

**DANCE MOVEMENT THERAPY (DMT) AS AN EFFORTS TO INCREASE
LEARNING CONCENTRATION ON ELEMENTARY SCHOOL STUDENTS**

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Abstract. The purpose of this study is to obtain information on the benefits of Dance Movement Therapy (DMT) to increased the learning concentration of students at MIN 1 elementary school in Mersi Village, East Purwokerto. This research used a direct survey qualitative method and literature study. Based on the results research, it shows that administration of DMT to elementary students helped in: (1) increased integration of cognition, affection, and physical experience; (2) expressions of competence; (3) increase self-awareness; (4) as a form of coping in an effort to overcome the problem of pressure/stress, mood, emotion; (5) helping to improve self-efficacy (6) DMT is a form of social support. When cognitive integration, affection, self-awareness and happy conditions are achieved, students can improve their concentration in the learning process. The results can be used as a strong basis for the importance of providing DMT therapy in schools of students to assist in the process of improving the results of the learning process.

Keywords: *dance movement therapy (DMT)*

A. Introduction

Educational institutions become an important place in helping the learning process, so that students are able to master knowledge (transfer of knowledge), able to utilizing and implementing science in overcoming various life problems after the education process. Because in fact achieving success is not only a hereditary role but there are several external factors that have important contributions. The research by Goleman (2000) conducted that intellectual intelligence (IQ) only contributed 20% to success, while 80% was contributed by other factors. In addition, the change in standards requires adjusting the world of education in preparing students. The successes and success of a student in the future depends on 21st century skills, so students must be provided with provisions in accordance with the 21st century framework (Rotherdam and Willingham, 2009). Partnership for 21st Century skills identifies that 21st century skills including: critical thinking and problem solving, creativity and innovation and communication and collaboration.

In fact, we often find that high demands as a result of the learning process become a problem for students. Among them are

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learning fatigue or burnout study. Burnout is a psychological syndrome in responding to chronic emotional and interpersonal stress on the job and most of them is indicated by fatigue, depersonalization, and self-efficacy (Maslach, Schaufeli, and Leiter, 2001). The burnout condition which can significantly seen was the decrease in learning concentration.

Concentration is the action of thoughts on a matter by not paying attention to other things that have nothing to do. The ability to concentrate is basically on everyone, only large or small distinguishing abilities. This concentration of mind is a habit that can be trained (Slameto, 2013). Concentration is an attempt to focus attention on an object that is being studied by ignoring other things that have nothing to do with the object being studied. Concentration is done by focusing the mind and all five senses on an object in a particular activity (Surya, 2006).

Disturbance conditions at concentration can be caused by two factors, which was internal factors and external factors. Internal factors are factors that come from within themselves in the form of low learning interest or poor health conditions. While external factors originate from the outside,

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which is environmental conditions, such as the state of the room, learning support equipment, and a conducive atmosphere (Olivia, 2010). In addition, the causes of difficulties in the concentration of learning are also caused by weak interest and motivation, the emergence of anxiety, the atmosphere of a noisy learning environment, physical health problems, and not having a good concentration (Surya, 2006). The human brain can remember learning at the beginning and end of the learning period. The condition of decreased concentration can occur anyone, whether in adults or children.

Special attention needs to be given to children in the aged of primary school to assist in the coping process. This helps in dealing with burnout study situations to avoid a decreasing in concentration of learning. There are many alternative ways that can be given in the process of helping to overcome the problem to increasing learning concentration. But in the empowerment process, it must still consider the characteristics of the students.

The characteristics object in this study were the students of MIN 1 elementary school in Mersi Village, East Purwokerto District, Banyumas. If you look at the characteristics of elementary school-

age children in the concrete operational stage, in this stage the child develops logical thinking, it still very attached to perceptual facts, it means that the child will be able to think logically, but it still limited to concrete objects, and able to do conservation. Starting from the intellectual and psychological development of elementary school students, this shows that they have their own characteristics, where in the process of thinking, they cannot be separated from the concrete world or factual things, while the psychosocial development of elementary school-age children still rests on the same principle, which they cannot be separated from things that can be observed. So in the process of giving lessons, methods are needed to make children able to increase concentration and attention that are real and easy for them to learn. Therefore, to increase concentration in the learning process, it is necessary to have appropriate interventions. One method that is shared by giving fun movements to train the body more relaxed and increasing oxygen intake in the brain so that learning fatigue can be overcome and the concentration of learning can be increases more. One of the fun activities of giving movement is the provision of Dance Movement Treatment (DMT).

