

Efforts to Improve Gross Motor Skills of 5-6 Year Old Children Through Creative Dance

Seri Rezeki Wardani Tamba¹, Ahmad Syukri Sitorus²

Universitas Islam Negeri Sumatera Utara^{1,2}

seri0308221013@uinsu.ac.id¹, ahmadsyukrisitorus@uinsu.ac.id²

Abstract

This study aimed to improve the gross motor skills of children aged 5–6 years through the implementation of creative dance at RA Istiqomah Tegal Sari Mandala. The study was motivated by the children's limited ability to maintain balance, coordinate hand and foot movements, move agilely, and follow musical rhythms. This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consisted of planning, action implementation, observation, and reflection. The research was conducted in two cycles involving 18 children aged 5–6 years in Group B. Data were collected through observation and documentation and analyzed using descriptive qualitative and quantitative techniques. The findings indicated that the implementation of creative dance gradually improved the children's gross motor skills. During the pre-cycle stage, only 22.3% of children achieved the Developing as Expected (BSH) and Very Well Developed (BSB) categories. This percentage increased to 66.6% in Cycle I and reached 94.4% in Cycle II. Improvements were observed in body balance, movement coordination, agility, accuracy of movement in accordance with rhythm, and muscle strength. In addition, creative dance activities increased the children's enthusiasm, self-confidence, and participation in learning activities. Therefore, creative dance can be used as an active, enjoyable, and innovative learning strategy to optimize the gross motor development of early childhood children.

Keywords: Early Childhood Education, Gross Motor Skills, Classroom Action Research, Creative Dance.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan motorik kasar anak usia 5–6 tahun melalui penerapan tari kreasi di RA Istiqomah Tegal Sari Mandala. Penelitian dilatarbelakangi oleh masih rendahnya kemampuan anak dalam menjaga keseimbangan, mengoordinasikan gerakan tangan dan kaki, bergerak lincah, serta mengikuti irama musik. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek sebanyak 18 anak Kelompok B usia 5–6 tahun. Data dikumpulkan melalui observasi dan dokumentasi, kemudian dianalisis secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan tari kreasi mampu meningkatkan kemampuan motorik kasar anak secara bertahap. Pada tahap pra siklus, anak yang mencapai kategori Berkembang Sesuai Harapan (BSH) dan Berkembang Sangat Baik (BSB) hanya sebesar 22,3%. Persentase tersebut meningkat menjadi 66,6% pada Siklus I dan mencapai 94,4% pada Siklus II. Peningkatan terlihat pada aspek keseimbangan tubuh, koordinasi gerak, kelincahan, ketepatan gerakan sesuai irama, dan kekuatan otot. Selain itu, kegiatan tari kreasi juga meningkatkan antusiasme, kepercayaan diri, serta partisipasi anak dalam pembelajaran. Dengan demikian, tari kreasi dapat digunakan sebagai strategi pembelajaran yang aktif, menyenangkan, dan inovatif untuk mengoptimalkan kemampuan motorik kasar anak usia dini.

Kata Kunci: Anak Usia Dini, Kemampuan Motorik Kasar, Penelitian Tindakan Kelas, Tari Kreasi.

INTRODUCTION

Early Childhood Education (PAUD) is a very important level of education in the process of a child's growth and development (Gallahue & Ozmun, 2006). In early childhood, often called the golden age, kids experience very rapid development in various aspects, including cognitive, language, social-emotional, moral, artistic, and physical-motor skills (Perdani, Astawa, Astini, & Nurhasanah, 2023). One aspect of development that needs special attention is gross motor development because it relates to a child's ability to control body movements involving large muscles (Papalia & Feldman, 2012).

Well-developed gross motor skills will help kids handle all kinds of daily activities, boost their confidence, and get them ready for more complex learning activities in the next level of school. Underdeveloped gross motor skills can affect a child's ability to do physical activities, interact with their environment, and participate in learning activities that require movement coordination (Karaskalau, 2025). That's why gross motor skill stimulation needs to be given systematically from an early age.

Gross motor development in children aged 5-6 includes the ability to run, jump, kick, maintain balance, coordinate hand and foot movements, and perform various physical activities that require strength and agility (Rahmi, Yusnaini, & Sari, 2026). That ability doesn't develop automatically; it needs the right stimulation through various fun activities that match the child's developmental characteristics (Hasra, Nasaruddin, & Fitri, 2025). Therefore, teachers are expected to create active, creative, and innovative learning so that children have wide opportunities to develop their motor skills.

The reality is, there are still kids who show gross motor skills that haven't developed optimally. Based on initial observations at RA Istiqomah, most kids have trouble maintaining their balance while walking on a straight line, following rhythmic movements, and coordinating their hands and feet at the same time. Some kids struggle with keeping their balance, moving in a coordinated way, being agile, or adjusting their movements to a certain rhythm. (Hasanah, CS, & Nurhayati, 2025) This condition can be influenced by a lack of focused physical activity, excessive gadget use, limited play space, and the less varied learning methods applied in early childhood education institutions (Tahe, Saleh, & Hartati, 2025). Based on initial observations conducted at RA Istiqomah, most children have difficulty maintaining body balance while walking in a straight line, following rhythmic movements, and coordinating hand and foot movements at the same time.

