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Learning Dance Movements as a Media to Identify Multiple Intelligences in Elementary School Children Aged 7-9 Years in Bandar Lampung City

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Abstract

This study aimed to identify the diversity of multiple intelligences towards children aged 7-9 years across four sub-districts in Bandar Lampung City through Lampung dance learning. Drawing upon Howard Gardner's Theory of Multiple Intelligences, this research utilized three specific Lampung dance motifs, those are Gerak Sembah, Gerak Samber Melayang, and Gerak Lapah Tebeng, as primary stimuli. The analytical focus was on the children's utilization of force, space, and time while performing these movements. This research employed qualitative descriptive approach. Data collection techniques included observation, interviews, and documentation. The data source comprised 20 children aged 7-9 years residing in Bandar Lampung City. Data analysis followed the Miles and Huberman model, encompassing data collection, reduction, data display, and conclusion drawing. The findings indicated that dance learning effectively identifies various intelligences. Kinesthetics intelligence was identified through the children's ability to control force and imitate movements. Spatial-visual intelligence was evident in their comprehension and utilization of space within the choreography. Meanwhile, musical intelligence was identified through the children's capacity to synchronize movements with rhythm and tempo, an aspect also involving kinesthetics abilities. Beyond intelligence identification, the study revealed significant emotional benefits from Gerak Sembah and Gerak Samber Melayang. These two movements helped children regulate their breathing and mitigate anxiety, suggesting the development of intrapersonal intelligence. In conclusion this research affirmed that Lampung dance is a holistic and effective medium for uncovering and stimulating various types of multiple intelligences towards children. Furthermore, it contributes to their emotional regulation and psychological well-being. These findings support the view that child education and development should encompass diverse and contextual approaches.

Keywords: *Dance Learning, Multiple Intelligences, Kinesthetic Intelligence, Gross Motor Skills, Fine Motor Skills.*

INTRODUCTION

Children have a golden age or often referred to as the golden age, this period is the most appropriate time to provide knowledge and skills in exploring children's potential. What is taught to children at the golden age will be easily digested and quickly

accepted well, for that is the important role of parents to provide stimulus in the golden age of children. Given the importance of these golden times, it would be great if all the stimulation given to children cause a positive impact on their development. Especially in children aged 7-9 years who mostly have the ability to re-hone the motor skills that they already know to the mastery stage. Optimal early childhood development is characterized by the achievement of physical, cognitive, motor, and social-emotional development according to the child's age, as well as having multiple intelligences according to their genetic potential (Clark et al., 2020)

Some previous studies have explained that giving stimuli to children carried out from an early age will help self-development and actualization (Fisalma et al., 2023) , cognitive development, social-emotional, and physical motor (Magdalena et al., 2023) (Jeong et al., 2018; Saktiyarini, 2022; Sutapa & Suharjana, 2019) development. However, in reality, many parents ignore their children's development for the reason of their own busyness, so that their children's development escapes their monitoring. Moreover, the use of technology is also one of the factors that hinders the development of intelligence in children that should be explored, one of which is the use of devices intensely that affects the reduction of motor activity in children (Novianti & Garzia, 2020; São Paulo et al., 2022).

Based on the results of observations and interviews with children and parents in four sub-districts in Bandar Lampung City, including Tanjung Karang Timur District, Kedaton District, Labuhan Ratu District, and Teluk Betung District, it was found that elementary school-age children began to rarely do motor physical activities, even though they played with their peers, but they often did not do physical activities. They are more fun and enthusiastic when playing gadgets with their colleagues. If left unchecked, this condition will worsen and have a negative impact on children's development.

Elementary school-age children are children who are experiencing cognitive, attitude and psychomotor development rapidly. Elementary school age is a time when children are very active to move such as play activities by running, walking, spinning, and jumping. Every movement is done with a fast movement intensity, children easily imitate and accept what the teacher or parents teach. Elementary school-age children not only have kinesthetics intelligence, they also have multiple intelligences. However, if it is not explored and trained, according to the age level, the intelligences will fade.

