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The Effect of Dance Learning and Mother's Attachment on Early Childhood Regulation

Astita Luki Mei Aprida[1], Elindra Yetti[2], dan Iva Sarifah[3]

[1,2] Pendidikan Anak Usia Dini, Universitas Negeri Jakarta
[3] Pendidikan Guru Sekolah Dasar, Universitas Negeri Jakarta

ABSTRAK. *Penelitian ini berangkat dari isu mendasar mengenai rendahnya kemampuan regulasi diri pada anak usia dini, sebuah kondisi yang dapat berimplikasi negatif terhadap perkembangan akademis jangka panjang. Dalam konteks ini, penelitian bertujuan untuk mengeksplorasi sejauh mana implementasi strategi pembelajaran tari dapat meningkatkan kelekatan emosional antara ibu dan anak, serta memperkuat kemampuan regulasi diri pada anak usia dini. Penelitian ini mengadopsi desain eksperimen treatment by level 2 x 2, yang memungkinkan pengujian mendalam terhadap interaksi variabel independen dan dampaknya terhadap variabel dependen. Data yang diperoleh melalui observasi difokuskan pada dua aspek utama: tingkat kelekatan ibu-anak dan kemampuan regulasi diri anak. Teknik analisis data yang digunakan adalah uji ANAVA dua jalur, yang diproses dengan perangkat lunak MS Office Excel 2011. Penelitian ini melibatkan sampel yang terdiri dari 28 anak usia 5 hingga 6 tahun, yang secara acak dikelompokkan ke dalam dua kelompok 14 anak di kelompok eksperimen dan 14 anak di kelompok kontrol-sehingga memungkinkan perbandingan hasil yang signifikan antara kedua kelompok.*

Kata Kunci : *Regulasi Diri; Kelekatan; Pembelajaran Tari*

ABSTRACT. *This research departs from the fundamental issue of low self-regulation ability in early childhood, a condition that can have negative implications for long-term academic development. In this context, the study aims to explore the extent to which the implementation of dance learning strategies can increase emotional attachment between mothers and children, as well as strengthen self-regulation skills in early childhood. This study adopts a treatment by level 2 x 2 experimental design, which allows in-depth testing of the interaction of independent variables and their impact on dependent variables. The data obtained through observation are focused on two main aspects: the level of mother-child attachment and the child's self-regulation ability. The data analysis technique used is a two-track ANAVA test, which is processed with MS Office Excel 2011 software. The study involved a sample of 28 children aged 5 to 6 years, who were randomly grouped into two groups—14 children in the experimental group and 14 children in the control group—thus allowing for a significant comparison of results between the two groups.*

Keyword : *Self Regulation; Attachment; Dancing Learning*

✉ Corresponding author : Astita Luki Mei Aprida
Email Address : astitaluki6@gmail.com
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INTRODUCTION

Self-regulation reflects good and interrelated development of cognitive, physical, social, and emotional aspects. Self-regulation has an important role in self-control. The better a person's self-regulation, especially in children, the better the individual's self-control in interacting with his environment [1]. Another opinion states that self-regulation can be referred to as a conscious process used by a person, especially early childhood, to control their own learning in the form of thoughts, behaviors, and feelings [2]. Bandura believes that humans apply proactive and reactive strategies to self-regulate, while metacognitive theory explains that self-regulation involves a learning process that includes choosing the right strategy, testing understanding and knowledge, correcting shortcomings, and recognizing the usefulness of cognitive understanding. Metacognitive theory classifies self-regulation approaches into declarative or factual knowledge and procedural knowledge. Both approaches are commonly used steps in solving problems [3]. According to Erikson, self-regulation in children involves the way children control their emotions and social abilities in their role as individuals in society [4].

