

Research/Review

Development of Dance Movements with Local Wisdom to Increase Tolerance Attitude

Siti Alsamsari Abriyanti ^{1*}, Elindra Yetti ², and Romi Nursyam ³¹ Magister Pendidikan Seni, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Indonesia :bedarseniayie@gmail.com² Magister Pendidikan Seni, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Indonesia:elindrayetti@unj.ac.id³ Magister Pendidikan Seni, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Indonesia:romiromi.nursyam@gmail.com

* Corresponding Author : Siti Alsamsari Abriyanti

Abstract. Tolerance is one of the core character values that is crucial to instill from an early age, especially in multicultural societies like Indonesia. However, early childhood education (ECE) still tends to focus on cognitive and motoric aspects, while the integration of social values such as tolerance has not yet received adequate attention in the curriculum. This study aims to explore the potential of local wisdom-infused dance movements as an educational medium for instilling tolerance values in young children. The research employs a systematic literature review approach, analyzing previous studies relevant to three main variables: dance movements, local wisdom, and tolerance values in early childhood. The findings reveal that dance movements are not only beneficial for physical and aesthetic development but also serve as an effective expressive medium for fostering empathy, cooperation, and acceptance of differences. Integrating local wisdom values into dance activities can strengthen children's cultural identity and cultivate awareness of cultural diversity from an early age. Furthermore, emotional engagement and hands-on experiences in artistic activities have proven more effective in character building compared to conventional approaches. This study offers theoretical and practical contributions by formulating a local dance-based learning model explicitly aimed at reinforcing tolerance attitudes. The implications of these findings provide new directions for developing more contextual and culturally rooted ECE curricula, as well as enriching character education strategies that are engaging and meaningful for children. Thus, dance movements serve as a vital bridge in nurturing an inclusive, open-minded, and diversity-ready young generation.

Keywords: Dance Movements; Local Wisdom; Tolerance; Early Childhood; Character Education

1. Introduction

Tolerance serves as a fundamental value in diverse societies, particularly in multicultural Indonesia where ethnic, linguistic, religious, and cultural differences present unique challenges in fostering mutual respect. Alarmingly, early signs of intolerance often emerge in childhood, manifesting as exclusive behaviors, peer discrimination, and difficulty appreciating diversity. A key contributor to this issue is children's limited firsthand exposure to sociocultural diversity through engaging, contextually relevant approaches. Early character education especially tolerance is critical for nurturing inclusive, open-minded generations capable of peaceful coexistence. However, Indonesia's Early Childhood Education (ECE) curriculum remains disproportionately focused on academic and motor skills, with social values like tolerance inadequately integrated into systematic learning activities. This gap is exacerbated by the scarcity of emotionally resonant, experiential methods such as arts-based learning a missed opportunity given early childhood's golden period for socioemotional development.

Received: April 30, 2025;

Revised: May 15, 2025;

Accepted: June 10, 2025;

Online Available : June 12, 2025

Curr. Ver.: June 12, 2025



Copyright: © 2025 by the authors.

Submitted for possible open

access publication under the

terms and conditions of the

Creative Commons Attribution

(CC BY SA) license

[\(https://creativecommons.org/li](https://creativecommons.org/licenses/by-sa/4.0/)[censes/by-sa/4.0/\)](https://creativecommons.org/licenses/by-sa/4.0/)

The urgency of reinforcing tolerance grows clearer when examining recent surveys revealing declining empathy and rising discriminatory behaviors among youth. This underscores the necessity of planting tolerance seeds during early childhood rather than delaying until adolescence. Arts-based approaches particularly culturally rooted dance offer promising solutions by combining joyful learning with meaningful cultural expression. Research demonstrates dance's efficacy in early character education: Elindra Yetti et al. (2023) found dance training enhanced ECE teachers' multicultural pedagogy, while Afroh Nofiyanti et al. (2023) observed dance activities fostering cooperation and empathy. Other studies (Minasari 2021, Wahyuningsih 2017) confirm play-based and musical approaches successfully introduce diversity concepts.

This study breaks new ground by systematically integrating three variables: (1) tolerance as a character education goal, (2) dance as socioemotional scaffolding, and (3) local wisdom as cultural foundation. Unlike prior research examining isolated elements, we develop a structured instructional model using traditional dance to cultivate measurable tolerance indicators. Our approach transcends aesthetic activity to become a vehicle for internalizing sociocultural values a timely innovation given Indonesia's need for contextually rooted ECE strategies that celebrate diversity through joyful learning.

2. Proposed Method

This study employs a literature review approach to explore the relationship between dance movements, local wisdom, and tolerance values in early childhood education. The method was selected to synthesize existing research and develop a theoretical foundation for designing a dance-based learning program that fosters tolerance. As noted by Boote & Beile (2005), systematic literature reviews enable researchers to comprehensively analyze prior studies, identify research gaps, and construct robust conceptual frameworks. This review also informs the development of a preliminary model before field implementation in subsequent research phases.

