Dikdas Bantara

Jurnal DIKDAS BANTARA

Vol. 9, No. 1 (2026), pp. 18-38 | p-ISSN: 2615-4285, e-ISSN: 2615-5508
https://journal.univetbantara.ac.id/index.php/dikdasbantara

ANALYSIS OF STUDENTS' KINESTHETIC INTELLIGENCE THROUGH EXTRACURRICULAR DANCE ACTIVITIES IN ELEMENTARY SCHOOLS

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Article History: Received: Des,11 2025; Accepted: Feb, 8 2026; Published: March, 31 2026

ABSTRACT

This research is motivated by the fact that the kinesthetic intelligence of elementary school students through dance extracurricular activities has not been developed optimally, as indicated by the students' difficulties in mastering dance movements. This study aims to (1) analyze the kinesthetic intelligence of students through dance extracurricular activities at Pondok 01 Public Elementary School and (2) describe the supporting and inhibiting factors in the implementation of these activities. This study uses a qualitative approach with research subjects being students in grades I to VI and dance instructors. Data collection was carried out through observation, interviews, and documentation. The data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that students' kinesthetic intelligence develops through indicators of body coordination, agility, strength, balance, and visual-motor coordination. Students are able to display more flexible, stable, and synchronous dance movements. Supporting factors include student enthusiasm, teacher and parental support, and opportunities to perform in school and community activities. Inhibiting factors include limited facilities and infrastructure, practice schedules that clash with academic activities, and differences in ability levels among students. Therefore, extracurricular dance activities play a strategic role in developing elementary school students' kinesthetic intelligence if managed optimally.

Keywords : *kinesthetic intelligence, dance extracurricular activities, supporting factors, inhibiting factors.*

INTRODUCTION

Elementary education is a crucial stage in student development, serving as a foundation for the development of knowledge, attitudes, skills, and character. At this level, children experience a dynamic period of growth that requires balanced stimulation across cognitive, affective, psychomotor, and social dimensions (Farid et al., 2025). This perspective aligns with the holistic education paradigm, which emphasizes the comprehensive development of learners rather than focusing solely on academic achievement. However, in practice, educational activities in many elementary schools still tend to prioritize academic achievement, while the development of physical and social skills receives less attention (Aisyi et al., 2025). As a result, opportunities for students to develop non-academic intelligences, including kinesthetic intelligence, are

often limited. This condition indicates a gap between the goals of holistic education and the reality of educational practices in schools (Iskandar et al., 2024). Therefore, more integrative learning approaches are needed to support the balanced development of students' abilities. One alternative that can support this development is extracurricular activities, which provide opportunities for students to explore their interests and talents beyond academic learning (Rohmah et al., 2023).

Extracurricular activities are a strategic way to address these limitations. According to the Minister of Education and Culture Regulation No. 62 of 2014, extracurricular activities aim to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence. Extracurricular activities are not merely complementary but an integral part of the national education system. Through active involvement in extracurricular activities, students gain contextual, meaningful, and applicable learning experiences. From these experiences, children can develop life skills not always acquired through intracurricular learning (Qurnaini et al., 2025).

One form of extracurricular activity that makes a significant contribution is dance. Dance is an activity that integrates aesthetic, physical, emotional, and social aspects into one. For elementary school children, dance is not only a means of expression but also a vehicle for practicing discipline, concentration, body coordination, and social interaction (Puspitaningrum et al., 2024). This activity encourages students to cultivate the body through organized movements, while also developing sensitivity to rhythm, space, and expression. Thus, dance can be an effective means of developing non-academic intelligence, which is often neglected in formal education.

The theory of multiple intelligences Gardner (2011) emphasizes that intelligence is not limited to logical, mathematical, or linguistic abilities alone, but encompasses nine types of intelligence that can be developed. One of these is kinesthetic intelligence, the ability to skillfully use the body to express ideas and solve problems. This intelligence is highly relevant to dance activities because it requires fine and gross motor skills, as well as the ability to control the body in a certain rhythm. Indicators of kinesthetic intelligence include body coordination, agility, strength, balance, and visual-motor coordination (Motimona & Maryatun, 2023). Through repeated and structured practice, students can develop kinesthetic skills that are useful in everyday life (Nurhayati et al., 2025).

Dance in elementary schools also contributes to children's social and emotional development. Interactions within a dance group require communication skills, cooperation, and adaptation to other members. Although the focus of this research is directed at kinesthetic intelligence, it is important to note that motor skill development often goes hand in hand with improving social skills. Research by Dewi et al. (2025) shows that dance learning can improve students' cooperation, empathy, and discipline. Furthermore, active involvement in dance activities can also strengthen children's self-confidence through the experience of presenting themselves in front of others.