Children who do not have self-regulation often have difficulty controlling themselves and directing them towards positive goals, especially in the school environment [5]. Hariyani, Self-regulation can be observed when students with different levels of SRL show different computational thinking abilities in completing tasks [6]. The parental factor at home is also very influential. For example, children whose mothers work late into the night, who are entrusted to daycare, or who are raised by caregivers, will experience differences compared to children who are raised directly by their mothers [7]. John Bowlby proposed the concept of attachment (attachment), which refers to the behavior of individuals who tend to seek closeness with others and feel satisfied in the relationship. Results [8] supported the association between the two components of parental affection and control with the attachment avoidance index, and no association was observed between these components and the anxiety index. Other research shows that children who rarely receive warmth, visual, verbal, and physical stimuli will experience 20% to 30% lower brain development compared to their peers [9]. Mothers play a central role in child development, playing an important role in good maintenance, nurturing, and education as the basis for the formation of children's personalities [10].

The results of interviews with kindergarten homeroom teachers in several schools in East Jakarta show that children's self-regulation problems are very diverse. Most students have working parents, including mothers, so interaction with children is limited. One of the teachers mentioned that every day there is a problem with children's self-regulation; Some children are already good, but there are things that need to be improved. When children are emotionally stable, they tend to share toys, not retaliate for mischief, be calm when making mistakes, and apologize without crying. The most severe regulatory problems occurred on Mondays, as children had to be separated from their parents after the weekend. Children often cry, ask to go home, or want to sleep. They also often bring problems from home to school, for example, children who are

scolded by their mothers will find it difficult to control their emotions at school. This problem is common in children aged 3-6 years or preschoolers. In kindergarten-age children, problems such as the inability to follow the flow of activities are often found, for example, after lunch children who should have gone to class instead choose to play. Children in kindergarten age also often show explosive emotions; For example, when a child still wants to play but the teacher invites him into class, the child may cry so loudly that he or she disturbs his friends. Some children even bite or hit friends and teachers. This problem should be overcome with creative learning and can channel children's expressions to minimize obstacles in the future [11].

Dance learning is an interesting method to channel children's expressions, behaviors, and actions. Dance can be a medium to stimulate and measure children's self-regulation, it is hoped that it can help improve their self-regulation ability [12]. According Ureña physical activities can be used as a medium to stimulate children's self-regulation which can be implemented in learning activities [13]. Dance learning involves physical activity as well as relating to behavior, thoughts, and feelings [14]. Dance learning can also be used to train children's emotional aspects. For example, when children listen to a sad song, their movements and expressions will reflect the mood evoked by the song. In addition, children's cognitive development can be stimulated through the practice of memorizing every movement in the dance and can affect children's self-regulation [15].

Learning dance is one of the means to channel expression through movements related to emotions [16]. One type of dance learning that is often taught to children is creative dance, which is not bound by standard dance standards. Dance compositions in this style must be realized with expertise in arranging movements, adjusting to accompaniment, and designed by the choreographer according to the situation and conditions, while still maintaining its artistic value [17]. In addition, there is also imitation dance as one of the models in learning dance art. This dance involves an imitation strategy, which is a way of learning art by imitating movements from existing objects or dances. According to Sudigdo, imitating does not have to be exactly like the object or dance being imitated; Children are still given the opportunity to modify or create. Thus, the results of the dance movements from the imitation can vary between students, and each student has his own characteristics of the movements [18].

Dance learning not only involves physical activity, but can also serve as a tool to develop various cognitive and motor aspects in children. Dance activities can improve children's motor coordination, creativity, and social interaction [19]. It is important to explore the role of dance learning strategies in the development of early childhood self-regulation. Attachment to parental figures, especially mothers, has a significant impact on children's psychological development [20]. The quality of attachment can affect a child's ability to manage emotions and behavior, and it is also important to understand how maternal attachment contributes to early childhood self-regulation [21].

Previous research has shown that both dance learning strategies and the attachment between mother and child individually have a positive effect on children's self-regulation. However, the knowledge gap still exists because there has been no

research that specifically integrates these two factors in a single study. Combining dance learning with maternal attachment in a single research framework can provide new, deeper insights into how the interaction of these two variables affects children's self-regulation.