Literature Review Procedure

The review process follows these structured steps:

- Topic Identification and Problem Formulation

Study focuses on three core variables:

- Dance movements as active/expressive learning media
- Local wisdom as a source of cultural values
- Tolerance as a key character value in multicultural early childhood education

The research question examines how these elements can be integrated into a cohesive learning model.

- Literature Search

The literature search for this study draws upon a comprehensive range of academic sources, including prominent databases such as DOAJ, Google Scholar, Garuda Ristekbrin, and ScienceDirect. The review prioritizes journals indexed in SINTA 1-4, encompassing both national and international publications to ensure scholarly rigor. Targeted keyword searches were conducted using specific terms including "children's dance," "multicultural education," "local wisdom," "early childhood tolerance," "character development," and "arts-based learning models" to capture relevant studies. To maintain the currency of the research, the review focuses exclusively on publications from 2019 to 2024, thereby incorporating the most recent developments in the field while ensuring the relevance of the findings to contemporary educational contexts. This systematic approach to source selection guarantees that the literature review is both comprehensive and up-to-date, providing a solid foundation for the study's theoretical framework.

- Literature Selection and Evaluation

The obtained literature was selected based on the following inclusion criteria:

- Relevance to one or more research variables,
- Use of a scientific approach and methodological validity,
- Provision of empirical data or in-depth theoretical analysis.

The evaluation was conducted using Cooper's (2010) credibility criteria, which encompass research objective clarity, methodological appropriateness, and significance of findings.

- Thematic Categorization and Synthesis

The selected articles were categorized into the following themes:

- Dance movement and child development,
- Character education through cultural arts,
- Implementation of tolerance values in early childhood education,
- Integration of local wisdom in the curriculum.

Each theme was synthesized to identify patterns in findings, strengths, and limitations across the studies.

- Gap Analysis and Recommendations

The literature synthesis revealed that while numerous studies have explored dance and character development, there remains a lack of explicit learning models that systematically integrate traditional dance movements, local wisdom, and the reinforcement of tolerance values in early childhood education within a single structured program.

- Data Analysis Technique

Data analysis was conducted using a content analysis approach applied to each selected article. The analysis focused on:

- Research objectives and focus
- Methodology employed
- Study samples or subjects
- Key findings related to each variable
- Authors' recommendations

The processed data was presented in an article analysis table format, accompanied by summaries highlighting the novelty and scientific contribution of each study.

To maintain the validity of this study, we have adhered to the systematic literature review principles developed by Tranfield et al. (2003) and Kitchenham & Charters (2007). While these frameworks are typically employed in rigorous Systematic Literature Reviews (SLR), our exploratory approach has led us to implement them flexibly rather than adopting the full SLR protocol in its strictest form.

3. Results and Discussion

Dance movement serves not merely as an artistic expression, but as a powerful medium laden with social and cultural messages. In early childhood education, dance proves to be an effective tool for developing social skills, fostering empathy, and cultivating awareness of diversity. Through group collaboration, synchronized rhythm, and exposure to movement variations from different local cultures, children learn to appreciate differences. When practicing dances from diverse cultures, they engage not just physically, but also develop understanding, respect, and openness toward differences. This approach aligns with contextual learning theories that position children as active participants in the learning process through direct experience (experiential learning).

The unique strength of dance-based pedagogy lies in its capacity to convey messages symbolically and emotionally. This enables children to experience tolerance not as an abstract concept, but as tangible practice. For instance, traditional Betawi dance introduces values of hospitality and mutual cooperation embedded in its movements and costumes. Meanwhile, dances from Papua or Bali reveal distinctive movement patterns, rhythms, and group dynamics that reflect communal harmony and appreciation of diversity. By incorporating local wisdom into dance education, children simultaneously learn about other cultures while strengthening their own cultural identity. This interaction forms a crucial foundation for developing tolerance rooted in cultural pride and openness to diversity.

This study confirms that character education need not rely solely on conventional methods like moral lectures or rote memorization. Rather, creative approaches that engage children's affective domain such as dance prove more effective in deeply internalizing tolerance values. Therefore, the learning program developed in this research proposes an innovative solution for strengthening tolerance values by integrating dance movement with

local cultural values. Designed to enrich early childhood education strategies, this program offers a replicable model adaptable across Indonesia's diverse regions, incorporating local dances into character-building curricula.