One activity that can be used to develop a child's gross motor skills is creative dance. Creative dance is a form of moving art designed creatively by combining body movements, rhythm, music, and expression, making it a fun activity for kids (Rahmasari, Pramono, & Tirtaningsih, 2025). Through creative dance, children can practice movement coordination, balance, flexibility, agility, muscle strength, as well as the ability to follow instructions and the rhythm of music. Besides that, dance

activities can also boost children's courage, creativity, discipline, and social skills with their peers (Dapp, Gashaj, & Roebbers, 2021; Rahmawati & Sakti, 2026).

Creative dance has characteristics that suit the world of children because it is packaged in the form of fun and engaging movement games. Simple movements that are repeated can help children gradually develop body control and motor coordination (Setyawati, 2026). Thus, creative dance not only serves as a means of developing art, but also becomes an effective learning medium to optimize the gross motor development of young children.

Based on initial observations at RA Istiqomah Tegal Sari Mandala, it was found that the gross motor skills of some children aged 5–6 still need improvement. This can be seen from several children who are not yet able to move in a balanced way, have less flexibility in participating in physical activities, and experience difficulties coordinating hand and foot movements during learning activities involving movement. The learning activities that are carried out still tend to focus on academic activities, so the opportunities for children to develop their gross motor skills are not yet optimal.

Seeing this situation, there's a need for engaging learning efforts that match the characteristics of young children to improve their gross motor skills. Creative dance is considered a suitable alternative because it provides active, fun learning experiences that involve the whole body. Therefore, research titled "Efforts to Improve Gross Motor Skills of 5–6-Year-Old Children Through Creative Dance at RA Istiqomah Tegal Sari Mandala" is important to carry out in order to understand the effectiveness of using creative dance to boost children's gross motor skills and to contribute to developing learning strategies in early childhood education.

The development of gross motor skills is one of the important aspects in early childhood education because it is related to a child's coordination, balance, agility, and body movement control (Santrock, 2018). Previous research by (Karyadi & Suri, 2025) shows that movement art and dance activities can help improve the gross motor skills of young children. However, research (Haida, Samsidar, & Daulay, 2023) There has been more research on the use of dance in general or other physical activities, while studies specifically examining the use of creative dance to improve gross motor skills in 5–6-year-old children at Raudhatul Athfal (RA) are still limited. In addition, studies in the context of RA Istiqomah Tegal Sari Mandala have never been conducted, so there is still a research gap in terms of location, subjects, and learning implementation.

The novelty of this research lies in the use of creative dance as a learning strategy designed according to the characteristics of 5–6-year-old children to improve gross motor skills at RA Istiqomah Tegal Sari Mandala. This study not only observes the results of children's motor development but also describes the process of implementing creative dance as an active, fun, and contextual learning activity. Therefore, this research is expected to provide practical contributions to the development of gross motor learning in early childhood education institutions. The aim of this research is to enhance the gross motor skills of 5–6-year-old children through the application of creative dance at RA Istiqomah Tegal Sari Mandala and to describe the process of its implementation in early childhood learning activities.

METHODOLOGY

This study uses the Classroom Action Research (CAR) method with a qualitative descriptive approach. This method was chosen because it aims to improve and enhance the quality of the learning process directly through actions carried out systematically in the classroom. Classroom action research is a form of reflective research conducted by educators to improve the quality of teaching practice, understanding of the learning process, and the learning conditions of students (Kemmis & McTaggart, 1988). In addition, PTK also functions as a way for teachers to identify learning problems and find the right solutions through planned actions (Arikunto, Suhardjono, & Supardi, 2019). The observation instrument was designed based on indicators of gross motor development for children aged 5-6 years, which include body balance, movement coordination, agility, ability to follow rhythm, and muscle strength. Assessment uses a four-level development scale: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

The research was conducted at RA Istiqomah in the Medan Denai District, Medan City. The research subjects consisted of 18 children in Group B aged 5-6 years, including 11 girls and 7 boys. The study was carried out collaboratively between the researcher and the classroom teacher, starting from the planning stage, implementation of actions, observation, to reflection. This collaboration is important to ensure that the actions are carried out according to plan and produce objective data (Sanjaya, 2016).

The research design refers to the PTK model developed by (Kemmis & McTaggart, 1988), which consists of four main stages, namely planning, action, observation, and reflection. These stages are carried out repeatedly over several cycles until the research success indicators are achieved. In the planning stage, the researcher prepares teaching modules, designs creative dance activities, determines indicators for gross motor development, and prepares research instruments. The action stage is carried out through the implementation of creative dance activities in the learning process. Next, observation is done to monitor the development of the children's gross motor skills during the activity. The observation results are then analyzed in the reflection stage to evaluate the effectiveness of the actions and prepare improvements for the next cycle. For easier understanding, the researcher created a research design illustration below.

