

Role of Modern Dance Extracurricular Activities in Developing Students' Movement Creativity

Jessika Priskila¹, Utami Arsih²

^{1,2} Prodi Pendidikan Seni Tari, Universitas Negeri Semarang, Indonesia

¹jessikapriskila7@students.unnes.ac.id, ²utamiarsih1970@mail.unnes.ac.id

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ABSTRACT

This study aims to describe the implementation and role of the modern dance extracurricular activity in developing students movement creativity at one of senior high schools in Semarang. The research uses a descriptive qualitative approach. Data collection techniques include observation, interviews, and documentation. The participants included sixteen students observed during extracurricular activity, while in-depth interviews were conducted with the leader, secretary, and coach. The research results show that extracurricular activities are conducted regularly through several training stages. These stages include warming up, repetition of movement material, exploration of movement variations, and choreography preparation for performance needs. The training process gives students the opportunity to explore movement ideas, improvise, and create movement variations both independently and in groups. This activity encourages the development of students movement creativity through the ability to combine various dance styles and creatively process accompanying music. In addition, the modern dance extracurricular activity also helps to enhance students' self-confidence, responsibility, and teamwork skills. The modern dance extracurricular activity serves as an effective platform for students to develop their movement creativity while also supporting their social and psychological development.



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A. INTRODUCTION

Dance is an art from grounded in human body movement, in which the body acts as the primary instrument and bodily movement serves as the medium of expression. (Zahrani et al., 2026). Dance represents a multidimensional form of artistic expression that goes beyond bodily movement, enabling the communication of narratives, cultural values, and emotional experiences (Wu, 2023). Dance is not just movement to music; it is a unique way to express perception and lived experiences. Through a phenomenological approach, dancers convey emotions, intuitions, bodily awareness, and interactions through their individual interpretations (Ganioğlu & Kılınç, 2025). Arts education is essential for developing character, creativity, and skills in students. Dance uniquely contributes to this by fostering self-expression, discipline, and cultural sensitivity (Jannah et al., 2025).

Extracurricular activities are educational experiences offered outside the regular timetable of classroom instruction. Depending on the school's schedule, they are commonly held after morning classes or before afternoon classes (Maulana et al., 2021). Extracurricular activities enable students to enhance their skills while serving educational purposes like personal growth, social development, recreation, and career preparation. They also complement classroom learning, particularly in arts and culture programs (Susilowati, 2024). Extracurricular activities are essential in school education, fostering students' personal and competency development. Dance activities, specifically,

focus on creative emotional expression through body movements, resulting in aesthetically valuable artistic works (Sandy & Suryandoko, 2023). Recognizing the benefits of dance for student development, many schools include dance extracurricular activities as a component of their learning programs (Titis et al., 2022). The interaction of character education, creativity, and arts extracurricular activities is a significant focus in educational research, showing that participation in arts-based programs fosters both creativity and character development, which ultimately improves students' educational experience (Badra et al., 2024).

Modern dance represents a transitional stage in the evolution of dance, bridging the traditions of classical ballet and contemporary dance (Kuzian, 2021). Modern dance plays a significant role in non-formal education by providing a space for young people to develop their skills and express themselves creatively. It has become a widely recognized artistic activity, especially among adolescents who exhibit strong creative potential in dance (Janna & Handayani, 2025). Modern dance arose as a reaction against the strict norms of classical ballet, emphasizing personal expression, creativity, and movement freedom. A key element is improvisation, allowing dancers to respond spontaneously to their impulses and environment, fostering both creativity and self-expression through intuitive and reflective thought (Zheng et al., 2025). Creating a dance work involves blending artistic and technical skills for effective visual and aesthetic presentation. The choreographer's experiences, artistic view, values, and worldview shape the creative process, culminating in performance. Additionally, dance rehearsals demand focused attention, consistent practice, and professional expertise (Tian, 2023).

The meaning of creativity varies across contexts. Its everyday usage does not always correspond to its more precise definition in academic research, and inappropriate application of the term may lead to conceptual ambiguity (Reed & Weber, 2022). The level of creativity demonstrated by students can significantly affect their academic achievement. Creativity is understood as an outcome of the dynamic relationship between individuals and their environment (Sukino & Hidayat, 2026). Dance education should encourage students to participate in innovative and creative learning experiences that enable self-expression through movement. In doing so, it develops not only technical dance skills but also critical and creative thinking competencies that are essential for addressing the demands of the modern era (Budiarsa et al., 2024).

