

A Local Wisdom-Based Dance Learning Model for the Gross Motor Skills of 5- to 6-Year-Old Children in Preschool

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Abstract

The suboptimal gross motor skills of children aged 5 to 6 years, as well as the limited utilization of learning based on local wisdom in the preschool setting, form the background of this study. This study aims to further examine a dance-based learning model rooted in local wisdom to improve the gross motor skills of children aged 5 to 6 years at the Al-Quran Asshiddiq Kindergarten. This study employed the Research and Development method using the ADDIE model. A total of 16 children aged 5–6 years were selected as research subjects. Data were collected through observation and documentation, which were subsequently analyzed by comparing pre-test and post-test results. The model's feasibility, confirmed through prior expert verification, established its acceptability—specifically, the Gejik Dele dance learning model. The results of the study indicate that the Gejik Dele dance learning model was found to be effective in accelerating the improvement of motor skills in children aged 5–6 years, particularly in the domains of locomotor, non-locomotor, and manipulative movements. The implications of this study suggest that the integration of dance based on local wisdom can increase children's engagement and provide a contextual learning experience. This study is limited by its small sample size and its focus on a single institution. The novelty of this study lies in the development of a Gejik Dele dance-based gross motor skills learning model—structured using the ADDIE approach—and the integration of local traditional values into the educational process for early childhood students.

Keywords: gross motor skills, Gejik Dele dance, local wisdom, early childhood.

INTRODUCTION

In early childhood development, physical, cognitive, language, social, and emotional changes occur as part of a gradual and ongoing process.

This developmental period is of great significance because it lays the foundation for a child's future success (Papalia et al., 2021). In early childhood, development is influenced by innate or genetic factors, the environment, and active interactions between the child and their environment (Rani et al., 2025).

The developmental achievement standards cover the gross motor development of children aged 5–6 years, which includes: 1) coordinated physical movements performed to enhance flexibility, balance, and agility; 2) coordination between the eyes, feet, hands, and head in imitating dance and gymnastics movements; 3) rule-based physical play activities; 4) the skillful use of both hands (right and left); 5) performing personal hygiene activities. Therefore, children's gross motor development needs to be stimulated and encouraged to improve (Potensia, 2019).

Furthermore, when viewed from the perspective of reinforcing the Pancasila student profile through the internalization of local wisdom values as a focal point, this serves as the primary orientation of the merdeka curriculum, which is currently being implemented in Indonesia by the Ministry of Education, Culture, Research, and Technology (2022). Education that distances children from their cultural roots has the potential to erode their sense of identity. Local wisdom is understood not merely as a relic of the past, but as an effective educational tool.

In early childhood, the phenomenon of motor development, according to Denok (2022), is conceptualized as an accelerated process that is closely correlated with physical development. Motor development is understood as a manifestation of maturity as well as control over bodily movements. There is a reciprocal relationship between physical fitness, motor skills, and kinetic control, in which each influences the others. Motor skills in early childhood cannot be realized without the maturity of motor control. Motor control cannot reach its full potential without the support of physical fitness, and physical fitness cannot be achieved without physical exercise.

In early childhood, gross motor skills encompass three fundamental types of movement: locomotor, non-locomotor, and manipulative movements. Movement activities that result in the translation of the body's position—such as walking, running, jumping, hopping, and tiptoeing—are classified as locomotor movements. Motor activities performed without a change in position—such as rotating, bending, stretching, swinging, stooping, and maintaining balance—are classified as non-locomotor movements. Manipulative movements involve activities that integrate the use of objects or tools, such as throwing, catching, kicking, hitting, or carrying an object.

The goal is for 5–6-year-old children at Asshiddiq Quran Kindergarten—an institution implementing the Merdeka Curriculum—to be able to perform locomotor movements skillfully and with balance, execute non-locomotor movements with well-coordinated body movements, utilize simple tools in movement activities (manipulative elements), and participating in rhythmic movements in a structured manner and with self-confidence. In addition, teachers are also expected to incorporate local wisdom values into the learning process as part of character and cultural education.

