International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Role of Anida's Tari Pattennung as a Medium for Developing Multiple Intelligences in Elementary School Children at UPT SDN 11 Pangsid Sidenreng Rappang

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Abstract

This study aims to examine the role of Anida's Tari Pattennung as a medium for developing various aspects of intelligence in elementary school children at UPT SDN 11 Pangsid Sidenreng Rappang. Using a descriptive qualitative approach, this research explores the impact of Tari Pattennung on the development of kinesthetic, musical, interpersonal, intrapersonal intelligences, as well as cultural awareness among students. The findings show that through Tari Pattennung, students not only develop physical skills and motor coordination (kinesthetic) but also enhance their sensitivity to traditional music (musical), improve their ability to collaborate in groups (interpersonal), and build self-confidence and emotional expression (intrapersonal). Furthermore, students demonstrate a greater interest in the history and cultural significance of the Bugis culture, particularly in relation to the fabric weaving process, which is an integral part of the dance. This activity helps to foster a strong cultural awareness in children, introducing them to the richness of local culture that needs to be appreciated and preserved. This study recommends that traditional dance arts, such as Tari Pattennung, be more widely integrated into elementary education to support the development of multiple intelligences and the preservation of cultural heritage among the younger generation.

Keywords: Tari Pattennung; Media for Intelligence Development; Elementary School Students

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INTRODUCTION

Education is an essential aspect of human life from birth. The progress and development of a nation can be observed through the advancement of its education system. Education is crucial as it is an intentional effort to develop the personality of learners to become better individuals. It not only serves to impart knowledge but also plays a vital role in personal development, behavior formation, and the cultivation of moral values (Ravika Wahyuni, 2021). Therefore, it is important that education at every level, particularly at the elementary stage, is designed to accommodate the holistic development of students**. Elementary education** is a golden period for shaping children's intelligence and character. Children at the elementary school level are in their prime developmental stage, encompassing cognitive, affective, and psychomotor domains. At this stage, they exhibit high curiosity and a strong ability to learn, thus requiring educational approaches that stimulate their full potential. One effective and enjoyable approach is through the arts, particularly dance, which combines elements of movement, music, expression, and creativity in a single activity.

Traditional dance is a significant part of cultural heritage that serves not only as entertainment but also has educational value that can be utilized in the learning process, especially for elementary school children. Traditional dances are performance arts passed down from previous generations. Some of them are considered national cultural heritage, requiring strategies and initiatives to preserve and promote their contemporary relevance (Melati dalam Permatasari et al., 2023). Children at this age are undergoing rapid cognitive, affective, and psychomotor development, thus requiring learning media that can stimulate all aspects of their growth. Dance, as an art form involving movement, rhythm, expression, and creativity, is highly potential as a medium for developing children's intelligence. Intellectually, dance learning can serve as an effective alternative to support children's holistic development (Purnomo, 2024). **Dance education, in** essence, holds a strategic role in nurturing individuals who are sensitive to multiple forms of beauty—thinking beautifully, speaking gracefully, and behaving with refinement (Pratiwi dalam Susanti et al., 2024).

Tari Pattennung, a traditional dance from South Sulawesi, symbolizes frugality, perseverance, hard work, and precision. The version of this dance created by Andi Nurhani Sapada, also known as ANIDA, has been adapted into a more educational and interactive format for children. This dance emphasizes not only aesthetics but also incorporates elements of character education and cognitive relevance to children's world. This makes it a compelling and beneficial medium for developing intelligence in early and primary school-aged children.

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The implementation of ANIDA's **Tari Pattennung** in the educational setting, specifically at UPT SDN 11 Pangsid Sidenreng Rappang, represents an innovative approach to more contextual and enjoyable learning. Schools, as primary education institutions, have a significant responsibility to prepare children to possess multiple intelligences, including intellectual, emotional, social, and kinesthetic domains. Through dance activities, children are encouraged to explore their bodies, develop imagination, collaborate with peers, and build self-confidence.

The use of dance as a medium for developing children's intelligence aligns with **Howard Gardner's theory of multiple intelligences.** Gardner stated that every individual possesses various types of intelligences, such as musical, kinesthetic, interpersonal, and intrapersonal, all of which can be developed through artistic activities, including dance. In this context, dance activities are also known to increase the volume of the hippocampus, a part of the brain responsible for memory storage (I. G. A. D. Wahyuni, n.d.). **Tari Pattennung** serves as a holistic medium, as it integrates music, movement, group work, and cultural values—making it ideal for elementary education as a comprehensive learning tool.

In the context of primary school learning, **thematic-integrated approaches** strongly support the integration of dance into learning activities. Children do not only learn through books and lectures but also through meaningful and enjoyable physical activities. Dance in schools also becomes a vehicle for instilling cultural and character values, especially when using traditional dances rich in local meaning and history.

