



# THE INTERNATIONAL SEMINAR ON LANGUAGES AND ARTS (ISLA)-4

Padang, October 23 - 24, 2015

UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
(FBS)

The image shows a black and white photograph of a building facade. The building has a sign that reads 'UNIVERSITAS NEGERI PADANG FAKULTAS BAHASA DAN SENI (FBS)'. The building is partially obscured by a large, stylized graphic element on the left side of the page.

Promoting Local Wisdom and Enchancing  
Better Learning on Language, Art, and Culture

editors :

Ismet Fanany (Deakin University, Australia)  
Atmazaki (Universitas Negeri Padang, Indonesia)  
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Zulfadhli (Universitas Negeri Padang, Indonesia)  
Yos Sudarman (Universitas Negeri Padang, Indonesia)

**Promoting Local Wisdom and Enhancing Better  
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Proceeding of

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Faculty of Languages and Arts  
Universitas Negeri Padang

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First Published 2015

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Cover Design : Boby Rara  
Lay Out : Yos Sudarman  
Publisher : FBS UNP  
*e-mail: [info@fbs.unp.ac.id](mailto:info@fbs.unp.ac.id)*  
Printed by : Sukabina  
Jl. Prof. Dr Hamka No. 29 Tabing Padang  
Telp. (0751) 7055660

ISBN: 978-602-17017-9-9

71. <b>Sri Hartiningsih and Thathit Manon Andini</b> (Universitas Muhammadiyah Malang, Indonesia) "Integrating Character Education on English Subject at Muhammadiyah Vocational Senior High School (SMKM) in Malang District" .....	486
72. <b>Sri Puji Astuti</b> (SMA 1 Kota Solok, Indonesia) "Inspiring Teachers of English: Students' View" .....	491
73. <b>Suswati Hendriani</b> (STAIN Batusangkar, Indonesia) "Using Local Wisdom to Foster English Language Learning" .....	500
74. <b>Syayid Sandi Sukandi</b> (STKIP PGRI Sumatera Barat, Indonesia) "Dare to Argue" Opposing Mainstream Cultural Values in English Language Learning at College Levels: A Case Study on Indonesian EFL Composition" .....	505
75. <b>Syeilendra</b> (Universitas Negeri Padang, Indonesia) "Orgen Tunggal as the Fenomenal Music in Padang" .....	516
76. <b>Taufik Ampera and Taufiq Hanafi</b> (Universitas Padjadjaran, Bandung, Indonesia) "It All Begins at a Young Age": Sex Education through Traditional Games in <i>Sunda</i> " .....	520
77. <b>Taufiq Hanafi</b> (Universitas Padjadjaran, Bandung, Indonesia) "In Other Words: Coloring Meaning through Figurative Language in Sundanese" .....	525
78. <b>Thera Widyastuti</b> (Universitas Indonesia, Jakarta) "Local Wisdom in Taras Bulba by Nikolay Vasilievich Gogol" .....	530
79. <b>Tressyalina</b> (Universitas Negeri Padang, Indonesia) "Translation Strategies as Determinant of Local Wisdom in Children's Literature: Content Analysis Research in " <i>Hari Senin yang Sibuk dan Berantakan</i> " .....	536
80. <b>Ummi Rasyidah</b> (Universitas Pasir Pengaraian, Riau, Indonesia) "From Horror to Comedy: A Distinctive Analysis of Moral Values" .....	543
81. <b>Veni Roza</b> (IAIN Bukittinggi, Indonesia) "You" will Never Replace Indonesian Local Address Term" .....	548
82. <b>Wachid Eko Purwanto and Roni Sulistiyono</b> (Universitas Ahmad Dahlan, Yogyakarta, Indonesia) " <i>Soeharto's</i> Prohibitions: An Earlier Classification" .....	554
83. <b>Yasnur Asri dan Zulfadhli</b> (Universitas Negeri Padang, Indonesia) "Refraksi Pengukuhan dan Penolakan Hamka terhadap Budaya Minangkabau: Kearifan Lokal dalam Novel-novel Hamka" .....	561
84. <b>Yos Sudarman</b> (Universitas Negeri Padang, Indonesia) "Microteaching to Training of Teaching Ability for Teacher Candidate: A Study of Historical to Straighten for the Ideal Concept of Education and Teacher-training of Art Teacher" .....	568
85. <b>Yosi Wulandari</b> (Universitas Ahmad Dahlan, Yogyakarta, Indonesia) " <i>Kato Sambah-manyambah</i> of Minangkabau's Local Wisdom" .....	577
86. <b>Yuliasma</b> (Sendratasik Universitas Negeri Padang, Indonesia) "Developing Students' Creativity through Dance Learning in The Elementary Education Level" .....	582
87. <b>Yunisa Oktavia</b> (Universitas Putera Batam, Indonesia) "The Effectiveness of Learning Strategies in Second Language Acquisition in Minimizing Language Learner's Error" .....	590
88. <b>Zul Amri</b> (Universitas Negeri Padang, Indonesia) "Interactional Discourse of Bilingual Family Minangkabau Language and Indonesian" .....	597
89. <b>Ratih Kusumastuti and Lis Setiawati</b> (Universitas Terbuka, Jakarta, Indonesia) " <i>Bahasa Betawi</i> is one of Mother Tongue language which is Endangered" .....	605

