

## **The Role of Extracurricular Dance in Increasing The Self-Confidence of Lower-Class Students in MIN 1 Kediri**

**Rania Yulia Zulaikhah<sup>1</sup>; Ayu Ridho Saraswati<sup>2</sup>; Nisa Fitriani<sup>3</sup>**

<sup>1</sup>Madrasah Ibtidaiyah Teacher Education Study Program, Tarbiyah Faculty, IAIN Kediri;

<sup>2</sup>Madrasah Ibtidaiyah Teacher Education Study Program, Tarbiyah Faculty, IAIN Kediri;

<sup>3</sup>Islamic Psychology Study Program, Faculty of Ushuludin and Da'wah, IAIN Kediri

[1raniayuliazula11@gmail.com](mailto:raniayuliazula11@gmail.com), [2ayuridhosaraswati@iainkediri.ac.id](mailto:ayuridhosaraswati@iainkediri.ac.id),

[3nisafitriani@iainkediri.ac.id](mailto:nisafitriani@iainkediri.ac.id)

### **Abstract:**

Arts education can help students develop their inner character, one of which is self-confidence. Dance is one of the artistic activities that can increase students' self-confidence through movement, rhythm, feeling, and skills. By dancing, students are guided to have the courage to appear in public, be responsible for their abilities, and be enthusiastic and confident. One of the activities that schools can provide to facilitate increasing students' self-confidence is extracurricular dance. This activity was carried out by lower-class students (grades 1 & 2 of elementary school) at MIN 1 Kediri. This research aims to analyze increasing self-confidence through dance extracurricular activities. This research is field research using a qualitative approach, where researchers collect data through observation, interviews, and study documents. The subjects of this research were teachers as dance extracurricular trainers and students who participated in dance extracurricular activities. The results of this research show that the dance extracurricular at MIN 1 Kediri helps increase the self-confidence of lower-class students.

**Keywords:** *Extracurricular dance, self-confidence, lower class;*

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## **Introduction**

Character and personality education possessed by students is a very important influence on child development. Character education must be in place and instilled in students from an early age. Confidence is one of them A very important aspect of personality in human life. People who are confident, confident in their abilities, and have hope are realistic, even when their hopes do not come true, they remain positive and can accept it. On the other hand, character formation must be done systematically and sustainably which involves aspects of knowledge, feeling, loving, and action. Character formation can be likened to the formation of a person's bodybuilders who need exercises to become sturdy and strong. According to education experts, character education is very good if given since early childhood, including formal, informal, and non-formal. Self-confidence is part of character education. Because people who are self-confident, confident in the abilities he has, and have realistic expectations, even when their hopes have not been realized they still think positively. Confidence is also a mental state or psychology in someone who gives strong confidence in themselves to do something. Education is the maximum development of the physical and spiritual child. The school provides many activities for students. In the education achieved, sometimes students do not have a sense of trust in themselves, and the self-confidence possessed by students is not visible because students only learn according to the teacher's rules. As is Art education taught by teachers can help to support feelings of student self-confidence. One of them is dance skills at the school base.

Art itself is a transformation of the value of beauty and is a medium for expressing creative experiences that are unique in the world of children. Besides being a medium for conveying life experiences, it can have enormous benefits in shaping attitudes, personality, behavior, and morals towards oneself and in the environment association. Art is everything that has the values of beauty in form, refinement, and playfulness. Arts education plays a developing role in children's abilities in a multidimensional, multilingual, and multicultural manner integrated both within one field of art, between fields, and across fields. With the art of dance taught by teachers, the student's talent can be seen and students can grow their self-confidence by him. So the art of dance is very influential in increasing feelings of trust in elementary school students themselves. Art consists of various types of art, one of which is dance art. an art that uses body movements rhythmically, carried out at a certain place and time with a purpose as an expression of feelings, intentions, or thoughts.

This dance art can be done by everyone from the age of children to parents. The dance movements for children are still in this category easy to do and memorize. However, there are still many children who are embarrassed to appear in public, just like students in grades 1 and 2 in MIN 1 Kediri. Therefore, to increase your sense of self-confidence students, the madrasah initiated a dance extracurricular activity intended for grade 1 and 2 students.