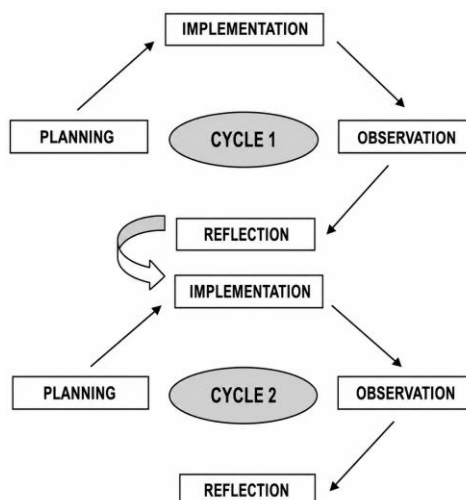


Figure 1. Classroom Action Research Design of the Kemmis and McTaggart Model

Data collection was done through observation and documentation. Observation was used to measure children's gross motor skills based on indicators like balance, movement coordination, agility, and the ability to stand on tiptoe. Meanwhile, documentation in the form of photos, videos of activities, and learning materials was used as supporting data to strengthen the research findings. Using observation in early childhood research is considered effective because it can provide a direct picture of the development of children's behavior and skills during the learning process (Susanto, 2017). The observation instrument was designed based on indicators of gross motor development for children aged 5–6 years, which include body balance, movement coordination, agility, ability to follow rhythm, and muscle strength. Assessment uses a four-level development scale: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

The research data is analyzed both qualitatively and quantitatively. Qualitative analysis is done by describing the process of implementing creative dance learning and changes in children's gross motor skills in each cycle. Meanwhile, quantitative analysis is done by calculating the percentage of children's developmental achievements using the formula:

$$P \frac{F}{N} \times 100\%$$

Description:

P = Percentage of the child's gross motor skills

F = Score obtained

N = Maximum score

The percentage results are then classified into categories of child development, namely Not Yet Developed (BB), Starting to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). This classification is used to assess the level of improvement in the child's gross motor skills in each action cycle, so the effectiveness of applying creative dance can be evaluated comprehensively.

RESULTS AND DISCUSSION

Results

This classroom action research was carried out at RA Istiqomah with group B, consisting of 18 children aged 5–6 years. The study aimed to improve children's gross motor skills through creative dance activities conducted in two action cycles. The observed gross motor skills included body balance, movement coordination, agility, rhythm accuracy, and muscle strength.

Initial Condition (Pre-Cycle)

The observation results in the pre-cycle stage showed that the children's gross motor skills are still relatively low. Most of the kids have trouble keeping their balance, coordinating hand and foot movements, and following movements to the rhythm of music.

Table 1. Observation Results of Children's Gross Motor Skills in the Pre-Cycle

Category	Number of Children	Percentage
Not Yet Developed (NYD)	8	44.4%
Beginning to Develop (BD)	6	33.3%
Developing as Expected (DAE)	4	22.3%
Very Well Developed (VWD)	0	0%
Total	18	100%

Based on Table 1, as many as 77.7% of children are still in the underweight and normal weight categories. This finding shows that the children's gross motor skills before any intervention haven't developed optimally yet.

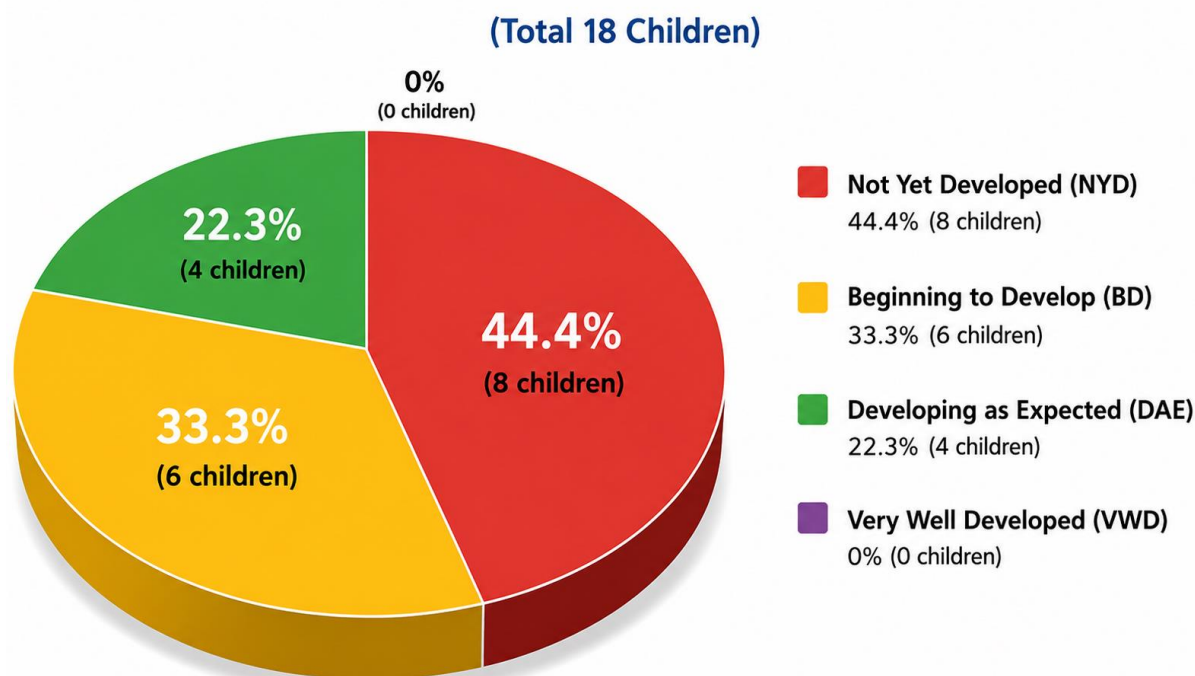


Figure 1. Percentage of Children's Gross Motor Skills in the Pre-Cycle

Cycle I Results

In Cycle I, learning was carried out through creative dance activities with the help of audio-visual media and direct demonstrations from the teacher. The children began to show interest and actively participated in following the dance movements.

