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EFFORTS TO IMPROVE KINESTHETIC INTELLIGENCE IN CHILDREN AGED 5-6 YEARS THROUGH TRADITIONAL DANCE ACTIVITIES BANYUWANGI AT PGRI BEDEWANG KINDERGARTEN, SONGGON DISTRICT, BANYUWANGI REGENCY

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ABSTRACT
This research aims to improve the kinesthetic intelligence of children aged 5-6 years through traditional Banyuwangi dance activities. The method used is Classroom Action Research (PTK) which consists of two cycles, with each cycle involving two meetings. Data was analyzed using quantitative and qualitative approaches. The results showed that at the pre-cycle stage, of the 16 children studied, 13 children were in the not yet developing category, and 3 children were in the beginning to develop category (18.75%). After taking action through Banyuwangi traditional dance activities in cycle I, there was an increase, where 7 children had developed according to expectations (43.75%), while 6 children were still in the starting to develop category, and 3 children were still not developing. In cycle II, a significant increase occurred, with 13 children developing according to expectations and 3 children in the beginning to develop category (81.25%). This research shows that Banyuwangi traditional dance activities are effective in improving the kinesthetic intelligence of children aged 5-6 years at PGRI Bedewang Kindergarten.
Keywords: Banyuwangi traditional dance activities, kinesthetic intelligence

INTRODUCTION

Early childhood is a child from birth to six years old. According to (Syifauzakia et al., 2021) , The golden age is the age where children experience the fastest physical and mental growth and development. Early childhood education (PAUD) is a level of education before the elementary level given to children from birth to six years. According to (Khasanah, 2016), The goal of early childhood education is to increase intelligence in children. This includes helping and encouraging children to maximize all their intelligence. Everyone has different types of intelligence known as multiple intelligences. One child's intelligence can be different from another child's intelligence. According to Gardner's theory, everyone has different types of intelligence (Syarifah, 2019).

According to Howard Gardner, multiple intelligences consist of nine types. Linguistic intelligence, interpersonal intelligence, naturalist intelligence, intrapersonal intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, logical-mathematical intelligence, and existential-spiritual intelligence, where these intelligences are very important for the optimal growth of early childhood. These educational components can be developed at home or at school. (Nabighoh, 2022; Sobariah & Santana, 2019).

According to Gardner, people who have strong kinesthetic intelligence tend to have skills in various types of sports, dance, performing arts, and other physical activities. They find it easier to remember and learn through physical experiences. (Hidayati & Watini, 2022). In children aged 5-6 years, it is hoped that they can develop their kinesthetic intelligence to stimulate them by doing coordination movements

such as jumping, running, and tiptoeing.(Wahyuniati et al., 2023) If this does not develop well, they will face problems in daily activities, such as maintaining balance and coordinating body movements and others related to children's physical motor activities..(Mulia, 2017; Rohma Saputri et al., 2017)

Menurut (Kurniawati et al., 2019), Dance education includes children's movement skills and coordination exercises. This is given to early childhood to improve their basic abilities such as perception, knowledge, appreciation, and understanding. Traditional dance is one way to improve the kinesthetic intelligence of early childhood. Traditional dance is a dance that has noble values that come from the culture of a nation. Traditional Indonesian dance, which comes from various tribes, forms the identity and character of the country. Developing the kinesthetic abilities of early childhood also helps maintain and preserve local culture (Oktariani, 2023). Menurut (Ramadani, 2022), Culture can be instilled in the nation's children through traditional dances.

Based on the results of observations conducted at PGRI BEDEWANG Kindergarten, it can be seen that children are still passive in carrying out activities that coordinate the whole body such as running, jumping, and dancing. They look bored with the activities that are often done. There are still many children whose kinesthetic intelligence has not developed. Research by (Thalia, 2018), found that many early childhood children who are not yet able to regulate their body movements independently and flexibly indicate that the development of their kinesthetic intelligence is still lacking. The low ability of children shows weakness and learning difficulties, indicating that there is a weakness in this problem. The lack of interest and desire of children to participate in physical motor activities is the cause of their inability to regulate body movements skillfully and flexibly, which is related to kinesthetic intelligence. The focus of school activities on reading, writing and arithmetic makes children's interest tend to be in reading and writing. In order for children to grow and develop optimally, they must practice physical motor movements gradually. The goal is to improve kinesthetic intelligence in children. (Ramadani, 2022)