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DMT is the application of creative dance movements for therapeutic activities. DMT can be done by all ages with a range of mental and physical abilities, and can be done in groups or individuals. ADMT by exploring vocabulary variations through safe, balanced movements spontaneous and easy to adapt; (2) through the movements and dancing, the inner world of each person can be real, individuals share much of their personal symbolism, through dancing with relationships becoming visible. in advance.

B. Research Methodology

This research is a descriptive study with a qualitative approach to directly survey in the field and literature studies to obtain primary and secondary data. The primary data is obtained from teachers who provide motion and dance learning through observation and interviews. While secondary data is obtained through literature studies

(Association And Standing Committee for Arts Therapies Professions) introduces two basic principles in DMT (Payne, Helen, 1992), which is (1) there is a relationship between motion and emotion,

In order for DMT become an appropriate medium in the application of increasing the concentration of learning for elementary school students, it is necessary to study

from journals, documentation books, and data from the internet.

This research used an interview guide as its instrument. Then the data will be processed using descriptive analysis to describe the facts compiled by analysis to provide sufficient understanding and explanation.

C. Discussion

DMT can be given to elementary school children, through dancing activities. In this activity there is a concept of space, energy and time. In the process of learning to dance, JPSD Vol. 5 No. 1, Maret 2019
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it also can be used as a medium of therapeutic to help overcome the problems of learning disability, such as the problem of learning fatigue (bournout study). Based on Rahmawati, Wibowo & Dalimunthe

Lakes' research (2016), from reports of respondents who was doing DMT, they stated the benefits in terms of physical fitness, cognition, affective, and social functions. Whereas in Maraz's research (2015), stated that adults danced to improve mood, fitness, self-confidence, and mastery and socialize with others.

The following picture are the results of the DMT application which was given to elementary school students (Madrasah Iftidaiyah 1 Purwokerto Timur, Banyumas, Central Java):



Picture 1. DMT for students in MINI Purwokerto Timur, Banyumas

From the application of the DMT process there are benefits of psychological concepts, such as:

1. Helping cognition systems, accumulating imaginatio

Through providing regular dance schedules to the elderly can maintain cognitive function (measured using performance on some objective cognitive tasks) as well as motoric and perceptual abilities (Kattenstroth, Kolankowska,

2. n, stimulating affection, physical experience overcoming fatigue.

Helps cognition system

Dancing is one of several activities that is associated with a reduced risk of dementia in the elderly (Verghese, 2006).

Kalisch, Dinse, 2010). The application of DMT to children also expected to help children in the connection system. Giving stimulus about understanding the pleasant steps will increase the connection between nerves and brain network so that it helps the formation of a child's cognitive in cognition system.

Stimulating Imagination

Imagery affects health, Baum (1990) stated that chronic stress is related to the frequency or picture of intensity and thoughts about past stress. The psychophysiological aspect of an event can be imitated in the representation of a shadow of events. Rossman (2000) also states that imagery is the interface between what we call the body and what we call mind.

The existence of the DMT process Imagery kinesthetic and mental in a person from several points that are voiced, said, or represented in the form of movement. Then clients and therapists, together they improvise, interact and form images of prominent interpersonal or intrapersonal meanings (Sandel 1993a). Through the activities of the DMT, students are expected to be invited to imagine and draw sounds and movements in rhythm and delight them.