Based on initial observations of 17 children in Group B at Asshiddiq Quran Kindergarten, it was found that the children's gross motor development had not yet reached optimal levels. The analysis revealed that 17% of the children were classified as "not yet developing," 47% as "beginning to develop," and 35% as "developing as expected." In the area of locomotor movement, the children still did not appear to have the ability to jump on both feet in a balanced manner. In the area of non-locomotor movement, the children appeared unstable when performing rotational movements, and

their ability to balance on one foot while following a rhythm was also not yet adequate. Meanwhile, in the area of manipulative movement, the children still had difficulty using simple objects, such as sticks.

Interviews with classroom teachers revealed that gross motor skill instruction has thus far been dominated by routine calisthenics and free play. A systematic design for integrated training in the three basic movement types has not yet been implemented in these activities. Furthermore, a learning model based on local wisdom that integrates locomotor, non-locomotor, and manipulative elements into a single structured sequence of activities is still unavailable.

The neglect of the significant potential for developing gross motor skills in 5–6-year-old children offered by the “tari gejik dele” as part of local wisdom is, in fact, ongoing. Within this dance, stepping and changing positions (locomotor movements), twisting the body and swinging the arms (non-locomotor movements), and the use of the gejik stick as a “manipulative” element are integrated. Therefore, the “Gejik Dele Dance” is not merely an artistic activity but is positioned as a comprehensive tool for gross motor skill development. The integration of these three types of movement into a single dance sequence can help children develop overall body coordination, improve concentration, and practice movement control.

Based on the results of observations and interviews, several issues were identified, namely: children’s locomotor development is not yet optimal; their non-locomotor movements are still unstable and lack coordination; children’s manipulative skills in holding a stick need to be improved; and gross motor learning has not yet been designed in a systematic manner based on local wisdom. Using the ADDIE method, it was determined that there is a need to reconstruct a “tari gejik dele” learning model based on local wisdom. Through a needs analysis, a design was developed based on locomotor, non-locomotor, and manipulative indicators. During the development stage, classroom learning materials were created and implemented in the classroom, followed by an assessment of their effectiveness. It is hoped that this model will improve the gross motor skills of 5- to 6-year-old children and foster a love for local wisdom from an early age.

The main research questions regarding the process of developing a Gejik Dele dance learning model and the effectiveness of the developed model in improving the gross motor skills of 5–6-year-old children at Asshiddiq Quran Kindergarten are the focus of this study. The urgency of this study is considered essential because motor development is a fundamental component of early childhood development that impacts the success of the learning process as well as overall growth and development. If a child’s motor development is impaired, the child tends to feel uncomfortable with their body, which can lead to restlessness, anxiety, and anger (Widiana et al., 2022).

Based on this, it is important to conduct a study titled “Development of a Gejik Dele Dance Learning Model Based on Local Wisdom to Improve the Gross Motor Skills of 5- to 6-Year-Old Children at Asshiddiq Quran Kindergarten.” The goal is to develop a learning model that is innovative, systematically structured, and effective in comprehensively developing the gross motor skills of young children.

METHODS

In the process of developing the Gejik Dele dance learning model, the ADDIE method was used as the primary approach. ADDIE (Analyze, Design, Development, Implement, and Evaluation), according to Brook et al. in Mahardhika (2015), is understood as a model born from the development of Instructional Design (ID). This

model is used as a conceptual basis in designing and constructing systematic learning designs (Rokhim & Rohmah, 2020).

There are several reasons why the ADDIE Model has high relevance for application, namely (1) In various conditions, its durability of validity is still maintained until now, as a consequence of the very broad adaptive character of the ADDIE Model; (2) In response to various problems, the high level of flexibility and effectiveness of its use has made it widely known through the acronym ADDIE, which is shown by the ADDIE Model; (3) In the development of instructional interventions, a systematic general framework accompanied by revision and evaluation mechanisms at each stage is presented by the ADDIE Model (Kumara, 2024).

The ADDIE model is understood as a systematic framework, composed of five main phases: analysis, design, development, implementation, and evaluation. The research was conducted in January 2026 as the temporal context for this study, while the research location was identified at the Asshiddiq Qur'an Kindergarten located in Besuki Hamlet, RT 02 RW 30, Sidomekar Village, Semboro District. The research targets students aged 5–6 years. Then, three stages of testing were carried out as a representation of the practicality assessment, which included testing on a limited group of 7 individuals, testing on a broad group of 10 individuals, and testing the effectiveness applied to 17 students (Karoehmah et al., 2024).