Dance teachers have requirements for teaching dance. Teacher Dance teachers make good teaching preparations such as composing material to be delivered, using appropriate methods, among others using lecture, demonstration, question and answer, and appreciation methods as well Teachers conduct evaluations to motivate students to learn so that the material presented is well received, students do not feel bored and do not underestimate the material taught. Based on observations, the teacher has done a good dance lesson, even though it is not perfect as expected. Teachers can build a pleasant atmosphere in learning dance in class or in the media room, which is possible to motivate students to master theoretical and practical material, and can motivate students to create

dance works through movement creation games. Physical conditions such as sight, hearing, and structure A good body will encourage the achievement of learning goals. Circumstances both intellectual psychology such as intelligence and non-intellectual talent such as attitudes, interests, motivation, and adjustment. The student factor can support learning and teaching dance, which can be seen during learning the art of dance is performed, with enthusiasm the students follow, pay attention, and practice the movements that have been taught by the teacher.

Facilities and infrastructure for learning dance at MIN 1 Kediri It can be said that it meets the standards, which is quite ideal because it already has it Adequate facilities to support dance learning are space quite extensive media and VCD player. The curriculum used at MIN 1 Kediri is the 2013 Curriculum (K13). The curriculum used is very determining for learning dance, this is because the curriculum is the main reference point used during learning. With the curriculum, art learning the dance will run smoothly according to the teacher's expectations. The MIN 1 Kediri neighborhood is in the middle of the village. Environment A spacious, clean, and beautiful school makes students feel comfortable and safe to learn. A good environment is also a support in the process of learning, especially in dance learning which is usually carried out outside the classroom. Students can appreciate nature to explore motion.

According to Kompri (2015: 224) explains the Ministerial Regulation Education and Culture of the Republic of Indonesia Number 81A of 2013 regarding the Implementation of Curriculum Guidelines for Extracurricular Activities explains that: Extracurriculars are educational activities carried out by participants and students outside standard curriculum learning hours as an extension of curriculum activities and carried out under the guidance of the school to develop personality, talents, interests, and students' broader abilities or beyond their interests developed by the curriculum. Through extracurricular activities, it is hoped that students can learn and develop their ability to communicate, work together with other people, and discover and develop their potential.

According to Moh. Uzer Usman (1996:21-31) in creating conditions Effective teaching and learning has at least 5 types of determining variables Student learning success includes:

1. Actively involve students
2. Attract students' interest and attention
3. Arouse student motivation
4. Individual principle, and
5. Demonstration in teaching.

These five variables are internal efforts to foster and develop students' self-confidence in learning, which is expected to also have a positive impact on students' mental development in the future.

According to Taylor (2009) states that self-confidence is the key to a successful and happy life. Confidence level good ones, making decisions easier and paving the way for making friends, building relationships, and paying attention to success in study and work.

Arts instruction in public schools is primarily directed to foster sensitivity and creativity so that attitudes are formed appreciative, critical, and creative in students as a whole. Ability This is only possible to grow if done through a series of activities including observation, analysis, assessment, and creation in every artistic activity, both inside the classroom and outside the classroom. Art as a medium of education contains meaning that goes through arts, education, and human dignity is fostered. Art learning studied the meaning of coaching individual learners to be more mature, have ownership

of personality, developing character through educational goals. Individual here means in means one and divide means split/part into individuals means one but consists of parts. These parts are the thinker or the substance of creation, taste, and will or intention. The arts education referred to above aims to foster the three individual components. Like all other subjects, it's as complicated as it gets and however difficult the process of implementing education and learning is art aims to increase human dignity above.

Supporting research is research conducted by Prasena Arisyanto, et al, 2018 entitled "Learning Extracurricular Dance for Character Building for Public Elementary School Students Gayamsari 02 Semarang" Journal of Education and Art Studies Vol. 3 No. 1. Results Research shows that the extracurricular dance learning process in elementary school Negeri Gayamsari 02 Semarang runs smoothly because of the inter-components Learning is interrelated and mutually supports each other. Coaches can understand student characteristics so that they can provide appropriate material for the student's condition. Trainers can cultivate character through media Some of the character values that are instilled in students include the character of cooperation, caring, tolerance, honesty, discipline, and responsibility. This research revealed that the implementation of character education one of which is done through the dance extracurricular program became my basis for researching because that research was carried out in connection with the extracurricular art of traditional dance in forming student character. This research aims to determine the role of activities in extracurricular dance arts in building students' self-confidence MIN 1 Kediri Regency.

