

Validation of Creative Movement Module in Drama Elements (PeTif-Ma) for Preschool Children

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Abstract

This research explains the justification of the content of creative movement module with the elements of drama (PeTif-Ma) for preschool children. PeTif-Ma module is developed based on the ASSURE Model teaching design that focused on the creative movement skills and drama elements that helps children interact better verbally. This research is a quantitative research that uses the survey method to gain the experts opinion through questionnaire. The findings of the research had shown that the PeTif-Ma Module has got a high validation on the content. Hence, the PeTif-Ma Module can be a complete teaching guidance for the preschool teachers to run the creative movement activities and drama in a simple manner, precisely and effectively in according to the National Preschool Curriculum Standard. In addition, this module completes a few other modules to make the preschool curriculum become more advance and varies.

Keywords: Creative Movement, Drama Element, Preschool Children, Content Justification

Introduction

Movement for the children is not merely an activity but the definitions of movement for children are wider. Children can express themselves through movements as well as through the creative movements. Creative movements also can be the centre for children to express their emotions (Chuang, 2010). Creative movements mainly has got a connection between movements and creative thinking. Ripple (1989) states that the potential for the usage of the creative process in daily life is not linked to any discipline. The creative process is in line with the definition of creative movements that is clarified as non-competitive, spontaneously driven, a body movement that helps children to express emotions, storytelling and builds a relationship (Greer-Paglia, 2006).

Other than that, creative movement also is a dance art that uses the natural movement of a human body (Kaufmann & Ellis, 2007) and expresses creativity (Bannon, 1994; Cheung, 2010; Dow, 2010; Oshuns, 1977). Through creative movement, children are free to express their feelings and emotions and their personality according to their own style. They don't need

any examples and don't have to imitate other people. This is because in creative movement, it is stressed more on the process in the creative movement and not on the outcome of the creative movement itself.

National Preschool Curriculum (2017) through the physical and aesthetical development strand puts creative movement as one of the learning standard that has to be achieved by the preschool children. This is in line with the objectives that have to be accomplished that it stresses on the health and physical development and also encourage imagination, creativity and the children's talent. This shows that the ability and the competency in motor movements activities are not just important for the children (Ikeda & Aoyagi, 2009; Gontarev, Zivkovic, Velickovska & Naumovski, 2014) but through active teaching and learning, creativity can be fostered (Ellany & Phang, 2013). Therefore, motor movement competency through creative movement brings great impact on the child's development itself. However, there are certain limitations in conducting the creative movement activity. One of it is the lacking of sources and guidance in handling creative activities (Ling, 2010) mainly and creative movement particularly.

Creative movement teaching and learning module for preschool children in Malaysia are limited especially in preschool. There are a few modules prepared by the Ministry of Education through the Teacher Education Division as guidance for the preschool teachers such as the Comprehensive Module and Thematic Module and the Core Module, but lacking is within the area of a specialized module for creative movement or creativity strand and aesthetic. Ling (2014) has developed a creative art activity that focuses on the visual art sphere. Till date, there is no teaching and learning of creative art module that precisely emphasizes on creative movement for children. Therefore, the module development for creative movement with drama elements (PeTif-Ma) enables a solution to the shortage of resources, creative movement teaching and learning module.

PeTif-Ma Module

The construction or development of the Petif-Ma module is based on the ASSURE design teaching model (1996). There are six steps in the development phase in the construction of this module. They are A = *Analyse Learner*, S = *State Objective*, S = *Select method, media and material*, U = *Use Media and Material* and R = *Require learner* and also E = *Evaluation*. The six ASSURE (1996) steps have been classified into 3 phases that are the construction phase, implementation phase and assessment phase (Nor Miza, 2015). The division into 3 phases is made to ease the working process flow chart in constructing the module. This is because the steps in ASSURE is very important to be followed step by step and systematically to produce a module that is really meaningful and achieve its objective.

ASSURE model had been used as a guidance in the development process of a module as it has been implemented by Nor Miza (2015), Zaleha & Suhanim (2010) dan Zamri & Nur Aisyah (2011). The PeTif-Ma module is developed to provide teaching guidance for preschool teachers about creative movement teaching in an easy, precise and effective way. Other than that, this PeTif-Ma module made the revised version of the National Preschool Curriculum Standard (2017) as guidance to construct any activity in the module so that the activities that are provided in the module will follow the mold and vision of the national preschool education.

This module is also built to help children to interact verbally through creative movement with the help of the elements of drama.