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## DEVELOPING STUDENTS' CREATIVITY THROUGH DANCE LEARNING IN THE ELEMENTARY EDUCATION LEVEL

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### Abstract

This paper will discuss about the development of creativity through learning dance for Students in Elementary Schools. Develop creativity can be interpreted as an effort to develop the ability to think more emphasis on creativity. As for the students' ability to create something new with its main medium is the body to expression thoughts into the form of a beautiful movements and rhythmic. The imagination of students as a result of his creation is a product of creativity. Some steps for the development of creativity for elementary school students is a teacher must be able to help students in the ideas that emerged from students; including teachers also should provide motivation and facilitate learning activities that encourage students' activity in learning. All that can be used to assist teachers in teaching students to find an expressive movement. This will be achieved if teachers can implement two things: Firstly authority (High touch) and kewiyataan (high tech).

**Keywords :** Creativity; Dance;Elementary School

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### A. INTRODUCTION

Elementary school is an education level that still needs attention from the government. Placing the education sector, in particular primary education, as one of the priority in the National Development Policy is a supportive and meaningful action for the community. Attention from the government on this sector will encourage the creation of dignity, knowledgeable, skilled and creative generation in Indonesia. To generate competent and intelligent graduates, they can continue their education to a higher level. This is only could be achieved, if the taken learning process is able to develop students for their full potentials and students have the opportunity to get involved in the learning process. For that reasons, teachers need to improve the quality learning process, it starts with an excellent teaching design by giving attention to the learning objectives, student characteristics, the taught material and learning resources that available in order to facilitate the learners to understand learning. As the return, it will foster a positive, tolerant and appreciative attitude for students.

Creating supportive, fun, various and innovative activities by providing a wide range of learning experiences that accommodate students' needs; student distinction; and positive activities creation are the main activities for the teachers to build an effective learning. Because of creative teacher would generate active and productive students. Syafei (1996: 250-251) explains: "The positive activity is the activity which imbued with creativity or creativity; but passive activities (negative) are the teacher creates the creativity while the students passively receive it. Both activities are owned by the students who are fantasizing or thinking about what to make. Expressing that imagination could be objects of clay, bamboo, wood, metal, cardboard, or in the form of activities such as movement in the group or organizing performing arts".

Planned and directed activities will encourage students to be aware of their self, because a gained learning experience from body movement and students involvement in expressing the ideas and their imagination through dance, consequently will be able to foster awareness of the exquisite taste, sense of belonging and self-actualization. Prayitno (2009) said that in the context of human dignity (HMM) as a whole, the actualization of human life from the nature. It is not taking place automatically independent and also not only looks like it is. For the actualization of human nature is a necessary to take an effort in order for up warding through stages of development throughout their life. Therefore, actualization that exist in every learner will be able to rise up and grow throughout his life if educators are part of the

educational situation are aware of the purpose of education which is to make students to be fully human, physically and spiritually healthy, possess the knowledge, skills, personality that useful for their life. (Prayitno: 2009).

Becoming a fully human being is a desire for every individual, because of the given potential by God Almighty which consisting five supremacy; faith, creativity, sensing, intention, and production supremacy are the basic skills that need to be cultivated, nurtured, developed with an organized development institution through education. Creativity according Prayitno (2009) is concerned with intellectuality, mind intelligence and brain function. Furthermore, in the textbooks of creativity is often referred as a cognitive component of the individual with greater emphasis on the elements of dynamic and creativity inside of it.