The issue of exploring multiple intelligences towards children becomes importance, especially in this era of globalization. Basically, the intelligence possessed

by each individual cannot be equalled, each child has his or her own intelligence. This intelligence needs to be honed and developed. According to Gardner, multiple intelligence or multiple intelligence means that each individual has more than one intelligence and has different abilities depending on the environment in which he lives. Gardner also mentioned that there are 8 (eight) intelligences in humans, namely: linguistic intelligence (language intelligence), visual-spatial intelligence (images), logical-mathematical intelligence (numbers and logic), musical intelligence (musical intelligence), interpersonal intelligence, namely Intelligence recognizes potential and weakness, intrapersonal intelligence, namely social intelligence, natural intelligence (intelligence related to nature), and kinaesthetic intelligence (movement). Multiple intelligence in children is innate from birth, but there are also those that are indeed trained by parents from an early age. (Gardner, 2011; Marenus & Gardner, 2023; Sternberg, 2012). Compound intelligence, integrated into the learning process, can improve the quality of children (Stuttgart & Serendipity, 2021). The development of compound intelligence can be provided through stimulus. Stimulation should be done as early as possible to develop skills and intelligence.

Based on the findings of previous research, stimuli given to children through music learning can increase children's motor development by 76.3%, emotional development by 73.5%, and aesthetic development by 71.2%. This is followed by the development of children's creativity through music education up to 65.1%, language development up to 59.6%, then social development up to 56.2% and finally children's cognitive development up to 48.9%. Meanwhile, the provision of stimuli carried out through (Xiong, 2025) dance learning can develop multiple intelligences such as kinesthetics, social-emotional intelligence, musical intelligence, intrapersonal intelligence, and interpersonal intelligence (Narikbayeva et al., 2025). Dance learning improves the development of children's motor skills, (Yanti & Hanita, 2020) stimulates cognitive, motor, emotional, and artistic aspects. (Dwi Love Santana et al., 2019;Fisalma et al., 2023;Muarifah Squirrel & Herviana, 2020; Düsseldorf, 2011; Wiranata, 2022; E. Stuart et al., 2016; São Paulo, 2015) (Djibran & Conclusion, 2023)

The findings of some studies tend to focus on the positive impact of stimulation (music or dance) on the development of children in general, rather than on how these activities can facilitate the recognition or disclosure of specific intelligence that children have. The details of how specific elements in dance movement (such as dance elements of movement, space, time) correlate and can be used to identify the manifestations of each type of compound intelligence (verbal-linguistic, logical-mathematical, spatial,

musical, kinesthetics, interpersonal, intrapersonal, naturalist, existential) have not yet been explored in depth.

This study aims to fill a gap in the literature regarding the specific relationship between stimuli through dance movements and the identification of multiple intelligences in children. Although previous studies have highlighted the positive impact of music and dance separately on children development, no studies have explicitly analysed dance movements as a medium to identify different types of multiple intelligences in children.

This research is very important to be carried out on elementary school-age children in Bandar Lampung City, to minimize the inhibition of multiple intelligences in children by providing a stimulus to learn dance movements. Basically, practicing multiple intelligence is very important for survival throughout his life. The movement activities that will be carried out have a great effect on the health of the body. Learning dance movements (Barnett et al., 2016) has a positive impact on children's development, especially in elementary school age children. (Narikbayeva et al., 2025; Elindra. Stuart & at.all, 2021).

METHODS

This study employed a quantitative evaluative descriptive approach aimed at comparing the quality of science test items created by Madrasah Ibtidaiyah (MI) teachers with students scientific literacy outcomes (Farid Wajdi et al., 2024). The study did not focus on developing or piloting new test items but rather analyzed existing teacher-made test documents that had been used in daily classroom assessments. The main objective was to evaluate the extent to which the quality of teacher-developed assessment instruments correlated with students' factual science literacy as reflected in their performance on Indonesian Madrasah Competency Assessment (AKMI). This approach provided an authentic evaluation of assessment practices which already implemented in real classroom settings.