4. Conclusions

his study yields several critical implications for education, particularly in early childhood development. First, educators require specialized training on leveraging dance as a medium for character education, specifically to cultivate tolerance. Teachers should serve not only as facilitators but also as cultural agents who bridge local values to young learners. Second, educational institutions should explicitly integrate local arts into early childhood curricula. Developing programs that combine traditional dance, local wisdom, and character values must become part of a national strategy for early character education.

Third, collaboration among educators, local artists, parents, and regional governments is essential to preserve and utilize traditional dance as an educational tool. This ensures that dance is not merely a cultural relic but an active instrument in shaping tolerant, inclusive, and culturally proud young generations. Fourth, further research should assess the effectiveness of local wisdom-based dance programs in fostering tolerance, employing quasi-experimental or R&D models (e.g., ADDIE or Borg & Gall). Such studies could inform practical guidelines and teaching modules for early childhood educators nationwide.

Ultimately, integrating dance, local wisdom, and character education offers a tangible solution to combat intolerance from an early age. Through engaging, meaningful, and contextually relevant methods, children do not just learn movementthey learn to understand, respect, and thrive in diversity.

References

- [1] D. N. Boote and P. Beile, "Scholars before researchers: On the centrality of the dissertation literature review in research preparation," *Educational Researcher**, vol. 34, no. 6, pp. 3–15, 2005, doi: 10.3102/0013189X034006003.
- [2] H. Cooper, *Research Synthesis and Meta-Analysis: A Step-by-Step Approach**, 4th ed. Sage Publications, 2010.
- [3] D. Dian, R. R. Muhammad, R. Rahmawati, and W. Arifin, "Transformasi Penanaman Nilai Toleransi pada Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini**, vol. 7, no. 6, p. 5781, 2023, doi: 10.31004/obsesi.v7i6.5781.
- [4] S. Mardianti, N. Cholimah, and F. Tjiptasari, "Penanaman Nilai-Nilai Toleransi Anak Usia 5–6 Tahun di Sekolah Multikultural," *Jurnal Obsesi**, vol. 7, no. 6, pp. 5767–5776, 2023, doi: 10.31004/obsesi.v7i6.5767.
- [5] J. Jumiarmoko, H. Harun, and A. Syamsudin, "Tolerance Developing in Early Childhood Education Based Child-Friendly School," *Jurnal Pendidikan Anak**, vol. 13, no. 1, pp. 1–13, 2024.
- [6] B. Sulaeka and R. Susanto, "Peran dan Strategi Guru dalam Penanaman Nilai Toleransi sebagai Upaya Meminimalisir Terjadinya Bullying antar Sesama Siswa di Sekolah Dasar," *Jurnal Penelitian Guru Indonesia**, vol. 8, no. 1, pp. 137–143, 2023, doi: 10.29210/023223jpgi0005.
- [7] P. A. G. Kinanthi, "Tari Metamorfosis Kupu-Kupu sebagai Model Pembelajaran Gerak," *Elementa: Jurnal PGPAUD**, vol. 5, no. 2, pp. 112–124, 2023.
- [8] F. S. Djibrani and J. Pamungkas, "Pembelajaran Tari Tradisional untuk Stimulasi Perkembangan Anak Usia Dini," *Jurnal Obsesi**, vol. 7, no. 5, pp. 4839–4848, 2023.
- [9] A. N. E. Komala, "Menggali Nilai Multikultural dalam Pelatihan Tari Nusantara," *International Journal of Pedagogy and Education**, vol. 3, no. 2, pp. 67–76, 2022.
- [10] D. Tranfield, D. Denyer, and P. Smart, "Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review," *British Journal of Management**, vol. 14, no. 3, pp. 207–222, 2003.
- [11] B. Kitchenham and S. Charters, *Guidelines for performing Systematic Literature Reviews in Software Engineering**, Keele University Technical Report, 2007.
- [12] E. Yetti, A. C. Karyadi, and E. S. Rahayu, "Pendidikan Multikultural dan Tari Tradisional sebagai Upaya Pembentukan Karakter," *Jurnal Bahasa, Sastra, dan Budaya**, vol. 4, no. 1, pp. 85–98, 2022.
- [13] A. Minasari, N. P. R. D. Lestari, and R. Nugraheni, "Pengembangan Toleransi Melalui Media Puzzle Budaya," *Jurnal Pendidikan Anak Usia Dini**, vol. 6, no. 2, pp. 201–212, 2021.
- [14] S. Wahyuningsih, "Lagu Anak sebagai Media Pendidikan Multikultural," *Jurnal Ilmiah Pendidikan**, vol. 12, no. 1, pp. 45–53, 2017.
- [15] A. Nofiyanti, F. Agustini, and A. N. Sholihah, "Literasi Budaya Lokal dalam Penguatan Karakter di SD," *Jurnal Anak Usia Dini**, vol. 4, no. 2, pp. 142–153, 2023.