Table 2. Observation Results of Children's Gross Motor Skills in Cycle I

Category	Number of Children Percentage	
Not Yet Developed (NYD)	1	5.55%
Beginning to Develop (BD)	5	27.7%
Developing as Expected (DAE)	10	55.5%
Very Well Developed (VWD)	2	11.1%
Total	18	100%

The data in Table 2 shows an increase compared to the initial condition. The number of children in the BB category decreased from 44.4% to 5.55%, while the BSH and BSB categories increased to 66.6%. Children are starting to follow movements according to the rhythm of the music and show better motor coordination.

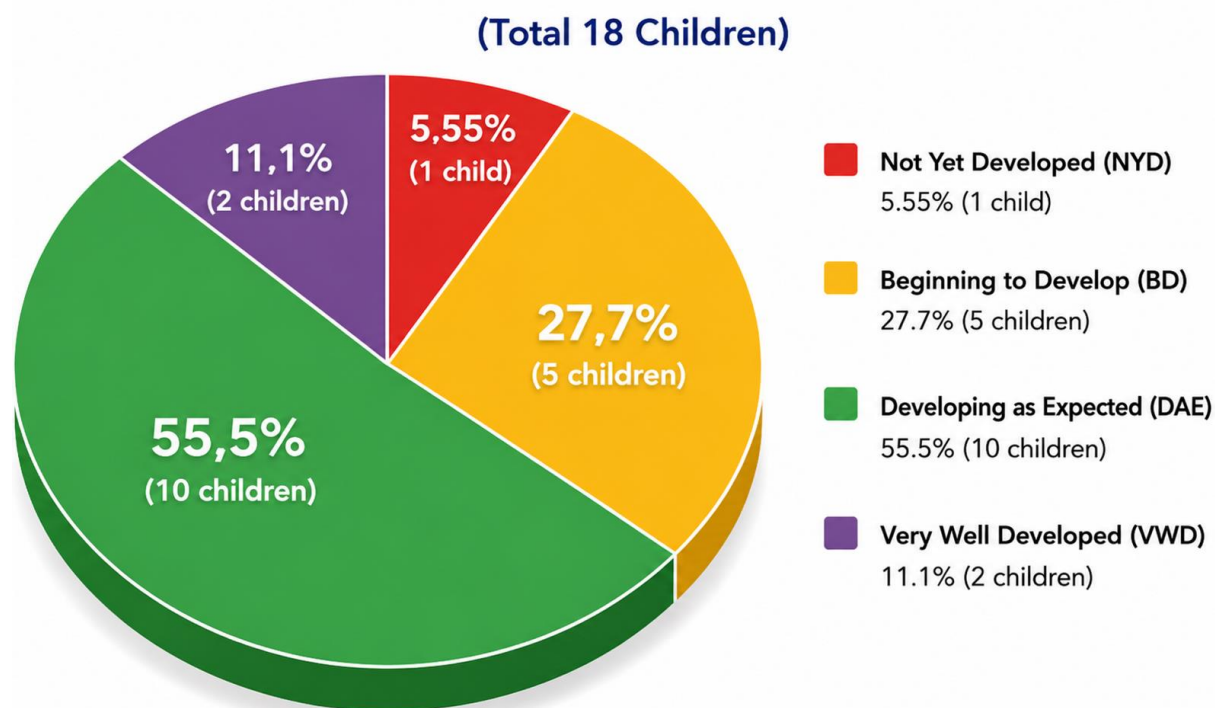


Figure 2. Percentage of Children's Gross Motor Skills in Cycle I

Cycle II Results

In Cycle II, the creative dance activity was carried out by dividing into small groups and practicing movements repeatedly. This strategy gave the children more opportunities to practice and improve movements that weren't quite right yet.

Table 3. Observation Results of Children's Gross Motor Skills in Cycle II

Category	Number of Children	Percentage
Not Yet Developed (NYD)	0	0%
Beginning to Develop (BD)	1	5.6%
Developing as Expected (DAE)	5	27.8%
Very Well Developed (VWD)	12	66.6%
Total	18	100%

Table 3 shows a very significant increase. Most children have reached the Very Well Developed category (66.6%) and there are no longer any children in the Not Yet Developed category. The children are able to perform dance movements in a coordinated way, maintain body balance, and follow the rhythm of the music correctly.