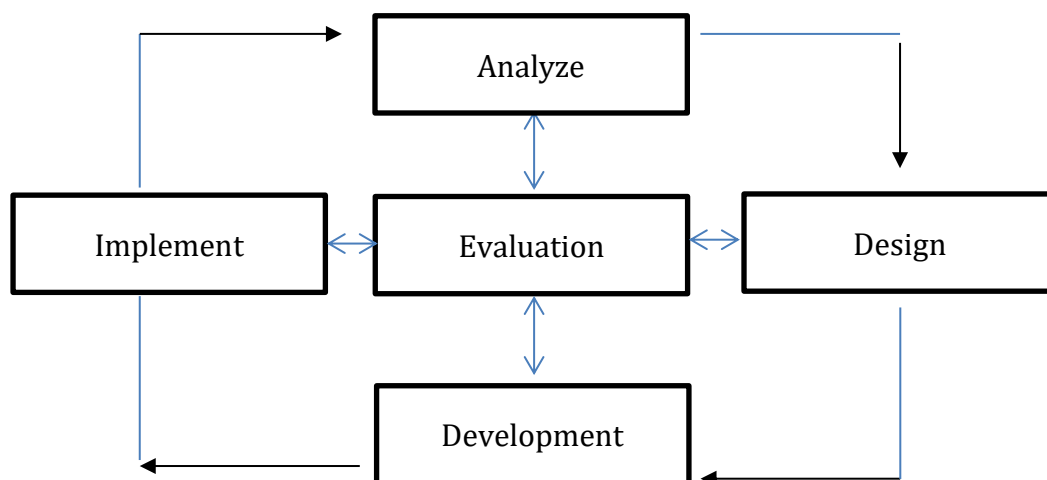


Figure 1. Flow of the ADDIE Method
(Source: Warsita, 2011).

RESULTS AND DISCUSSION

Results

A process of designing a Gejik Dele Dance learning model based on local wisdom aimed at improving gross motor skills in 5-6 year-old children at Qur'an Asshiddiq Kindergarten was realized in this study through the application of the ADDIE method, with a total of 16 research subjects.

1. Analysis Stage

Based on initial observation findings, optimal development of children's gross motor skills has not been achieved. This condition is indicated by low motor coordination capacity and agility. Furthermore, the variety of learning activities implemented is still limited and does not integrate local wisdom.

2. Design Stage

The learning model design is oriented towards the characteristics of early childhood, namely through play activities interspersed with learning processes. The design includes Gejik Dele dance learning movements that are simple, fun, and repeated continuously to ensure children's understanding.

3. Development Stage

This development stage includes the RPPH (Lesson Planned Learning Activity), music media, and Gejik Dele Dance movements, the product being developed. Based on the feasibility determined through the validation process, the learning model was rated "very feasible" with minor improvements, according to expert assessment.

4. Implementation Stage

This learning model was implemented on 16 children aged 5–6 years. The pre-test and post-test results of the gross motor skills of the children at Asshiddiq Qur'an Kindergarten are shown in Table 1 below:

Table 1. Results of Pre-test and Post-test of Gross Motor Skills

No.	Subject	Pre-Test	Post-Test	Difference
1.	Az	28	31	3
2.	Na	21	24	3
3.	Mh	30	32	2
4.	Nt	21	24	3
5.	Al	27	30	3
6.	Ib	30	32	2
7.	Mhi	30	32	2
8.	Zh	24	27	3
9.	Gh	29	32	3
10.	Ni	18	21	3
11.	Mr	21	24	3
12.	Nu	30	32	2
13.	Rk	28	30	2
14.	Aq	24	27	3
15.	Ay	21	24	3
16.	Als	28	31	3

(Source: Research Results Data, 2026).

