


Analysis of Dance Extracurricular Activities at Pertiwi Kindergarten Medan

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A B S T R A C T

This study aims to analyze the implementation of dance extracurricular activities in early childhood education within the framework of the Merdeka Curriculum. Early Childhood Education (ECE) emphasizes play-based learning supported by a flexible curriculum that accommodates children's developmental needs. Extracurricular activities, particularly dance, play a significant role in fostering children's creativity, motor skills, and self-confidence. This research employs a descriptive qualitative approach conducted at TK Pertiwi Medan. Data were collected through observations and interviews with teachers and the school principal to examine the planning, organizing, implementation, and evaluation of dance extracurricular activities. The findings reveal that the implementation of dance extracurricular activities has been carried out effectively in practice, particularly in terms of teaching methods using demonstrations and repetitive exercises adapted to children's abilities. However, the program is not yet supported by systematic administrative management. Planning is conducted flexibly without written teaching modules, organizational structures are informal, and evaluation is carried out through direct observation without standardized assessment instruments or documentation. Despite these limitations, the program has successfully contributed to students' achievements, as evidenced by consistent victories in dance competitions over the past four years. This indicates that practical implementation and teacher competence play a crucial role in program success, although improvements in structured planning, organization, and evaluation are still needed to optimize educational outcomes.

Keywords: *Early Childhood Education, Extracurricular Activities, Dance, Merdeka Curriculum, Qualitative Study*

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INTRODUCTION

Early childhood education or abbreviated as PAUD is a learning service for early childhood that is carried out with the concept of playing while learning. Through play, children learn a lot about themselves and their environment. The learning process that runs in a directional manner and in accordance with educational objectives requires a curriculum that is the main guide in the preparation of learning programs and activities. All programs in PAUD, both annual and daily, must contain and create play activities. Play activities should be applied and integrated into classroom learning, where teachers encourage children to conduct simple experiments, explore, and investigate different ideas. These activities are crucial activities in the implementation of the curriculum (Education 2020).

The curriculum is seen as a central element in education. The curriculum is a guideline that regulates what should be taught (content), why it is taught (purpose), and how to teach it (method), to ensure that learning activities achieve the set goals (Purnama et al., 2022). Therefore, the curriculum is the main foundation that is used as a reference by all parties involved in the implementation of education. In the context of early childhood education, curriculum development must consider the characteristics of early childhood development that are unique, active, and exploratory (Anggraini et al., 2022).

The purpose of national education as stated in Law Number 20 of 2003 emphasizes that education aims to develop the potential of students to become human beings who have faith,

noble character, creativity, independence, and responsibility. This goal is the basis for curriculum development at all levels, including PAUD (Education 2020).

The curriculum has four main components, namely content, process, educator, and context (Yus and Sari 2020). Content relates to the material that the child learns according to their needs and experiences. The process relates to how learning takes place actively and fun. Educators play the role of facilitators who design and evaluate learning, while the context relates to the social and cultural environment in which children learn (Anggraini et al., 2022).

In line with the development of national education policy, the government has established the Independent Curriculum as the main reference in learning, including at the PAUD level. This curriculum emphasizes flexibility, experiential learning, and strengthening the character of the Pancasila Student Profile (Culture 2022; Listia et al. 2024). In its implementation, the Independent Curriculum encourages fun, contextual, and child-centered learning.

In early childhood education, child development stimulation includes various aspects, such as religious and moral values, social-emotional, cognitive, language, and motor. This stimulation must be carried out through meaningful and fun activities, one of which is through art activities, including dance (Lubis et al. 2025).

Learning activities in the curriculum include three main types, namely intracurricular, cocurricular, and extracurricular. The three complement each other in supporting children's development holistically (Purnamasari et al. 2025). Extracurricular activities have an important role in developing children's interests, talents, and character from an early age (Maryati and Suryawati 2023).

One of the relevant forms of extracurricular activities in PAUD is dance. Empirically, various studies show that dance activities have a significant contribution to early childhood development. Research by Aisyah and Rohmalina (2024) shows that learning dance art is able to improve children's gross motor skills by up to 35% after interventions in several learning cycles. In addition, a study by Sari & Wulandari (2023) found that 78% of early childhood children who participated in dance activities showed an increase in confidence and self-expression.

Other research also revealed that dance activities can improve children's body coordination, balance, and social skills through group interaction (Rahmawati et al., 2022). In fact, the UNESCO (2020) emphasizes that arts-based education plays an important role in the development of children's creativity, communication, and emotional well-being.

In practice, dance activities not only function as entertainment, but also as an effective learning medium. Children learn to remember the sequence of movements, adjust the movements to the rhythm, and express emotions through the body. This is in line with the principles of early childhood learning which emphasizes learning through direct experience (learning by doing).

