



## **Implementation Of Extracurricular Dance To Develop Creativity And Self-Confidence Of Students Of Elementary School Muhammadiyah Kajen**

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### **Abstract**

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This study aims to determine the implementation of dance extracurricular activities in developing students' creativity and self-confidence at Muhammadiyah Kajen Elementary School. The method used is a qualitative approach with observation, interview, and documentation techniques. The results of the study indicate that dance extracurricular activities that are implemented routinely and in a structured manner can increase students' creativity through traditional dance learning. In addition, this activity also significantly increases students' self-confidence, especially through repeated practice and opportunities to perform in public. Challenges such as difficulty distinguishing directions in lower grade students can be overcome with creative teaching methods. Active participation in art competitions also increases student motivation and achievement. In conclusion, dance extracurricular activities at Muhammadiyah Kajen Elementary School play an important role in developing students' artistic potential, character, and self-confidence.

**Keyword:** Dance extracurricular, creativity, self-confidence

### **1. Introduction**

Education is one of the important aspects of human life. Education is designed to help a person shape their identity and character. Through education, humans are expected to be able to develop their full potential as thinking beings. This potential includes mental, emotional, intellectual, and physical abilities. With these various abilities, education becomes a means to shape personality and encourage individuals and communities to be active in building interpersonal relationships and expressing creativity (A. Pratiwi & Fajarini, 2021).

The situation requires educational institutions to be responsible for providing knowledge and skills, as well as developing them through curricula and supporting activities. Extracurricular activities in schools become one of the important means to foster students' talents, interests, and creativity (Komarina, 2021).

Extracurricular activities are educational experiences within the realm of non-formal learning, consisting of academic, physical, and artistic programs that are typically planned, carried out, and evaluated by schools for each class as a complement to both the national curriculum and the school-based curriculum. These activities may also be conducted within the school environment, usually outside regular instructional hours. Extracurricular activities serve as organized opportunities for students to engage in learning beyond the scheduled subjects, allowing them to use their free time to participate in developmental and educational experiences that enrich the national curriculum and support positive growth across various domains (Jucan & Ungurasan, 2023). Extracurricular activities aim to support students' holistic development in terms of knowledge, attitudes, and skills. These



activities also help students develop their talents and interests and understand the relationships between different subjects (Agustina et al., 2023).

Based on observations conducted by researchers at Muhammadiyah Kajen Elementary School on Friday, October 6, 2025. This researcher obtained data in the form of various extracurricular activities that are often carried out, namely Dance, Vocal Arts, Drumband, Tilawah, Rebana, Takraw, Calligraphy, Swimming, Mathematics and Natural Sciences, English Club, Hisbul Waton (scouts). The extracurricular activities offered are not only activities to increase students' busyness, but the school tries to find achievements in students through non-academic activities. At Muhammadiyah Kajen Elementary School is one of the elementary schools that has succeeded in making extracurricular activities a means to stimulate students' creativity and self-confidence, one of which is through extracurricular activities in Dance Arts.

However, the term "art" is complex. It does not simply refer to a "thing" in the way we refer to tables or chairs, nor does it function in a straightforward way as a label for certain categories of objects such as the so-called fine arts that would group together all items that look similar, like sculptures, paintings, drawings, and so on. The simple referential ability of the word "art" is therefore inadequate. This is because the scope of visual art has changed over time to include a wider range of items now considered art, such as ready-mades, installations, performances, photography, new media and the Institutional Theory, which I regard as a strong candidate for defining art, describes art merely as an "object" or even just an idea presented within a gallery context, situated in the art world or cultural discourse, or more specifically, something that functions as art as recognized within the canon of art theory and art history (Shorkend, 2021).