Aesthetic experience in the context of expression, creativity and appreciation of dance learning lies in the process of developing the potentials that exist among students' creativity. Teachers have responsibility to motivate and facilitate the process of fun learning activities for students in order to generate expressive movements as the expression of their feelings. Expressive body movement requires exploration and exploration generated from the beautiful movements. Expressive movement is a resource to dance, students' awareness of the body as a primary model of expression to convey the unique and distinctive movements, originality is a success parameter for teacher in developing the power of creativity.

But in fact five supremacy that possessed by the learners, which granted from the grace of God Almighty for human that expected to grow and develop for students through learning the art of dance are far from expectations and reality, due to the low quality of teachers. Teachers do not know how to teach the art of dance that is able to develop the creativity of learners. Whereas, dancing learning experience in primary school is the arena for the development of students' creativity. Learning experiences presented by the teacher is formed dance, which is not in accordance with the level of motor students' development. Because formed dance is a dance that been deliberately created by dance creator for dancers is not for beginner student, because students imitate from teacher's movement. There is a necessity in studying the motion because the learning process is not adapted to the ability of the student movement and the development of their soul.

Dance learning supposed to be able to develop creativity, sensing, intention, and production supremacy have been neglected because lack of proper knowledge and skills from teachers, as said Prayitno (2009) conditions of the low quality of education in the country, requires scrutiny depth about factors that lie behind them. Minimum attention to education science and rampant accidents of education systems are the root of the low quality of education. Departing from that statement, then how teachers are able to build creative learners if teachers had a big hand in exploring the potential of learners regardless the needs of students, while the education demanded educational situation which educators, students, the purpose of education and the learning process require a qualified teacher. Departing from the problems above, this paper will discuss about the developing students' creativity through dance learning in elementary education level.

## **B. DISCUSSION**

### **1. Developing Creativity in Elementary School**

Development is a process of gradual improvement to the higher level with a tendency for wide spreading and deepening which lead to a perfection and maturity. Creativity according to Prayitno (2009) is concerned with intellect, mind intelligence and brain function. Thus, the development of creativity could be meaning the effort to develop the ability to think more emphasis on creativity. Torrence (in Mainuddin, 1994: 43) states that creativity can be defined in reference to a product, process, and personality. As a product, the creativity can be defined as a person's ability to create new things, but the product of creativity not merely has to be new because creativity by Utami (1999: 47) is "the ability to create things by combining data and elements that been there before ". Therefore, the product of creativity can be defined as something new, original or the output of arranging the elements that already exist but creating a new form, they can be recognized as the result of a meaningful creative product.

Dance learning in elementary schools is one way to develop creativity. Because, dance is an expression of the human soul that is expressed through beautiful and rhythmic movements. Beautiful

movement was derived from the process of thinking, feeling and doing, to express something that involves exploration process to find the movement. The development of creativity referred to in this paper is the student's ability to create something new through body as the main medium for expressing thoughts, squeezed into the form of a beautiful movements and rhythmic as far as the imagination of students as a result of their creation. As the consequence, the teacher must help student as the basic principle of the development of creativity for the students in expressing their ideas or emerged ideas, the teacher should support motivation and facilitate learning activities that encourage students' activity during the learning process.

## 2. Factor of Developing Creativity in Elementary School

### a. Educator

According to Teachers and Lecturers Act No.14 of 2005, educator is highly qualified education personnel such as teachers, counselors, tutors, civil servants, tutors instructors, facilitators and other designations that participating in education. Furthermore, (the Act No. 20 2003) stated that educators are adult people who help to students in order to become mature. Educator is the one who is responsible for the implementation of education.

The intended responsibility, according to the Act, from an educator is the moral and scientific responsibility. (1) Moral responsibility required educators to implement the values upheld by the community, state and nation at the educator-self, because there is a tendency that the behavior of educators would be followed by students more, rather than their verbal expression. Or educators have the dignity that has been previously owned of the students. (2) Scientific responsibility related to the transformation of knowledge and skills that demand educator to constantly learn in order to expand their knowledge and insight in accordance with the current development, along with the insight of philosophy of education, so that policy decisions or decisions in educational practice does not leave the its essential meaning which is the process of improving human dignity. (HMM)

Transformation of developed knowledge and skills is creativity; this can be accomplished if educators understand the learning dance objectives in elementary school. That is not intended to make student become the dance professional. But through teaching dance, students have an appreciation of the dance work. By providing a learning experience as a choreographer motion in finding dance and compose dance for students, as far as their creative imagination. The learning experience of motion can be implemented if educators implement two things: authority (high touch) and *kewiyataan* (high tech).