Low kinesthetic intelligence in children is often related to an unsupportive learning environment. Children seem uninterested in learning directly, so they usually sit still and do not participate in any activities. This condition makes them quickly bored, tired, and have difficulty concentrating, which ultimately reduces children's curiosity. According to research conducted by (Mulia, 2017), Teaching that is too centered on reading, writing and arithmetic causes children to no longer be interested in the material and causes the learning process to become monotonous. Most children choose to be silent when asked to exercise. To overcome this, kinesthetic intelligence can be improved through activities that involve body movement, such as dancing, and other physical activities (Rosmaladewi et al., 2023).
This study has a significant level of novelty in the context of developing early childhood kinesthetic intelligence through a local arts and culture approach. The uniqueness of the study lies in the use of Banyuwangi traditional dance as an intervention method to improve motor skills and kinesthetic intelligence in children aged 5-6 years. By combining local cultural elements (Banyuwangi traditional dance) and focusing on the development of kinesthetic intelligence, this study offers a new perspective in early childhood education. This contextual approach not only aims to develop children's physical abilities, but also introduces local cultural heritage from an early age, thus providing an innovative contribution in the field of early childhood education and local cultural preservation. Through a systematic research method and a focus on a specific area (PGRI Bedewang Kindergarten, Songgon District, Banyuwangi Regency), this study provides an intervention model that can potentially be applied in other areas with similar characteristics.

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Theoretical Framework

Kinesthetic Intelligence

Kinesthetic intelligence is not just the ability to move physically, but includes neurological integration, motor cognition, and motor adaptation abilities that are very fundamental in individual development. For example, research (Rohmah & Jauhari, 2020) revealed that kinesthetic intelligence plays a significant role in the formation of children's self-concept, social skills, and complex learning processes. The study (Salamah et al., 2023) proves a positive correlation between stimulation of kinesthetic intelligence and increased cognitive and emotional capacity, especially in early childhood.
Recent research also emphasizes the importance of an interdisciplinary approach in understanding kinesthetic intelligence. Research (Sefriyanti & Putro, 2022) patterned movement-based interventions

can optimize children's neurological development, with findings that structured kinesthetic exercises can increase motor nerve connections up to 40% more effectively than conventional methods. (Sefriyanti & Putro, 2022) also emphasized that kinesthetic intelligence has a broader dimension, including coordination, balance, reflexes, strength, speed, and precision of movement. They concluded that the development of kinesthetic intelligence is not enough through routine physical activities, but requires targeted, meaningful, and contextual stimulation according to the individual's developmental stage(Rosmaladewi et al., 2023)

The stages of motor development in children aged 5-6 years are a critical period in the formation of kinesthetic intelligence. Children at this age experience significant gross and fine motor development (Hurlock, 2001; Santrock, 2018). Studi (Rohma Saputri et al., 2017) shows that at this stage, children begin to master complex motor skills such as hopping on one leg, catching a ball with better eye-hand coordination, and performing structured movements with increased control. Research (Andrian et al., 2019) dentified that the motor development of children aged 5-6 years is marked by an increase in the ability of balance, coordination, and fundamental motor skills that are the basis for the development of kinesthetic intelligence.

Indicators of motor skills of children aged 5-6 years include a number of specific skills that can be measured objectively. The main indicators of motor skills of children aged 5-6 years include: (1) the ability to walk with good coordination, (2) jump and leap with a variety of movement patterns, (3) throw and catch objects with increasing precision, (4) move to the rhythm of music with better body control, and (5) perform manipulative movements with a more complex level of difficulty.. (Sulistyo et al., 2021; Wulandari, 2017) At this age, children are able to integrate gross and fine motor movements more efficiently, showing increased motor control and cross-body coordination abilities (Siregar et al., 2020) he factors that influence the development of kinesthetic intelligence are very complex and multidimensional. Four main factors influence the development of kinesthetic intelligence: (1) genetic and biological factors, (2) environmental stimulation, (3) structured physical activity, and (4) educational intervention.(Ansari et al., 2021; Syarifah, 2019), research results conducted by (Rosmaladewi et al., 2023) argues that nutrition, parenting, and opportunities for active movement have significant contributions to optimizing kinesthetic intelligence