Previous studies have focused on a separate analysis of the influence of dance learning and maternal attachment to children's self-regulation, but rarely directly correlate the two. Thus, this study aims to bridge this gap by investigating the interaction between dance learning and maternal attachment at the same time. A more comprehensive understanding of this relationship can contribute significantly to the development of more effective educational programs and interventions in supporting the development of self-regulation in early childhood. This research is also expected to make a practical contribution in designing learning strategies that can improve self-regulation, which is an important aspect in children's academic and social success in the future. Thus, this study offers a new perspective that can enrich the literature on early childhood education, especially in the context of art-based interventions and the dynamics of parent-child relationships. Based on the study of existing problems, the title of this study is The Influence of Dance Learning and Maternal Attachment on Early Childhood Self-Regulation.

METHOD

The study applied a 2x2 treatment-by-level design, with data collection done only after the experimental group had received the treatment. Details of the design of this study can be seen in the following table:

Table 1. 2x2 treatment-by-level Research Design

Types of treatment / Mother's attachment	Imitation dance learning (A1)	Creative dance learning (A2)
High maternal attachment (B1)	A1B1	A2B1
Low maternal adhesion (B2)	A1B2	A2B2

The population of this study is all kindergarten students aged 5-6 years in Pulogadung District as many as 2,314 children. The research used cluster sampling, selecting the age group of 5-6 years in Kindergarten, Pulogadung District [22]. From the calculations, a sample of 96 children was obtained, plus 10% to avoid dropping out, so that the total sample was 106 children. Samples were taken from populations that met the study criteria.

The first source of data is student self-regulation instruments obtained through observation. The aspects of self-regulation are, cognitive, emotional, and behavioral. The grouping of self-regulation in this study was divided into three groups: high, medium, and low. The experimental and control class groups were divided into upper and lower classes. Allen and Yen stated that the determination of the upper and lower class groups is exactly from 25% to 33% [23]. The second source of data was the maternal attachment instrument given to both groups (experimental and control). The maternal attachment used in this study is: 1) *Secure Attachment* 2) *Resistant Attachment*;

dan 3) *Avidant Attachment*. The maternal attachment instrument in the form of observation consists of 20 statements.

The treatment in this study was carried out by applying Imitative dance learning to the experimental class, which was then compared with the control class that received creative dance learning. After being given treatment, the level of self-regulation of students is measured first. The scale used in this study uses a score range of 1-4 and the scores obtained from the overall observation results are divided into three data groups where each group consists of 33% high maternal attachment, 33% intermediate maternal attachment and 33% low maternal attachment. Only the high and low maternal attachment groups will be used for further data processing while the middle maternal attachment group is not included in the data processing.

To analyze the test result data, descriptive statistical analysis and inferential statistics are used. The inferential procedure begins with going through a prerequisite test: normality and homogeneity test. The normality test was carried out using the Shapiro-Wilk test. The data homogeneity test was carried out using the Levene test. The hypothesis in this study was tested using the 2X2 two-track variant analysis technique (ANAVA). This aims to test the effect of A and the main effect of B as well as the influence of interaction between A and B (Main Effect and Interaction Effect). The next test uses the t-test, which is to test the mean difference at the significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

Based on the research data obtained through post-test, the normality test was carried out using the Shapiro-Wilk test because the sample data was < 50.

Table 2. Normality Test Results

Test of Normality	Shapiro-Wilk		
	Statistic	df	Sig.
Standardized Residual For Regulasi_Diri	0.945	28	0.148

Based on the results of the calculation from the table above, the result is obtained that the value of p-value = 0.148 is greater than the significance of 0.05. This indicates that the research data has been distributed normally so that it is suitable for use in research.

Table 3. Homogeneity Test Results

Method	Levene Statistic	df1	df2	Sig.
Based on Median	1.981	3	24	0.144

Based on the calculation results from the table above, the result was obtained that the value of p-value = 0.144 was greater than the significance of 0.05 which indicates that the variance between groups is homogeneous. Therefore, it can be concluded that the assumption of variance homogeneity is met so that the data are feasible to be used in the study.