Based on table 1 above, it is obtained an overview of the information that the average value obtained during the Pre-test = $410/16 = 25.6$, and Post-test = $453/16 = 28.3$. While the average increase = $43/16 = 2.7$. This shows that there is significance in the development of the "Gedik Dele Dance" learning model based on local wisdom. This can be seen from the escalation in the large motor skills of children aged 5-6 years as the resulting output. This indication is manifested through a shift in the average value from the initial stage (pre-test) of 25.6 to the final achievement (post-test) of 28.3, and is strengthened by statistical testing of the t-test which confirms that the calculated t exceeds the t-table accompanied by a P value below the threshold of 0.05.

5. Effectiveness Test (t-test)

The results of the effectiveness test (t-test) refer to the t-test calculations on the pre-test and post-test data, obtained: t-count = 21.2 and t-table = 1.75. This indicates that H_0 and H_a are accepted due to the calculated t-value exceeding the t-table ($21.2 > 1.75$). This means that there is a significant increase in children's gross motor skills that can be optimized through an instructional approach based on local wisdom values, namely the Gejik Dele dance learning model, thus achieving effectiveness.

6. Evaluation Stage

The evaluation results indicated an increase in children's engagement in the learning process. Children showed greater activeness, increased enthusiasm, and the ability to follow movements with better coordination than before.

As a systematically designed output, this research product represents a local wisdom-based *gejick dele* dance learning model. Optimizing the development of large-scale body movement skills in children aged 5–6 years is the goal, aimed at maximizing gross motor skills. As a foundation for development, the *gejick dele* dance is characterized by a series of rhythmic, energetic, and repetitive movements, pedagogically aligned with early childhood learning.

In its movement structure, the dance integrates motor activity in the hands, feet, and body simultaneously, enabling sensorimotor integration training in children, while simultaneously stimulating non-locomotor, manipulative, and locomotor movement skills. Furthermore, the rhythmic elements contained in the dance facilitate the development of children's ability to coordinate movements with auditory stimuli.

Situated in the combination of a local culture-based approach and the principles of early childhood learning, the advantages of this learning model can be identified as its main strength. It not only develops gross motor skills but also contributes to the internalization of local wisdom values, increases self-confidence, and hones children's social skills through group activities.

The results of the study indicate a significant increase in the development of the *Gejick Dele* dance learning model based on local wisdom, as evidenced by an increase in the gross motor skills of 5-6-year-old children as a result of the resulting outcomes. This indication is manifested in a shift in the mean score from the initial stage (pre-test) of 25.6 to the final achievement (post-test) of 28.3. This is further supported by statistical testing of the t-test, which confirms that the calculated t-value exceeds the table t-value, with a P-value below the 0.05 threshold. So it can be obtained information that the *Gejick Dele* dance learning model has been identified as effective in accelerating the improvement of motor skills of children aged 5-6 years at Qur'an Asshiddiq Kindergarten, especially covering the locomotor, non-locomotor, and manipulative movement domains.

Discussion

Body movements that combine muscle synchronization, postural stability, and dexterity conceptually contribute significantly to the development of gross motor skills in early childhood (Santrock, 2011). As an efficient form of stimulation, dance activities represent a comprehensive integration of elements of movement, rhythm, and body harmony. Improved mastery of physical coordination and gross motor skills in children can be stimulated through involvement in rhythmic movement activities such as dance, as expressed by Gallahue & Ozmun (2006). In this study, we found that the gross motor skills of children aged 5 to 6 years at Qur'an Asshiddiq Kindergarten were not optimal, as well as limited optimization of the use of local wisdom-based learning. This illustrates the implementation of the mandate of the government ultimatum to preserve culture. Therefore, local wisdom can be used as an important agenda for early childhood educators to introduce the environment in learning. Learning planning can be used as a reference, so that inconsistencies between teaching materials and local culture are both introduced to children as early as possible (Eliyyil Akbar., 2017).

The effectiveness of the ADDIE method in developing learning models is also proven through the provision of systematic stages, starting from the needs analysis process to the evaluation stage. The ADDIE model, according to Branch (2009), is said to

be able to create learning products that are structured and aligned with the characteristics of students. Therefore, in the learning planning process, the design of the *gejick dele* dance learning model needs to be oriented to the characteristics of early childhood. Because basically, Early Childhood Education is held to facilitate a fun and meaningful learning experience for children (Christin Yekesinta Limbong, et al., 2024). Through play activities that are also interspersed with learning processes. Within the design, learning movements of the *gejick dele* dance are included that are simple, fun, and repeated continuously to facilitate children's understanding. Therefore, assistance in formulating learning plans is necessary, because conditions in the field are that teachers are sometimes unable to compile their own learning plans, or teachers directly take them from the internet or copy and paste from friends. This is certainly far from the concept of active and fun learning in early childhood education.

