

## **The Effect of Tourism-Based Music Videos and Movement on Locomotor Skills in Early Childhood Education**

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**Abstract:** Tourism based music videos is a special form of selective tourism, because its universal nature can be enjoyed through socio-cultural aspects (e.g. Wonderful Indonesia) and can improve Local Movement Skills. This study uses a simple regression analysis to investigate possible relationships between the effect of Music videos and movement on locomotor skills in children 4 to 5 years old, the participant in this research are 30 children (16 boys and 14 girls) in Malang Indonesia as the subjects. This study investigated for 5 weeks in. The dependent measure was a locomotor skill and the independent measure was a Music videos and movement. The data were analyzed by using Statistic Program Social Sciences (SPSS). The results of this study, Tourism based Music videos has the potential to be one of the new alternatives as a driver of child skills. Investigasi demonstrate several times and provide standard verbal instructions for each subject. The children's performance was recorded and recorded independently twice by two trained assessors and show that Music videos and movement have a significant influence on locomotor skills of early childhood so that Music videos and movement programs positively influence the skills of preschoolers. for this reason, Music videos and movement can make learning to improve skills. This study hopes that someday, there will be more people to study this case. Also, tourism stakeholders began to place tourism based Music videos as part skill of new tourism in Indonesia.

**KEY WORDS:** Tourism Based Music Videos, Locomotor Skills, Early Childhood.

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### **I. INTRODUCTION**

The children with delays in motor skills development have been found to be associated with future physical problem and psychosocial issues children (Government of Canada, 2011). The development of motor skills is seen as an important element of preschool curriculum and these settings generally have the resources and infrastructure to implement such programs.

Tourism based music videos is belong to niche tourism. This kind of tourism have been growing since, at least, two decades ago, especially in Great Britain. Indonesia, a country which have a great rising of middle class, have a chance to make tourism based videos music as one of their new alternative tourism (e.g Wonderful Indonesia, Bromo-Tengger-Semeru National Park, Blue Flames and Sulfur Mining at Kawah Ijen), Video music has not been widely introduced in formal or non-formal education in Indonesia. Today, there are so many Music videos festival around the country. This is mainly because, there are tourists who get bored with mass tourism. Unfortunately, until today, the number of studies in Indonesia's Music videos touris is almost none (Wibisono, 2016).

The perform various basic motor skills such as jumping, walking, kicking (Gabbard, 2011). Defined as a movement competence consisting of three components: locomotor, stability, and manipulative (Seefeldt, 1980). Collectively known as fundamental movement skills. (Lubans, et al. 2010) Fundamental movement skills have health benefits and evidence suggests that children with superior motion skills have superior cardiovascular, to improve the fundamental skills of interventionally designed children focusing on developing locomotor skills (Cohen, et al. 2015). One of the functional aspects of motor skills in locomotor. Locomotor is transported the body from one point to another through space (Gallahue & Ozmun, 2006).

Music videos articulates identities, rebellion, conformity, performance, status, product, community, subculture, high culture, distinction, place, space and more. In the construction of distinctive spaces, styles and genres, Music videos reproduces the inequalities and struggles of the late modern world. The social and artistic status of musical genres, composers and performers ranges from the historical, canonical and 'great' such as Beethoven and the Beatles to contemporary forms that may be deemed by some to be tasteless 'muzak',

subversive and socially divisive, for example, punk and 'death metal' from which we need to be protected such as some strands of hip-hop, Mauritian Sega song and dance and Argentinian Tango.

Music, in various styles and permutations – instrumental and vocal, solo or group, amplified or acoustic, formats – live and recorded, performances and venues, is a near universal and ubiquitous cultural expression. Musical genres are a product of human culture, something cherished for their aesthetic value, and yet also something that is the site of contestations of meaning and purpose across history, social and geographical spaces. In many 'pre-modern' cultures, Music videos is bound tightly with rituality and sociality, the performance of belonging and power. In modernity, Music videos has become part of the everyday spaces of leisure, a source of artistic expression and audience pleasure but also a cultural product that is capable of being sanitised and commodified.