The research subjects were several MI schools in a district of North Sumatra Province that had participated in the AKMI program. These schools were selected purposively because they had both AKMI performance data and teacher-developed science test items created collaboratively through the local Teacher Working Group (KKG). The primary data consisted of 30 multiple-choice science questions used in final semester exams or daily assessments. The number 30 was chosen because it represents a standard quantity for summative assessment in schools and allows for a sufficient variety of curriculum indicators and science content domains to be analyzed. This

number also enables a detailed evaluation of each item without sacrificing depth or clarity in the analysis.

The analysis was conducted qualitatively and descriptively, focusing on how well each question reflected aspects of science literacy. The indicators assessed included: (1) the ability to explain scientific phenomena, (2) scientific reasoning, and (3) the application of scientific knowledge to real-life situations. The analytical framework referred to the scientific literacy indicators developed by the Programmer for International Student Assessment (PISA) and AKMI. No statistical software such as SPSS was used in this study. Inferential statistical tests such as Pearson correlation were not applied, as the aim was not to test causal relationships but to explore patterns and tendencies between item quality and student outcomes.

The results of the teacher-made test item analysis were then compared descriptively with students' science literacy scores based on AKMI results. The comparison was presented in the form of narrative descriptions and tables to illustrate whether higher-quality items tended to align with better literacy performance. This approach enabled the researcher to objectively and contextually portray the relationship between classroom assessment quality and scientific literacy achievements among MI students

RESULTS AND DISCUSSION

Dance as a form of universal human expression arisen from a creative process that involves the movement of the human body through energy, space and time. Dance is a form of motor physical activity with an aesthetic touch; learning dance is not just about doing motor physical activities. However, learning dance movements is also a means to express feelings with a touch of internal emotions using dance elements, as well as combining harmonious gestures with music. Dance movements can be used to bridge social-emotional learning and this is easily accepted by children and parents (Twiner et al., 2022). Based on the results of the study, dance movements can be used as a stimulus or learning medium for children, means applying dance movement learning causes a sense of pleasure and joy. So, to explore and develop compound intelligence in children can be done through learning dance movements.

1. Learning Lampung dance moves

This study uses an interesting approach to identify multiple intelligences in children through learning Lampung dance movements, especially in three Gerak motifs,

namely: Gerak Sembah, Gerak Samber Melayang, and Gerak Lapah Tebeng. The purpose of this study is to find compound intelligence in children through the analysis of the use of elements of energy, space, and time in a series of limb movement activities carried out by children. This concept is particularly relevant to Howard Gardner's theory of multiple intelligence which recognizes various forms of intelligence beyond the realm of his academic abilities.

In the aspect of power, children can control the energy used when doing these movements. The quality of energy expended between children has different levels, according to gender, boys use stronger energy, while girls tend to follow the beats to music more regularly. Based on the results of observations on the energy levels of the Worship Movement, Floating Samber and Lapah Tebang Movement, girls can do it simultaneously or more controllably. Children aged 8 and 9 years quickly respond and follow the movements given, but some of the movements made by the children are not in accordance with the movements exemplified, the coordination between the movements of the hands, feet, and limbs is still not precise. In other words, the movements made by the children are not in accordance with the rhythm of the music. Some children tend to still be at the stage of imitating the movements seen, thus identifying that each child has a different level of intelligence from the stimulus given. Based on the results of data analysis and other research findings, the different result in the movement response of each child is something natural, because the elementary school-age children are still in the process of thinking development and has not reached the optimal level of maturity (Fitria et al., 2021). The internal factors of the children can be identified based on their learning motivation. While the external factors can be identified from the place of study, the surrounding environment, friends, and parents

The use of movement space such as personal space created from the lines of the child's body movements while stretching the hands, in the Floating Samber Movement, shows spatial awareness in the child. The awareness of the movement space is easy to understand by the girls. It was shown by the girls' response made while performing the dance by adjusting the position of the direction forward, and the narrow and wide movement easily. The child's ability to stimulate the Samber Motion Float in the spatial aspect indicates the existence of intelligence in spatial-visual abilities. Children who are proficient in managing internal and external body space show their ability to visualize their understanding of the orientation of movement, and awareness of the nature of their environments.