However, implementing extracurricular dance activities is not without challenges. Several studies have found obstacles such as limited practice facilities, a lack of costumes, a lack of supporting musical instruments, and inconsistent practice schedules (Susetiyo & Muawanah, 2024). Another obstacle is the differing ability levels among students, which can affect group cohesion. Furthermore, the busy academic schedule in

elementary schools often creates conflicts with extracurricular activities. These factors present real challenges that must be managed to achieve the program's objectives.

Based on initial observations at Pondok 01 Elementary School in Sukoharjo, several real problems were identified in the implementation of extracurricular dance activities. Some students still showed difficulty in mastering basic movement techniques, particularly in terms of balance and flexibility. Student enthusiasm was high at the beginning of practice, but consistent attendance decreased as the performance approached. Furthermore, dance instructors had to adjust the tempo of the practice to suit the diverse physical abilities of the students. Previous research also identified challenges such as limited instructor experience and varied student abilities, which influence the effectiveness of dance extracurricular activities (Kristanto et al., 2024). Practice facilities, such as space and accompanying musical instruments, were also limited, resulting in less than optimal activities. This condition indicates that the development of kinesthetic intelligence through dance still faces challenges in terms of facilities, time, and student motivation (Prabawati & Nurharini, 2025).

On the other hand, there are supporting factors that can strengthen the implementation of dance activities. Student enthusiasm, teacher support, active parental involvement, and opportunities to perform at school and village events are crucial for the program's sustainability. Parental support plays an important role in maintaining students' participation and motivation in extracurricular activities. Previous research also shows that collaboration between schools and parents strengthens the sustainability and effectiveness of extracurricular programs(Muallifah et al., 2025). Social and cultural support also plays a significant role in increasing student motivation to participate in dance activities (Sumartinaningrum & Muhroji, 2023). With this support, students have greater space to develop their kinesthetic potential and build self-confidence through performance. Art performance activities also encourage discipline, cooperation, and responsibility, which support students' holistic development (Ngguwa et al., 2025). Widiastuti & Handayani (2024) emphasizing both kinesthetic and interpersonal intelligence Aulia et al. (2025); Sholihatunnisa et al. (2024) these findings demonstrate that dance is effective in stimulating children's intelligence. However, a gap remains, as research specifically examining the development of kinesthetic intelligence in elementary school is relatively limited. Elementary school is a crucial phase for the development of basic motor skills, which influence a child's long-term development.

Furthermore, most research focuses on interpersonal or social aspects, while in-depth analysis of kinesthetic intelligence through dance extracurricular activities in elementary schools is scarce. This situation indicates a research gap: the lack of systematic studies on how dance contributes to elementary school students' kinesthetic intelligence and how supporting and inhibiting factors influence their success. This gap is crucial to fill so that research findings are more relevant to the real needs of elementary education. This research is important because basic education in Indonesia still tends to be academically oriented. If kinesthetic intelligence is not developed early, students risk experiencing limitations in body coordination, agility, and physical skills, which should be essential foundations in daily life. Dance as an extracurricular activity has a significant potential to fill this need, but its success is greatly influenced by internal

and external factors that support and hinder its implementation. Therefore, this study is important not only theoretically but also practically in supporting school policies related to the management of extracurricular activities.

The novelty of this study lies in its focus on analyzing elementary school students' kinesthetic intelligence through dance extracurricular activities. This study emphasizes two main aspects: mapping indicators of kinesthetic intelligence such as body coordination, agility, strength, balance, and visual-motor coordination, and identifying the supporting and inhibiting factors influencing the implementation of dance activities at Pondok 01 Public Elementary School. This approach provides a more comprehensive understanding of how dance extracurricular activities contribute to the development of kinesthetic intelligence in elementary school students. Based on this background, this study aims to analyze students' kinesthetic intelligence through dance extracurricular activities and identify the supporting and inhibiting factors affecting their implementation at Pondok 01 State Elementary School. The findings are expected to contribute to the development of multiple intelligences theory while providing practical recommendations for schools, teachers, and dance instructors in managing extracurricular activities more effectively.

METHODS

This research was conducted at Pondok 01 Public Elementary School, Bodehan, Pondok Village, Nguter District, Sukoharjo Regency, Central Java. The research participants consisted of 65 students from grades I–VI who were registered as participants in the dance extracurricular program. From these participants, 12 students were selected as the main informants using purposive sampling techniques. The selection criteria included students who actively participated in dance practice, attended training regularly, were involved in school dance performances, and were willing to participate in the interview process.

In addition to students, a dance instructor and a class teacher were also involved as supporting informants to obtain more comprehensive and reliable data. The purposive selection of informants was conducted to ensure that the data obtained were relevant to the research focus and represented the phenomenon being studied. Sugiyono (2022) The approach used was qualitative. This approach was chosen because it allows researchers to understand the phenomenon in depth and contextually related to the development of kinesthetic intelligence through dance activities. Case studies were conducted intensively to explore the dynamics of extracurricular dance activities at Pondok 01 Public Elementary School, including student interactions, the practice process, and supporting and inhibiting factors. Through this approach, researchers attempted to comprehensively describe how students' experiences in dance activities contributed to the development of their kinesthetic aspects.