The study by Dewi, et al. (2015) focused on the application of music and motoric movement to early childhood education. The results of this study showed that the integrated physical education/Music videos program effective in improving the increase attention in children. Agree with previously Quarello, et al. (2014) the music and movement can produce a significant increase of the rapidity in learning and an extension of musical, vocal and choral singing skills, there's also an increase of the ability to work together. Although it is known that physical education programs based on developmentally appropriate practices should be an integral part of early childhood education, little research has been done to identify the effectiveness of such programs on the development of locomotor skills. The purpose of the present study was to identify the effect a developmentally appropriate Music videos and movement program would have on the development of locomotor skills in preschool children.

The aim of this study was to carry out a descriptive analysis to investigate possible relationships between Music videos and movement and locomotor skills in early childhood education. In the entire sample analyzed the self -regressions between them is significant, but not enough to suggest that there is a cause and effect relationship because other variables could be the causes of the effects. The trend of two variables in the individual groups divided by age groups (4-5 years old) presents positive values of the correlation coefficient. When the teacher provides learning activities of Music videos and movement how to influence the child's locomotor skills.

### **Tourism- Based Music Videos and Movement**

Tourism-based video musics are a visual video accompanied by music with cultural instruments. Music, and the ability to make it, understand it and interpret it, is one of the characteristics that make us uniquely human. However, when it comes to seeing the performance of live music, there are other variables that come into play when determining where to see a concert. The potential connection between people, music, and a "sense of place" are explored in this examination of tourism based Music videos. Based on information from journals and related news media, and using parallels to the sports tourism industry, the paper found a distinct connection between humans and Music videos in the context of human development, religion, politics and sporting events, as well as the sense of place created by significant occurrences and music festivals (Cairney, 2010). The definition of tourism is a trip outside the home or work place, the activities carried out do not seek profit and the availability of facilities to meet the needs of tourists (Nafi, 2017).

Carlin Research Results (2016) Music as a Product of Cultural Tourism Management and Marketing Models, explained that tourism based music videos is a form specifically from selective tourism, because of its universal nature, always green and " language " music; it requires additional meaning through socio-cultural aspects while observing music videos through its wide reach, from traditional music, as " Democracy " a form of popular expression to the most sophisticated forms of classical music. This is the occurrence and characteristics of new forms of selective tourism - tourism based music videos and describing the control model of the system. The basic assumptions on which the model is as follows: a tourism based music videos management system that is fully built based on network partnerships of stakeholders of tourist destinations, systematic planning and effective promotion of tourism based music videos products and, but not least increases awareness of the existence and need for further promotion cultural values, especially tourism music videos as an intangible form of cultural heritage through tourism, so Tourism- Based Music Videos is music with arrangements for tourism activities.

Music and movement will effects in the locomotor skills, Weikart (1989) suggested a progression in the content of rhythmic education programs, meaning that children development initially practice rhythmical verbal speech, then non-locomotor skills and, later locomotor skills in synchronization with sound stimuli, helps control and develop self-awareness. Motoric movement according to music videos can also reduce negative emotion into positive change. If the child is able to control themselves, then the child will be able to focus on learning activities in a longer time. It is known that a music videos and movement program based on movement concepts (body awareness, space awareness, effort concepts and relationship concepts), on elements of rhythm, and on improvised motor responses, provides variety to the physical education program (Pica, 2000).

There are many examples of linking music videos and tourism worldwide; a large number of tourists visit Bayreuth because of Wagner, Salzburg for Mozart and Sidney for its Opera House. More recent examples of linking music videos and tourism are: Das Haus der Musik - das Klangmuseum in Vienna, Auditorium Parco della Musica in Rome, or in the province of Pistoia the festival of sound and color Sentieri acustici, the festival Estate Regina and the festival Pistoia Blues. (Gortan-Carlin 2011).

For a better understanding of the process of managing culture, including the organization of music videos contents in cultural tourism, the starting point becomes the tourist destination which from earlier historic days until now has been a "focal point of tourist trips". Magaš (2003, 72) defines strategic destination management as "a process that involves determining the goals of the destinations, the formulation and implementation of strategy and performance control", while destination management is defined as "the process of creating, managing and developing a complex system of tourist destinations."