The PeTif- Ma module as a whole, consist of 3 parts that is (i) introduction that explains about creative movement, drama element, purpose and objective of the module, target and also the user's manual. Part (ii) consists of 8 activities and part (iii) that is the assessment form. PeTif-Ma module emphasizes on a few principle in the early childhood learning theory such as the Piaget's cognitive developmental theory, Vygotsky's sociocultural theory and the Halliday's language development theory. Laban's theory focuses more on the elements of children's creative movements. Several methods and techniques are applied in the PeTif-Ma module to make teaching and learning varies and exciting. Among the methods and techniques that are used is child-centered learning, games, singing and elements of drama such as acting, storytelling theatre, simulation and role play. The approaches and techniques that are used in this module is suitable with the development practise (ABP) early childhood education (Bahagian PERMATA, 2013: Kementerian Pelajaran Malaysia, 2016)

Research Objectives

1. Develop PeTif-Ma teaching and learning module.
2. Assess the justification of the whole content of the module by experts for PeTif-Ma module.

Research Methodology

This is a quantitative research that uses the survey method to identify the content validation of the PeTif-Ma module. Module development is needed through the process of draft construction to make sure that the module that is constructed met its objective and target that have been set up. Findings from the needs analysis, literature review and curriculum revision is needed in the construction of the draft. Besides that, the module that is developed has to be checked by a subject matter expert to get the validation of the module. In this research, the researcher conducted the validation for the content of creative movement for children through drama elements module PeTif-Ma to make sure that the PeTif-Ma module that is constructed met its target and its quality is recognized.

Content validation is a systematic assessment of the quality of the content of a module that estimates matters that have to be calculated (Anastasi & Urbina, 1997). In terms to increase the validation of a module, the researcher has to obtain views and feedback from experts to assess and make sure the elements contained in a module represents the research field that is going to be studied (Noraini, 2013). Validation is also an indication of a right research whether the research gives the right picture of the real phenomena that is being studied (Othman, 2014).

High validity shows that the finding that is obtained is based on facts and capable of giving the right justification (Noraini, 2013). Any tools or instrument measurement is valid when the developments of the tool fulfills or fix its function and its development objective. According to Sidek & Jamaluddin (2005), the module is perceived as a measuring tool because the module itself is a tool, substance and resource that provide guidance for the researcher to get

information regarding the research that is conducted. Md Noor, Nurul Ain dan Norazani (2016) also states that the module validation refers to the correct concept and content of a certain module.

Expert group selection in this research is based on expertise, experience and suitability with the content module that is developed. In this research the selecting criteria are based on (i) expert and knowledge in early childhood field. (ii) experts and experience in creative movement field. (iii) expert and experience in language and (iv) practitioner or experience teacher in early childhood education. Practitioner or experienced teacher in early childhood education is detailed to make sure that they understand and execute teaching and learning based on KSPK (2017).

Module content validation assessment is made by using questionnaire module content validation that needs the assessor to give answer in a likert five score scale that is : (1) strongly disagree, (2) disagree, (3) not sure, (4), agree (5) strongly agree. The data is analysed using module content validation calculation method that is suggested by Tuckman dan Waheed (1981). Tuckman dan Waheed (1981) in Sidek and Jamaludin (2012) states that the experts assessment that is more than 70% of coefficient value have a good content validation and have achieved high competency level. A module that has high content validation will produce achievement according to the objective that is to be measured by researcher (Md Noor et al., 2016). Formula for the scoring assessment is as stated here:

$$\frac{\text{Total of expert score}}{\text{Maximum score}} \times 100 \% = \text{Content Validation Achievement}$$

A set of the questionnaire on the module content that is modified from Russel (1974) is developed to obtain content validation in total for the PeTif- Ma module. According to Russel (1974) , the content validation module consist of 5 matters, that is : (i) meet the population target: (ii) suitable for conducting the module method : (iii) time estimated to run the module is sufficient: (iv) module manage to increase student's competency on the aspect that is targeted : and (v) the module manage to change the students attitude to be more excellent

Research Findings

The findings on validation module consists of the overall content validity for PeTif- Ma Module by modification of the content validity of the questionnaire module Russel (1974). Researcher specifies the questionnaire into 8 parts. The researcher also gathered and compares suggestion on improvisation that is obtained from experts in written form. The outcome of the expert's assessment, the value for the content validation for PeTif- Ma module can be seen in Table 1:

Table 1 : Content Validation in total according to items by PeTif- Ma Module.

| Item | PeTif-Ma Module (%) | Experts opinion |
|---------------------------------------|---------------------|-----------------|
| 1. Module Format | 88.8 | Accepted |
| 2. Module Content | 88.4 | Accepted |
| 3. Module suitability | 91.7 | Accepted |
| 4. Substance suitability | 89.9 | Accepted |
| 5. Executing procedure | 85.3 | Accepted |
| 6. Time management and language usage | 91.0 | Accepted |
| 7. Assessment | 83.9 | Accepted |
| 8. Module Design | 89 | Accepted |

According to Table 1, it shows that the whole percentage for each item in content validation questionnaire exceeds 70%. This shows that the content validation for PeTif-Ma module had achieved a high level of achievement.