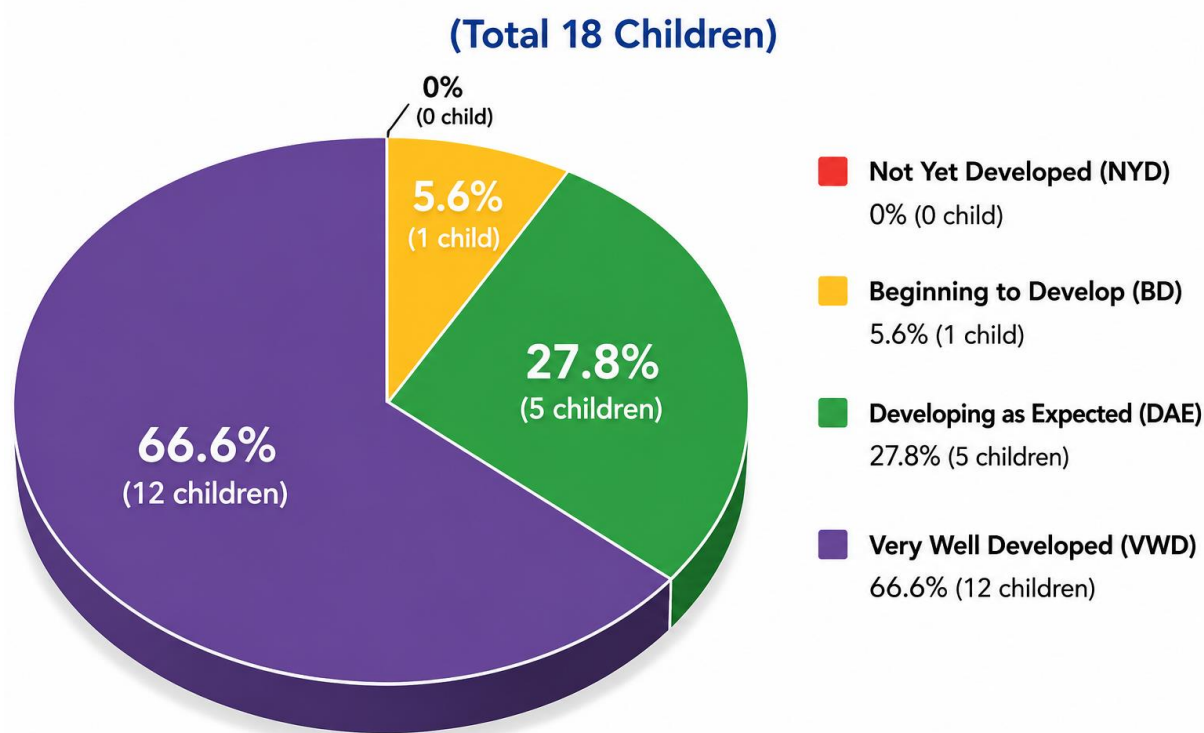


Figure 3. Percentage of Children's Gross Motor Skills in Cycle II

Comparison of Pre-Cycle, Cycle I, and Cycle II Results

To see the overall improvement in gross motor skills, here's a comparison of the percentage of children who reached the BSH and BSB categories at each stage of the study.

Table 4. Comparison of Children's Gross Motor Skills Results

Stage	Developing as Expected (DAE)	Very Well Developed (VWD)	Total (DAE + VWD)
Pre-Cycle	22.3%	0%	22.3%
Cycle I	55.5%	11.1%	66.6%
Cycle II	27.8%	66.6%	94.4%

Based on Table 4, it can be seen that the percentage of children reaching the expected development category and developing very well increased from 22.3% in the pre-cycle to 66.6% in Cycle I, then increased again to 94.4% in Cycle II.

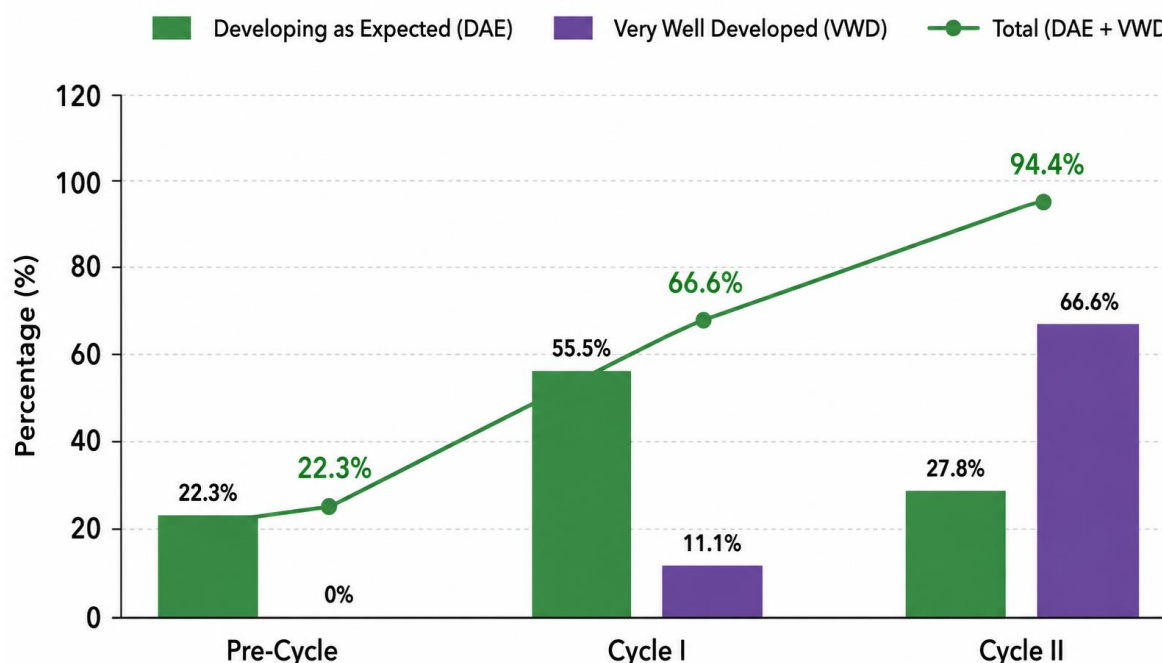


Figure 4. Graph of the Improvement in Children's Gross Motor Skills in the Pre-Cycle, Cycle I, and Cycle II