Table 1. Identification of Energy, Space, Time in learning Dance movements

Yes	Dimension	Indicators	Man			Woman		
			7	8	9	7	8	9
1	Power	Use of movement between limbs (legs, hands, torso, and head)	C	B	SB	C	SB	SB
		Ability to follow/imitate dance movements	B	SB	SB	B	SB	SB
		The ability to maintain the quality and intensity of dance movements	C	B	B	B	SB	SB
2	Room	Internal and external spatial awareness abilities	C	C	B	B	SB	SB
3	Time	Accuracy in following and repeating the same motion	C	B	B	C	SB	SB
		Speed follows motion and rhythm	C	C	B	B	SB	SB
		Ability to follow the rhythm of music	C	C	B	B	SB	SB

Information:
C : enough
B : develop
SB : highly developed

Based on table 1. above, it can be seen that the kinesthetics ability of children between boys and girls are different. In 7-year-old boys, they cannot coordinate their limbs well, cannot follow and repeat movements according to the rhythm of movement and the rhythm of music, but for movement response, including fast or active movement. Compared from that, children aged 8 and 9 years old are able to coordinate all limbs to move, are able to follow and repeat movements according to the rhythm of movement and musical rhythm, and can respond quickly. Based on the results of learning Dance Movements identification using three basic movements of Lampung dance, which are analysed from the aspects of space, energy, and time shows that each child has different abilities that influenced by age and gender factors as stated in table 1. These results are also strengthened by the previous research which stated that children's motor abilities can be influenced by gender and age differences. (Zheng Et al., 2022).

2. Identification of Multiple Intelligence in Children

This study aims to identify the diversity of multiple intelligence in children aged 7-9 years in four sub-districts in Bandar Lampung City through learning dance movements. This approach is in line with Howard Gardner's Theory of Multiple Intelligences (Gardner, 2011; Marenus & Gardner, 2023) which states that intelligence is not a single person, but rather a collection of diverse abilities, where each individual has different strengths and interests. The results of observations during the learning of dance movements, especially in the motifs of Gerak Sembah, Gerak Samber Melayang, and Gerak Lapah Tebeng, comprehensively strengthen Gardner's view.

3. Results of Multiple Intelligence Identification

Based on the analysis of children's responses to dance movement stimuli, the identification of multiple intelligence can be drawn as follows, kinesthetics Intelligence: means the stage of providing stimuli for Gerak Sembah, Gerak Samber Melayang, and Gerak Lapah Tebeng, it is clear that each child has varying levels of kinesthetics intelligence. This intelligence is identified from the child's ability to imitate and execute dance movements, especially from the aspect of energy use. Some children show strong and precise muscle control in every movement, able to drain power flexibly or stop it firmly. Meanwhile, other children may show gentler or less controlled movements, signalling a different kinesthetics profile. This variation confirms that the level of mastery of the body in imitating dance movements is very personal and reflects the kinesthetics potential of the individual.

The findings described above is in line with previous research that states kinesthetics intelligence allows children to understand physical movements and generate complex meanings of movements, based on their level of understanding and knowledge, and this gives rise to the perception of sensorimotor events. Providing stimulus through learning dance movements to children, can train children's kinesthetics abilities (Bolens, 2023) and can improve thinking sharpness by memorizing movements that are performed repeatedly. The application of dance movement stimuli in children can explore the extraordinary potential to nurture children cognitively and psychosocially (Konstantinidou, 2023).