Suggestion for improvisation for the PeTif-Ma Module

In this research, researcher had analyzed the suggestions for the improvement that is given by all the five experts. The suggestion for improvement is shown in Table 2 improvisations have been made by researchers to make PeTif-Ma module more efficient and meet its target.

Table 2: Improvisation suggestion from the experts

| Experts | Improvisation suggestion |
|----------|---|
| Expert 1 | <ul style="list-style-type: none"> - This module can be executed better if it follows the improvisation suggestions. - State the learning standard according to the National Preschool Curriculum Standard. |
| Expert 2 | <ul style="list-style-type: none"> - The whole module is very much needed by the teachers and suitable to be executed. - The pages on the module are quite confusing. - Make creative movement as a main component, not as an integrated component. |
| Expert 3 | <ul style="list-style-type: none"> - The whole module is suitable to be executed. - Verbal interaction in activities have to be highlighted - Suggested activities followed the learning steps. |
| Expert 4 | <ul style="list-style-type: none"> - The whole module is good to encourage verbal interaction among preschool children. - Worksheets is suggested to follow the I-Think Map - Make the assessment details more specific to ease teachers in conducting assessment. |
| Expert 5 | <ul style="list-style-type: none"> - This module is appropriate to increase verbal interaction of preschool children. - The usage of real pictures or real situation will be more exciting. - Have to be improved in the typing aspect so that it will look neat. |

Based on the opinions and comments that are given from the experts, improvisation on the module had been made. As a whole, based on the responses from the experts assessment on the construct of the module, it shows that PeTif-Ma module meets its objectives that have been identified and stated in the module.

Summary

This research shows that the PeTif- Ma module contains a high content validation. This pictures that all the element and activities included in PeTif-Ma module is suitable with the research objective and represents the skills field in creative movement and the interaction of the preschool children. PeTif-Ma module had gone a complete and systematic process through a teaching design based on the ASSURE Model (1996). According to Md Noor et al., (2016) a module with a quality and comprehensive have to undergo a content validation test and have got a high validation (Juppri, 2017). Goldstein and Olszewskia (2015) also mentioned that those who carried out a good module development research have to go through a step by step procedure consecutively.

Therefore, the PeTif-Ma module can be made as a main supporting substance for those preschool teachers in teaching and learning creative movement based on the elements of drama. It is consistent with the findings from the needs analysis in constructing the PeTif- Ma module that almost 90% of preschool teachers need a source of guidance or module in teaching creative movement. In addition, children naturally need guidance and supervision in conducting activities that involve movement (McLaughlin, 2014). This is in line with the opinion of Kamisah (2013) found that there is a shortage in variation of references that become a hindrance and factors of low skilled teachers in conducting the teaching and learning session in the classroom. The development of the PeTif-Ma module indirectly close related with the research findings of Ling (2014) that states that preschool teachers are lack of knowledge in conducting creative learning activities. This coincides with the view of Fazli (2012) and Norsita (2013) in their research that states that in teaching creative elements there should be exposure and emphasize on teachers have to be made.

PeTif-Ma module complements the Early Childhood Curriculum that still exists in Malaysia. This is because the PeTif-Ma module makes KSPK (2017) as a main document in drafting activities and developing module objective other than literature review and finding from the needs analysis. This is also parallel with the research done by Azizah (2015), Ling (2013), Nor Miza (2016), and Mazlini, Aminah, Ong, Mohd Nasir, Noriah, and Jameyah (2016) that found out that the module that is developed by them can be applied and integrated into the existing curriculum.

This research also proofs that the teaching and learning (PdP) module for creative movement based on the elements of drama for children can be developed empirically through a systematic development procedure such as using the ASSURE Model (2016). Researchers succeed in developing the PeTif-Ma module that is specific and comprehensive for preschool children. Hence, researchers hope that the PeTif-Ma module can be spreaded widely and useful

to help in the teaching for preschool teachers especially in the teaching of creative movement and verbal interaction of children.

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