

Webinar Internasional

**“SINGING FOR GROWTH: ENHANCING EARLY CHILDHOOD EDUCATION THROUGH
MUSIC AND CREATIVITY”**

Pembicara:

Prof. Dr. Lysann Zander
**(Guru Besar Empirical Educational Research, Institute of Humanities, Leibniz University
Hannover, Germany)**

Penyelenggara:

PCA Bojongsari

KAMIS, 6 MARET 2025
Pukul 15.30 – Selesai

Tautan Link:

<https://zoom.us/j/96022235415...>

Meeting ID: 960 2223 5415

Passcode: 947730

BERDASARKAN PANITIA
SERTIFIKAT DIKIRIM SETELAH
7 HARI ACARA WEBINAR



Pimpinan Cabang 'Aisyiyah Bojongsari, Depok, Jawa Barat

International Education Webinar Series #2 “Singing for Growth: Enhancing Early Childhood Education Through Music and Creativity”



Kamis, 06 Maret 2025



15.30 WIB - Selesai



[https://zoom.us/j/96022235415?
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Pembukaan & Laporan



Yulianti Muthmainnah
(Ketua PCA Bojongsari,
Depok)

Keynote Speech



**Gogot Suharwoto, S. Pd.,
M. Pd., Ph.D.**
(Direktur Jenderal Pendidikan
Anak Usia Dini, Pendidikan
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Menengah)

Pembicara



Prof. Dr. Lysann Zander
(Guru Besar Institute of
Education, Leibniz University
Hannover, Germany)

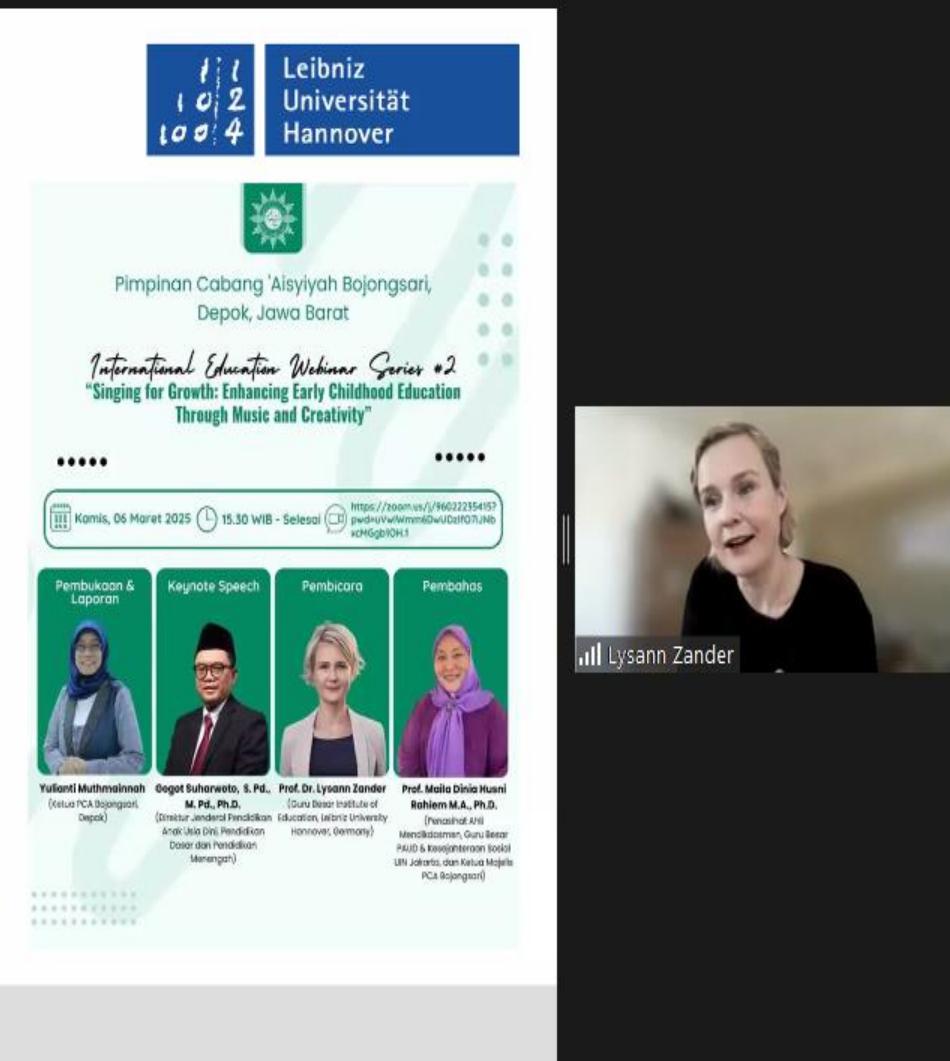
Pembahas



**Prof. Maila Dinia Husni
Rahiem M.A., Ph.D.**
(Penasihat Ahli
Mendikdasmen, Guru Besar
PAUD & Kesejahteraan Sosial
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PCA Bojongsari)

Singing (and Dancing) for Growth: The Power of Music and Dance in Education of Children and Youth