## **Methods**

The research method used is qualitative. Target This research focuses on extracurricular dance learning. Study implemented in MIN 1 Kediri Regency, namely in extracurricular learning odd semester dance arts for the 2023 academic year. Data collection techniques. There are 3 methods used in this research, namely observation, interviews, and study documents. As informant is Mrs. Alfia Sri Utami Ningsih, S.Pd.I as dance extracurricular coach and 20 students in grades 1 and 2 who take part in dance extracurriculars. The data validity techniques used are triangulation techniques and source triangulation. Data is analyzed using concepts learning and character concepts. Data analysis was carried out through 4 stages, namely data collection, data reduction, data presentation, and conclusion drawing using the interactive model data analysis component as a data analysis model.

## **Results and Discussion**

This research was carried out on February 16, 2023, dated May 20, 2023 "the role of dance extracurricular activities is to build the self-confidence of grade 1 and 2 students in MIN 1 Kediri Regency" through type qualitative research with a descriptive approach. MIN 1 Kediri Regency is located in Jalan Kanigoro, Kanigoro Village Kras District, Kediri Regency, East Java Province. MIN 1 Kediri Regency is a school that has and develops dance arts activities as one of the extracurricular activities. MIN 1 Kediri Regency has 20 students who take part in dance extracurricular activities who take part in this activity starting from class I and II.

Dance extracurricular activities are extracurricular activities developed at MIN 1 Kediri Regency for class I and II students to develop students' interests and talents. Deep student character Participating in dance extracurricular activities has different characteristics. Before taking part in dance extracurricular activities, some students did not dare to display their abilities in public and some students were still shy or hesitant to

move their limbs at times during dance practice. However, after taking part in the training, the accompanying teacher trains the students to dare to appear in public and then teaches students to start confidently to be able to show off their abilities or talents. From this statement, we can see that it corresponds to the results of the researcher's interviews with the research subjects. under the aspects of self-confidence according to Lauster (2012) are as follows:

1. Confidence in one's abilities  
Self-confidence is a person's positive attitude about himself. He is truly capable of what he does.
2. Optimistic  
Optimism is a positive attitude possessed by someone who always has a good outlook on things they face everything about himself and his abilities.
3. Objective  
People who view problems or things following the proper truth, not according to personal truth or according to themselves.
4. Be responsible  
Responsibility is a person's willingness to endure everything that has become the consequences.
5. Rational and realistic

Rational and realistic is an analysis of a problem, something, and an event using acceptable thoughts to reason and reality. Data from interviews and observations of extracurricular activities in dance build students' self-confidence. An attitude of self-confidence will be formed by a person through several indicators of self-confidence, namely:

1. Having an opinion or carrying out an activity without hesitation
2. Dare to appear in public
3. Don't feel inferior
4. Responsible for their abilities
5. Enthusiasm
6. Be confident

### **Discussion of the research findings obtained from the results of interviews, observations, and documentation that will be supported by existing theories.**

The research process is carried out with extracurricular activities dance in building students' self-confidence who take part in activities these extracurriculars are:

#### *1. Have an opinion or carry out activities without hesitation*

The teacher often accompanies extracurricular dance activities and encounters students who take part in extracurricular activities but still feel hesitant to move their bodies during dance practice. At first, when new students entered the dance extracurricular activity, they were still hesitant about moving their body parts, however with continuous practice, they can dance without feeling doubtful. Based on the results of interviews with students who took part in the activities dance extracurricular named Vina Zia Arsyila "Feeling embarrassed and I was hesitant but over time I got more used to it." According to Andewi (2019: 4) dance is an expression of the human soul that is transformed by imagination and given shape through the medium of movement so that it becomes a form of movement symbolic and as an expression of one's inner self. From opinion this, it can be concluded that the students who took part in the activities extracurricular dance arts can move their body parts without feeling doubt because they are used to it during practice.