The data used in this study is qualitative data sourced from primary and secondary sources. Primary data was obtained directly through observation and in-depth interviews with students, dance instructors, and class teachers. Meanwhile, secondary data was obtained from supporting documents such as activity notes, attendance lists, practice schedules, photos, and videos of dance activities. Both types of data were used

in an integrated manner to strengthen the analysis results and ensure the connection between theory and field findings. Data collection techniques included observation, in-depth interviews, and documentation. Observations were conducted directly during the practice and performance process to observe body expressions, movement coordination, and social interactions of students. Unstructured interviews were conducted with students and dance instructors to gain a deeper understanding of experiences, motivations, and challenges during the activities. Documentation was used as a complement in the form of photos, videos, and relevant activity notes to strengthen the observation and interview data.

Data validity was tested using triangulation techniques involving methods, sources, and theories. Method triangulation was conducted by comparing the results of observations, interviews, and documentation. Source triangulation involved several informants, such as students, trainers, and classroom teachers, to ensure the data obtained was valid from various perspectives. Theoretical triangulation was conducted by referring to Howard Gardner's theory of multiple intelligences to strengthen the interpretation of the research results.

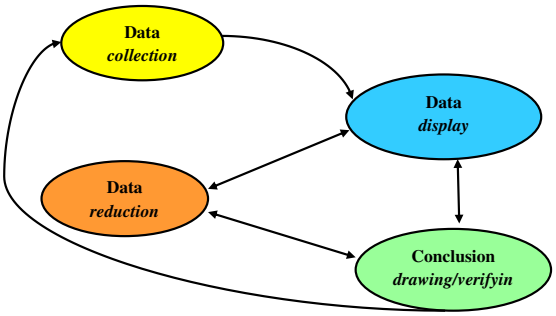

Figure 1. Components in data analysis (interactive model)

Data analysis used the interactive model of Miles and Huberman (1984), which includes four stages, namely data collection, data reduction, data presentation, and conclusion. Data reduction was carried out by selecting and grouping relevant information related to indicators of kinesthetic intelligence such as body coordination, agility, strength, balance, and visual-motor coordination. Data presentation was done descriptively in narrative and tabular form based on the results of observations, interviews, and documentation. Concluding was carried out continuously from the beginning to the end of the study to gain a deep understanding of the development of kinesthetic intelligence through extracurricular dance activities at SD Negeri Pondok 01.

Results

1. Students' Kinesthetic Intelligence Through Dance Extracurricular Activities

Based on observations and interviews conducted at Pondok 01 Public Elementary School located in Bodehan, Pondok Village, Nguter District, Sukoharjo Regency, Central Java, dance extracurricular activities were carried out regularly and involved 65 students. The research data were collected through observation, interviews with students and dance instructors, and documentation of training and

performance activities. The dance training sessions consisted of three main stages: warm-up exercises, core dance practice, and cool-down activities.

The observation results showed that students actively participated in the dance training sessions and followed the movement demonstrations provided by the instructor. During the practice process, students learned to coordinate head, hand, foot, and body movements according to the rhythm of the music. Some students were able to imitate the movements quickly, while others required repeated practice and guidance from the instructor to perform the movements correctly.

During school and community performance activities, particularly in the Pasar Semar event, most students were able to perform a sequence of traditional dance movements with stable posture and coordinated body movements. Students were also able to adjust the tempo of their movements to the rhythm of the music and maintain balance during transitions between dance movements. The observations further showed that students demonstrated better control of their body movements and fewer errors during performances compared to the early stages of training.

Kinesthetic intelligence in this study is identified through five indicators proposed by Motimona & Maryatun (2023) namely body coordination, agility, strength, balance, and eye–hand–foot coordination. The summary of the development of these indicators based on observation results is presented in Tabel 1.

Tabel 1. Summary of Kinesthetic Intelligence Development Indicators

Indicator	Empirical Findings (Observation Results)	Interpretation
Body Coordination	Students were able to perform dance sequences with fewer movement errors during Pasar Semar performances.	Indicates improvement in students' ability to coordinate body movements.
Agility	Students followed movement changes and rhythm adjustments more quickly during practice sessions.	Shows increased agility and responsiveness to dance tempo.
Strength	Students maintained strong and stable body posture during dance movements.	Demonstrates development of physical strength during performances.
Balance	Students were able to maintain body stability while performing movement transitions.	Indicates improved balance during dance activities.

Eye, Hand and Foot Coordination	Students synchronized visual focus with hand and foot movements during choreography.	Shows improvement in visual-motor coordination.