Prof. Dr. Lysann Zander
Leibniz University Hannover





X CUT ZURNALI

X Umar Jamaludin

X Host

X Aulia Prastica

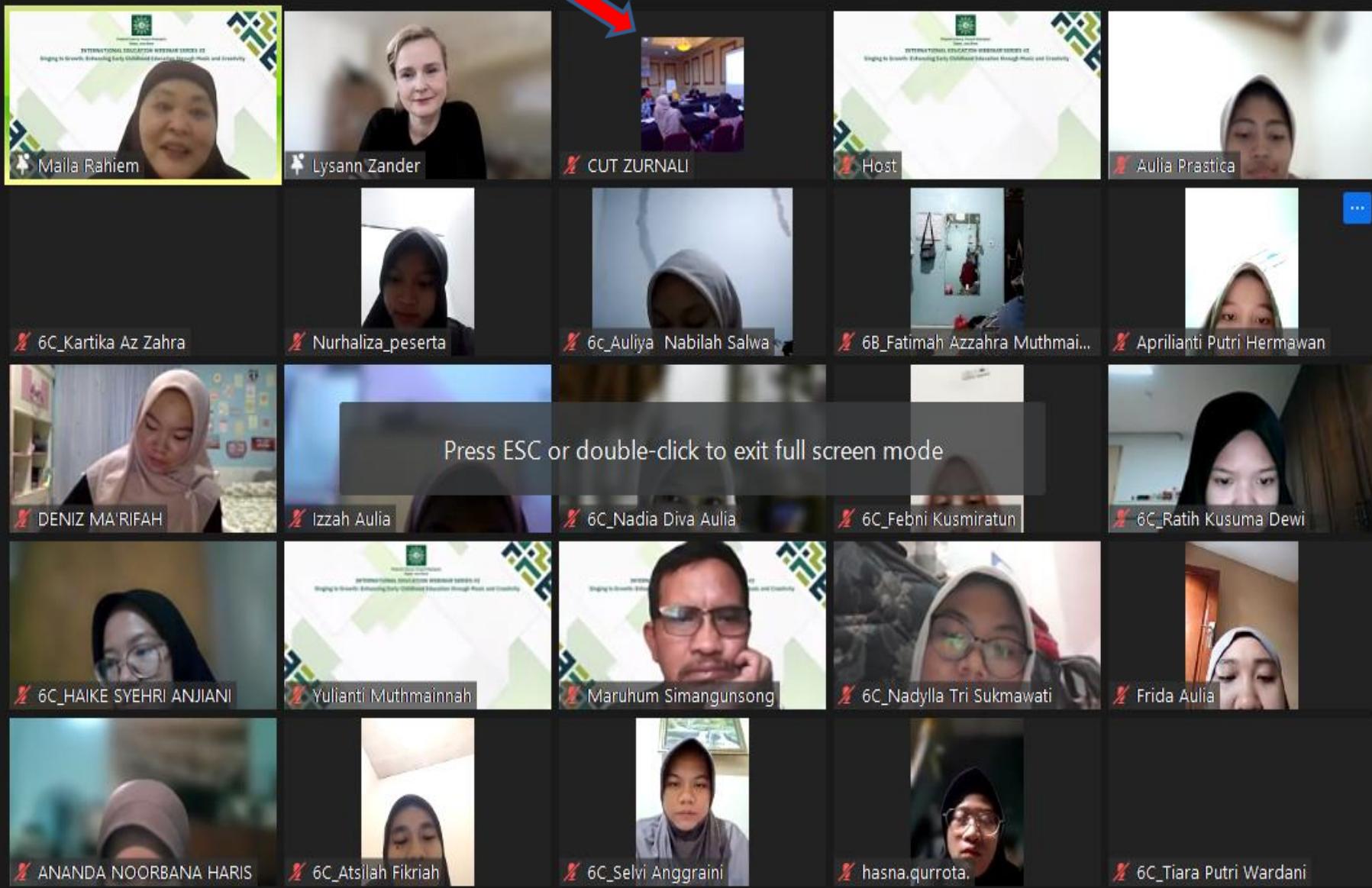


Pimpinan Cabang 'Aisyiyah Bojongsari,
Depok, Jawa Barat

INTERNATIONAL EDUCATION WEBINAR SERIES #2

Singing to Growth: Enhancing Early Childhood

X Maila Rahiem



Recording

View

 6c_Ayu Maulida	 6C_Nadia Diva Aulia	 Frida Aulia	 6C_Ratih Kusuma Dewi	 6C_Difia Rahmadhani Piaud
 6C_Atsilah Fikriah	 Hanartani Arumjati	 Wina Maylani	 6C_Selvi Anggraini	 6C_Ifana fana fanbilah
 6c_Auliya Nabilah Salwa	 Nurul asmi ramadani	 6A_sepiana permana putri	 6A/Ananda Khairunnisa	 shinta ainun
 6C_Destyana Lyra Handiyanti	 Napsah Ana	 6C_Khamila Auli...	 Fina kamelia Adinda	 6A_Feny Anggraini
 Rayi Roghadatul 'Aisy	 6B_Fathimah Azzahra	 6A_AnisaPutriAsnan	 6B_Muhammad Farhan azz...	 Chonita Adilla i.j

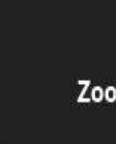
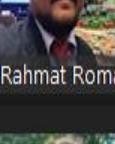
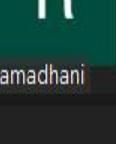
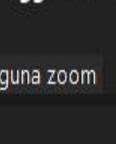
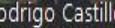
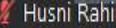
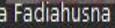
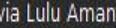
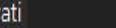
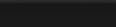
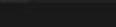
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Recording

6B_DENIZ MA'RIFAH is talking...