First, the authority is recognition from the quality of a teacher who lived by students in relation to their affection, suavity, exemplary, strengthening, and educated action. Attitudes and behavior reflected in the authority of the teacher. The authority of the educator is significant in the development of creativity, because educators are directly engaged to students in developing their personal motor skills and there is nothing wrong from their expression and movement, children could do it with great suavity approach, indiscriminately touch students' with affection, because the touch with great tenderness and compassion will be able to encourage the desire of students to do what will be addressed in accordance with the movement that generating their creative imagination. Including, assisting students in finding their personal movement, providing reinforcement every positive and negative behavior and educating action. It reflects the authority of educators who are part of the personal competence implementation. Because, the personality competence is the ability of educator in forming a solid, noble, wise, and authoritative personality as well as being a role model for the learners. These competencies include personal steadiness and noble character, maturity and wisdom, as well as exemplary and authority.

Second, *Kewiyataan* is the ability of educators which centered on the acquisition of the learning components including learning materials, methods, tools, and learning environment as well as the assessment of learning outcomes. Objectives and learning materials should be controlled by educators as well. Educators need to be sure that the provided material is in the form of valid knowledge and skill, and still relevant with the goal want to be achieved. For example, choosing the material relates to compose a short dance. Substantially, cultivating creativity in the dance learning or expected to make students able to express the motion derived from animal life, vegetation or human movement.

Therefore, educators must choose materials that relate to construct a simple dance that comes from the environment. Because the expected achieved goals, students will show creativity through arts, culture and skills. Therefore, educators must be able to determine the media, methods and tools / techniques as a proper assessment of achievement from the learning objectives. In order to develop creativity in dance learning teachers must possess authority and *kewiyataan*.

#### b. Learners

Government regulation No. 20 of 2003 on the National Education System, given a definition students are community members who are trying to develop their potential through a learning process that is available on the various track, level and type of education. Learners are human beings who recognized that their have rights as an individual and the social responsibility. Thus the students categorized as to be the son of man that currently growing with the help of educators.

This paper refers learners as an individual at the basic education level in low grade (grade 1-3). Hurlock distinguishes this range of age as the end of childhood, namely from the age of six years until the time when the individual becomes sexually mature. Educator has been labeling this age as the end childhood to primary school age. At this age children are expected to acquire basic knowledge that is considered critical to the success of the adjustment in adult life. Additionally educators regard this period as a critical period in the encouragement of achievement in a period where children form the habits to achieve success, not success, or very successful (Hurlock: 146).

Naturally, there is a difference towards children development individually, including intelligence, aptitude, interest in creativity, emotional maturity, personality, physical and social independence. But research of brain has showed that if a child obtains stimulation in the early age, consequently it will be generated a superior potential at their self. Every child is unique, different and possess the ability to limitless learning (unlimited capacity to learn) that has existed inside their selves to think creatively, productively and independently. Therefore children need educational programs that capable to open the capacity of their hidden potentials among others through dance learning in elementary school.

Children's behavior for a creative action since childhood will have an impact on the development of creativity when they become adult. As has been reported in the study that the level of achievement behaviors in childhood has a high correlation with the behavior of achievement in adulthood (Hurlock: 147). Further research on creativity suggests that children are bigger when not hampered by environmental obstacles, such as criticism from adults or others: the freedom will direct the energy into creative activities. Therefore psychologists said the end of childhood age is a creative age, a period in which the life span will be determined whether children become conformist or creator of a new thing and originality.

Based on the assumption that the child has five powers then dance learning in elementary school is one of the teachers' efforts to develop the students' potential. Relating to factors that can help emerging and developing children's creativity then Csikzenmihalyi (in Utami, 2002: 50) explains "The first feature that facilitates the growth of creativity is a genetic predisposition to certain domains". This means that someone who has sensitivity to color and light they tend to be a painter or people who are sensitive to tone it easier to develop their musical talent. Similarly with the dance people who are sensitive to body movement so it will be easy to learn the art of dance. But most important is interest in a particular domain, because the interest is what makes a person deeply involved as interested in learning music, dance, theater, and art, so that someone will reach proficiency and excellence of creativity ". (Utami, 2002: 50). In connection with above explanation, then dance learning is an effort of teachers to develop students' creativity, with various given tips from teachers to motivate students to express personal experiences through beautiful and rhythmic movement. Beautiful movement is involved self-actualization and self-actualization is a source of creativity as it says Rogers (in Utami, 2002: 24) "The source of creativity is a tendency to actualize themselves, to realize the potential, the urge to grow and become mature, the tendency to express and activate all capabilities of the individual". The same thing is said by Clark Moustakes "creativity is expressed and actualized by the experience of individual identity in the form of integrated relationship with oneself, with nature and with others" (in Utami, 2002: 24). Those explanations are becoming the target of dance learning, by



learning dance students are expected to generate creative movements as an expression of the soul through the experience of dancing, composing dances then in turn is expected that students can improve creativity that useful to themselves and to others.