The results of the study indicate that extracurricular dance activities play a positive role in developing students' kinesthetic intelligence. Through exercises that begin with a warm-up, continue with core exercises, and end with a cool-down, students are able to coordinate head, hand, foot, and body movements simultaneously according to the rhythm of the music.

Figure 2. Students participating in dance extracurricular practice activities at Pondok 01 Public Elementary School.

Improved body coordination is evident in more harmonious, controlled movements and fewer errors when students perform dances at lively market activities. In addition, extracurricular dance activities also support the improvement of agility, strength, balance, and visual-motor coordination of students. Regular practice helps students move more flexibly, stably, and less easily fatigued. Students are able to maintain body balance, adjust the tempo of their movements to the rhythm of the music, and align their gaze with hand movements and footwork according to the dance floor pattern. This is evident in the students' performances, which demonstrate stable posture, directed movements, and increased self-confidence when performing in public.

Figure 3. Students performing a traditional dance

The findings indicate that dance extracurricular activities provide meaningful opportunities for students to develop kinesthetic intelligence through repeated physical movement and structured practice. Regular dance training allows students to explore body movement, improve coordination between different body parts, and respond to musical rhythm more effectively. Through continuous practice and

performance experiences, students gradually demonstrate improvements in several kinesthetic aspects, including body coordination, agility, strength, balance, and visual-motor coordination. These improvements are reflected in students' more controlled movements, stable posture, and increased confidence when performing in school and community events.

2. Supporting and Inhibiting Factors in the Implementation of Extracurricular Dance Activities

The development of students' kinesthetic intelligence through extracurricular dance activities at Pondok 01 Public Elementary School is influenced by several supporting and inhibiting factors identified from observation and interview data. One of the main supporting factors is students' high enthusiasm for participating in dance activities. This enthusiasm is reflected in their consistent attendance, active participation during practice sessions, and strong interest in learning dance movements. The active role of the dance instructor also contributes significantly to the success of the activities. The instructor provides clear demonstrations of movements, corrects students' techniques, and organizes structured training sessions that help students gradually improve their dance skills.

Support from teachers and parents also plays an important role in encouraging students' participation in extracurricular dance activities. Teachers provide opportunities for students to perform during school events, while parents support their children by giving permission and motivation to participate in training activities. In addition, opportunities to perform in school and community events provide valuable experiences that increase students' self-confidence and encourage them to practice more seriously.

However, several inhibiting factors were also identified during the implementation of the dance extracurricular program. These include limited training facilities and infrastructure, restricted practice time, and differences in students' kinesthetic ability levels. Limited practice space may reduce the effectiveness of movement training, while limited practice time restricts opportunities for repeated practice, which is important for developing kinesthetic skills. Differences in students' abilities also require instructors to provide more intensive guidance so that all students can participate and develop their skills effectively. Despite these challenges, the combination of student enthusiasm, instructor guidance, and support from the school environment allows extracurricular dance activities to continue contributing positively to the development of students' kinesthetic intelligence.

Discussion

1. Students' Kinesthetic Intelligence Through Dance Extracurricular Activities

Based on the results of research conducted at Pondok 01 State Elementary School, located in Bodehan, Pondok Village, Nguter District, Sukoharjo Regency, Central Java. This research was conducted through stages of observation, interviews, and documentation. At the interview stage, researchers interviewed students and dance instructors, while at the observation stage, they observed dance extracurricular activities. The discussion in this study focused on analyzing students' kinesthetic intelligence through dance extracurricular activities at Pondok 01 State Elementary School and describing supporting and inhibiting factors in the implementation of dance extracurricular activities.

In this study, kinesthetic intelligence was identified through five indicators, namely body coordination, agility, strength, balance, and eye, hand, and foot coordination. Based on the results of observations and interviews conducted on November 29, 2025, it was found that the state elementary school of Pondok 01 had implemented dance extracurricular activities regularly. This activity has been proven to play a role in developing students' kinesthetic abilities.

Regarding the body coordination indicator, based on observations, extracurricular dance activities begin with a warm-up. This warm-up is carried out as an initial step to prepare students physically for the main activity and to reduce the risk of injury during practice. This finding was reinforced through an interview conducted by the researcher with Mrs. DR, who stated that

> "Warm-up activities are an important part before students perform intensive dance movements."

This is in line with the results of interviews with students, I said

> "At the start of training, do warm-up movements first and adjust the position of the training area."

During the dance extracurricular practice phase, students are required to coordinate head, hand, foot, and body movements simultaneously in accordance with the rhythm of the music. These movements include moving the right hand upwards while the left foot steps forward, clapping the hands above the head while turning once, and stepping to the right and left while moving the hands to the side. Through routine and continuous practice, students' body coordination shows positive development. This is evident from the observation results listed in the table, which show an increase in students' ability to coordinate body movements according to the rhythm and pattern of the dance. These findings are also supported by the results of an interview with Mrs. DR, who stated that students' body coordination abilities continue to develop along with the intensity of regular practice.