View

	Dindin Mahmudin			
				
				
				
				
				
				

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Lysann Zander is talking...

View

 Nazua Salsabila	 6C_Eka Safiatun	 Latifah Hasanah	 Rohmah Dina Hanifah	 6A.ARI SRI MULYANI PIAUD
 Lidinia Husni	 6C_SAFILE PUTRI SAFITRI	 ani syahati	 Ani Ani	 raisa nur kamila
Alifa Nurbaiti  Alifa Nurbaiti	 Ikbal Rhomadan	 Najwa Ramadhani	 Sherly Septiani	 6A_PIAUD_Trista Affah
 Gusni Satriawati	 ANISSA WINDARTI	muhammad arifin  muhammad arifin	 Riesca W	 Syahnas Alya Rachman
 Zahir Rizqi Ramdiansyah	 Nur Angraeni	Deden Deni  Deden Deni	 6C_Pelangi Nur Ilahi Zahir	 Muhammad Ali Wafa

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zm Recording

Maila Rahiem is talking...

View

 Asmui Albantani	 Muhammad Padila	 Ahmad Suryadi	 Adelia Shafwa Hanifa	 Dias putra Kurniawan
 International Office	 Vhemmy Nurbaini Futuhat	 Siti Khadijah	 Dias putra Kurniawan	 WANDA AISYAH AMALIA
 Ilhamsidiq Ubuy	 Siti karima Rakhma	 Alan Andrian	 ria suraya	 Achmad Miftah Maulana
 Anisa Febriyanti	 yanuar M pauzan	 12/9 Nurhaliza triana hayati	 chaowriska anne shakila	 Dewi Rahma
 6C_Ananda Reyva Nabila	 Dinda 212	 Nurul ihsan	 Rizal Nurfulah	 06/10/Frisda Dita Melinda

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Recording

Maila Rahiem is talking...

View



WANDA AISYAH AMALIA



Ilhamsidiq Ubuy



Siti Karima Rakhma



Alan Andrian



ria suraya



Achmad Miftah Maulana



Anisa Febriyanti



yanuar M pauzan



12/9 Nurhaliza triana hayati



chaowriska anne shakila



Dewi Rahma



6C_Ananda Reyva Nabila



Dinda 212



Nurul ihsan



Rizal Nurfulah



06/10/Frisda Dita Melinda



6A_NUR AZIZAH



Muhamad Fikri



Umar Jamaludin



Kholil M. Rajab



Siti Munawaroh



Febni Kusmiratun



Fernando Palim



jang ihsan



Lutvi Khoerul

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Singing (and Dancing) for Growth: The Power of Music and Dance in Education of Children and Youth

Prof. Dr. Lysann Zander
Leibniz University Hannover

March 6, 2025



Leibniz
Universität
Hannover



Pimpinan Cabang 'Aisyiyah Bojongsari,
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Introducing myself

- Background: Grew up in tiny village in Eastern Germany, studied Psychology (Humboldt University Berlin), still live in Berlin
- Professor for Empirical Educational Science at Leibniz University Hannover, Director of Institute Educational Science
- Research focus: Role of social relationships in educational development



Introducing myself

- Personal connection to music: family, childhood, band with my brother ☺
- Music & psychology: Once separate, now deeply intertwined



Structure of Today's Talk

- (1) Benefits of music and dance for children and adolescents (physical, psychological, social)
- (2) Introducing the German Dance Project TanzZeit in Schools and empirical results
- (3) Role of songs and movement in learning – some findings
- (4) Future Directions



<https://goo.gl/images/98194s>



BENEFITS OF MUSIC AND DANCE FOR CHILDREN AND ADOLESCENTS

Benefits of music and dance: Physical

Music and dance offer numerous benefits for children and adolescents, impacting their physical, psychological, and social well-being

- **Improved physical health:** Dance is an effective form of physical activity that enhances cardiovascular health, body composition, and overall physical activity levels in children and adolescents
- **Safe exercise modality:** Dance can be a safe alternative to traditional physical education, providing similar benefits without negative effects when appropriately structured

Benefits of music and dance: Psychological

- **Cognitive development:**
 - music training enhances musical processing skills and can induce brain changes related to cognitive functions
 - effects on non-musical cognitive skills are less clear
- **Mental and emotional health:**
 - music and dance improve mental and emotional health, offering therapeutic benefits and enhancing overall well-being
 - cultural and emotional expression: Music allows adolescents to express their identity and satisfy emotional needs

Benefits of music and dance: Social

Music-aesthetic interventions (e.g., school-based and extra-curricular dance projects) facilitate...

