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## Sociology of Education and Dance Arts: Harmony in Madrasah Ibtidaiyah Minhajuttholibin

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### Abstract

The sociology of education studies how social interactions and cultural contexts affect the learning process at Madrasah Ibtidaiyah Minhaajuttholibin. The purpose of the research is to find out the influence of dance on the social and emotional development of students in Madrasah Ibtidaiyah, Develop effective strategies to integrate dance arts in the Education curriculum, Assess the role of dance in preserving local culture and traditions among students, Build synergy between schools, parents, and communities to support arts programs in madrasahs. This study uses a qualitative design with a case study approach. The research population consisted of students, teachers, and parents at Madrasah Ibtidaiyah Minhaajuttholibin. The sample was taken purposively, by selecting 30 students, 5 teachers, and 10 parents who were involved in dance arts activities in the madrasah. Data Collection through Interviews, Questionnaires, and Observations, conducted during dance activities to record student interaction and participation. Implementation Steps: Prepare research instruments and obtain approval from the madrasah. Conduct interviews with students, teachers, and parents on a scheduled basis. Distribute questionnaires to students and collect data. Conducting observations during dance activities in class. Qualitative Analysis: Data from interviews and observations will be analysed using thematic analysis techniques to identify patterns and themes. Quantitative Analysis: Data from the questionnaire will be analysed using descriptive statistics to describe students' attitudes towards dance. The results of this study found that involvement in dance can strengthen the relationship between students, teachers, and parents, creating a more harmonious learning environment. This study successfully identified the impact of dance on the social and emotional development of students at Madrasah Ibtidaiyah, showing that dance can improve their social skills. However, this study has limitations in terms of a limited sample size and focus on only one madrasah, so the results may not be fully generalizable.

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## Introduction

The sociology of education studies how social interactions and cultural contexts affect the learning process at Madrasah Ibtidaiyah Minhaajuttholibin. This is especially relevant in educational contexts such as Madrasah Ibtidaiyah Minhaajuttholibin, where the learning process goes beyond the mere cognitive progress of the individual to encompass social interaction and collaborative efforts (De Felice et al., 2023). The learning community paradigm is characterised by classrooms that serve as collaborative environments that strengthen students' learning abilities through encouragement of inquiry, cooperation, and expression. This methodology is in line with the principles of learner-centred pedagogy, which is crucial in keeping educational practices relevant and appropriate (Pan, 2023). In the context of religious education, especially Islamic education, cultural influence is very significant in shaping learning opportunities. Variables such as religious socialisation and perception of the content of religious teachings create diverse learning experiences. This emphasises the importance of understanding cultural dynamics in the framework of education (Unser, 2022). Islamic education as practised at Madrasah Ibtidaiyah Minhaajuttholibin is explicitly rooted in the values and teachings of the Qur'an. This paradigm places the family as the main social institution in the educational process, which also reinforces the importance of cultural and religious values in forming a conducive learning environment (Al-Hawary et al., 2023).

Furthermore, Islamic education also aims to foster an attitude of tolerance and respect for diversity, which is becoming increasingly relevant in a multicultural society. By integrating Islamic values into the curriculum, educational institutions can strengthen social cohesion and foster mutual respect between students from different backgrounds (Aderibigbe et al., 2023). At the implementation level, education policies implemented in the classroom play an important role in shaping the student learning experience. Educators become the primary mediators in managing social interactions and ensuring that learning content remains relevant to the cultural and religious values that students embrace. Therefore, it is necessary to translate competency objectives into contextual and applicable instructional strategies (Silseth et al., 2023). The pedagogical framework, as a proxy, which is rooted in a sociocultural approach, emphasises the need to understand how social, cultural, and political factors influence educational practices. This framework is particularly relevant for analysing the dynamics of teaching and learning at Madrasah Ibtidaiyah Minhaajuttholibin (Nicholson, 2023).