In terms of its implementation, *Gejick Dele* dance learning is considered a creative learning method. Creative learning strategies are identified as being part of thematic learning. Thematic learning is characterized by role-playing, creative play using various materials, sensory activities, collaborative learning, environmental utilization, and appropriate use of technology. These strategies aim to increase children's engagement in the learning process, stimulate their imagination and creativity, and strengthen their understanding of various concepts and skills. By implementing these creative learning strategies, it is hoped that early childhood education environments can become fun and stimulating for children, supporting their holistic growth and development. According to Iskandar (2021), games packaged through thematic learning may appear fun, but they overly supervise and restrict children's active participation in determining their play choices, thus eliminating the natural freedom of play for children to do what they enjoy. It is hoped that through self-reflection, teachers can reinterpret the concept of children, play, and ensure safety without restricting children's freedom of movement and self-exploration.

Arts education in kindergarten is part of the process of developing holistic individuals in accordance with national education goals (Khasanah, 2021). Dance education in preschool environments certainly intersects with children's gross motor skills. Strengthening gross motor skills in early childhood through dance-based learning is also supported by previous research findings (Utami, 2018; Rachmawati, 2020). The research emphasized that dance activities facilitate children's active movement, channel self-expression, and optimize stimulation of non-locomotor, manipulative, and locomotor movements.

The findings above highlight that there is an increase in gross motor capabilities in children that can be optimized significantly through an instructional approach based on local wisdom values, namely the *gejick dele* dance learning model, so that its effectiveness can be declared achieved. This shows that local wisdom-based dance activities are able to support gross motor skills in children, while recognizing local customs through dance activities carried out. Because some children do not know their own culture such as customs, dance arts, and regional specialties, this is due to the current education system emphasizing cognitive abilities and neglecting the instillation of cultural values. Through the *gejick dele* dance, children can play while learning fun things. Wahyuni, F., & Azizah, S. M. (2020) stated that playing while learning is an activity carried out by a child at an early age that is done with a feeling of joy, without coercion, but has a pattern that is expected to create results for the right development for the child. Playing is also a means for children to channel their considerable energy and discover new things they did not know before in a fun way.

CONCLUSION

Based on the research findings above, it can be concluded that the development of the Gejik Dele dance learning model was identified as effective in accelerating the development of motor skills in 5-6-year-old children at Qur'an Asshiddiq Kindergarten, particularly in the locomotor, non-locomotor, and manipulative domains. The object of this research was an instructional design based on local wisdom, namely the Gejik Dele dance learning model. The objective was to optimize the gross motor skills of 5-6-year-old children and test the effectiveness of its implementation. The development results, using the ADDIE approach, demonstrated that the model met the eligibility criteria. It was declared suitable for implementation in early childhood education activities after undergoing expert verification.

The improvement in children's gross motor skills was demonstrated by the implementation of the Gejik Dele dance learning product as the object of research, particularly in the dimensions of agility, balance, coordination, and body movement control. The effectiveness of stimulation on children's physical motor development was confirmed through the rhythmic, systematic, recreational, and repetitive movement characteristics of the Gejik Dele dance. Thus, as an innovation in the realm of learning, the Gejik Dele dance learning model, based on local wisdom, has met both conceptual and practical feasibility, while demonstrating its effectiveness in improving gross motor skills in 5-6-year-old children at Qur'an Asshiddiq Kindergarten.

The development of a Gejik Dele dance-based gross motor learning model, structured through the ADDIE approach and integrating local traditional values internalized in the educational process for early childhood, is positioned as a novelty in this research. This study is limited to a small sample size and the scope of a single institution. The implications of this research indicate that the integration of local wisdom-based dance can increase child engagement and provide contextual learning experiences.

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*A Local Wisdom-Based Dance Learning Model for the Gross Motor Skills of 5- to 6-Year-Old Children in
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