

## **Development of the idea of dance movement through learning, based on creative thinking and play at St. Ursula Kindergarten, Jakarta, Indonesia**

Melina Surya Dewi

Jakarta Institute of the Arts

email: [surjadewi@yahoo.com](mailto:surjadewi@yahoo.com)

Early childhood is the golden age; it is the optimal time to develop the potential of children, including their creative potential. With respect to this early development of potential, learning through play allows children to actively construct knowledge. Many experts believe that play is a facilitator of early childhood creativity (Russ, 1996, pp. 34-36).

In creative dance learning, young children should be actively involved in the process. Here, the teacher's role is to facilitate, motivate, and guide the children in exploring and developing movement expressions in relation to their creative ideas and imaginations. In this regard, the learning is child-centered. Consequently, dance learning that uses creative methods should emphasize children's efforts in developing their creative ideas and movements through play, and should be oriented towards a developmentally appropriate practice (Gestwicki, 2006). The teaching of creative dance movement should also be based on ideas developed from children's creative thinking, which refers to the cognitive field, as suggested by Williams (in Clark, 1983, p. 49). The idea of divergent thinking as a creative process (Runco, 2010, pp. 413-416) is related to explanations of how the process is being produced through differences in thought.

The main objective of my project, teaching dance by using a creative approach for B-level (age 5) students at the Santa Ursula Kindergarten, is to generate creative ideas that are expressed through children's movements. Here, teachers apply a variety of teaching strategies to allow the children to enjoy dance learning. To induce their creative ideas, dance teachers might tell stories based on learning themes, or use books or puppets. They also implement teacher-children conversations and conversations among children, as well as movement improvisation. Thus, teachers give their students opportunities to explore their ideas and movements in a variety of ways. The children's ideas that are expressed through words and movements often surprise the teachers: for example, a child imagines the movements of a butterfly pricked by the thorn of a rose, or another expresses the movements of a caterpillar creeping on the floor. Some children may gather in a group, pretending to be the "brothers" of the butterfly, helping their "little brothers" learning to fly.

Most of the children in the class are able to explore their ideas and movements. Through evaluations and reflections, teachers try to improve the children's learning outcomes by developing alternate strategies.

*Keywords:* dance, movement, creative thinking, idea, play

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**Melina Surya Dewi** has a B.A. and a S. Pd. in Dance, and an M.Si. in Educational Psychology. She is also a doctoral candidate in Early Childhood Education at the State University of Jakarta (Universitas Negeri Jakarta, Indonesia). She is a lecturer at the Graduate School of the Jakarta Institute of the Arts (IKJ). Her interest in teaching dance for children has been realized by establishing a children's dance group: Ina Kreativa in Jakarta (member of Dance and the Child International). She has implemented dance teaching and research for children of kindergarten and elementary schools, as well as for children with special needs.

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