Creative dance has been integrated into the curriculum as a tool to increase students' creativity and expression, while strengthening social values. The creative dance curriculum in primary education institutions is effective in improving children's cognitive and psychosocial competence. Such programs motivate students to engage in the exploration of imaginative movements, thereby increasing their capacity for self-expression and innovative thinking (Konstantinidou, 2023). In the field of education, innovative pedagogical strategies, including dance, are used to foster creativity and disposition skills among learners. This methodological approach facilitates students' connections with global and local epistemology, thereby enriching their understanding of creativity in an academic context (Putri et al., 2024). The incorporation of dance in physical education, particularly in teacher training programs, allows students to experiment and express their creativity through kinetic movement. This pedagogical strategy allows students to explore alternative modalities in understanding and experiencing dance, which can further be applied in creative dance instruction (Engdahl et al., 2024). The arts of dance play an important role in fostering social connectivity and community

development. During the COVID-19 pandemic, virtual dance interventions have proven to be beneficial in improving social connectedness and emotional well-being, demonstrating dance's capacity to foster interpersonal bonds even in digital contexts (Humphries et al., 2023). Creative drama, which is intrinsically linked to dance, is positioned as an effective approach to value education. It helps students experience diverse perspectives, thereby improving their adaptability and understanding of individual and communal relationships (Hong & Hong, 2022). In the context of early childhood education, the arts, including dance, serve to support transformative educational practices by enabling children to engage with the themes of sustainability and global citizenship. This pedagogical framework empowers children to articulate their understanding of critical issues and develop their agency as informed global citizens (Chapman & O'Gorman, 2022).

Through creative dance, students can learn about cooperation, discipline, and character development in dance learning in this extracurricular activity, which is in line with the goals of madrasah education. Dance practice requires learners to engage in collective efforts, often in groups, to achieve a common goal, such as a public performance. This joint effort not only improves teamwork competence but also fosters an appreciation for the importance of collaborating harmoniously with colleagues (Hidayah et al., 2024; Kotsonis, 2022). In the context of madrasah education, where the virtue of cooperation is highly valued, dance serves as a practical exercise to develop these competencies, in line with the aspirations of a well-rounded education aimed at nurturing socially responsible individuals (Huda et al., 2022). Dance education also fosters a sense of discipline, as students are required to adhere to established routines, engage in consistent practice, and follow instructor guidance. This sense of discipline is essential for personal growth and is a fundamental element of character education (Spohrer, 2024). The regular structure of dance classes contributes to the development of self-regulation, which is a vital competency for achieving academic success and personal fulfilment. This is in line with the madrasahs' focus on self-discipline and moral progress (Miranda-Rodríguez et al., 2023). Dance offers a medium for students to express their creativity, thereby increasing their self-esteem and confidence. This process of personal development is a significant dimension of character education, as it promotes greater self-awareness and empathy among students (Engdahl et al., 2024). The incorporation of the arts, including dance, into the educational framework has been shown to nurture positive personality traits and competencies, thereby supporting the formation of knowledgeable individuals who can make constructive contributions to society (Grosz et al., 2022).

Dance activities at Madrasah Ibtidaiyah also function as a means to preserve local and traditional culture among the younger generation. Education plays a crucial role in understanding and preserving cultural heritage. It is important to implement initiatives that increase awareness of the value of cultural heritage from an early age, especially in primary education institutions such as Madrasah Ibtidaiyah (Achille & Fiorillo, 2022). The integration of cultural heritage in the curriculum can help students develop a sense of belonging and identity, which is essential for preserving local traditions (Yan & Li, 2023). Mechanisms of enculturation, including modelling and internalisation, are effective in the preservation of cultural identity. This framework can be applied in dance activities at Madrasah Ibtidaiyah to instil cultural values in students (Raharjo et al., 2021). Dance activities at Madrasah Ibtidaiyah have great potential for cultural preservation, but face challenges such as the politicisation of cultural practices and the need for reconciliation

between cultural and religious values. The Mak Yong dance, for example, has experienced obstacles due to diverse religious interpretations, showing the need for a balanced methodology in cultural preservation (Sripaoraya, 2022). However, the assimilation of cultural activities in education can foster pro-social behaviour and communal involvement, making the individuals involved more likely to contribute to cultural organisations in the future (Garrod & Dowell, 2020).