Traditional Dance of Banyuwangi

The history and origins of Banyuwangi traditional dance have strong roots in the culture and life of the Using people (the native tribe of Banyuwangi). According to research (Aini, 2021), Banyuwangi traditional dance developed from local ritual practices, religious ceremonies and social expressions.. (Sandhi et al., 2018) explains that dances in the Banyuwangi region have existed since pre-colonial times, with archaeological evidence showing that dance has a multidimensional function in the lives of the Using people. The study(Alietsar & Surya, 2022) reveals that Banyuwangi traditional dance is not just a performance, but a medium of communication, cultural expression, and inheritance of the philosophical values of the local community.

The characteristics and types of Banyuwangi traditional dance are very diverse and rich in meaning. (Subari & Widianto, 2020) In his research, he identified several main types of traditional dance, including: (1) Gandrung Dance, the most famous social dance, (2) Seblang Dance, a ritual dance with spiritual nuances, (3) Barong Dance, a dance that depicts the battle between good and evil, (4) Kuntulan Dance, a dance that originates from Islamic traditions with distinctive movements, and (5) Angklung Dance, a dance inspired by traditional musical instruments. (Yashi, 2018) adding that each type of dance has unique characteristics of movement, costume, and accompanying music, reflecting the cultural and philosophical diversity of the Banyuwangi people.

The elements of movement in traditional Banyuwangi dance have high philosophical complexity and depth. (Suharti, 2012) In his research in the Performing Arts Journal, he explains that Banyuwangi dance movements are built on several fundamental elements: (1) symbolic movements that represent social life, (2) rhythms that follow traditional musical patterns, (3) facial expressions that depict feelings and narratives, (4) the use of dance properties that have symbolic meaning, and (5) coordination of body movements that reflect harmony and balance. (Astiti et al., 2016) emphasizes that every movement in traditional Banyuwangi dance has a deep meaning, starting from foot movements, arm swings, to facial expressions, all of which form a cultural narrative that is rich in the philosophy of community life.

The Potential of Traditional Dance in Developing Kinesthetic Intelligence

The relationship between dance movement and children's motor development has been a significant focus of research in the last five years. Studies (Nurhayati & Zarkasih Putro, 2021) shows that dance activities have a strong positive correlation with the development of children's motor skills. Research (Rosmaladewi et al., 2023) revealed that children's involvement in dance activities can substantially improve movement coordination, balance and body control.. (Ramadani, 2022) proves that children who routinely do dance activities show an increase in gross and fine motor skills of up to 45% better compared to children who do not receive dance intervention. Furthermore, the study (Sudjono & Kusumastuti, 2017) identified that dance movement plays a role in developing kinesthetic intelligence through complex neurological stimulation, integrating physical, cognitive, and emotional aspects in the process of learning movement. The mechanism of the relationship between dance movement and children's motor development is multidimensional. Dance also stimulates the development of the motor nervous system in a unique way, stimulates the formation of new neurological connections, and increases movement flexibility. (Djuanda & Agustiani, 2022) In his research, he proved that dance activities are able to develop the following abilities: (1) coordination of movement across body parts, (2) rhythm and tempo abilities, (3) balance control, (4) spatial skills, and (5) overall body awareness. Comprehensive research (Nurhayati & Zarkasih Putro, 2021) shows that dance interventions in early childhood not only have an impact on motor development, but also contribute to increased self-confidence, social skills, and emotional expression. The study revealed that children who were exposed to dance activities regularly experienced significant acceleration in motor development, with an increase in complex movement skills 35% faster than the control group.