### **Description Of Music Videos And Movement Used For Practicing Locomotor Skills**

Music and movement programs are known to have the concept of movements like effort concepts, space awareness, body awareness and relationship concepts), on elements of rhythm, and on improvised motor responses, provides variety to the physical education program (Pica, 2000). The first criteria of movement concepts are body awareness, which involves being able to identify body parts, balancing from different bases of support, and creating body shapes and positions in a limited area. There are four factors can be broken down into the concept of space: general and personal space, the direction of body movement (up, down, right, left, etc.), level of movement (medium body position, high, and low), and path of movement (curved, zigzag, etc.). The concepts concerning effort include the flow, force, and speed of a movement, while relationship concepts refer to relationships of body parts, with objects and with people (Kirchner & Fishburne, 1995).

The movement concepts are used to express the elements of rhythm. The elements of rhythm can be found in every measure, which indicates the rhythmical and musical structure of every auditory stimulus. According to Zachopoulou, et al. (2004) These elements are tempo, intensity, and accent. Tempo is the speed of the movement or music. It can be slow, moderate, or fast, or it may gradually increase from slow to fast or vice versa. It is important for each child to sense different tempos and learn to adjust his movements to these fluctuations. Children may improve their understanding of tempo by (1) responding to tempo changes in the beat of a music instrument with various agility, coordination, accuracy and balance movements, (2) performing like vehicle movement, or (3) jumping to different tempos.

The intensity of music can be expressed in movement by changing the movement force. Intensity is recognized as the feeling of heaviness or lightness of movement. children can develop an understanding of intensity by (1) altering their movements to various intensities of music, (2) changing the level of their movements to different intensities, (3) changing the amount of force they use to move. The last element of rhythm is the accent. An accent is the extra force, or stress, given to certain beats in a measure. Children may become aware of accent by (1) listening to music and clapping on the accented beat, (2) moving around the room according to the appropriate rhythmic pattern and changing direction on each accented beat, or (3) varying the response to the accented beat with specific locomotor, stability, or manipulative fundamental motor skills.

## **II. RESEARCH METHODS**

### **Participants**

Participants included 30 children attending preschool from two classrooms, All of the children are in 4-5 years old. Dependent Measure: Locomotor Skills Test. In the locomotor skills test, children did movements according to the rhyme, performing like vehicle movement, balancing their body and jumping to different tempos. Data were obtained from questionnaires by adopting a Likert Scale from 1 to 5 where 1 strongly disagree and 5 strongly agree (Supriadi, 2017; Nafi 2018)

### **Procedure**

The children followed the 5-week music videos and movement program, which was conducted twice each week for 15 min. The program for these was conducted the same days every week, Wednesday and Friday at 08:30 a.m. A physical educator, who specialized in teaching early young children and had experience in music videos and movement instruction, implemented the programs in outdoors of the preschool.

## **III. RESULTS**

Results of simple regressions for predicting the total score, child variable was given. Independent variables music and movement. While locomotor skills were significant predictor variables in the final regression were significantly contributing to the model, a significant final model emerged t score 4.628, p = .000.

Investigasi demonstrate several times and provide standard verbal instructions for each subject. The children's performance was recorded and recorded independently twice by two trained assessors and show that music and movement have a significant influence on locomotor skills of early childhood so that music and movement programs positively influence the skills of preschoolers. for this reason, music and movement can make learning to improve skills. This study hopes that someday, there will be more people to study this case. Also, tourism stakeholders began to place tourism based music as part skill of new tourism in Indonesia.

The second investigator demonstrated each task several times and gave standardized verbal instructions to each subject. Children's performance was videotaped and independently scored twice by two trained raters. The results showed that the music and movement have significant effect on locomotor skills of early childhood. It can be concluded that a music and movement program can positively affect locomotor skills of preschool children. for this reason, music and movement can make learning to improve locomotor skills.

**Table I.** Results of simple regression for predicting number sense by music and movement scores, child variables (n = 30)

Variable	B	Standard Error	t	B	P
Constant	3.568	2.274	1.577	-	.126
Music Videos and movement	.733	.158	4.628		.000
R = .658					
R <sup>2</sup> = .433					
Adjusted R <sup>2</sup> = .413					
F = 21.416, p = .000					
P > 0.05					

#### IV. DISCUSSION

The positive effect of the music and movement on locomotor skills could be generally implemented in kindergarten programs. Taking into consideration that the developmentally appropriate practices do not form a specific teaching model or method but a rather how to thinking and acting to educate children physically, it seems important for the early childhood educators to organize or modify lesson content according to the children's needs. The rhythmic activities seem to play an important role in locomotor skills performance of preschool children. Future studies could also examine the effect of a music and movement programme on the functional aspects of motor skills like stability skills and manipulative skills.