- dance, especially in group settings, **fosters social connections and bonding**, which in turn enhances well-being and future orientation
- participation in dance and music **activities improves social behavior and relationships**, encouraging adaptive social interactions



INTRODUCING THE GERMAN DANCE PROJECT TANZZEIT: EMPIRICAL RESULTS

TanzZeit



- foundation in 2005 by the dancer and choreographer Livia Patrizi
- teaching contemporary dance with music in primary and secondary schools; today wide-ranging actor in cultural education
- supported by the Federal Ministry for Education and Research in Berlin
- about 50 schools per year all over Berlin get their students dancing, no matter their gender, social background or age
- students collaboratively develop and publicly perform a choreographed dance with their classmates
- guided and attended by professional dancers

<https://tanzzeit-berlin.de/tanz-in-schulen/>

TanzZeit



- in the 19 years of the project - from the 2005/06 school year up to and including the 2023/24 school year - **a total of 163 schools from all over Berlin with a total of 1,135 school classes or 25,000 pupils** have already taken part in TanzZeit projects

<https://tanzzeit-berlin.de/tanz-in-schulen/>



<https://www.reinhold-burger-schule.de/2023/06/alles-tanzt-unsere-willkommensklasse-strahlt-beim-tanzzeit-festival/>

funded by:



Research project to
scientifically evaluate the
effects of TanzZeit on student

Collaborators: Dr. Madeleine
Kreutzmann, Prof. Dr. Bettina
Hannover



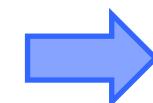
Does dancing increase belonging?



<https://www.reinhold-burger-schule.de/2023/06/alles-tanzt-unsere-willkommensklasse-strahlt-beim-tanzzeit-festival/>

Psychological background: The need for belonging

- fulfilling the need for belonging to others in social settings is fundamental
- positive impact in school and university settings on:
 - academic performance, engagement, self-efficacy



improved academic and socioemotional adjustment

Baumeister & Leary (1995); Deci & Ryan (1991); Allen & Bowles (2012); Becker & Luthar (2002); Martin & Dowson, (2009); Osterman (2000); Pittman & Richmond (2007)

Understanding the mechanisms of experienced belonging

Sense of belonging in educational environments:

„the extent to which students **feel** personally accepted, respected, included, and supported by others“

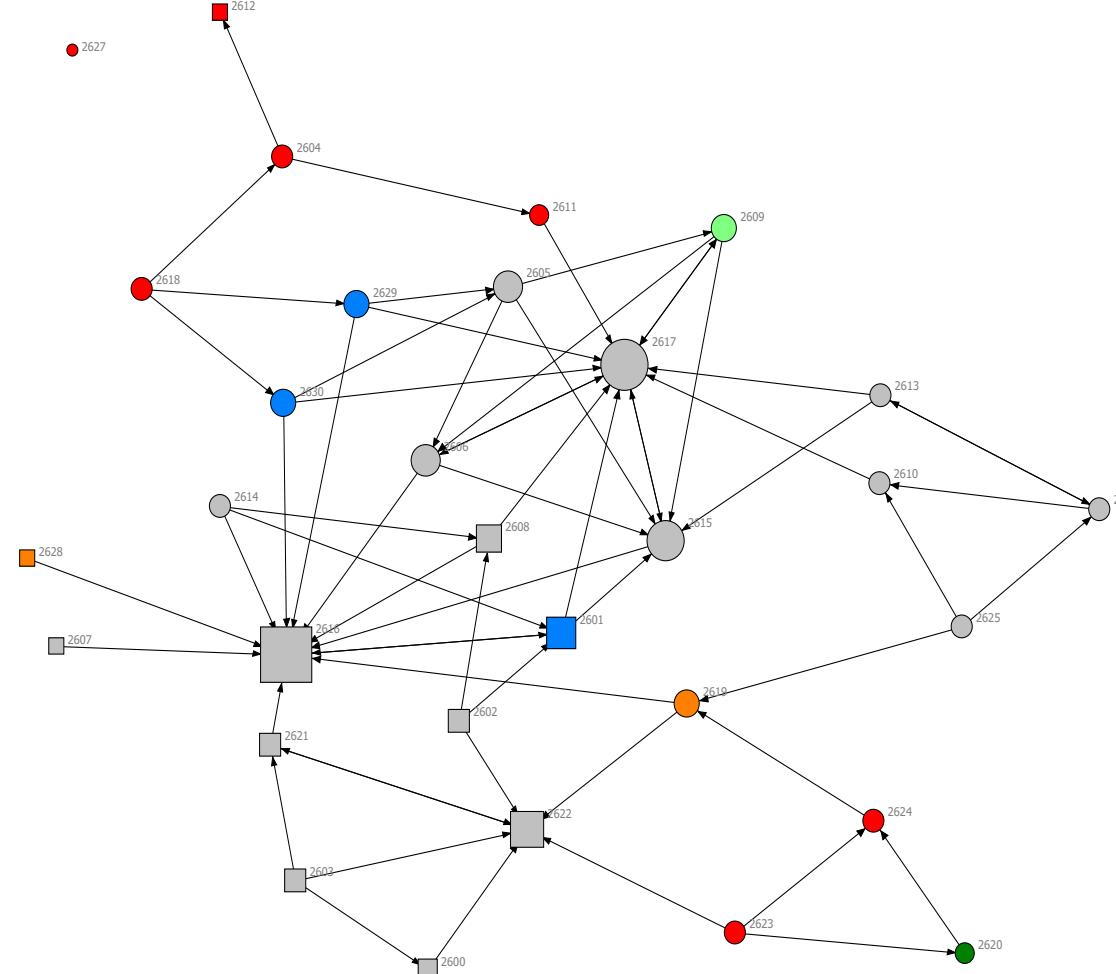
- often assessed as an **intrapsychic** factor, linked to **extrapsychic** environmental constraints and opportunities
- previous research relied mostly on self-reports, leaving interrelations of intrapsychic changes and extrapsychic changes unclear