Dance is one of the branches of art that is part of human culture. Dance uses body movements as a means to express various feelings and emotions, such as happiness, sadness, joy, anger, and other emotional expressions (A. S. Pratiwi et al., 2020). Dance is a universal form of movement and expression that crosses cultural lines, bringing people and communities together through rhythm, emotion, and narrative. As a rich and varied art form rooted in ancient traditions, it has developed over time into many different styles, ranging from the refined beauty of ballet to the lively rhythms of hip-hop. Dance serves as a meaningful way to honor cultural traditions, support both physical and mental health, and inspire creativity and imagination. It represents a colorful mosaic of human life, conveying happiness, sadness, and the complexities of existence through the expressive power of the body (Sengupta, 2024).

Self-confidence refers to an individual's expressed belief in their ability to handle situations independently without relying on others, as well as to assess themselves positively. It reflects a hopeful and positive perception of one's own abilities (Malureanu et al., 2021). Meanwhile creativity is the ability of an individual to generate and develop ideas, approaches, and new innovations that have practical value, both for themselves and for their social environment (Sudarti, 2020).

Self-confidence is a crucial component of children's personal development and plays an important role in shaping their levels of participation and engagement. Dance education has the potential to enhance children's self-confidence, as dance activities often emerge from play experiences familiar in their everyday lives. Moreover, dance provides an inclusive and open environment that encourages active participation while fostering motivation and enthusiasm. Through dance, children particularly those at risk can develop a stronger sense of self, reinforce their self-identity, and cultivate greater self-trust (Theodotou, 2025).

Dance education has a strong connection with creativity, as dance as an art form can enhance students' creative potential by stimulating imagination and innovative thinking. Through dance education, students develop perceptual and expressive skills by interpreting body movements, rhythms, and emotions, which supports creative expression. In addition, dance activities encourage imagination and originality in creating movements and choreography, while also fostering divergent thinking and problem-solving abilities through exploration and autonomy. Overall, dance education plays an important role in nurturing students' creativity and innovative capacity (Xue, 2024).



Based on the results of observations conducted by researchers on October 6, 2025 at Muhammadiyah Kajen Elementary School, researchers were interested in dance extracurricular activities because they found that students who participated in these activities showed higher levels of self-confidence and creativity compared to students who did not participate in dance arts activities.

### 2. Method

The type of approach used in this study is a qualitative approach, with a descriptive research type to describe and explain an event, namely the Implementation of Dance Extracurricular to Develop Creativity and Self-Confidence of Muhammadiyah Kajen Elementary School Students. This aims to produce descriptive data in the form of written or spoken words and also a person's behavior. The subjects in this study were students who participated in dance extracurricular activities from grades 2, 3, 4, 5, and 6 and dance extracurricular instructors at Muhammadiyah Kajen Elementary School.

The data collection techniques used by the researchers in this study included observation, interviews, and documentation. Data analysis was conducted using the interactive model of Miles and Huberman which includes three stages: data reduction, data presentation, and conclusion drawing. To ensure data validity, validity tests were conducted through source and method triangulation.

### 3. Results and Discussion

Based on the results of interviews conducted at Muhammadiyah Kajen Elementary School, Pekalongan Regency on Monday, October 6, 2025, from 12:25 to 1:00 PM WIB, with the subject of the research being the dance extracurricular teacher. The results found that dance creativity at Muhammadiyah Kajen Elementary School, Pekalongan Regency is developed through dance extracurricular activities.

Before the dance extracurricular activity was carried out, a plan was first made by the principal who was also the party who provided the idea for the implementation of the activity. Next, the principal appointed one of the teachers to be the activity supervisor. The teacher then prepared a proposal for the dance extracurricular activity implementation plan as the basis for implementing the program at school. Mrs. Inez said that "Before the extracurricular activity, it happened that the principal was the one who provided the idea. I made a plan first, approximately what would be trained, whether traditional or modern dance, finally I agreed with the trainer to use traditional dance only, with that agreement I made a proposal and pamphlet."

The dance extracurricular activity began at the beginning of the first semester of 2024 with participants consisting of students in grades III, IV, and V. As time went by until 2025, this activity experienced an increase in student interest, which was marked by the increase in participants from grade II. This activity was held once a week, namely every Friday at 10:30–12:00 WIB in front of the library gazebo.