Because dancing is a motor activity, therefore dance learning in primary schools should be supporting the motor development of students, especially in terms of acquisition of psychomotor skills and creativity. Due to the age of six or seven to twelve or thirteen years of physical development of students starting get balanced and proportionate and organs or body grow harmoniously. It is characterized by the student body movements become agile and directed in line with the emergence of mental courage as lower grade students will be different movement capabilities with higher class students. Therefore, the movement of the body will continue to increase in accordance with the age development.

Physical skills (motor learning) occurs when students have acquired the ability and motor skills adequately, this means that body movement activity will be qualified if the implementation is accompanied by the involvement of cognitive function or sense. As noted from Howe (cited under the Shah, 2002: 63) "Given the capability movement and coordinated pattern cannot be achieved by either solely with a simple mechanism, but by using a very complex mental processes". That is very dependent on the motor skills cognitive abilities of students. Thus learning to dance cannot be separated from the other stages of development such as cognitive development, emotional development and motor development or physical. Therefore, the focus of dance material is a creative process, because the creative process can help the growth and development of the cognitive, affective, and psychomotor learners. It is necessary for an understanding of the characteristics of movement learners in order to facilitate the educators in developing the learners' capability.

c. The Objective of Education

The purpose of education is essentially to achieve the goal of human life. As stipulated in the Act No 20 of 2003 about national education goals, education serves to develop the ability and character as well as the civilization of dignity in the context of the intellectual life of the nation with the aim to develop students' potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and accountable citizens. National Education objectives will be achieved in the course goals that have specifications such as the subjects of art and culture.

Art and Culture education and skill have been giving at the school because of its uniqueness, significance and usefulness to the development aspects that in learners' need. This matter lies in the provision of aesthetic experience in the form of expression activity or creativity, and appreciates through: "learn with art", "learning through art," and learn about art "approaches. The three things of the uniqueness of the culture and art learning is not owned by other subjects. Cultural arts subjects intended that learners have the following capabilities: 1) Understanding the concept and importance of cultural arts and skills. 2) Displaying attitude towards art and culture appreciation and skill. 3) Displaying creativity through arts and culture education and skills 4) Showing the contribution of cultural and art skill in local, regional and global level. Thus the standard of competence expected in these subjects there is two of the first things students' ability to appreciate and express their capabilities.

The purpose of education has a very important value in learning process, it can even be claimed that the goal of education is the most important factor in learning activities. According to Haniak (p: 80) the objective of teaching is to direct and guide the activities of teachers and students in the learning process. Because of the clear goals, all efforts and thoughts directed towards the achievement of the objectives of teachers, otherwise if the learning objective is not clear, the learning activities may not run as expected of course will not give the desired results. Clear learning objectives will provide instructions or guidance to teachers in choosing methods, media and they can determine which method or technique of assessment of student learning outcomes. Thus, in connection with the development of creativity through dance learning, educators are expected to actually design and implement learning

that encourages students to be active and creative in formulating a simple dance as an expression of feelings.

## 2. Creative Dance Learning

The learning process is a teaching and learning activity undertaken by students and educators in order to achieve educational goals. The learning process takes place in the interactions between educators and students in the spirit to achieve educational goals. A good interaction is classified as a created interaction with the objective to achieve a fun, communicative, inspiring, innovative learning process. This can be done if educators know what things are desirable and felt by students, so that the learning process is not boring.