Dance activities have significant benefits in stimulating kinesthetic intelligence. Dance involves coordination of body movements, rhythm, and expression that improve fine and gross motor skills. Through structured movements, individuals can hone physical skills such as balance, flexibility, strength, and hand-eye coordination. In addition, dance activities also train individuals to respond adaptively to environmental stimuli, increase body awareness, and improve posture. Research shows that art activities such as dance not only support physical development but also have a positive impact on cognitive abilities through multisensory and emotional involvement (Suyanto, 2021; Smith et al., 2023). n the context of developing motor skills, aspects developed through dance include locomotor (such as walking, jumping), non-locomotor (such as bending, stretching), and manipulative (such as catching or moving objects). Dance also involves the exploration of rhythm and pattern, which contributes to a better understanding of space and time and control of body movements. This process provides the foundation for complex motor skills needed in daily activities and sports.. Studi terbaru oleh(Rosmaladewi et al., 2023) menyimpulkan bahwa partisipasi dalam tari meningkatkan kemampuan anak dalam memecahkan masalah fisik dan sosial melalui pengembangan empati serta kolaborasi saat bergerak secara berkelompok.

The Relationship between Traditional Dance and Kinesthetic Intelligence

Traditional dance is a form of cultural expression that is closely related to kinesthetic intelligence. According to research (Khasanah, 2016) in the journal Folklore Studies, traditional dance is not just an artistic movement, but also a medium for developing motor intelligence and body awareness. Their research revealed that the process of learning traditional dance systematically can improve individual kinesthetic abilities through complex coordination, balance, and motor control exercises. This is supported by studies (Sobariah & Santana, 2019), which shows that involvement in traditional dance practices can develop kinesthetic intelligence through movement repetition, spatial understanding, and deep body awareness.

Recent research from (Wigaringtyas & Katoningsih, 2023) emphasizes that kinesthetic intelligence in the context of traditional dance is not only physical, but also involves cognitive and emotional aspects. They found that traditional dancers develop spatial abilities, movement memory, and complex symbolic interpretation through the process of practice and performance. Furthermore, the study by Hartono & Sumaryanto (2019) in Arts and Humanities Research emphasizes that traditional dance acts as a medium for transforming kinesthetic intelligence, where each movement has a deep cultural meaning, helping individuals not only develop motor skills, but also understand their identity and cultural heritage. These

studies consistently show that traditional dance is an important instrument in the development and expression of sustainable kinesthetic intelligence.

METHODS

This study uses Classroom Action Research (CAR). According to Hopkins, CAR is a type of research that helps people achieve social science goals and helps them solve problems in emergency situations in a practical way. (Arikunto, 2011). Classroom Action Research is a scientific activity in which teachers work together to improve the learning process in the classroom by designing, implementing, observing, and reflecting on actions taken in various cycles collaboratively and participatively aimed at improving or enhancing the quality of the learning process in their classroom. The model used in this study is the Kemmis model which consists of four stages: planning, implementation, observation, and reflection. The subjects of the study were children aged 5-6 years, consisting of 16 students (6 girls, 10 boys) at PGRI Bedewang Kindergarten, Banyuwangi. The researcher used a prepared observation sheet to obtain data in the study. Primary data is data obtained directly by the researcher. Data collection using observation and documentation. The research implementation process is as follows:

1. Planning: Preparation of RPPH, preparing places and tools, and observation sheets.
2. Implementation: Using dancing activities in learning.
3. Observation: Observations are made during dancing activities.
4. Reflection: Evaluation of the results of actions and discussions for improvement in the next cycle.

Data Collection Through observation and documentation. Data Analysis Using quantitative descriptive analysis. Data analysis techniques used using Quantitative and Qualitative Descriptive. Quantitative Description is used to analyze data in the form of numbers. Qualitative Descriptive is intended to describe the results of the author's observations.

RESULTS AND DISCUSSION

Results

This study aims to improve children's kinesthetic intelligence through traditional Banyuwangi dance activities, namely the Gandrung dance for girls and the Jaranan dance for boys. The implementation of Cycle I was carried out in two meetings on Tuesday and Wednesday, July 30 and 31, 2024. Cycle II was carried out on Tuesday and Wednesday, August 6 and 7, 2024. In cycle I, observations were carried out simultaneously with the implementation of the action. The observation stage took place in class group B with the teacher as a model of the dance movements and the researcher as an observer. The results of the observation showed that dancing activities during cycle I had increased children's kinesthetic intelligence compared to the results of pre-cycle observations.