...more than a feeling?
little sneak peak into our scientific methods

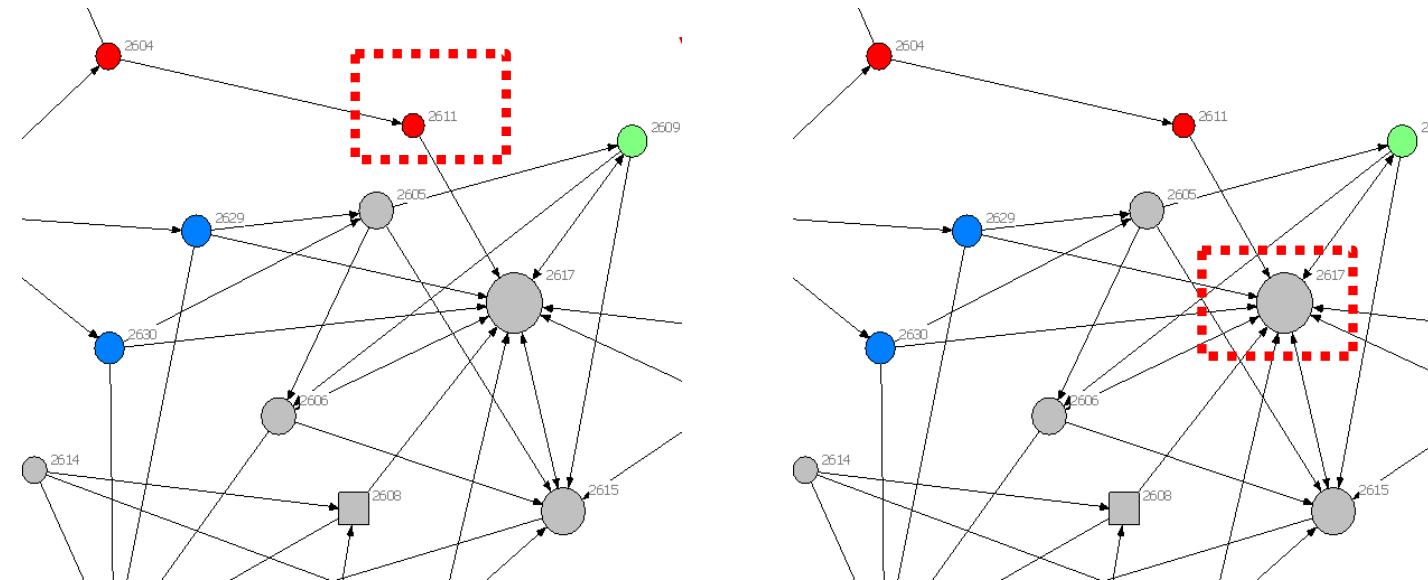
Methodological background: Social Networks Indegree vs. Outdegree

- Social Acceptance/Belonging can be seen from **two perspectives**:
 - becoming more accepting *of* others = outgoing nominations of a student towards other classmates, so called „**outdegree**“
 - becoming more accepted *by* others = ingoing nominations toward a student from their other classmates, so called „**indegree**“

Brief detour: Social Networks Indegree vs. Outdegree



Social Networks: Indegree



How can music-enhanced dance projects like TanzZeit positively affect social relationships?

Characteristics of the project work likely to influence the classrooms' relational structure:

- 1) strong student-centered task orientation
- 2) cooperative goal structures (we work together on this choreography!)
- 3) the opportunity to interact in frequently changing (mixed-gender) groups