Based on the results of observations at Pertiwi Kindergarten in Medan, dance extracurricular activities showed very significant results. Empirical data shows that in the last four years, the school has achieved various achievements, including first and second place in the city-level dance competition. This success shows that dance extracurricular activities are not only a means of talent development, but also managed systematically and effectively.

In line with this, research by Baharuddin et al. (2023) states that good extracurricular management through the planning, implementation, and evaluation stages can increase children's interest and confidence. Meanwhile, Utami et al. (2019) emphasized the importance of regular practice in achieving success in dance activities.

Based on these various studies, it can be concluded that dance extracurricular activities have a strategic role in early childhood development, both from physical, cognitive, and social-emotional aspects. However, there have not been many studies that specifically examine the success of PAUD institutions that consistently excel in the field of dance.

Therefore, this study aims to analyze in depth dance extracurricular activities at Pertiwi Kindergarten Medan through a qualitative approach, in order to reveal the factors that support the success of the program.

METHOD

This study uses a qualitative descriptive approach that produces descriptive data in the form of words, because the researcher wants to describe the actual circumstances and symptoms. Descriptive research aims to describe phenomena in a systematic, factual, and accurate manner, in accordance with current conditions (realistic and contemporary). This type of research focuses on making an accurate description, description, or painting of the characteristics, facts, and relationships between the phenomena being studied. The type of qualitative descriptive research used in this study is intended to analyze how dance extracurricular activities in Pertiwi Kindergarten Medan.

The data analysis technique in this study uses an interactive analysis model from Miles and Huberman, which includes three main stages, namely data reduction, data display, and conclusion/verification.

Data Reduction

Data reduction is the process of selection, focusing, simplification, and abstraction of data obtained from the results of observations, interviews, and documentation at Pertiwi Kindergarten Medan. At this stage, the researcher selects data that is relevant to the focus of the research, namely dance extracurricular activities, especially related to aspects of planning, organizing, implementing, and control. Irrelevant data will be set aside resulting in more targeted data.

Data Display

The presentation of data is carried out by compiling data that has been reduced into the form of narrative descriptions, tables, and charts that are systematic so that they are easy to understand. In this study, data was presented in the form of descriptions of the results of interviews with principals and teachers, as well as the results of observations of dance extracurricular activities at Pertiwi Kindergarten Medan. The presentation of this data aims to make it easier for researchers to see a comprehensive picture of the implementation of dance extracurricular activities.

Conclusion Drawing/Verification

The last stage is drawing conclusions based on the data that has been presented. The conclusions obtained are provisional at first, but will be verified continuously during the research process. Verification is carried out by comparing data from interviews, observations, and documentation to ensure the validity of the data. Thus, the conclusions produced really reflect the real conditions in the field regarding dance extracurricular activities at Pertiwi Med Kindergarten

FINDINGS AND DISCUSSION

Planning

Based on the results of interviews and observations, the two data showed the same compatibility and pattern, with differences only visible at the first meeting. Entering the 2nd to 5th meeting, all observation items showed a fixed pattern so that no new findings were found.

In terms of planning, the results of the interview illustrate that dance extracurricular activities at Pertiwi Kindergarten have not used written teaching modules. Planning is carried out flexibly by adjusting the needs of activities and the conditions of children. The teacher and the principal determine the material directly without being guided by special documents.

This picture is in line with the results of observations that show that indicators related to teaching modules, materials, training schedules, and competency achievements were not found from the first meeting to the fifth meeting. This condition shows that planning has not been prepared systematically.

Theoretically, learning planning should be designed in a structured manner so that learning goals can be achieved optimally (Herlina et al. 2025). In addition, learning tools such as modules function as guidelines in the implementation of activities (Mayasari et al. 2022).

Nevertheless, the activity continued because the teacher was able to adjust the material to the child's ability, even though it was not supported by documented planning.

Organizing

In terms of organization, the results of the interviews showed that dance extracurricular activities were carried out by internal teachers without a formally arranged organizational structure. The teacher in charge leads the exercise directly, while the principal is involved in providing direction and correction when needed.

This is strengthened by the results of observations, where indicators related to organizational structure and division of tasks (jobdesk) were not found from the first meeting to the fifth meeting. The difference is only seen in the involvement of the principal, which was not visible at first at the first meeting, but began to be seen at the 2nd to 5th meeting through direct monitoring activities.

This condition shows that the organization is practically running in the field, although it has not been formally arranged. Theoretically, organizing should involve a clear division of tasks and responsibilities so that activities can run more effectively (Anggraini, Nasriah, and Simaremare 2022). In addition, the existence of an organizational structure is also important to direct the implementation of activities to be more orderly and coordinated (Rifa'i 2019)

Implementation

In the implementation aspect, the results of the interviews showed that the training activities were carried out by demonstration methods and repeated exercises. The teacher demonstrates the movements first, then the children imitate them gradually with an approach that is adjusted to the child's condition and ability.