Table 4. Hypothesis Test Calculation Results

Source	df	Mean Square	F	Sig.
Dance Learning	1	30.036	0.500	0.486
Mother's Attachment	1	750.893	12.495	0.002
Dance Learning * Mother's Attachment	1	132.893	2.211	0.150

H1 : Differences in children's self-regulation with imitative dance and creative dance learning strategies. Based on the results of the calculation using ANOVA, it was obtained that the p-value in the dance learning variable = 0.486 was greater than the significance of 0.05. This means that H0 is accepted and Ha is rejected, so it can be concluded that there is no significant difference between the treatment of imitation dance learning strategies and creative dance on children's self-regulation.

H2 : Differences in children's self-regulation with high maternal attachment and low maternal attachment. Based on the results of the calculation using ANOVA, it was obtained that the p-value in the maternal adhesion variable = 0.002 was smaller than the significance of 0.05. This means that H0 is rejected and Ha is accepted, so it can be concluded that there is a significant difference between children who have high maternal attachment and low maternal attachment to children's self-regulation.

H3 : The effect of the interaction of dance learning strategies with maternal attachment on children's self-regulation. Based on the results of the calculation using ANOVA, it was obtained that the p-value value on the interaction of dance learning with maternal attachment = 0.150 was greater than the significance of 0.05. This means that H0 is accepted and Ha is rejected, so it can be concluded that there is no interaction between dance learning strategies and maternal attachment to children's self-regulation. The interaction between the two variables can also be shown in the interaction graph as follows Figure 1.

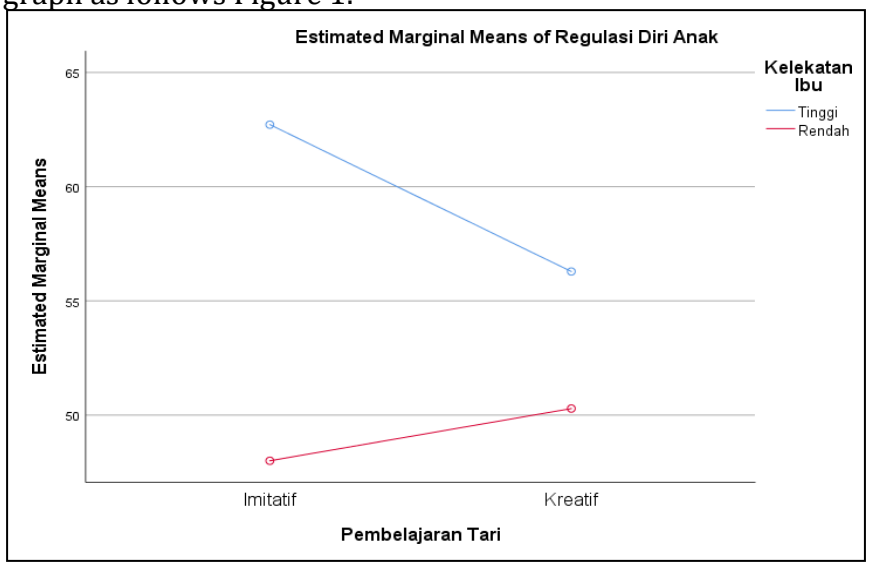

Figure 1. Graph of Interaction of Dance Learning Strategies and Mother's Attachment

Based on the graph above, it can be observed that there are four points that are connected by two lines but do not intersect with each other. These four points are the

average values of each data group, namely imitation dance learning (A1), creative dance learning (A2), high maternal attachment (B1), and low maternal attachment (B2). The blue line is the relationship between the data groups of high maternal attachment, while the red line is the relationship between the data groups of low maternal attachment. The two lines that do not intersect show that there is no interaction between the two variables, both the dance learning strategy variable (independent variable) and the maternal attachment variable (moderator variable) to the child's self-regulation (dependent variable).

Differences in Children's Self-Regulation with Imitative Dance and Creative Dance Learning Strategies (H1). The results of the analysis of research data that have been carried out show that there is no significant difference between imitation dance and creative dance learning strategies on children's self-regulation. This is evidenced by a p-value of 0.486 which is greater than the significance level of 0.05. Thus, the alternative hypothesis (Ha) stating that there is a significant difference between these two dance learning strategies is rejected, and the null hypothesis (H0) is accepted.