Discussion

The research results show that gradually applying creative dance can improve the gross motor skills of 5–6-year-old children at RA Istiqomah. This improvement is seen from the changes in children's developmental achievements in each action cycle. In the pre-cycle stage, most children were still in the Not Yet Developed category (44.4%) and Starting to Develop (33.3%), while only 22.3% of children reached the Developing as Expected category, and none reached the Very Well Developed category. This situation indicates that the children's gross motor skills were still relatively low before the intervention, especially in aspects like body balance, movement coordination, agility, and the ability to follow music rhythm accurately.

Low gross motor skills in the early stages can be caused by a lack of structured physical activity and minimal movement stimulation given to children during the learning process. In fact, gross motor development is an important aspect that should be encouraged from an early age because it is related to a child's ability to control body movements, interact with the environment, and support readiness for learning in the next stage (Ma, et al., 2021; Adi, Supriyadi, Masgumelar, & Fathoni, 2022). Children aged 5–6 are at a stage of development that requires various movement experiences to optimize large muscle function, balance, and body coordination.

After implementing creative dance in Cycle I, there was a fairly significant improvement. The percentage of children reaching the Developing as Expected and Very Well Developing categories increased from 22.3% to 66.6%. The decrease in the number of children in the Not Yet Developing category from 44.4% to 5.55% shows

that creative dance activities are starting to have a positive impact on children's gross motor skills. At this stage, children are starting to be able to follow movements according to the teacher's instructions, adjust movements to the rhythm of the music, and show better coordination compared to the initial condition.

This increase occurs because creative dance gives children the opportunity to engage in movement activities actively and enjoyably. Dance activities involve almost all parts of the body, so they can train balance, coordination, flexibility, agility, and muscle strength at the same time. According to (Tarigan & Bukit, 2022; Wang & Zhou, 2024), A child's motor skills will develop optimally if they get repeated, varied movement experiences that match their developmental stage. Through creative dance, kids not only move freely but also learn to control their bodies according to set movement patterns.

In Cycle II, the improvement in children's gross motor skills became more noticeable. The percentage of children reaching the Very Good Development category increased to 66.6%, while the On-Target Development category reached 27.8%. Overall, the percentage of children in the VGD and OTD categories increased to 94.4%. These results show that the learning strategy carried out through small group division and repeated movement practice can improve the effectiveness of creative dance learning. Repeating movements helps children remember movement patterns, improves body coordination, and strengthens balance and accuracy of movements according to the rhythm of the music.

The findings of this study support the learning through play theory, which says that young children learn best when they are directly involved in enjoyable and meaningful activities (Sutapa, Pratama, Rosly, Ali, & Karakauki, 2021; Kusumaulida, Kurniawaty, & Widyastuti, 2024). Creative dance provides a learning experience that integrates elements of movement, music, expression, and play so that children don't feel like they are going through a formal learning process. This fun learning situation boosts children's motivation and participation during activities.

The results of this study also align with research conducted by (Chueca, et al., 2022) which states that dance activities can improve children's gross motor skills through practicing movement coordination, balance, and body flexibility. In addition, research (Atiq, Evasari, Yafdas, & Womsiwor, 2021) It shows that movement and dance activities have a positive impact on the physical and motor development of young children because they help train basic movement skills in a structured and continuous way. Therefore, the findings of this study support previous research that creative dance is an effective learning strategy for developing children's gross motor skills.

In addition to affecting motor physical aspects, this study also found positive changes in children's social and emotional aspects. During the learning process, the children appeared more enthusiastic, active, and confident when performing movements in front of their friends. As many as 15 out of 18 children showed the courage to perform without hesitation by the end of Cycle II. These findings suggest that creative dance not only serves as a means of developing motor skills but also as a way to boost confidence, teamwork, and social interaction among children. This aligns with the opinion (Bendriyanti & Haryono, 2021; Hussain, Phaik, & Cheong, 2022) which states that art and movement activities can help children develop social-

emotional skills through experiences of interacting and expressing themselves positively.

From a theoretical perspective, this study contributes to the development of early childhood education research, particularly regarding the effectiveness of creative dance as a medium for stimulating gross motor development. The results show that learning that integrates elements of art and movement can create more meaningful learning experiences for children. Meanwhile, from a practical perspective, the findings of this study can serve as a reference for early childhood and kindergarten teachers in developing learning strategies that are more creative, innovative, and suited to the developmental characteristics of young children.

Research findings show that the success of creative dance in improving children's gross motor skills happens because the activity provides a multisensory learning experience. Kids aren't just doing physical movements, but also combining hearing through music, visual cues through movement demonstrations, and emotions through self-expression. This combination speeds up motor learning and makes kids more engaged during the activities.

Although the research results show very good improvements, there are some limitations that need to be considered. First, this study only involved 18 children at one educational institution, so the results cannot yet be generalized to a wider population. Second, the relatively short duration of the study may not have allowed the long-term effects of creative dance on children's motor development to be seen. Third, there are individual factors like health conditions, confidence levels, and the children's initial abilities that couldn't be fully controlled during the study. Therefore, future research is recommended to involve a larger sample size, a longer study period, and to combine creative dance with other learning media to get a more comprehensive picture of gross motor development in early childhood.