These findings are consistent with observational results, where demonstration methods, clarity of instruction, and suitability of the material for child development were seen in all meetings, from the first meeting to the fifth meeting. The learning atmosphere was also conducive, and the children were given rest time as needed.

Theoretically, the demonstration method is effective in skill learning because it provides concrete examples that are easy for students to understand (Nasution 2017). In addition, repeated practice can strengthen the child's understanding and improve skills (Rama et al. 2024).

However, there are several stages of learning that are not carried out optimally. The opening activities and the delivery of learning objectives were not found from the first meeting to the fifth meeting. This shows that the implementation of activities has gone well in practice, but has not fully followed the systematic learning stages.

Evaluation

In the evaluation aspect, the results of the interviews showed that the control of activities was carried out by the principal through direct supervision, and the assessment was carried out by the teacher based on observations of the children's ability to follow dance movements.

The observation results reinforce these findings. Monitoring activities by the principal were not seen at the first meeting, but began to be carried out at the 2nd to 5th meeting. However, indicators related to assessment instruments, achievement indicators, forms of assessment, and periodic assessments were not found in all meetings. In addition, documentation of activities is also not available.

This condition indicates that the evaluation has been carried out, but it is still simple and has not used a structured system. Theoretically, the use of assessment instruments is needed so that the evaluation results are more objective and measurable (Shofiah et al. 2023). Evaluation also serves to assess the success of the program in a comprehensive and sustainable manner (Sulkifli et al. 2024).

Without clear instruments and documentation, the evaluation process becomes less than optimal, even though it still runs directly in the field.

Discussion

Based on the results of the research through interviews and observations, it can be concluded that dance extracurricular activities at Pertiwi Kindergarten have run quite well in terms of implementation, but have not been supported by a structured administrative system.

In the planning aspect, the activities have not been arranged in the form of written teaching modules. Planning is carried out flexibly and adapts to the needs of activities and the conditions of children. However, the material provided is still adjusted to the child's developmental stage. In terms of organization, activities do not have an organizational structure and clear division of tasks in writing. The implementation of activities depends on the role of the teacher in charge and the direct involvement of the principal, so that the organization runs practically but not formally. In terms of implementation, dance extracurricular activities have gone well. Teachers use demonstration methods and repetitive exercises, instructions are delivered clearly, and materials are adjusted to the child's abilities. The atmosphere of the exercise was also conducive, although it did not fully follow the systematic learning stages, such as the absence of opening activities and the delivery of learning objectives. In the aspect of control, supervision is carried out directly by the principal and teachers, and assessment is carried out through observation of child development. However, there are no assessment instruments, achievement indicators, and structured documentation of activities, so the evaluation process is not optimal.

Overall, dance extracurricular activities at Pertiwi Kindergarten have been running well in practice, but have not been supported by systematic documented planning, organization, and control.

Based on the results of the research that has been conducted, the researcher provides the following recommendations:

For Schools

Schools are expected to develop a more structured administrative system for extracurricular activities, including planning, organizing, implementing, and evaluating. Schools need to develop teaching modules or guidelines for dance extracurricular activities as a reference for implementation. In addition, it is important for schools to develop a clear organizational structure and provide assessment instruments and documentation of activities so that program implementation can be more directed, measurable, and sustainable.

For Teachers

Teachers are expected to improve the quality of learning planning by compiling systematic modules or activity plans. In addition, teachers also need to implement complete learning stages, such as opening, core, and closing activities, including conveying learning objectives to children. In the evaluation aspect, teachers are advised to start using simple assessment instruments and document children's development periodically so that learning outcomes can be monitored more optimally.

For the Next Researcher

The next researcher is expected to develop this research with a wider scope, both in terms of location and research variables. Follow-up research can also use a quantitative approach or mixed methods to more objectively measure the influence of dance extracurricular activities on early childhood development. In addition, researchers can further examine more effective extracurricular management models and integrate the use of learning media or technology in dance arts activities in early childhood education.

CONCLUSION

Dance extracurricular activities at Pertiwi Kindergarten Medan have been implemented quite effectively in supporting children's motor, social, and emotional development through demonstration methods and repeated practice adjusted to children's abilities. The findings show that the implementation aspect has run well and created a conducive learning atmosphere, while the principal and teachers also played active roles in supervision and guidance. However, the management of the program has not been supported by systematic administration, particularly in terms of written planning, organizational structure, assessment instruments, and activity documentation. Therefore, although the activities have produced positive achievements and outcomes, improvements in planning, organization, and evaluation systems are needed to ensure that dance extracurricular activities

can be implemented more effectively, measurably, and sustainably in early childhood education.

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