The role of teachers and the school environment is crucial in providing space for children to express themselves through dance. With well-designed learning plans, dance can become an integral part of multiple intelligence development, as proposed by Howard Gardner. A child's intelligence is not only measured through logic or linguistic skills but also through the ability to communicate, move, create, and feel—skills that can all be enhanced through dance.

Suharto (2012) dalam (Arisyanto et al., 2024) stated that cultural arts education is a subject capable of developing students' attitudes and character, as the arts emphasize the cultivation of feeling—such as creativity, discipline, nationalism, and appreciation for beauty. This view is aligned with **Picasso's** assertion in Sya (2025) that learning dance can enhance negotiation skills, conflict management, and healthy interpersonal relationships. Three developmental aspects social, emotional, and cognitive intelligences can be attained through dance education, providing essential foundations for life. These aspects are particularly helpful in addressing the challenges faced by children in their overall development. emphasized the importance of introducing dance to children early on to provide developmental experiences from a young age (Setiawan et al.,

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2018). In conclusion, **dance has a strategic role in character formation and intelligence development in children,** as it fosters creativity, discipline, nationalism, and social, emotional, and cognitive capabilities essential for navigating life's challenges from an early age.

Based on the above explanation, it is important to further examine the role of dance as a medium for developing the intelligence of elementary school-aged children. Research and practical implementation can serve as a foundation for developing more creative, enjoyable, and effective learning strategies to produce not only intellectually intelligent but also emotionally and socially competent generations. According to S. Wahyuni et al., (2023) implementing traditional arts education among 5th-grade students contributes to the formation of positive character traits. Many students benefit positively from learning traditional dance in elementary schools.

Tari Pattennung, as a traditional dance of South Sulawesi, symbolizes frugality, perseverance, and precision. It not only emphasizes aesthetic elements but also incorporates character and cognitive education relevant to children's lives. This makes it an engaging and beneficial medium for developing intelligence in early and primary school-aged children.

The implementation of ANIDA's **Tari Pattennung** in the educational setting at **SD Negeri 11 Pangsid** stands as an innovative approach to more contextual and enjoyable learning. As a primary education institution, the school bears a great responsibility to foster multiple intelligences—intellectual, emotional, social, and kinesthetic. Through dance, children explore their bodies, stimulate imagination, collaborate with peers, and develop self-confidence. In applied dance education, emphasis is not only placed on creativity, but also on the kinesthetic aspect of movement, the cognitive skills required to memorize routines, and kinesthetic intelligence (Chandra & Julta, 2025).

Using dance as a medium to develop children's intelligence also aligns with **Howard Gardner's multiple intelligences theory,** where dance encompasses music, movement, teamwork, and cultural values. As such, **Tari Pattennung** is well-suited to be implemented in elementary education as a comprehensive learning tool.

With this background, this article aims to examine how **ANIDA's Tari Pattennung** can contribute to the development of various aspects of intelligence in students at UPT **SDN 11 Pangsid Sidenreng Rappang.** This research is expected to contribute to the field of education by designing culturally based learning strategies and enriching learning methods through creative and contextual artistic approaches.

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RESEARCH PROBLEM

Based on the background outlined and previous research findings, the research questions for this study can be formulated as follows:

1. How is the implementation of ANIDA's Tari Pattennung carried out at UPT SDN 11 Pangsid Sidenreng Rappang ?
2. How does ANIDA's Tari Pattennung contribute to the development of various aspects of children's intelligence at UPT SDN 11 Pangsid Sidenreng Rappang ?

RESEARCH METHOD

This study employs a qualitative descriptive approach with the aim of describing and analyzing in depth the role of *Tari Pattennung* by Anida as a medium for developing the intelligence of elementary school-aged children. This approach was selected because it is appropriate for exploring social and cultural phenomena in educational contexts in a natural and holistic manner. The study focuses on understanding the meanings, experiences, and responses of students involved in learning through traditional dance as an educational medium.

The research was conducted at UPT SDN 11 Pangsid SIdenreng Rappang, located in Sidenreng Rappang Regency, South Sulawesi. The research subjects consisted of 4th and 5th-grade students, cultural arts teachers, and dance coaches. The selection of the site and subjects was based on the inclusion of *Tari Pattennung* as part of the school's local culture introduction program and the accessibility of relevant data and resources. This site was chosen purposively due to its integration of local cultural elements, including *Tari Pattennung*, into the learning activities. The research was conducted over a period of three months, encompassing preliminary observations, data collection, and data analysis.

Data were collected through several techniques: observation, interviews, and documentation. Observations were carried out directly during the learning process involving *Tari Pattennung*, to record students' behavior, responses, and interactions. Interviews were conducted with teachers, students, and dance coaches to gain in-depth information regarding the objectives, processes, and impacts of the activity. Documentation was used to collect supporting data such as photographs, videos, and learning notes.