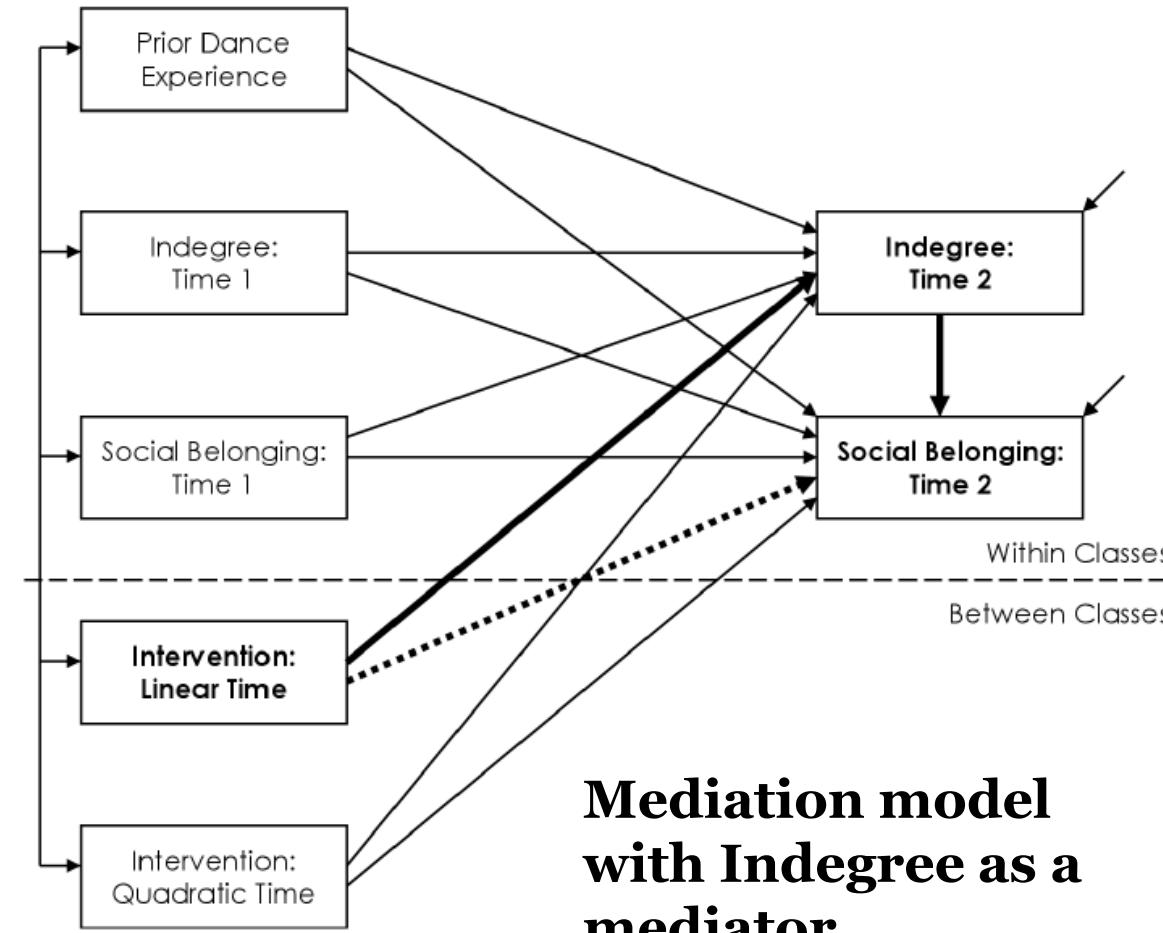


Study Design and Sample

- quasi-experimental untreated control group design
- group assignment on the classroom level
- longitudinal study, weekly interventions
- 606 students (51.3% girls), 30 classrooms
- grades 5 to 9 (78.4% in grades 5–6)
 - 314 students (51.9%) participated in the school-based dance project ($n = 84$ students in 4 junior-classes, $n = 230$ in 11 master-classes), and another 292 students from 15 classrooms formed the control group
- age (pretest): $M = 11.4$, $SD = 1.41$

Analysis: Longitudinal Mediation Model

- nested data structure (classrooms) required multilevel modeling
- missing values (16–30%) estimated with FIML (Hox, 2010)
- 2 separate mediation models



Note: Outdegree mediation model substituted outdegree for indegree.

Summary of Results

1. **Each additional semester of intervention participation contributed to a higher sense of classroom belonging**
2. Both interpsychic sociometric measures mediated these effects: Increased acceptance among peers in class (increased outdegrees for some, increased indegrees for others)
3. **Longer duration (2 semesters) needed for effects to occur (!)**

RESEARCH ARTICLE

Dancing is belonging! How social networks mediate the effect of a dance intervention on students' sense of belonging to their classroom

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† Department of Psychology, University of Florida, Gainesville, Florida, USA



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Keywords: dance intervention, social belonging, peer relationships, social network analysis, longitudinal mediation

‡Shared first authorship

Abstract

What does it take to feel you belong? Using a sample of 606 students in 30 classrooms, with 15 classrooms participating in a school-based dance intervention, we examined intrapsychic and extrapsychic sources of social belonging using social network analysis. Whereas outdegree (the number of outgoing liking nominations to classmates) served as a proxy variable for students' active acceptance *of* others, indegree (the number of ingoing liking nominations from other peers) served as a proxy variable for the passive acceptance *by* others. Both measures should account for changes in students' sense of belonging to their classroom. Multilevel longitudinal mediation analyses supported our predictions—increased belonging related to increasing acceptance by others and of others, which were experienced by students participating in the dance intervention for a year (vs. a non-treated control group). We discuss our findings within the current debate on the use of distal variables to explain intrapsychic constructs.