Although previous studies have demonstrated that arts-based extracurricular activities contribute to students' creativity and character development (Badra et al., 2024; Prazna & Isy, 2024), limited research has examined how movement creativity is pedagogically fostered within modern dance extracurricular activity at the senior high school level. Existing studies have largely focused on the outcomes of extracurricular participation rather than the instructional practices through which creativity is developed. Therefore, the novelty of this study lies in explaining the pedagogical approach employed in a modern dance extracurricular activity program, highlighting how participatory learning, collaborative choreography, movement exploration, improvisation, peer evaluation, and the coach's role as a facilitator contribute to the development of students' movement creativity.

Based on this background, this study aims to describe the implementation of the modern dance extracurricular activity at SMAN 14 Semarang, examine its role in developing students' movement creativity, and analyze the pedagogical strategies employed by the coach to foster students' creative movement. The findings are expected to contribute to the literature on dance education by providing empirical evidence on effective pedagogical practices for cultivating creativity in extracurricular dance learning

and by offering practical recommendations for improving arts education at the secondary school level.

B. METHODS

This study utilized qualitative research to examine the role of modern dance extracurricular activities in enhancing movement creativity among students at SMAN 14 Semarang. By exploring participants' experiences and the learning process in a natural context, the researcher acted as the main instrument, supported by observation guidelines, interview protocols, and documentation.

The data collected contains descriptive information, so the analysis was conducted using descriptive methods (Alsharif, 2022). This study adopted a flexible research design that developed throughout the fieldwork according to the conditions encountered during the research process.



Figure 1. Research Procedure

The research was conducted at SMAN 14 Semarang. The study focused on how modern dance extracurricular activity contribute to students' movement creativity. The data sources consisted of primary and secondary data. Primary data was obtained directly from informants who had firsthand experience with these extracurricular activities. The key informants were the leader and the secretary of the modern dance extracurricular activity organization because they were actively involved in planning, organizing, and participating in the extracurricular activities. Initial observations were conducted on February 10, 2026, during the regular training sessions. At the beginning of the research, the researcher introduced herself as the extracurricular coach, conducted an introductory discussion with the students, and explored their reasons for participating in the extracurricular activity. Follow-up interviews with the leader and secretary were conducted on February 27, 2026. Secondary data consisted of photographs and videos documenting rehearsals and performances.

Data were gathered through observation, semi-structured interviews, and documentation during modern dance training sessions at SMAN 14 Semarang. The researcher, acting as the coach, observed various aspects like learning processes and student participation, while striving to minimize bias through verification with interview data and documentation. Semi-structured interviews with organizational leaders provided insights into extracurricular activities and creative movement development. Documentation, including photographs and videos of rehearsals, supported the findings and complemented the gathered data.

To ensure the validity of the data, this study applied testing through technique triangulation. According to Sugiyono (2013), credibility in qualitative research can be enhanced through triangulation by comparing data collected using different techniques from the same source. In this study, data obtained from direct observations, semi-structured interviews with the leader and secretary, and documentation were compared and cross-checked to verify the consistency of the findings. Information regarding the implementation of extracurricular activities, students' participation, and movement creativity was examined across the three data collection techniques before the findings were interpreted.

In addition, although the researcher acted as the extracurricular coach during the observation process, potential subjectivity was minimized through technique triangulation. Data obtained from observation were continuously compared with interview results and supporting documentation to verify the consistency of the information. The findings were interpreted only after the data from different collection techniques showed consistent results, thereby enhancing the credibility of the research findings in accordance with Sugiyono's (2013) concept of credibility in qualitative research.

The data were analyzed descriptively through organizing, classifying, interpreting, and presenting according to research objectives. Observation notes, interview transcripts, and documentation were grouped into themes on modern dance extracurricular activities and students' movement creativity. Findings were systematically interpreted to explain the role of these activities in developing movement creativity at SMAN 14 Semarang.