The main research instrument was the researcher, supported by observation and interview guidelines prepared in advance. To ensure the validity of the data, source and technique triangulation were used by comparing data from observations, interviews, and documentation. Validation was also carried out through member checking, where informants were asked to

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confirm the accuracy and appropriateness of the data interpretations.

The collected data were analyzed using Miles and Huberman's interactive model, which includes three main stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant information; data display was organized in the form of narrative descriptions and thematic matrices; and conclusions were drawn continuously throughout the research process to gain a deep understanding of the role of *Tari Pattennung* in the development of children's intelligence.

RESULT AND DISCUSSION

Implementation of the Pattennung Dance

The implementation of the Pattennung Dance at UPT SDN 11 Pangsid Sidenreng Rappang is carried out through extracurricular activities and integration into the cultural arts curriculum. The dance is taught as a weekly extracurricular activity. Teachers are first trained to understand the philosophy and basic movements of the dance, and then they teach it gradually to the students.

Using a thematic approach, the dance lessons are connected to other subjects such as Indonesian Language, Civics (PPKn), and Social Studies, so that students can see the relevance of cultural knowledge in their daily lives. This approach creates holistic and contextual learning experiences.

Dance education at the elementary school level should be conducted holistically, integrating cognitive, affective, and psychomotor aspects. As a result, students do not only learn the technical movements of the dance, but also internalize the cultural values behind the dance, while developing their character and creativity. The learning materials are developed contextually and adjusted to the students' developmental stages. Instructors also incorporate local cultural elements as well as values such as discipline, teamwork, and self-confidence in the training sessions.

Intelligence Development

Emotional intelligence (EQ) is the ability to recognize feelings, motivate oneself, and manage emotions effectively, both within oneself and in relationships with others (Ngeremanto in Retno, 2017). High EQ, not just IQ, plays a crucial role in determining a person's quality of life, including happiness and social relationships.

The development of emotional intelligence can begin at an early age through positive

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stimulation. One effective means of such stimulation is through learning traditional dance. Studying dance provides meaningful experiences for children. Beyond developing physical and motor skills, it also enhances emotional development. Understanding shared experiences is not only seen through coordinated movement and space, but also through the emotional expression displayed in the performance. For example, when dancers express a joyful feeling, they all smile together. This shared expression fosters unity and group harmony.

Student participation in learning the Pattennung Dance at school has shown a positive impact on various aspects of intelligence:

a. Kinesthetic

Students gain control over their body movements and improve motor coordination. The structured movements in the Pattennung Dance help students to better understand how the body can be used for artistic expression while also enhancing physical skills such as agility and balance.

b. Musical

Students become familiar with the rhythmic patterns of traditional music that accompany the dance. They not only learn to recognize and follow musical rhythms but also develop sensitivity to melody and tempo, enhancing their musical intelligence and understanding of the relationship between movement and music.

c. Interpersonal

Communication and collaboration are developed through group dance practices. These collaborative activities teach students how to work together, understand one another, and share ideas in creating a dance performance. It also helps them develop social skills such as public speaking, respecting others' opinions, and sharing responsibilities.

d. Intrapersonal

Students demonstrate increased self-confidence and emotional expression during performances. Through dance, they learn to express their emotions physically, which strengthens their self-awareness and helps them overcome anxiety or self-doubt. The Pattennung Dance allows students to feel proud of their achievements and develop greater self-esteem in both academic and social settings.

Furthermore, students show a deep interest in the history and cultural meaning of Bugis traditions, particularly in the weaving process, which is an integral part of the Pattennung Dance. This activity not only teaches dance techniques but also broadens their understanding of the traditions and cultural values embedded in each movement and its symbolism.

Through the learning of Pattennung Dance at UPT SDN 11 Pangsid Sidenreng Rappang,

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students gain both dance skills and a deeper appreciation of the importance of preserving traditional cultural heritage. By understanding the values within Bugis dance and weaving traditions, students are expected to uphold and pass on these cultural practices to future generations. Therefore, this activity plays an important role in fostering pride in local culture and ensuring that cultural heritage remains alive amid growing modern influences.

CONCLUSION

Dance is not merely a form of entertainment for children, but also offers various developmental benefits. This implies that dance can contribute significantly to a child's overall growth in line with the expectations of parents and educators. *Pattennung* Dance by Anida plays an important role in fostering multiple intelligences in children at UPT SDN 11 Pangsid Sidenreng Rappang. This activity is not only a medium for artistic expression, but also serves as an educational tool that supports children's social, emotional, and cultural development. This study recommends that traditional dance be more widely integrated into primary education as a contextual, enjoyable, and meaningful learning medium.

FUTURE DIRECTIONS

There is a need to develop a structured dance-based learning module or guide that integrates artistic elements with cognitive, social, emotional, and cultural aspects, in order to enable teachers to implement this method more effectively and purposefully.

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