'I feel strongly as a part of my class ... because I like everybody in my class and have the feeling they like me too!'—male participant, 9th grade

such, the interrelation of changes in students' *subjective construal* of belonging in a classroom—henceforth, intrapsychic changes—and the degree to which they



ROLE OF SONGS AND MOVEMENT IN LEARNING – SOME FINDINGS

Role of songs and movement in learning – some findings

- One of the ministry's initiatives is Kicau (Karya Cipta Lagu Pembelajaran Anak Usia Dini), which aims to foster joyful and healthy early childhood learning through songs and movement.

→ What do we know about the effect of songs and movement on children's learning?



Role of songs and movement in learning – some findings

Cognitive development

- integrating music and movement into lessons can significantly **enhance cognitive development**
- helps children focus, **improve memory**, and understand concepts better (e.g., in mathematics and language learning)
- songs with rhymes and repetition aid in **memory retention and cognitive skills**, making them effective tools for teaching **phonological awareness** and other cognitive skills

Language learning

- facilitates **acquisition of language skills, including vocabulary**, pronunciation, and grammar by providing a meaningful context and cultural exposure
- enhance **expressive and receptive language abilities**, as children learn to listen and sing along, improving their linguistic skills

Role of songs and movement in learning – some findings

Kinesthetic and motor skills

- song-based music and movement interventions improve **kinesthetic skills**, which are crucial for overall development → contributes to critical thinking and creativity
- gross motor skills are also developed through movement and song activities, helping children **control body movements and coordination**

Emotional and social benefits

- create a fun and enjoyable learning environment
- foster emotional and social development by encouraging interaction and participation

Bakar & Samsudin (2021); Manuputty (2021); Pogue (2018); Palupi, Hafidah, & Karsono (2019); Badriyah, Ristyadewi & Fitria (2020)

Summary

- Music and dance ...
 - provide array of benefits for children and adolescents, enhancing physical health, cognitive development, emotional well-being, and social connections
 - are valuable tools for promoting holistic educational development and should be considered integral components of educational and recreational programs for young people
- Important: not punctual interventions but continuous integration of such programs in education!



FUTURE DIRECTIONS

Better understanding of the mechanisms!

- How does the magic work?
- We know: cooperative efforts consistently produce greater levels interpersonal attraction than competitive and individualistic involvements
- But how?
 - dance creates opportunities for contact among classmates beyond those provided within typical classroom settings
 - nonacademic activity → gives students the opportunity to interact with a focus on identity aspects other than academic achievement
 - synchrony in coordinated joint performance elicits perceptions of social connectedness and rapport

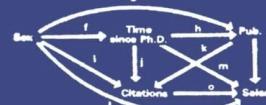
Connect initiatives and research on arts education globally!

strengthen international connection of...

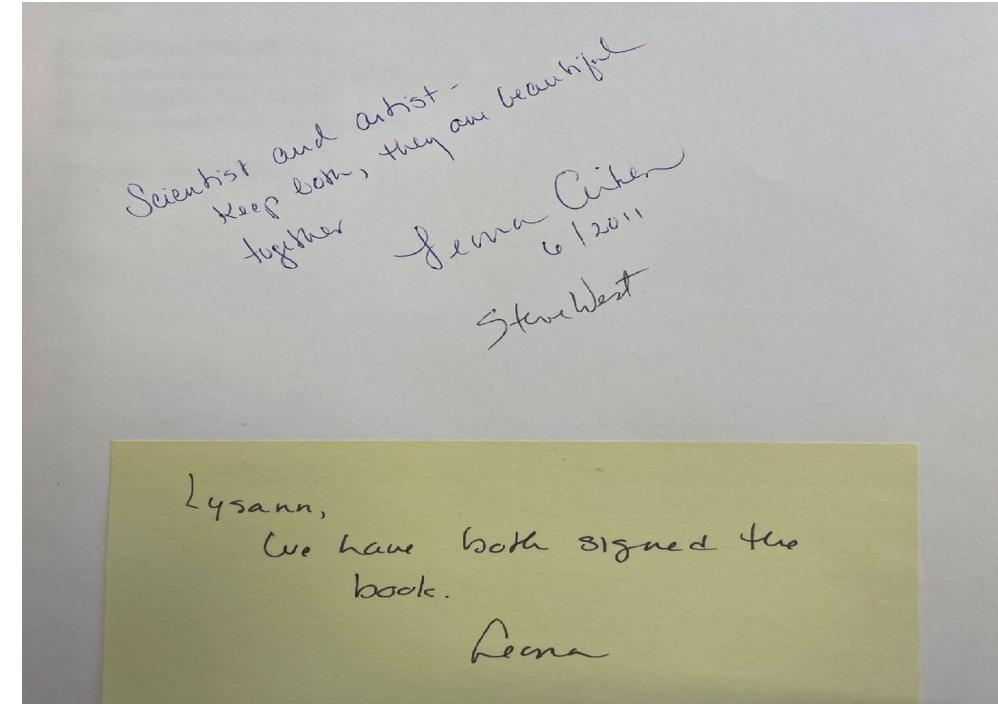
- arts/music projects: numerous inspired initiatives exist worldwide, often not scientifically evaluated
- research: research on (evaluation of) arts education rarely inter-national
- participating children from different countries
- music/art teaching and (quantitative) sciences