The results of the training were then demonstrated through a lively market activity. In this activity, students re-enacted a series of movements they had learned during the training process, such as moving their right hand up while stepping forward with their left foot, clapping their hands above their heads while spinning once, and stepping right and left while moving their hands sideways. The students' performance in this activity showed good results, especially in terms of movement coordination. Based on the data in the table, students were able to move their hands and feet in harmony and in sync with the dance movements without experiencing

any significant errors. These results were reinforced by an interview conducted by the researcher with Mrs. DR, who stated that

> "Students have been able to perform dance movements with good body coordination and confidence. "

It was concluded that extracurricular dance activities play a positive role in developing students' body coordination. Warming up as the initial stage of training has proven crucial for preparing students' physical condition and minimizing the risk of injury. Furthermore, routine and continuous dance movement training requires students to coordinate head, hand, foot, and body movements simultaneously to the rhythm of the music, resulting in significant improvement in their body coordination skills. The peak results of the training were seen in the lively market activity, where students were able to perform a series of dance movements with good coordination, harmonious movements, and minimal errors. These findings confirm that regular training intensity in extracurricular dance activities is effective in improving students' motor coordination. This is also supported by research Lubis, Rahmi, et al. (2025), which shows that movements such as jumping, spinning, stretching arms, and walking to the rhythm of music stimulate children's body coordination. Furthermore, according to research Qudwatullathifah et al. (2024) states that the practice/drill method is carried out in dance movement practice repeatedly so that elementary school children can follow and learn dance movements.

Agility is an important indicator of kinesthetic intelligence that can be developed through dance activities. Agility is reflected in students' ability to perform movement changes quickly, precisely, and without stiffness. Before entering the main training stage, students perform various light movements as a form of preparation for training agility, such as jogging and light jumps. This activity aims to condition the body to be ready to perform dance movements that require speed and flexibility. This is supported by the results of the researcher's interview with Mrs. DR, who stated that

> “Initial training is very necessary to help students move more agilely and responsively during the training process.”

During the training process, students were trained to perform a variety of movements that required quick responses and rapid changes in body position. These movements included alternating small jumps to the right and left, jogging while rotating their arms like a fan, and taking quick steps forward and backward while maintaining a smiling expression. Observations showed that students became more agile in following the dance sequences, especially when transitioning between movements. This development was evident in the students' ability to adjust the tempo of their movements to the rhythm of the music without appearing stiff. These findings were reinforced by the results of the researcher's interview with Mrs. DR, which stated that:

> “Regular dance practice can improve students' agility and speed of movement.

The results of this training can then be seen through the lively market activity. In this activity, students re-enact the movements they have learned during the training, such as jumping slightly to the right and left alternately, jogging while rotating their hands like a fan, and stepping forward and backward quickly while

smiling. Based on the data in the observation table, students demonstrated the ability to move quickly and flexibly and were able to follow the rhythm of the music precisely. This indicates that the agility aspect of students is developing well through dance activities. This finding was also supported by the results of an interview with Mrs. DR, who stated that:

> "Students appeared more agile and confident when performing dance movements. Furthermore, these findings align with previous research that found dance activities play an effective role in improving children's agility and kinesthetic intelligence. "

It was concluded that extracurricular dance activities significantly contributed to improving students' agility as part of kinesthetic intelligence. Initial exercises through light movements effectively prepared students' physical condition to be able to move more quickly, flexibly, and responsively. During the core training process, variations in movements that required speed and rapid changes in body position encouraged students to make better movement transitions and adjust the tempo of their movements to the rhythm of the music without appearing stiff. The results of this development were clearly visible in the lively market activities, where students were able to display dance movements with agility, tempo, accuracy, and increased self-confidence. Thus, dance activities have proven effective as a means of developing students' agility and kinesthetic intelligence. This is also supported by research Rijaly & Nurharini (2023) stating that providing kinesthetic training to students through a series of dance movements can improve flexibility, balance, and muscle strength so that the body is ready for dance practice.

The next indicator is strength, which relates to the muscles' ability to support and move the body during dance activities. Muscle strength is essential for dance movements that involve holding positions, jumping, and pounding. Therefore, before entering the main training, students first perform preparatory activities in the form of muscle-strengthening exercises, such as light push-ups and squats. These activities aim to train the strength of the leg, arm, and core muscles so that students can perform dance movements stably and safely. This is supported by the results of the researcher's interview with Mrs. DR, who stated that:

> "Strengthening exercises are needed to support students' physical abilities in participating in dance training."

Through consistent and continuous training, students demonstrated increased physical endurance and did not tire easily even after completing the training. Common movements in the training included standing upright and bending the knees in a horse stance, raising the arms straight up while holding the position for a few seconds, and bending forward and returning to a standing position while maintaining body strength and stability. Observations showed that students were able to maintain a stronger and more balanced body position. This finding was supported by the researcher's interview with Mrs. DR, who stated that:

> "Students' muscle strength abilities increased after participating in regular dance training."