C. RESULT AND DISCUSSION

1. Implementation of the Modern Dance Extracurricular Activity at SMAN 14 Semarang

Interviews with the leader and secretary of the modern dance club revealed that they joined the club in 2024 and are still active members. The modern dance club has 16 active members from grades 10 and 11. The organizational structure consists of a leader, a second leader, two secretaries, two treasurers, and three public relations. This organizational structure provides students with the opportunity to be directly involved in managing club activities while developing their managerial skills.

Table 1. Modern Dance Extracurricular Activity Member List

No	Modern Dance Extracurricular Activity Members	Class
1	A. A. F.	XI.1
2	C. B.	XI.5
3	C. N. N.	X.1
4	F. Q. N.	X.8
5	G. A. A. A.	XI.5
6	J. M. A.	XI.5
7	J. E. M. H.	X.8
8	K. S.	XI.5
9	L. C. P.	XI.5
10	M. Q. K.	X.2
11	N. S. O.	XI.4
12	S. A. A. F.	X.4
13	S. D. K.	X.5
14	S. M. A. P.	X.9
15	Z. A. P.	X.5
16	Z. L. P. L.	XI.5

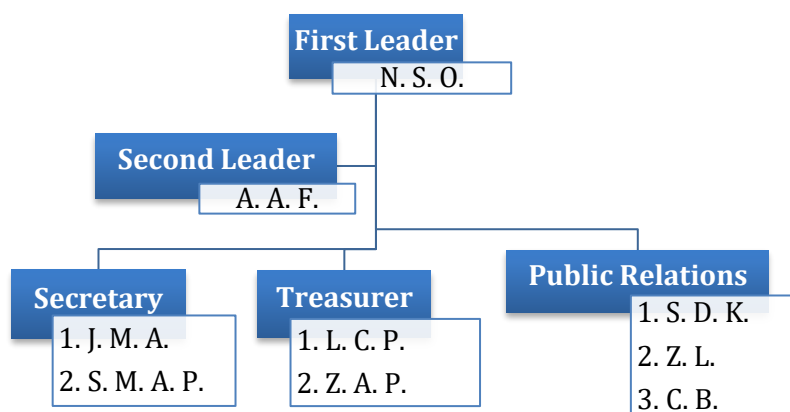


Figure 2. Structure of the Modern Dance Extracurricular Activity Organization

The leader coordinates training sessions and guides members, while the secretary manages administrative tasks and communication. This clear division of responsibilities helps students understand their roles, promotes structured activities, and enhances skills in organization, leadership, and time management. Based on observations, the modern dance extracurricular activity is held regularly every Tuesday from 3:45 p.m. to 5:00 p.m. in the school hall or art room. Ahead of competitions or school performances, students increase the intensity of their practice on Saturdays or Sundays. These additional practice sessions reflect the members' commitment to preparing their performances to the best of their ability. Some of the equipment students bring when participating in the modern dance extracurricular activity includes: sweatpants or workout pants, drinking water, and a *portable speaker* belonging to one of the members, or they can use the *portable speaker* available in the school hall. During practice sessions, students engage in a structured learning process that includes a warm-up, instruction on movement techniques, repetition, exploration, choreography, and evaluation. The warm-up, performed in formation, enhances flexibility and reduces the risk of injury. The coach demonstrates movements, which students imitate, with variations added over time. Students practice independently to music while the coach observes and provides corrective feedback. They also contribute to choreography for performances and competitions. They explore a variety of movements and adapt elements from popular culture, especially K-Pop, then adapt it to the group's needs. In the lead-up to the performance, the students worked with their coaches to refine the details of the choreography through intensive practice. This process focused on synchronizing dancers' movement, body positions, eye contact, facial expressions, and energy levels. Following practice, an evaluation session was held in a circle where the coach provided feedback and invited students to share their opinions. This discussion promoted mutual evaluation, care among teammates, and group cohesion for improved performance, concluding with a group prayer before leaving the practice location.