During the activity, students are guided by a teacher and dance coach who plays a role in directing, practicing basic techniques, and fostering student creativity in dancing. During the extracurricular implementation, various media are used according to the type of props used according to the type of dance being studied. The results of an interview with Mrs. Inez, the dance extracurricular teacher, stated that:

"At the beginning of the first semester of 2024, extracurricular activities began, with classes III, IV, and V participating. In 2025, classes II joined. The dance extracurricular activity is usually held once a week on Fridays from 10:30 a.m. to 12:00 p.m. WIB, with external instructors invited. The instructors and instructors then ask students to gather in front of the library gazebo to perform the dance activities."

Promotional media are tools or means used to convey information. Promotional media used to attract interest include pamphlets. Pamphlets are designed to be as attractive as possible to entice students to join the dance extracurricular. Teachers will promote the program through WhatsApp groups for parents or guardians. This media is expected to further entice students to participate in the dance extracurricular. The purpose of this dance extracurricular promotion is to increase interest in dance at



Muhammadiyah Kajen Elementary School and to encourage students to participate in the extracurricular.

Extracurricular dance activities at Muhammadiyah Kajen Elementary School are held with the aim of encouraging students' motivation to grow and develop their artistic creativity. According to Mrs. Inez, various types of dance are taught to students at the school. This is in line with the results of an interview conducted on October 6, 2025, with the supervising teacher at Muhammadiyah Kajen Elementary School, Mrs. Inez, who stated:

"The type of dance taught at school is traditional dance, specifically the umbrella dance, performed by 3-5 students. To develop students' artistic creativity, through this umbrella dance extracurricular activity, students are invited to discuss props for the dance they will be learning. For example, using dance, the teacher asks students what props are needed for the umbrella dance. Students then answer, "Properties used include umbrellas, scarves, cloth, and headdresses."

It is hoped that through extracurricular dance activities, students can continue to develop their artistic creativity every day. Although some students have not yet fully mastered the dances taught, this program still provides a space for them to learn and develop. Extracurricular dance activities are held every Friday with the goal of helping students memorize and master some of the dances they have learned.

According to Mrs. Inez's explanation, this activity is open to all students at the school, with an initial selection to assess their basic dancing skills. Researchers also conducted direct observations of extracurricular dance activities at Muhammadiyah Kajen Elementary School on October 6, 2025. Based on the results of these observations, it was clear that the students showed high enthusiasm and passion in participating in the dance activities, as illustrated in the following documentation.

In addition to developing students' creativity through discussions about dance props, dance extracurricular activities also have a positive impact on fostering students' self-confidence. This is evidenced by Ms. Inez's statement in the same interview, where she said:

"One of the students, when he signed up for the extracurricular in second grade, was initially shy and quiet. Eventually, after practicing continuously and becoming a senior, he was the one who encouraged his juniors to join in and gain confidence in dancing."

This statement demonstrates that active involvement in dance activities can gradually build students' courage and self-confidence. Repeated practice, social interaction among group members, and opportunities to perform in public are crucial factors in shaping students' character through this extracurricular activity.

The learning method for extracurricular dance activities at Muhammadiyah Kajen Elementary School is implemented in stages. At the beginning of the activity, students practice together for approximately 30 minutes to warm up and learn basic movements. Afterward, a 10-minute break is given to allow students to rest and recharge. The activity then continues with group divisions to ensure more focused practice and tailor it to each group's abilities.

In the extracurricular dance activities at Muhammadiyah Kajen Elementary School, students are taught to express themselves through gradual training stages. The lesson begins with basic movement exercises to develop body flexibility and rhythm mastery, then continues with more focused dance movements according to the rhythm and theme of the song. From the results of these exercises, approximately five to six students stand out because they are able to express themselves well through facial expressions, flexibility of movement, and appreciation of the dance. These outstanding students are then asked to come to the front and are asked about the mood depicted in the dance, such as tension, sadness, or happiness. After that, they are asked to perform the movements again by expressing the background of the atmosphere to further deepen the meaning and emotion in each dance performed.