The results of this training can then be observed through the lively market activities. In this activity, students again demonstrate the movements they have

learned during the training process, such as standing upright in a horse stance, raising their arms straight up while holding the position, and bending forward and returning to standing with a strong posture. Based on the data in the observation table, students are able to display a strong posture and can maintain their position without wavering. This indicates that the strength indicators are developing well through dance activities. These findings are also supported by the results of an interview with Mrs. DR, who stated that:

> "Students look stronger, more stable, and more confident when performing dance movements. "

It can be concluded that extracurricular dance activities play an effective role in developing students' muscle strength as part of kinesthetic intelligence. Implementing muscle-strengthening exercises before core exercises, such as light push-ups and squats, serves to prepare the leg, arm, and core muscles to be able to support and move the body stably and safely. Consistent and continuous training has been shown to increase students' physical endurance, enabling them to maintain body position, perform defensive movements, and complete exercises without tiring. This development of strength is clearly visible in the Pasar Semar activity, where students are able to display strong, balanced, and stable postures while performing a series of dance movements. Thus, dance activities have proven effective as a means of developing strength indicators in students. This is also supported by research Ito et al. (2024) stating that improvements in overall muscle strength and lower extremity muscle strength were observed among children who participated in weekly dance sessions.

For the balance indicator, students began by stretching their leg and waist muscles. This stretching activity aims to prepare the body to maintain stability during dance movements that require postural control. Stretching also helps increase flexibility and reduce the risk of injury during practice. This was confirmed by the results of an interview conducted by researchers with Mrs. DR, who stated:

> "Stretching is an important stage to train students' balance before entering the core exercises."

During the training process, students were trained to maintain a stable body position while standing on one leg, turning, and performing movements from place to place at a certain tempo. At the beginning of the training, some students still had difficulty maintaining balance, especially when performing rotating movements. However, as time passed and the training was carried out in a structured manner, the students' ability to maintain body balance showed significant improvement. Movements that were often practiced included standing on one leg raised with arms outstretched, walking slowly in a straight line while looking right and left, and doing a slow squat movement and then standing back up without falling. This finding was supported by the results of the researcher's interview with Mrs. DR, who stated that:

> "Students are increasingly able to control their body balance after taking regular dance training."

The results of the training were then demonstrated through the lively market activity. In this activity, students again demonstrated a series of movements they had learned during the training, such as standing on one leg with their arms outstretched,

walking slowly in a straight line, and squatting and standing back up with a stable body position. Based on the data in the observation table, students were able to stand, walk, and turn in balance without falling. This indicates that the students' balance indicators developed well through the dance activity. These findings were also reinforced by the results of an interview with Mrs. DR, who stated that:

> "Students demonstrated increased balance and confidence when performing dance movements in public. "

It was concluded that extracurricular dance activities were effective in developing students' balance as part of kinesthetic intelligence. Stretching the leg and waist muscles before core exercises played a crucial role in preparing the body, increasing flexibility, and helping students maintain stable postures during dance movements. Through structured and continuous training, students' ability to maintain body balance, whether standing on one leg, walking, turning, or moving around, showed significant improvement. This development was clearly visible in the Pasar Semar activities, where students were able to perform a series of movements with stable postures without experiencing significant difficulties. Thus, dance activities have been shown to contribute positively to improving students' balance and self-confidence. This is also supported by researchLubis, Sa'adah, et al. (2025) stating that dance provides a space for children to practice body movement coordination, balance, and muscle strength, while also stimulating self-expression.

The final indicator is eye, hand, and foot coordination, which is the student's ability to coordinate vision with body movements in an integrated manner. In the initial stages, practice activities usually begin with students attempting simple synchronization between hand movements, eye gaze, and footwork. This activity aims to train visual focus and precision of movement in dancing. This is supported by the results of an interview conducted by the researcher with Ms. DR, who stated that:

> "Visual-motor synchronization exercises are important to help students follow dance movements precisely and in unison."

During the training process, visual-motor coordination skills were evident in the synchronization of movements between students and their ability to follow the dance floor pattern. Students were trained to direct their gaze in line with their hand movements and footwork. Examples of movements frequently practiced included moving the right hand forward while stepping backward with the eyes following the direction of the hand, clapping their hands twice while jumping forward slightly, and waving their hands while turning to the left with their eyes still focused on their hands. Observations showed that students were increasingly able to coordinate eye, hand, and foot movements simultaneously. This finding was reinforced by the results of the researcher's interview with Mrs. DR, who stated that:

> "Students' visual-motor coordination improves with regular dance practice."