Spatial-Visual Intelligence: This intelligence is explicitly identified when children demonstrate the spatial aspects of dance movements. In Gerak Sembah, for example, awareness of the position of the body in personal space is very important. Meanwhile, Gerak Samber Melayang and Lapah Tebeng require an understanding of direction, level (high/low), and a more dynamic use of space. Children who have high spatial-visual intelligence will easily position themselves, understand formations, and utilize space effectively, showing good visualization, and navigation skills in the context of movement.

Musical and Kinesthetic-Physical Intelligence (through the Element of Time): The application of the element of time in dance movements, and the ability of children to combine the elements of rhythmic rhythm with musical rhythm, simultaneously identify musical and kinesthetic intelligence. Children who have musical intelligence will be able to capture the tempo, rhythm, and accent of music, then translate them into

synchronous and harmonious movements. This ability also requires kinesthetic intelligence to coordinate gestures to match the right beats and duration. Children who are able to move on time, maintain a beat, and express musical dynamics through movement, show strong integration between their musical understanding and motor control.

4. Knowledge of Dance Movements and Emotional Influence

This study also find that dance movements, especially the Gerak Sembah and Gerak Samber Melayang given at the beginning of learning, have a dimension more than just physical activity. These two movements are used as a means to train children in regulating breathing and achieving peace of mind. Emotional Influence: Emotionally, these early movements have been shown to be effective in helping children control nervous feelings to become more relaxed. The Gesture of Sembah, with its graceful characteristics and involving a respectful posture, tends to encourage calmness and focus. Meanwhile, the Gerak Samber Melayang, including the dynamic, may provide a controlled energy release effect, helping the child to remove initial tension.

The implication of these findings is that dance not only hones physical and perceptual intelligence, but also acts as a significant tool for emotion regulation. This suggests that learning dance can contribute to the development of intrapersonal intelligence (self-understanding and management of emotions) in children, helping them build a more stable mental foundation before getting into more complex movements.

Comprehensively, the results of this study strongly support Gardner's theory, mentioning that intelligence is pluralistic and can be identified through various activities, including dance. The application of Lampung dance movements is an effective method because there is an element of Holistic Engagement, namely dance requires the involvement of all aspects of the child's self-physical, cognitive, and emotional. This allows researchers to observe the simultaneous manifestations of various intelligences.

Observation of Specific Aspects of Motion: A focus on the elements of power, space, and time in dance movements provides clear parameters for identifying kinesthetic and spatial-visual intelligence. The connection with music directly reveals musical intelligence.

Psychological dimension: findings regarding the function of the Sembah and Samber Melayang movements in calming children and regulating breathing highlight the

dancing potential as a means of developing intrapersonal intelligence and self-regulation skills, which are important for emotional well-being. Moreover, for contextual application, this study not only identifies intelligence, but also shows how local dance learning can be a rich medium to develop children's potential in their own cultural context.

While this study provides valuable insights, it is important to note that the identification of multiple intelligences through observation requires careful assessment rubrics and consistent observation to ensure the objectivity and reliability of the data. Going forward, similar research could be done to deepen the acuity of analysis by observing children's social interactions during dance learning in order to identify interpersonal intelligence, or their responses to dance narratives for linguistic intelligence.

From all the explanations above, this study strongly confirms that Lampung dance movements are a very effective medium to understand and stimulate various types of multiple intelligences in early childhood, while providing benefits to their emotional well-being. Dance provides valuable insights into the multisensory neural representation of movement and the mechanisms associated with its evaluation in terms of emotions, semantics, and aesthetics. Dance stimuli can be used to investigate the changes related to skills at the brain, motor control mechanisms, non-verbal communication, motor learning, and memory.

CONCLUSION

Based on the findings of the research results, it can be concluded, this study confirms that dance is not only an art form, but also a rich pedagogical tool to recognize and develop the unique potential of each child holistically, covering physical, cognitive, and emotional aspects. The use of traditional Lampung dance also adds cultural value, making the learning process and intelligence identification more relevant and meaningful for children.

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