Test *Post-test* Experimental Group and Control Group

The post-test results from the experimental group and the control group were compared by applying the T test to see whether there were statistically significant differences. During the course of the research, the following statistical hypotheses were tested:

Ho: there is no significant difference in *the post-test results* of the experimental group and the control group

Ha: there is a significant difference in *the post-test results* of the experimental group and the control group

It is said that there is a significant difference between the post-test results of the experimental group and the control group if the significance value is below 0.05, or Ha is accepted. A significant difference between the post-test findings of the experimental group and the control group is shown if the significance score is above 0.05, that is, when Ho is accepted. The results of post-test hypothesis testing for the experimental group and control group are as follows:

Table 6 Post-test T Test Results for the Experimental Group and Control Group

Group	Mean	t count	Sig	Information
Control	17.00	4,186	0,000	There is a difference
Experiment	20.27			

The mean pre-test score for the experimental group was higher than the control group, in accordance with the results of the analysis for the T test based on the table mentioned above. 4.186 is the t value obtained, and 0.0000 is the significance level. The post-test findings of the experimental group and the control group differ significantly when the p value is below 0.05, which shows that the hypothesis is accepted. So it can be concluded that the new dance technique "Mlijo" with differences in the gross motor skills of children aged 5 and 6 years is better for improving children's motor scores.

Discussion

Hypothesis testing in this study obtained Ha acceptable results, where there was an influence on the implementation of the creative dance "mlijo" using differentiated learning strategies on the gross motor physical capacity of children aged 5-6 years. It can be explained from the statistical calculation tables described above that there is a change in the *post-test scores of* the experimental group that was given treatment and *post-test scores* of the control

class. This can be seen by an increase in the average from the *pre-test score* to the *post-test score* . In the experimental class the average increase was due to the application of differentiated learning strategies in dance learning using the creative dance "mlijo". Through the implementation of the creative dance "mlijo" using differentiated learning strategies, children are able to learn in line with their respective learning methods. As explained by Ningsih, 2003, education requires appropriate learning strategies in every learning process.

In the context of gross motor skills for children aged 5-6 years, there are several items that have not been achieved, namely the child's ability to move their hands, feet and head simultaneously and bend their knees (climb or stance and sit for periods). Before being given treatment (*pre-test*) in the experimental class and control class showed poor results with an average that was still at the stage of starting to develop. At the time *the treatment* was taking place, there were 4 children whose scores on the pre-test still had little difficulty in moving the dance movements presented by the teacher. As *treatment was given* in stages with the creative dance "mlijo" using differentiated learning strategies, the four children began to experience quite rapid changes. They are better able to coordinate their bodies and follow movements precisely. So that in the post-test activity, namely imitating jump rope dance movements, there was a fairly good increase in scores on all assessment indicators.

The results *of the treatment* and calculation of scores show that the application of the creative dance "mlijo" using a differentiated learning strategy has an influence on the gross motor physical abilities of children aged 5-6 years. This is shown by the results of the increase in the average *post-test score* for the experimental class which became 20.27 and the control class became 17.00. The average in the experimental class experienced a significant increase due to the implementation of the "mlijo" creative dance using differentiated learning strategies.

With the influence provided by the creative dance "mlijo" which uses differentiated learning strategies in dance learning activities on children's gross motor physical abilities, this activity can be applied in the future as a medium and learning strategy for children's gross motor skills. The mlijo dance is a new dance creation that has a quite different impression from existing children's dances. So it can be concluded that the creative dance "Mlijo" which uses differentiated learning strategies can be used as a new media and strategy in dance learning for children aged 5-6 years in developing physical gross motor skills.

CONCLUSION

The hypothesis of this research is "There is an influence of the creative dance "Mlijo" using differentiated learning strategies on the gross motor physical abilities of children aged 5-6 years." This is in line with the aim of researchers who want to know the influence of the "Mlijo" creative dance using differentiated learning strategies on gross motor physical abilities in children aged 5-6 years, so the hypothesis proposed in this research is accepted.

So from the *T Test analysis* it is clear that there is a significant difference between the post-test results of the experimental group and the control group. In the context of this research, the results of the *T test* show that there is a significant difference between the final abilities (*post-test*) between the two groups after the treatment *was* given. The difference between the average *pre-test scores* of the two groups is quite large, and the t value obtained is 4.186. In this case, the significance value (p-value) is 0.000, which means it is smaller than the significance level which is generally set at 0.05. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, which means that there is an influence of the "Mlijo" creative dance using differentiated learning strategies on gross motor physical abilities in children aged 5-6 years.

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