The results of the training were then demonstrated through the lively market activity. In this activity, students again demonstrated the movements they had learned during the training, such as moving their right hand forward while their feet stepped backward with their gaze following their hand, clapping their hands twice while jumping forward slightly, and waving their hands while turning to the left with their gaze still controlled. Based on the data in the observation table, students were

able to coordinate eye, hand, and foot movements simultaneously according to the dance movement sequence. This indicates that the eye, hand, and foot coordination indicators developed well through dance activities. These findings were also supported by the results of an interview with Mrs. DR, who stated that:

"Students appear more focused, directed, and able to follow dance movements well when performing in public. "

It was concluded that extracurricular dance activities were effective in developing students' eye, hand, and foot coordination as part of kinesthetic intelligence. Visual-motor synchronization exercises conducted from an early stage played a crucial role in training visual focus, movement accuracy, and alignment between gaze and body movement. Through routine and continuous practice, students demonstrated improved ability to follow floor patterns, coordinate movements between students, and coordinate eye, hand, and foot movements simultaneously. This development was clearly evident in the lively market activity, where students were able to perform a series of dance movements with focus, direction, and minimal errors. Thus, dance activities have been proven to contribute positively to improving students' visual-motor coordination. This is also supported by research Lokoviti & Pitsi (2025) stated that dance training helps improve visual-motor coordination and control of the upper and lower limbs.

2. Supporting and Inhibiting Factors in the Implementation of Extracurricular Dance Activities

The development of students' kinesthetic intelligence in dance extracurricular activities at Pondok 01 Elementary School is influenced by various supporting and inhibiting factors that arise during the training process. The main supporting factor found in this study is the enthusiasm of students in participating in dance activities. Since the initial stage of training, students showed high interest, which was seen from their relatively stable attendance, sincerity in following the trainer's instructions, and enthusiasm in learning each series of dance movements. This enthusiasm encouraged students to be actively involved in movement activities, not only in the upper classes, but also in the lower classes were very enthusiastic, and also male students were no less enthusiastic than female students. This finding is also supported by the results of interviews with class 1 students. Mrs said that:

"I like dancing, ma'am, it's fun, ma'am."

In addition, 5th-grade LLN students said that:

"I like dance extracurricular activities, it's fun, ma'am. Outside of school, I also join a dance studio, ma'am."

This statement is supported by research Susilowati (2024), A supporting factor in this study is that students feel happy and enthusiastic about participating in dance activities. In line with this, Ari Susetiyo & Suttrisno (2022) students demonstrated high enthusiasm for participating in extracurricular activities, as evidenced by their active participation and desire to continue learning and practicing.

The next supporting factor is the active role of dance instructors in guiding students throughout the training process. Based on observations and interviews, instructors consistently provide movement examples, technique corrections, and mentoring. They also implement systematic training stages, from warm-ups, core exercises, to cool-downs. This structured training pattern helps students gradually develop coordination, agility, balance, and strength (Rachmawati et al., 2024). These findings are also supported by interviews with sixth-grade INF students, who stated:

> "The dance coach was patient in guiding us. We taught the movements, and then the coach corrected the movements. If there were difficulties, he helped us until we could do it."

This statement is supported by research Sari et al. (2021) which states that the role of the trainer in extracurricular dance activities is very important, the presence of a trainer will make students carry out more focused practice patterns.

Furthermore, support from teachers and parents is also a crucial factor in the implementation of extracurricular dance activities. This support is evident in the provision of facilities and permission to use school time for practice activities, as well as motivating students to actively participate in extracurricular activities. These findings are supported by interviews with students in grade 4 N who stated:

"I was also told by my mother to practice at home, and my mother also taught me when I practiced at home, using my cellphone to open YouTube, ma'am."

Meanwhile, parental support is demonstrated through granting permission for children to participate in regular practice, helping prepare dance equipment, and providing moral encouragement to boost students' self-confidence. This support from the school and family environment creates a conducive atmosphere for the development of students' kinesthetic intelligence. This finding is also supported by research (Rapikah et al., 2025) states that supporting factors include the availability of competent and dedicated supervising teachers, support from the school, which provides training facilities, and the active role of parents in providing permission and encouragement to their children.

Another supporting factor is the opportunity to perform in various school and community activities, such as Pasar Semarak (Food Market). Through these activities, students gain hands-on experience performing the dance movements they have learned during practice. Observations show that students are able to control their body movements better, appear more confident, and coordinate their movements as a group. The experience of performing in public strengthens students' kinesthetic abilities. This is supported by research Alzain & Susmiarti (2023) stated that the opportunity to appear in school activities and outside of school, such as at national holidays and regional arts festivals, is a very important means of student self-development.