#### *2. Dare to appear in public*

One way to build students' self-confidence is to be brave to appear in public. From the results of interviews with teachers dance extracurricular companions by Mrs. Alfia

Sri Utami Ningsih, S.Pd.I said "There is one student who is shy at the beginning of entering this dance activity. But we come back to the aim of this dance extracurricular activity is as much as possible This activity can grow students' self-confidence, dare to appear in public, and students can express their interests and talents which are owned". According to Juanda (2016), someone who has the confidence to dare to appear in public is a person who has a mental attitude in assessing himself and has confidence or his ability to be able to do something according to his abilities. Following the results of interviews with student named Fatimah Shaqila Khairina "Yes, because she can be included in it dance". From this opinion, it can be concluded that activities This dance extracurricular is carried out by MIN 1 Regency Kediri help students build a sense of trust students to be able to dare to appear in public.

### *3. Don't feel inferior*

Teachers accompanying dance extracurricular activities strive to Students who take part in these extracurricular activities do not feel inferior of the abilities that every student has different abilities. this extracurricular dance activity is carried out without any selection of students who wish to take part in this activity. Based on the results of interviews with their students take part in extracurricular dance activities because they are encouraged by their desires without any encouragement from others. According to Wiyani (2013: 111), the purpose of extracurricular activities is to develop student's talents and interests in coaching efforts individual toward positive total human destruction. From this statement, it can be concluded that extracurricular activities that were implemented in MIN 1 Kediri Regency were able to develop talent and interest possessed by students and students who follow extracurricular dance activities with self-motivation without feeling there is coercion from other people. Extracurricular activities in dance are carried out without any selection so students are free to take part in this extracurricular dance activity.

### *4. Responsible for their abilities*

Students who take part in dance extracurricular activities already take part in competitions or official events to fill the event. Based on the results of interviews with teachers companion for dance extracurricular activities at MIN 1 Kediri Regency said that "Students who take part in this extracurricular dance activity are usually included in competitions and they also usually appear at events official duties, thanksgivings and weddings so the results can already be seen or not only at school but in society too." According to Narwanti (2011), every child becomes competent in academic skills, responsible for their actions, confident in their abilities, and enthusiastic about learning. So it can be concluded that students who Participate in dance extracurricular activities are already responsible for dancing activities when getting assignments.

### *5. Passionate about developing interests and talents*

The accompanying teacher provides dance extracurricular activities enthusiastic when practicing dance by always providing motivation The student made a mistake in moving the dance. The results of the interview with students participating in dance extracurricular activities enthusiasm even though they have difficulty in movement but They keep trying to practice until they can do the movements being taught by the accompanying teacher.

### *6. Confidence*

With this extracurricular activity, dance can be done building students' self-confidence to display talents or talents which are owned. According to Suyadi (2013: 154), self-confidence is something attitude or belief in one's abilities, so that in take action less anxiously. Based on the opinion above, yes It was concluded that dance extracurricular activities can be constructive to students' sense of self-confidence in

developing their interests and talents dance where I can compare it to new students entering extracurricular activities in dance and is a long-standing student take part in these extracurricular activities. Dance extracurricular activities invite students to socialize with other friends so that they can create togetherness by participating in activities extracurricular. opinion above, it can be concluded that the activities of Dance extracurriculars can build students' self-confidence in developing interest and talent in dancing wherever I can compare it with students who have just entered the activity extracurricular dance arts and students who have been participating in activities for a long time this extracurricular. Dance extracurricular activities encourage students to socialize with other friends so that they can create togetherness in participating in these extracurricular activities.

## Conclusion

Every student has a different level of self-confidence. There is those with low levels of self-confidence, but there are also those with high levels. Taste level Self-confidence in students is influenced by various factors. As for the role of educators in increasing students' self-confidence is wrong one of them is the presence of dance extracurriculars. The purpose of the dance extracurricular is to instill a love of culture in students, so that they become generations who always preserve their culture. Apart from that, other goals are: to train students to appear confident. This dance extracurricular aimed at students in grades 1 and 2, because at their age they feel confident his average is still low. Students who take part in dance extracurriculars trained from the basic stage to the final stage. Don't forget, when practicing, educators ask the students to practice one by one in front of their friends individually, this is to train students to have high self-confidence. On At first, the students were shy, but because of the encouragement and enthusiasm of the educators, over time, students become accustomed to appearing in front of their friends and the general public.

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