Applied Multiple Regression/ Correlation Analysis for the Behavioral Sciences

Third Edition

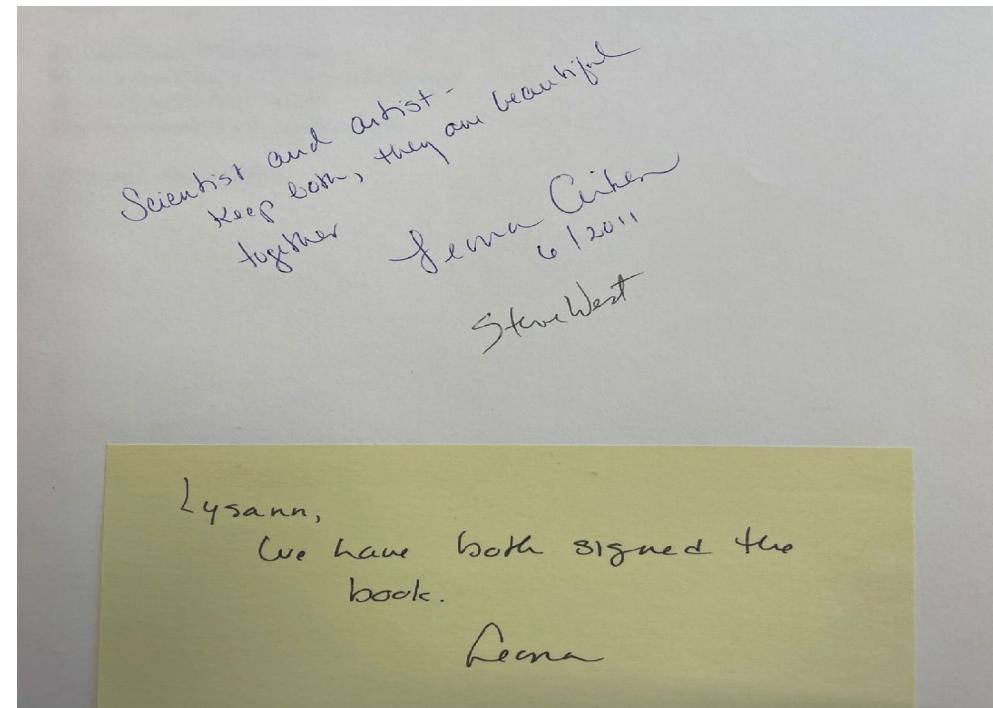
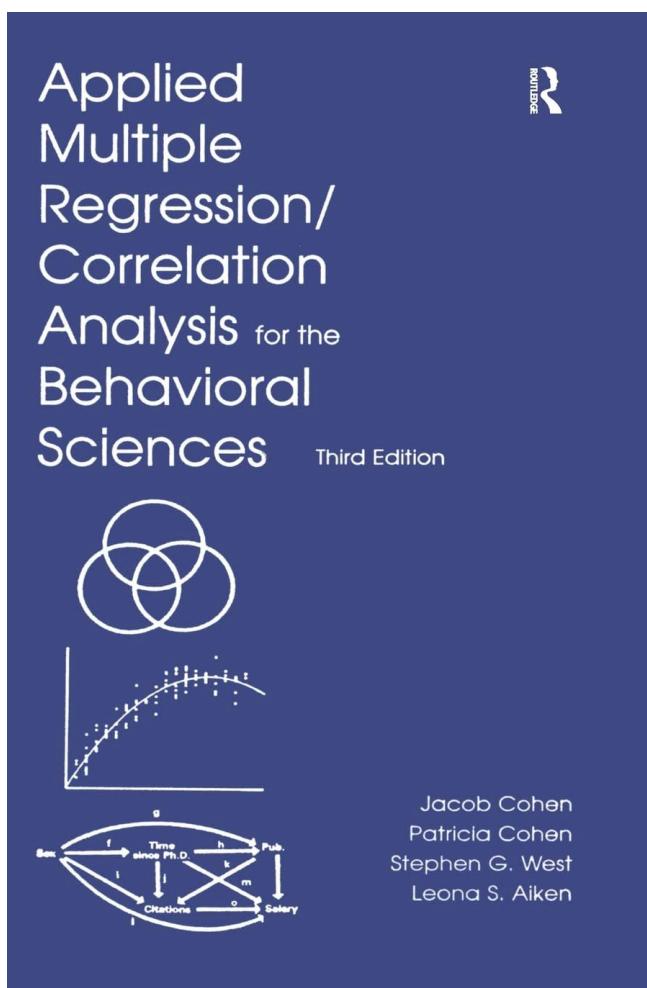


Jacob Cohen
Patricia Cohen
Stephen G. West
Leona S. Aiken



Leona Aiken
President's Emeritus Professor,
Psychology

... let us encourage our students that
science, music, and dance go very well
with each other!



Leona Aiken
President's Emeritus Professor,
Psychology

Also: let us spread the magic of dance and music through science to connect children and adults across the globe!