CONCLUSION

Based on the results of classroom action research conducted on Group B children aged 5-6 years at RA Istiqomah Tegal Sari Mandala, it can be concluded that implementing creative dance can improve children's gross motor skills. The improvement is seen from the percentage of children reaching the category of Developing as Expected (BSH) and Developing Very Well (BSB), which increased from 22.3% in the pre-cycle stage to 66.6% in Cycle I, and then further to 94.4% in Cycle II. Creative dance provides stimulation for body balance, movement coordination, agility, accuracy in following rhythm, and muscle strength. Conducting lessons through audiovisual media, teacher demonstrations, small group divisions, and movement repetition also makes children more active, enthusiastic, confident, and able to participate in activities independently. In this way, creative dance can be used as an alternative learning strategy that is fun, innovative, and suitable for the developmental characteristics of young children.

Early childhood teachers are advised to regularly integrate creative dance activities into lessons to provide varied and enjoyable gross motor stimulation. Teachers need to adjust the type of movements, music, media, and difficulty level of the activities according to each child's age and abilities. Educational institutions are expected to provide supporting facilities, such as safe and adequate movement

space, audio equipment, and learning media that support arts and movement activities. Parents are also encouraged to continue their child's gross motor stimulation at home through simple activities like dancing, gymnastics, movement games, and light exercise. For future researchers, studies can be conducted with a larger number of subjects, a longer duration, and the development of creative dance variations or combinations with other learning media to gain a broader understanding of the development of gross motor skills in young children.

REFERENCES

- Adi, S., Supriyadi, Masgumelar, N. K., & Fathoni, A. F. (2022). Development of gross motor skills exercise models and physical activities to enhance physical fitness of elementary school students. *Journal of Physical Education and Sport*, 22(12), 2947-2954. doi:10.7752/jpes.2022.12372
- Arikunto, S., Suhardjono, & Supardi. (2019). *Penelitian tindakan kelas (Edisi revisi)*. Jakarta: Bumi Aksara.
- Atiq, A., Evasari, Y., Yafdas, Y., & Womsiwor, F. (2021). Improved gross motor skills of children aged 4- 6 years through shuttle run games and throwing bounce balls. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, 7(3), 480-493. doi:https://doi.org/10.29407/js_unpgri.v7i3.16923
- Bendriyanti, R. P., & Haryono, M. (2021). Improving Gross Motor Skill By Traditional Games. *Journal of Education Technology*, 5(2), 307-313. doi:<https://doi.org/10.23887/jet.v5i2.34449>
- Chueca, C. C., Heredia, L. V., Lasierra, J. L., Puyalto, J. M., Berges, G. L., Llorente, Á. M., . . . Casajús, J. A. (2022). Active Video Games Improve Muscular Fitness and Motor Skills in Children with Overweight or Obesity. *International Journal of Environmental Research and Public Health*, 19(5), 26-42. doi:<https://doi.org/10.3390/ijerph19052642>
- Dapp, L. C., Gashaj, V., & Roebbers, C. M. (2021). Physical activity and motor skills in children: A differentiated approach. *Psychology of Sport and Exercise*, 54(1), 101916. doi:10.1016/j.psychsport.2021.101916
- Gallahue, D. L., & Ozmun, J. C. (2006). *Understanding motor development: Infants, children, adolescents, adults (6th ed.)*. New York: McGraw-Hill.
- Haida, G., Samsidar, S., & Daulay, F. (2023). Tarian Kreasi sebagai Sarana Efektif Pengembangan Motorik Kasar pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 7277-7287. doi:10.31004/obsesi.v7i6.5731
- Hasanah, N. P., CS, N., & Nurhayati, S. (2025). IMPLEMENTASI TARI KREASI DALAM MENGEMBANGKAN KECERDASAN KINESTETIK ANAK USIA 5-6 TAHUN DI TK NURUL IHSAN KECAMATAN JAMANIS TAHUN