One of the challenges in implementing dance extracurricular activities at Muhammadiyah Kajen Elementary School is that some lower grade students are not yet able to distinguish right from left properly. In lower grades, children's cognitive and motor skills are still in the early stages of development. Many students are not yet able to distinguish right from left consistently, so they are often



confused when following movement instructions in dance practice, such as "raise your right hand" or "step your left foot." This impacts movement coordination and uniformity of dance performances, so teachers need to use creative learning strategies, such as directional games, visual cues, and live demonstrations to make it easier for children to understand movement instructions.

Dance extracurricular activities at Muhammadiyah Kajen Elementary School aim to develop students' potential in the arts and culture, particularly traditional dance. Students not only learn dance movements but also learn how to express themselves and understand the meaning of each dance. Assessments for this extracurricular activity are conducted individually to ensure fairness and adaptability to each student's abilities. The assessments include technique, such as movement accuracy and stage presence, and expression, which is how students experience and perform the dance emotionally and communicatively. The results of these assessments are then summarized and included in the report card as a form of appreciation for the students' process and achievements in extracurricular activities.

To develop their potential, students in the dance extracurricular program also actively participate in various dance competitions at the sub-district and district levels. Participating in these competitions not only provides valuable experience for the students but also helps them build their confidence and public speaking skills. Some of the competitions they have participated in include the National Student Arts Festival and Competition (FLS2N) and competitions organized by the local education office and the private sector.

Through this activity, it is hoped that students will not only be skilled in academics, but also have an artistic soul, discipline, and a healthy competitive spirit. The dance extracurricular continues to strive to produce a generation that loves national culture and is ready to excel in various fields. Muhammadiyah Kajen Elementary School achieved a proud achievement in the arts. At the National Student Arts Festival and Competition (FLS2N) at the District level, representatives from Muhammadiyah Kajen Elementary School won 3rd place. Not only that, in the School Student Arts Festival and Competition (FLS3N) which was also held at the District level, this school again achieved an achievement by winning 3rd place. This achievement is the result of the hard work of the students, the support of the supervising teachers, and the school's commitment to developing the talents and creativity of students in the arts.

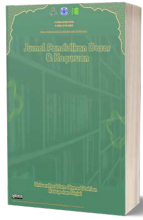
At the end of each extracurricular dance activity at Muhammadiyah Kajen Elementary School, an evaluation is conducted to measure student development and assess the effectiveness of the training. This evaluation covers aspects of movement technique, expression, and student participation during the training. The evaluation results serve as a guide for instructors in designing subsequent training programs to optimize the learning process and achieve the goals of developing students' creativity and self-confidence.

#### **4. Conclusion**

The dance extracurricular activity at Muhammadiyah Kajen Elementary School has proven effective in developing creativity and fostering student self-confidence. This activity is carefully planned, initiated by the principal and implemented by competent dance instructors and coaches. Through regular practice and appropriate learning media, students are encouraged to not only master dance techniques but also express the emotions and meaning behind each dance, particularly the traditional umbrella dance.

The implementation of dance extracurricular activities provides students with a platform to optimally channel their artistic interests and talents, as well as foster social interactions that support character development. Observations and interviews show that students participating in dance extracurricular activities demonstrate significant increases in creativity and self-confidence compared to students who do not participate in these activities.

Despite challenges, such as lower-grade students' inability to distinguish the direction of movement, the instructors were able to overcome them with creative teaching methods. Regular



evaluation is key to the program's success, allowing them to measure progress and develop more effective learning strategies.

In addition to improving creative aspects and self-confidence, dance extracurricular activities also become a means of achievement for students through active participation in various art competitions at the sub-district and district levels, which proves that this activity is able to produce a generation that is not only skilled in art but also has a disciplined soul and competitive spirit.

Overall, the dance extracurricular at Muhammadiyah Kajen Elementary School contributes positively to the development of students' potential, making art an effective educational medium for the development of character, creativity, and self-confidence of elementary school students.

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