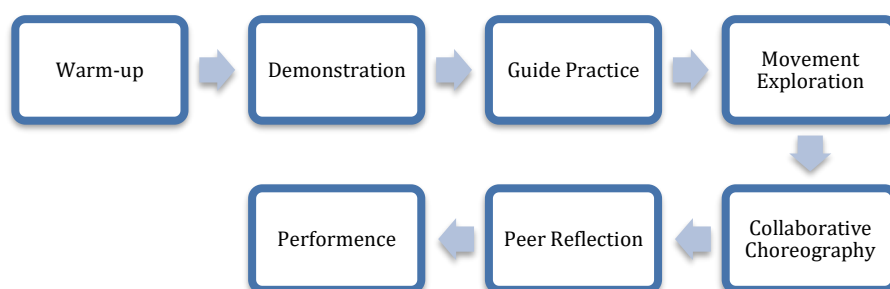


Figure 3. Pedagogical Process of the Modern Dance Extracurricular Activity

The observations indicated a consistent set of learning activities that enhance students' movement creativity in modern dance. The process starts with a warm-up for physical preparation, followed by a movement demonstration and guided practice for technical skills. Students then explore movement and collaborate on choreography, negotiating ideas within the group. The learning culminates in peer reflection and evaluation before its application in performance. The study suggests a pedagogical approach that progressively develops creativity through these interconnected experiences.

2. The Role of the Modern Dance Extracurricular Activity in Developing Movements Creativity

The study reveals that modern dance extracurricular activities enhance students' creativity in movement. This is achieved through active participation, allowing students to create choreography, interpret music, and explore movement via improvisation.

1. Independent Choreography Creation

Students collaboratively develop choreography using references obtained from digital media. They observed various dance styles, such as hip-hop, K-pop, and contemporary, then selected, modified, and combined various movements into a new choreographic sequence that suited the group's character and the musical accompaniment. In this process, students did not simply imitate existing movements but created new forms of movement through the collaborative development of ideas.

2. Music Processing and Editing

Students develop skills in processing and editing music as part of the process of creating choreography. Initially, these skills emerged from the need to perform in various school events and competitions. However, over time, students have been able to independently learn music mixing and editing techniques, resulting in accompaniments that better align with the dance concepts they design. These skills expand the students' creative scope in integrating movement and music into a cohesive performance.

3. Movement Exploration and Improvisation

The practice process provides students with the opportunity to explore movement and improvise. Students actively try out various movement options, evaluating how well each movement fits the musical tempo, the dynamics of the dance, and the expression they wish to convey. Through this process of exploration, students gain experience in discovering various possible solutions for the sequence of movements they are developing.



Figure 4. Dance Practice at the FS Dance Team Studio



Figure 5. All Teams After Dance Practice

Observations during the final practice before the performance showed that the students were rehearsing at the FS Dance Team studio in Kranggan, Semarang. The practice focused on refining the choreography by emphasizing movement details,

ensuring uniformity in formations, and practicing expression using the studio mirrors as a tool for visual evaluation. After the practice ended, the students and their coach took photos to mark the conclusion of their preparations for the performance.

3. Impact on Self-Confidence

The study reveals that participation in modern dance extracurricular activity enhances creative movement and boosts students' self-confidence. Initially, many felt nervous about public performances, highlighting the need for mental preparedness and emotional control. However, with increased practice intensity and performance frequency students exhibited positive attitude changes, becoming more comfortable on stage and gradually building their self-confidence.



Figure 6. Dance Performance at the Fourteenesia 2026



Figure 7. All Teams After the Performance

Observations from the Fourteenesia 2026 event revealed that students successfully performed K-Pop cover dances in various units. They demonstrated adaptability in blocking, maintained cohesive formations, and executed movements fluidly and expressively. This increased self-confidence was apparent as they boldly showcased their skills on stage. The findings suggest that repeated practice and performance experiences significantly enhance students' self-confidence in presenting their artistic talents to an audience.

4. Teamwork Dynamics and Challenges

During the implementation of modern dance extracurricular activity, challenges arise due to varying skill levels among members, affecting training dynamics. Members with different backgrounds and experiences may struggle to synchronize their learning pace, necessitating patience and understanding. Additionally, potential conflicts may occur from intensive interactions, requiring mutual respect to maintain cooperation. Limited training space, often shared with other activities, can disrupt schedules and comfort. However, these challenges contribute to social learning, fostering solidarity, empathy, and teamwork among members.