- AJARAN 2023/2024. WALADUNA : Jurnal Pendidikan Islam Anak Usia Dini, 7(2), 89-104. doi:<https://doi.org/10.12928/waladuna.v7i2.1284>
- Hasra, H., Nasaruddin, N., & Fitri, R. (2025). Peningkatan Kemampuan Seni Melalui Tari Kreasi Terhadap Anak Usia Dini. *Ihya Ulum: Early Childhood Education Journal*, 3(3), 565-575. doi:<https://doi.org/10.59638/ihyaulum.v3i3.779>
- Hussain, B., Phaik, J., & Cheong, G. (2022). Improving gross motor skills of children through traditional games skills practiced along the contextual interference continuum. *Movement Science*, 13(2), 986-1003. doi:<https://doi.org/10.3389/fpsyg.2022.986403>
- Karaskalau, R. (2025). Strategi Guru dalam Pengembangan Kemampuan Seni Tari Kreasi Pada Anak Usia 5-6 Tahun Di PAUD Mekar Sari Kundi Bangka Barat. *ICEJ : Islamic Childhood Education Journal*, 4(2), 20-28. doi:<https://doi.org/10.32923/sk1w1178>
- Karyadi, A. C., & Suri, N. (2025). Improving Gross Motor Skills of 5-6-Year-Old Children Through Rhythmic Gymnastics Activities at PAUD Surya Kasih. *Edutechnium Journal of Educational Technology*, 2(2), 55-62. doi:<https://doi.org/10.71365/edujet.v2i2.75>
- Kemmis, S., & McTaggart, R. (1988). *The action research planner (3rd ed.)*. Victoria, Australia: Deakin University Press.
- Kusumaulida, A. D., Kurniawaty, L., & Widyastuti, A. (2024). Upaya Meningkatkan Kemampuan Motorik Kasar Anak Usia 5-6 Tahun Melalui Permainan Tradisional Engklek di TK Islam Maulidia. *Jurnal Pendidikan Anak Usia Dini*, 1(4), 1-16. doi:<https://doi.org/10.47134/paud.v1i4.823>
- Ma, J., Lander, N., Eyre, E. L., Barnett, L. M., Essiet, I. A., & Duncan, M. J. (2021). It's Not Just What You Do but the Way You Do It: A Systematic Review of Process Evaluation of Interventions to Improve Gross Motor Competence. *Sports Medicine*, 51(1), 2547-2569. Retrieved from <https://link.springer.com/article/10.1007/S40279-021-01519-5>
- Papalia, D. E., & Feldman, R. D. (2012). *Experience human development (12th ed.)* (Vol. 7). New York: NY: McGraw-Hill. doi:<https://doi.org/10.30868/im.v7i01.5319>
- Perdani, G. A., Astawa, I. M., Astini, B. N., & Nurhasanah. (2023). Peningkatan Motorik Kasar Anak Melalui Tari Pendet untuk Anak Usia 5-6 Tahun (Studi Kasus) di Wilayah Abiantubuh Utara. *Indonesian Journal of Elementary and Childhood Education*, 3(3), 467-472. Retrieved from <https://journal.publication-center.com/index.php/ijece/article/view/952>
- Rahmasari, A. S., Pramono, P., & Tirtaningsih, M. T. (2025). TARI KREASI KEHIDUPAN SEBAGAI STIMULASI MOTORIK KASAR ANAK USIA 5-6

- TAHUN. *Kumara Cendekia: Jurnal Penelitian Pendidikan Anak Usia Dini*, 13(3), 316-322. doi:<https://doi.org/10.20961/kc.v13i3.100955>
- Rahmawati, S., & Sakti, S. A. (2026). Implementasi Tari Kreasi Gambang Suling Sebagai Media Stimulasi Motorik Kasar Anak Usia 5-6 Tahun. *Aulad: Journal on Early Childhood*, 9(1), 214-222. doi:<https://doi.org/10.31004/aulad.v9i1.1333>
- Rahmi, S., Yusnaini, & Sari, M. (2026). Efektivitas Senam Kreasi Melalui Video Pada Aspek Perkembangan Motorik Kasar Anak 5-6 Tahun di TKN Pembina Syamtalira Bayu. *Jumper: Journal of Educational Multidisciplinary Research*, 5(1), 69-78. doi:<https://doi.org/10.56921/jumper.v5i1.340>
- Sanjaya, W. (2016). *Penelitian tindakan kelas*. Jakarta: Kencana Prenada Media Group.
- Santrock, J. W. (2018). *Life-span development (17th ed.)*. New York: McGraw-Hill Education.
- Setyawati, A. (2026). LEARNING CREATIVE DANCE AS AN EFFORT TO IMPROVE GROSS MOTOR SKILLS IN CHILDREN AGED 5-6 YEARS. *Incrementapedia: Jurnal Pendidikan Anak Usia Dini*, 8(1), 23-27. doi:<https://doi.org/10.36456/incrementapedia.vol8.no1.a11332>
- Susanto, A. (2017). *Pendidikan anak usia dini: Konsep dan teori*. Jakarta: Bumi Aksara.
- Sutapa, P., Pratama, K. W., Rosly, M. M., Ali, S. K., & Karakauki, M. (2021). Improving Motor Skills in Early Childhood through Goal-Oriented Play Activity. *Children*, 8(11), 994. doi:<https://doi.org/10.3390/children8110994>
- Tahe, F. L., Saleh, R., & Hartati. (2025). Implemetasi Pembelajaran Tari Cunga untuk Mengembangkan Motoric Kasar Anak Usia 5-6 Tahun TK Tunas Bangsa Desa Burangasi Rumbia Kecamatan Lapandewa Kabupaten Buton Selatan. *Innovative: Journal Of Social Science Research*, 5(3), 2296-2307. doi:<https://doi.org/10.31004/innovative.v5i3.19388>
- Tarigan, E., & Bukit, S. (2022). Meningkatkan Kemampuan Motorik Kasar Anak Usia 5-6 Tahun Melalui Foot Print Game di TK Negeri Pembina Pancur Batu T.A 2021/2022. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 152-158. doi:<https://doi.org/10.54259/diajar.v1i2.676>
- Wang, X., & Zhou, B. (2024). Motor development-focused exercise training enhances gross motor skills more effectively than ordinary physical activity in healthy preschool children: an updated meta-analysis. *Children and Health*, 12(1), 1414152. doi:<https://doi.org/10.3389/fpubh.2024.1414152>