Children's motor skills are very important because through motor skills children can travel around the world. Motor skills must be given from an early age (Gallahue & Ozmun, 2006). Tourism based music can teach children motor skills, although sometimes it is difficult to make children interested and productive if they spend a long time. However, movements that are accompanied by music can provide positive for students and produce a positive influence to improve the quality of motor skills (Derri, et al. 2001).

This study, found that Tourism based music programs and movements for preschoolers can improve locomotor skills that have a positive and significant effect. According to Gallahue (1996), improving children's skills using movement as a way to develop rhythmic elements to strengthen the development of basic movement skills and foster understanding and feel rhythm. Through training with certain fundamental movements, children can understand the structural elements of rhythm and are able to express understanding, coordinated movements to rhythm are important elements of all good and coordinated movements.

Tourism based music is a special form of selective tourism, because of its universal nature, it can always be enjoyed through socio-cultural aspects and can move children's motorbikes, Carlin Research Results (2016) Music as a Product of Cultural Tourism Management and Marketing Models, explained that tourism based music is a form specifically from selective tourism, because of its universal nature, always green and " language " music; it requires additional meaning through socio-cultural aspects while observing music through its wide reach, from traditional music, as " Democracy " a form of popular expression to the most sophisticated forms of classical music. This is the occurrence and characteristics of new forms of selective tourism - tourism based music and describing the control model of the system. The basic assumptions on which the model is as follows: a tourism based music management system that is fully built based on network partnerships of stakeholders of tourist destinations, systematic planning and effective promotion of tourism based music products and, but not least increases awareness of the existence and need for further promotion cultural values, especially music as an intangible form of cultural heritage through tourism.

Results of the study Oh sehwan (2015); Supriadi (2017) The Effects of Social Media on Music-induced Tourism: A Case of Korean Pop Music and Inbound Tourism to Korea, The rapidity of video sharing social media such as YouTube has emerged as a consumption and distribution channel for entertainment such as music videos and movie trailers. In the field of tourism, many studies on how visual media such as film and opera are induced by tourism. Tourism bodies are induced from social media sharing videos about tourism with the case of Korean pop music videos and entering tourism to Korea. Developed a Web crawler, collecting YouTube user comment data on 166 Korean pop music video clips released from 2009 to 2012 with more than 1 million views.

Tourism based music videos determines and analyzes the country-by-country impact of YouTube comments with Panel data, the study found that the involvement of Korean pop music video clips on YouTube was a significant predictor of the flow of tourists into Korea. The learning depends on experience, which is meaningful for children and supports their development through exploration. Hochmann and Weikart (1995) state that learning depends on experience, which is meaningful to children and supports their development through exploration, guided discovery, and problem solving. More specifically, the intervention program activities carried out in this study were carried out: to enable both physical educators and children to actively participate and interact with one another for example, children can add their own rhythmic motives to people from physical instructors and strengthen participating children. In pairing activities, in small or large groups, according to their level and way of learning.

The children's performance was recorded and recorded independently twice by two trained assessors and show that music videos and movement have a significant influence on locomotor skills of early childhood so that music videos and movement programs positively influence the skills of preschoolers. For this reason, music videos and movement can make learning to improve skills. This study hopes that someday, there will be more people to study this case. Also, tourism stakeholders began to place tourism based music videos as part skill of new tourism in Indonesia.

Children's performance was video music (e.g. Wonderful Indonesia, Bromo-Tengger-Semeru National Park, Blue Flames and Sulfur Mining at Kawah Ijen) and independently scored twice by two trained raters. The results showed that the music videos and movement have significant effect on locomotor skills of early childhood. It can be concluded that a music videos and movement program can positively affect locomotor skills of preschool children. For this reason, music videos and movement can make learning to improve locomotor skills.

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