These findings show that neither imitative or creative dance learning makes a significant difference in improving children's self-regulation. This is possible because both dance methods have elements that can effectively affect children's self-regulation equally. For example, the physical involvement, rhythm, and structure found in both types of dance learning may contribute to sloppy self-regulation outcomes [24]. Previous research has also shown that various dance learning methods can provide similar psychological benefits to children, such as increased focus, discipline, and self-control [25]. Therefore, these findings are consistent with the existing literature which states that different approaches to dance learning can provide the same benefits in certain contexts. In another context, self-regulation has an impact on students' computational thinking [26]. According to Arsyad affirming this rellationship, it is revealed that the high levelll of the sellf-relgullateld lelarning drivel stuldelnts to fight hard to improve the good, the elmploy optimal lelarning stratelgiels, and the elffelctivelly navigatel challelnging concelpts [27].

Differences in Child Self-Regulation with High Maternal Attachment and Low Maternal Attachment (H2). The results of the data analysis of the research that has been carried out show that there is a significant difference between children with high maternal attachment and low maternal attachment to children's self-regulation, with a p-value of 0.002 which is smaller than the significance level of 0.05. Therefore, the alternative hypothesis (Ha2) is accepted and the null hypothesis (H0) is rejected.

These results show that children with high maternal attachment have better self-regulation compared to children with low maternal attachment. High maternal attachment provides greater emotional support and stability to the child, which can ultimately strengthen the child's ability to regulate their emotions and behavior. Emotional support from a close mother can create a safe and stable environment, allowing children to feel safe in the face of challenges, which ultimately improves their ability to manage their emotions and behaviors [4]. Previous research has also shown that strong attachment to mothers is associated with better self-regulation in children

[28]. Therefore, this finding is consistent with the existing literature which states that the level of attachment of children to their parents, especially mothers, can influence and improve children's self-regulation to become better individuals. In line with research that states attachment affects parenting and views of self and social development [29].

The Effect of the Interaction of Dance Learning Strategies with Maternal Attachment on Children's Self-Regulation (H3). The results of the analysis of the research data also showed that there was no significant interaction between dance learning strategies and maternal attachment to children's self-regulation. The p-value of 0.150 is greater than the significance level of 0.05, so the alternative hypothesis (Ha3) is rejected and the null hypothesis (H0) is accepted.

This shows that the combination of the type of dance learning strategy and the level of maternal attachment does not have a significant additional influence on children's self-regulation. The findings of this study are likely to occur because each of the research variables (dance learning strategies and maternal attachment) affect children's self-regulation independently, without significant synergistic interaction between the two. These findings are also consistent with several previous studies that have shown that family and school factors often have independent effects on children's psychological development [30]. Therefore, while both factors are important, they may not always interact significantly in influencing a child's self-regulation.

CONCLUSION

Based on the results of the research and data analysis that has been carried out, the following conclusions can be drawn in this study: Differences in children's self-regulation with imitation dance and creative dance learning strategies: The results of the study show that there is no significant difference between imitative dance and creative dance learning strategies on children's self-regulation. This is indicated by the p-value = 0.486 > significance of 0.05. Thus, both imitative and creative dance learning has a relatively similar influence on children's self-regulation. Differences in self-regulation of children with high maternal attachment and low maternal attachment: The results of the study showed that there were significant differences in children's self-regulation between groups with high and low maternal attachment. This is indicated by a p-value = 0.002 < a significance of 0.05. Thus, children with high maternal attachment have better self-regulation compared to children with low maternal attachment. The effect of the interaction of dance learning strategies with maternal attachment on children's self-regulation: The results showed that there was no significant interaction between dance learning strategies and maternal attachment on children's self-regulation. This is indicated by a p-value = 0.150 > a significance of 0.05. This means that dance learning strategies and maternal attachment affect children's self-regulation independently without significant interaction.

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