Stimulating affection

In addition, Marich and Howell (2015) stated that the women who became collective samples described positive experiences in the practice of Mindfulness Dancing in the form of increasing emotion and emotional well-being, increasing self-acceptance, positive changes in themselves,

Overcoming fatigue

Spirituality is defined as a person's inner sense of something greater than himself. While religion is described as an expression, an outward concrete of feelings (Achterberget al. 1994). The spiritual role according to Lukoff as a "spiritual emergency" occurs during the growth process (Horrihan 2000). He advises practitioners to use mind/body intervention to know fully the spiritual origin or religion of the method, because the work of mind/body will evoke messages of spirituality or transcendence (Horrihan 2000). In addition, Cohen (1997) also discusses meditation and DMT as an intervention of mind/body, using breath and sensation, which brings a sense of wholeness and connection to healing and spirituality. In the DMT movement learning, there is a unification of mind, breath, and feeling to make

healing connections to the condition of child fatigue.

3. Expressive competence and increasing self-awareness

According to Goodill (2005) DMT in general can be useful in the process of expressing one's competency/ability and also increasing one's self-awareness. A person's self-awareness will be formed by further sharpening the sense of affection skills, and fostering love for others.

Helps overcome stress problems

From the results of the interview, it shows that DMT can help students overcome personal stress problems. Stress is considered as a negative emotional experience accompanied by biochemical processes, physiological changes, and behaviors during adaptation involving whole body phenomena (Baum 1990). Through DMT practice, will help to increase blood oxygen circulation to bring muscle, brain and change levels certain brain chemicals such as in the pattern of stress responses, besides that it can help (happiness, hope, optimism), although in everyday life, it recognized that mixed

4. As a form of coping in an effort to overcome the problem of pressure/stress, mood, emotion

As a way of coping

coping can be defined as the process of managing external or internal demands that are considered to burden or exceed one's resources (Lazarus and Folkman 1984). In addition, coping consists of intrapsychic behavior and responses designed to overcome, reduce, or tolerate life demands (Lazarus and Launeir 1978; Taylor 1990).

to induce the release of endorphins which is useful in the production of analgesia and create pleasure.

Overcoming mood and emotional problems

The function of emotions is to realize individuals about certain elements of the situation, and reference responses (Cohen, 1997). Emotion is also an integration of physiology, cognition, and memory, which must be considered important in the stress cycle. Generally emotions are identified as negative (for example, anger, hostility, tension and fear) or positive

feelings emerge (Lazarus 2000).

Negative emotions have negative

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consequences for health (Sobel 1995) while positive emotions can improve health (Folkman and Moskowitz 2000; Tayloret al 2000). Through DMT activities children are taught to be able to channel emotions positively through motion, which directly helps children develop their positive moods.

5. Helps in increasing self-efficacy

Taylor (1990) stated that it is good to practicing movement because it can: (a) help overcome severe threats to health, (b) help overcome personal vulnerabilities that are likely to develop into increased disturbances, (c) be able to reduce threats (self-efficacy), and (d) able to improve the effective responses during the coming threat (efficacy response). DMT can improve internal self-efficacy and space of control for medical patients who need intervention. DMT encourages mobilizing individuals to be physically active in each session.

Is a form of social support

Social support has the effect of helping reduce stress (Cohen, 1988), can affect health status (Monroe 1989), encouraging someone to adopt positive health behaviors (such as exercising, improving diet and prescribing drugs), and stopping or reducing risky behavior health (such as smoking and excessive use of alcohol) (Cohen 1988). In addition, Panagiotopoulou (2017) stated that dance therapy can contribute to the development of students' social and emotional skills. Tortora's research (2011) stated that dance is socially beneficial because in these conditions there are nonverbal gestures and movements that enhance social interaction between children. Through the provision of beneficial dance movements the change towards positive conditions in mild depression, and in the movement will help increase serotonin levels in adolescents (Akandere, Demir, 2011; Jeong, Hong, Lee, Park, Kim, Suh, 2005).

D. Conculsion

From the research above, it can be concluded that DMT can be used to assist the learning process through efforts to increase the concentration of student learning. Broadly speaking the benefits obtained include (1) increasing integration of cognition, affection, and physical experience; (2) expressions of

competence; (3) increasing self-awareness; (4) as a form of coping in an effort to overcome the problem of pressure/stress, mood, emotion; (5) helping to improving self-efficacy; (6) is a form of social support. This results supported by several other studies.

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