From the observations made, it can be concluded that in the achievement indicators in cycle I there were 7 children in the BSH category (Developing According to Expectations). These results indicate that the process of dancing activities can increase kinesthetic intelligence in children aged 5-6 years. The implementation of traditional Banyuwangi dance activities, such as Gandrung and Jaranan dances, helps children to be more interested and active in activities related to physical motor skills, so that their kinesthetic intelligence can develop better.

From the results of the observations made, there were several improvements in children's kinesthetic intelligence that had begun to develop. Reflection in the first cycle was carried out by analyzing the shortcomings of the observation results, and taking new actions that were expected to improve children's kinesthetic intelligence to achieve the success criteria, namely developing according to expectations. The results obtained were then used as the basic planning stage in the next cycle. The results of the reflection in cycle I were that most children still needed time and teacher assistance to do the dance movements correctly. However, there was already an increase in basic movements and following the movements according to the rhythm. This shows that children are still in the process of adaptation and learning. Therefore, repetition and more intensive practice are needed in the second cycle to ensure that children can be more independent in doing dance movements and following the rhythm correctly..

Kinesthetic intelligence in children during the implementation of initial observations (pre-cycle) showed that there were still no children who had reached the category of developing according to expectations

(BSH). After the implementation of the action in cycle I, the results showed that around 43.75% of children had reached the category of Developing According to Expectations (BSH). In cycle II, the results showed that 81.25% of children had reached the category of Developing According to Expectations (BSH). The results of this study indicate that traditional Banyuwangi dance activities provide a significant increase in children's kinesthetic intelligence. This finding is in line with research conducted by (Nurul Ulva, 2020), which shows that traditional dance can significantly increase children's kinesthetic intelligence.

Table.1. Observation Results of Children's Kinesthetic Intelligence

Achievement Criteria	Siklus I	Siklus II
Growing As Expected (BSH)	7	13
Number of Successes	43,75%	81,25%

Based on the results of reflection and evaluation from the first cycle, the researcher designed new actions for the second cycle to improve children's kinesthetic intelligence through Banyuwangi traditional dance activities. In the observation stage of the second cycle, an assessment was carried out on the development of children's kinesthetic intelligence after the implementation of the actions at the first and second meetings. The results of the observation showed an increase compared to the first cycle. Based on the observations made, there were 13 children who were already in the Developing According to Expectations (BSH) category in their achievement indicators. The results of observations in cycle II showed a significant increase in children's kinesthetic intelligence. With most children reaching the Developing According to Expectations (BSH) category, it can be concluded that Banyuwangi traditional dance activities succeeded in improving the kinesthetic intelligence of children aged 5-6 years. Thus, this second cycle provides strong evidence that Banyuwangi traditional dance activities are effective in improving kinesthetic intelligence in children.

Table 2 of results of observations of children's kinesthetic intelligence

No	Indikator	Research result			
		felicitous	good	Enough	not enough
1	Gross Motor Skills	20%	45%	25%	10%
2	Fine Motor Skills	25%	40%	35%	5%
3	Body Coordination Skills	30%	35%	30%	5%

Based on the observation table of children's kinesthetic intelligence after Banyuwangi traditional dance activities, it can be interpreted that most children have kinesthetic abilities that are in the good to very good category. For gross motor skills, the majority of children (45%) are in the good category, followed by 20% in the very good category. This shows that as many as 65% of children have basic motor skills that are quite well developed. As many as 25% of children are in the sufficient category, while only 10% still have poor gross motor skills. A similar pattern is seen in fine motor skills, where 40% of children are in the good category and 25% in the very good category, which means that a total of 65% of children have relatively good fine motor control abilities.

In terms of body coordination skills, the data shows a slightly different distribution but still leads to positive development. As many as 30% of children are in the very good category and 35% are in the good category, which means that a total of 65% of children have good to very good body coordination. Only 5% of children have poor body coordination, which indicates that the majority of children have developed motor coordination skills quite well. Overall, the interpretation of this data indicates that the kinesthetic intelligence of children in the studied group is at a positive stage of development, with good potential for further development of motor and coordination skills..

Discussion

Kinesthetic intelligence is a person's ability to integrate mind and body in performing physical movements effectively and skillfully. In the context of education, especially for early childhood, kinesthetic intelligence can be identified and developed through various physical activities such as

dancing, sports, and playing (Sutarman, 2016). This study used traditional Banyuwangi dance activities that can improve kinesthetic intelligence in children aged 5-6 years.