The creative dance learning expected of educators to situated learning conditions that allow students to perform the body movement according to their desire. The learning process emphasis there is no right or wrong in expressing the movement, there are only beautiful and the not beauty motion. Because the dance movement has undergone a process refined so that the motion should be beautiful. Furthermore Sukandi (2003: 9) states that the components of the active learning approach (active learning strategy) in the teaching-learning process is comprised of: A) Experience, which directly enable more senses than just through listening, that means more self-learn and experience for them. B) Interaction is learning will happen and increase quality when discussions took place in an atmosphere with others, discussing, questioning and asking each other, or to each other and explain. In the context of learning the students are invited to get together with colleagues in preparing the dance or the teacher helped in facilitating the movement of students in finding personal body movement. At a time when people questioned think we are or what we do, then they encouraged thinking more clearly and speak out that the quality of that opinion for the improvement. c) Communication is the disclosure of thoughts and feelings, both orally and written, communication is a requirement of every human being in order to reveal their expression and achieve satisfaction.

Furthermore Mulyasa (2004: 241) mentions in the active learning methods every new subject matter must be associated with a wide range of knowledge and experience that existed before. The new subject matter actively supplied with existing knowledge. So that students can learn to teachers and teachers need to create the appropriate strategy in such a way, therefore students have a high motivation to learn. According to Smith (in Soedarsono, 1976: 15), motivating students to creatively move can be done through the auditory stimulus (through hearing), visual stimuli (visual) stimulation kinesthetic (movement), and stimulation of ideas (story).

One the dance learning materials teachers can take the initiative by taking early stimulation, before students encouraged to do an experiment or explore body movement. The goal of this action is to find the motion as an expression of their feelings. In the beginning, teachers should provide the stimulus that can stimulate students to think and take the action. To stimulate students' thinking and actions in the explanation of the movement process, the motion through exploration and finding a strategic step in creating a creative movement. Creative movement is the basic material or tool to dance. Through creative movement students understand that dance is a symbol that is channeled through expressive movement. Teaching creative dance is a responsibility teacher in teaching students to find an expressive movement. According to Russel (1995: 9), the attempts to teach creative dance can be done by: (1) providing opportunities for students to develop an understanding between personal motor skill of students with practical experience in revealing their movement expression, 2) Introducing students to the vast experience of the expression of feelings through movement, 3) Cultivating students to try their ability to explore ideas of movement and using their discovery as a basis for the preparation of a series of dance movements, 4) providing opportunities for students to work together to discover dance movement.

The definition of teachers' activities in the active dance learning process is teacher invites the students to find their own personal movements and there is no compulsion element in finding the movement. Teacher motivates students to generate their movements through exploration, and the findings compiled motion formulated into sequences that consisted of space, time and energy. The more space used by students in the delivery of the gestures are more varied and increasing creative movement. Murgianto (1993: 28) stated, "There are four things to consider teachers to teach dance in a creative, namely: 1)

Teachers should not dictate their granted means to students, communication must be reciprocal in the process of the discovery and movement abilities for students, 2) Students get a clear instruction what to do but it is free to determine its implementation, 3) Teachers should provide an alternative movement to students even though there are only two kinds of different options, 4) Teachers guide students in finding the motion. According to the above opinion, the creative dance teaching is suitable for the development of creative learners. Creative dance learning allows learners find themselves in creating a movement, foster a sense of community in formulating dance and can cultivate courage from the learners in learning dance

### C. CONCLUSION

Dance learning in the elementary school should get a support for the motor development of students, especially in terms of acquisition of psychomotor skills and creativity. This important, due to the age of six or seven to twelve or thirteen years, physical development of students starting to get balanced and proportionate and organs or body will grow harmoniously. It is characterized by the student body movements become agile and directed in line with the emergence of mental courage as the lower grade students will be different motion capabilities with higher class students. It is necessary for educator to understand the characteristics of learners' movement in order to facilitate the educators in developing the creativity of learners.

The development of creativity for elementary school students has given the obligation for teacher to help students in expressing ideas or emerged ideas from the student, the teacher should provide motivation and facilitate learning activities that encourage students' activity in learning by finding the movement through the exploration of a strategic step in creating a creative movement. Creative movement is the basic materials or tool to dance. Through creative movement students understand that dance is a symbol that channeled through expressive movement. Teaching creative dance is the responsibility for teacher in facilitating students to find an expressive movement.

This could be achieved if teachers can implement two things: First, authority (high touch) and *kewiyataan* (high tech). The authority is recognition of the quality of a teacher who lived by students in relation to their affection, and tenderness, exemplary, strengthening, and the action is to educate. Attitudes and behavior of this is reflected in the authority of a teacher. Second, *Kewiyataan* is the ability of educators centered on the acquisition of the components of learning including learning materials, methods, tools, and learning environment as well as the assessment of learning outcomes.

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