5. Coach Efforts and Strategies for Developing Creativity

The strategy for fostering creativity in training uses a participatory, collaborative approach, emphasizing active member involvement in both executing movements and contributing to the creation of choreography. The interactivity allows diverse movement ideas to emerge, encouraging members to express their creativity with courage. Discussions help refine and select appropriate movements aligned with the training concept. Even without coaches, group leaders coordinate training, promoting shared responsibility. A joint evaluation of movements enhances quality, focusing on compactness and conceptual fit. When coaches are present, they facilitate and allow

creative exploration, ensuring members remain active and reflective throughout the creative process.

6. Discussion

The findings indicate that the modern dance extracurricular activity at SMAN 14 Semarang provides a pedagogical environment that supports the development of students' movement creativity. Rather than emerging solely from participation, creativity develops through structured learning experiences that encourage students to integrate technical competence with creative exploration. This finding extends previous studies by suggesting that movement creativity is fostered through instructional practices that actively engage students in the creative process. The development of students' movement creativity was supported by regular practice, collaborative choreography, movement exploration, improvisation, and music processing. These activities enabled students to generate, modify, and combine movement ideas according to performance needs. This finding supports Akhmedova (2023), who argues that creative achievement depends on technical competence, artistic knowledge, and creative thinking. Similarly, Rijarly and Nurharini (2023) emphasize that dance education provides opportunities for artistic exploration, while Feraru et al. (2025) and Putri et al. (2026) highlight that structured dance practice develops physical competence, creativity, concentration, rhythm preception, spatial awareness, and expressive communication. Another important finding is the coach's role as a facilitator. The coach guided technical skills, encouraged discussion, facilitated creative exploration, and provided feedback while allowing students to participate actively in choreography development. This participatory approach reflects a balance between teacher facilitation and student autonomy in fostering creativity within extracurricular dance education. Peer reflection and collaborative evaluation also supported creativity development by encouraging students to evaluate choreography, refine movement quality, and make collective decisions. These findings indicate that movement creativity develops through collaborative interaction rather than individual performance alone.

Participation in the extracurricular activity also contributed to students' personal and social development. Regular performances strengthened self-confidence, responsibility, teamwork, leadership, and emotional regulation. Although differences in technical ability and limited facilities occasionally presented challenges, these experiences encouraged adaptability, empathy, and collaborative problem-solving. These findings are consistent with Kasih and Suryandoko (2025), who report that dance education strengthens discipline, cooperation, technical competence, and self-confidence, as well as Zulaikhah et al. (2024), who emphasize its contribution to students' personality, social attitudes, moral values, and interpersonal relationships.

The findings further show that students reconstructed movement material by combining influences from contemporary popular culture, particularly K-Pop dance, with their own choreographic ideas. Rather than merely imitating existing choreography, students adapted and reorganized movement according to performance objectives. This finding supports Daryanti and Sundari (2023), who argue that culture-based learning enables students to construct knowledge and creativity through cultural engagement. Overall, this study contributes to the literature on dance education by providing empirical evidence that participatory learning, collaborative choreography, peer reflection, and facilitator-based instruction support the development of students' movement creativity in modern dance extracurricular activities. These findings complement previous studies

by explaining how creativity is developed through the pedagogical practices implemented in extracurricular modern dance learning rather than merely identifying its outcomes.

D. CONCLUSION AND SUGGESTIONS

This study highlights that movement creativity in dance is cultivated through a structured pedagogical approach rather than mere participation. Key findings include:

1. The modern dance activity at SMAN 14 Semarang is systematically organized with regular training and an active student organizational structure, allowing students to engage in both dance and the management of extracurricular activities, thereby enhancing leadership skills.
2. The program fosters movement creativity through collaborative choreography, movement exploration, and music editing, promoting diverse thinking in generating and modifying movement ideas.
3. A participatory learning environment, where students actively discuss, critique, and refine choreography, positions them as creators instead of passive learners, thereby strengthening creativity.
4. Involvement in the dance activity also supports personal development, boosting self-confidence, responsibility, and teamwork, with public performances further enhancing students' self-expression and collaboration towards shared goals.

Overall, the findings indicate that modern dance extracurricular activities enhance students' movement creativity and support personal and social competencies. Recommendations for extracurricular advisors include participatory choreography design, collaborative performance evaluation, and leadership in training organization to foster creativity and problem-solving. Future research should involve comparative studies on modern dance implementation across different schools to assess variations in creativity development, instructional strategies, and student outcomes, thereby providing broader evidence for effective dance education practices.

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