Dance activities can help hone children's kinesthetic intelligence through direct experience in moving and creating during dance activities. In the implementation of the study, children were seen actively dancing and experienced an increase in body coordination and gross and fine motor skills. Through dance activities, children not only learn and preserve culture, but also express it through their bodies according to the child's ability level.. Penelitian ini sejalan dengan temuan (Ngewa, 2020), which reveals that dance activities can increase kinesthetic intelligence through activities that involve children's motor movements..

The traditional dance used in this study is relevant to children's lives because it is a dance from Banyuwangi, where it is close to children. The form of dance used in this study has been simplified to make it easier for children to imitate the movements, and the rhythm of the dance chosen is to describe the joy for children. In the study, children showed an increase in expressing their body movements according to the rhythm of the music. With the simplification of the movements, children find it easier to follow the dance movements, so that they can experience optimal development of kinesthetic intelligence and children can appreciate the cultural values contained in the Gandrung dance and Jaranan dance. This is in accordance with the opinion (Kurniawati et al., 2019).

The indicators of kinesthetic intelligence taken in this study focus on children aged 5-6 years, especially on basic non-locomotor movements which include standing, swinging, turning, and jumping. These movements are part of traditional Banyuwangi dance activities, according to the indicators put forward by (Anggraini, 2015). In this study, children were able to perform movements symbolically. During the implementation of the dance activity, children were also able to coordinate their entire body and maintain balance while dancing. This is the ideal kinesthetic intelligence in children aged 5-6 years which is according to (Wulandari, 2017).

Kinesthetic intelligence in children during the implementation of initial observations (pre-cycle) showed that there were still no children who had reached the category of developing according to expectations (BSH). After the implementation of the action in cycle I, the results showed that around 43.75% of children had reached the category of Developing According to Expectations (BSH). In cycle II, the results showed that 81.25% of children had reached the category of Developing According to Expectations (BSH). The results of this study indicate that traditional Banyuwangi dance activities provide a significant increase in children's kinesthetic intelligence. This finding is in line with research conducted by (Nurul Ulva, 2020), which shows that traditional dance can significantly increase children's kinesthetic intelligence..

Traditional dance is an effective medium to improve the kinesthetic intelligence of children aged 5-6 years in Kindergarten (TK). Through dance activities, children develop gross and fine motor skills comprehensively. Structured movements in traditional dance help children develop body coordination, balance, and motor control. Each dance movement has its own complexity that stimulates the development of the motor nervous system, helping children understand the space of movement, rhythm, and body expression. The process of learning traditional dance in kindergarten is designed systematically, allowing children to practice movements repeatedly, thereby improving their motor skills.

In addition to developing physical skills, traditional dance activities also provide psychological and social benefits for children. Through dance, children learn to express themselves, build self-confidence, and develop non-verbal communication skills. Social interactions that occur during the dance practice and performance process help children develop cooperation, sensitivity to others, and an understanding of cultural values. Each traditional dance movement contains deep symbolic meaning, helping children not only hone their movement skills, but also understand cultural heritage and develop kinesthetic intelligence holistically

From several research results, it can be concluded that traditional dance has proven to be a very effective method in improving the kinesthetic intelligence of children aged 5-6 years. Through a comprehensive approach, traditional dance not only develops physical motor skills, but also supports children's cognitive, emotional, and social development. Recent studies consistently show that

systematic involvement in traditional dance can significantly optimize the potential for early childhood kinesthetic development.

CONCLUSION

Based on the research and discussion conducted, Banyuwangi traditional dance has proven effective in increasing kinesthetic intelligence in children aged 5-6 years at PGRI Bedewang Kindergarten. Kinesthetic intelligence in this study includes the ability to follow movements according to the rhythm, maintain balance when riding a horse and spinning in the gandrung dance, use hands to move the scarf and horse correctly, and tiptoe to move the feet. Based on the results of cycles I and II, it shows that children's kinesthetic intelligence increases in the Developing According to Expectations (BSH) category. This shows that Banyuwangi traditional dance activities provide a significant increase in the kinesthetic intelligence of children aged 5-6 years at PGRI Bedewang Kindergarten.

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