In addition to supporting factors, this study also identified several inhibiting factors in the implementation of extracurricular dance activities. One inhibiting factor is limited training facilities and infrastructure, such as inadequate training spaces and limited dance training equipment. These conditions sometimes limit students' mobility, especially when there are a large number of participants, so the training process does not always run optimally. Another inhibiting factor is limited training time. The relatively short training time and the need to align with academic schedules require trainers to organize training materials effectively. As a result, not all students receive optimal support according to their individual needs. Furthermore, differences in kinesthetic ability levels among students are also a inhibiting factor. This is further supported by research Nabila & Susmiarti (2025) that states that inadequate facilities and infrastructure are one of the causes of low student interest in extracurricular activities.

Based on the observation results, students demonstrate different levels of kinesthetic ability in learning dance movements. Some students are able to quickly understand and imitate the movements, while others require more time and repeated practice to master them. This variation indicates that the effectiveness of extracurricular dance activities in developing kinesthetic intelligence is influenced by both individual student characteristics and the learning environment.

Several supporting factors contribute to the successful implementation of these activities. Students' enthusiasm and consistent participation play an important role in encouraging active engagement during practice sessions. In addition, the active role of the dance instructor supports the learning process through demonstrating movements, correcting techniques, and providing structured training. Support from teachers and parents also strengthens students' motivation and participation. Opportunities to perform in school and community activities further enhance students' self-confidence and provide practical experiences that reinforce the development of coordination, balance, and body control.

However, several inhibiting factors also affect the effectiveness of extracurricular dance activities. Limited facilities and infrastructure, restricted practice time, and differences in students' kinesthetic abilities may hinder the optimal development of students' skills. Inadequate practice space can reduce the effectiveness of movement training, while limited time for practice restricts opportunities for repetition, which is essential for improving kinesthetic competence.

From a practical perspective, schools should consider strengthening the implementation of extracurricular dance programs by improving the availability of training facilities, allocating sufficient practice time, and providing structured learning guidance. Collaboration between schools, instructors, and parents is also important to maintain students' motivation and participation. Furthermore, instructors may

apply differentiated guidance to accommodate students with varying levels of kinesthetic ability so that all students can develop their skills more effectively.

This study has several limitations. The research was conducted in only one elementary school with a limited number of participants, which may limit the generalization of the findings. In addition, the study relied mainly on observation and interview data, which may not fully represent the complexity of students' kinesthetic development. Therefore, future studies are recommended to involve a larger number of schools and participants, apply more diverse research methods, and examine the long-term impact of extracurricular dance activities on students' kinesthetic intelligence.

CONCLUSION

Extracurricular dance activities contribute significantly to the development of students' kinesthetic intelligence, which includes agility, body coordination, muscle strength, balance, and eye-hand-foot coordination. The training process, which begins with warm-up and stretching, effectively prepares students' physical condition, increases flexibility, and minimizes the risk of injury. In the core training stage, a variety of movements that require speed, changes in position, and visual-motor synchronization encourage students to coordinate all parts of the body simultaneously. The development of kinesthetic intelligence is seen in students' ability to perform dance movements with the right tempo, stable posture, flexible movements, good coordination, and increased self-confidence in Pasar Semarak activities. Thus, dance has proven effective as a means of developing kinesthetic intelligence in elementary school students in an integrated manner.

The successful development of kinesthetic intelligence through extracurricular dance activities is supported by student enthusiasm, teacher and parental support, and opportunities to perform in various school and community activities. A supportive school and social environment provides space for students to practice consistently and express their kinesthetic abilities optimally. However, the implementation of these activities still faces obstacles in the form of limited facilities and infrastructure, supporting equipment, practice time, and differences in physical ability levels among students. Therefore, more planned activity management and ongoing support from various parties are needed so that extracurricular dance activities can be implemented effectively and sustainably.

ACKNOWLEDGMENTS

The author would like to thank the Principal of Pondok 01 Elementary School for the permission and support provided so that this research could be carried out successfully. Thanks are also extended to the teachers and dance instructors who provided assistance, guidance, and information needed during the data collection process. The author also appreciates the participation of all students who played an active and cooperative role during the research activities. Furthermore, the author would like to thank those who provided input, suggestions, and substantive support in

the preparation of this research. This assistance was very meaningful in enriching the analysis and discussion of the research results. The author hopes that the results of this research will provide benefits for the development of extracurricular dance activities in elementary schools.

DECLARATION

Author Contributions	The authors state that this research was conducted solely for academic purposes and independently, without any funding or personal interests that could affect the results. The authors also declare that there are no financial or non-financial conflicts of interest related to this study.
Funding Statement	This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. All research activities were conducted independently by the authors.
Conflict of Interest	The authors declare that there is no conflict of interest regarding the publication of this paper. This research was conducted solely for academic purposes without any financial or non-financial influence from external parties.
Additional Information	This study was conducted in accordance with ethical research standards. Participation of students was voluntary and conducted with permission from the school and guardians. All data collected were used solely for research purposes and maintained confidentiality. Further information regarding this study can be obtained from the corresponding author upon reasonable request.

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