The harmony between the sociology of education and dance arts creates an inclusive learning environment and supports the holistic growth of students at Madrasah Ibtidaiyah Minhaajuttholibin. Dance serves as an instrument of social inclusion by providing a platform for individuals from diverse backgrounds to express their identities and build relationships. This is in line with the 'BombeArte' initiative, which uses art education to promote inclusivity in educational institutions that are vulnerable to social exclusion (Marín Viadel & Roldán, 2021). Dance enhances students' cognitive and emotional competence, empowering them to engage in creative kinesthetic learning experiences. This has been shown to have a positive impact on academic performance and engagement, especially in heterogeneous and economically disadvantaged educational environments (Rankin et al., 2021). Phenomenological investigations show the role of dance in fostering a sense of belonging and cultural sustainability, which contributes to the comprehensive development of students through non-verbal communication and aesthetic appreciation (Grindheim & Grindheim, 2021). The integration of dance in the educational curriculum can be an important part of an interdisciplinary pedagogical framework that includes history, sociology, and economics, fostering authentic development and social cohesion (Ciferri & Soldi, 2021). In the physical education curriculum, dance is considered a cultural narrative that investigates multiculturalism and critical post-structuralism, enhancing students' educational experience (Gehres et al., 2020). While the integration of dance in education brings many benefits, it is important to address the challenges of its implementation, such as the distribution of resources and the professional development of educators. The literature shows the need for a transformation in the educational framework towards an approach that prioritises inclusion and equality (Rodrigo Martín et al., 2020). Additionally, striking a balance between teacher-directed and student-centred methodologies is essential to encourage autonomous learning and increase student engagement (Rothmund, 2023).

There is no in-depth understanding of how different types of dance (traditional vs. modern) affect the character development of students in madrasas. Traditional dance forms often reflect cultural and historical importance, fostering a deep sense of identity and community among students. In Manipur, India, research shows that traditional dance instruction significantly improves students' social values, confidence, and creativity (Singh & Devi, 2022). This shows that the integration of traditional dance in madrasas can enhance the sense of cultural and community identity, as well as support students' social and emotional growth. (Rothmund, 2023). Dance education, especially when combined with music and movement, can increase students' agency and autonomy. A case study at a special education institution shows that involvement in these activities allows students to transform from passive participants to proactive leaders (Sutela et al., 2020). This transformation shows the potential of dance to empower students in madrasas by strengthening their leadership acumen and self-efficacy, in line with the goal of madrasah education to cultivate knowledgeable, characterful, and well-behaved individuals (Pallathadka et al., 2023).



There is not enough data on how students and teachers view dance as part of education, as well as the challenges they face in its implementation. Participants in the physical education teacher education curriculum often identify deficiencies in exposure to creative dance, which is important for fostering creativity and enhancing movement learning. This shows the need for more extensive dance training to increase students' understanding and appreciation of dance as an instructional methodology (Engdahl et al., 2024). Educators face significant barriers to providing high-quality dance education due to inadequate training and inadequate support. A study in the UK and Scotland revealed the difficulties in sustaining dance programs amid evolving education policies and limited resources (Vincent et al., 2021). The motivational strategies that educators use can influence student engagement and their perception of dance. Teacher-centred interventions in Mexico showed an increase in students' motivation towards dance (Amado et al., 2020). However, there is a lack of teacher training on effective dance instruction, especially in creative and inclusive frameworks, which results in educators feeling unprepared to integrate dance into their pedagogical practice (Urmston & Aujla, 2021). The perception of dance that students and educators have can influence the success of dance programs. For example, vocational dance students and their instructors often exhibit different attitudes toward stress management, which can affect training practices and the overall experience in dance education (Blevins et al., 2020). Fostering a school environment that values arts education, including dance, can motivate students and educators to become more involved with dance initiatives. This effort requires attention to cultural attitudes and the creation of an atmosphere that supports dance education (Yli-Panula et al., 2022).

It is still unclear what practical challenges teachers face in integrating dance into the educational curriculum at Madrasah Ibtidaiyah. The incorporation of dance in the educational curriculum requires an organised framework that follows applicable educational standards. Similar to the challenges of integrating resources and technology, there are often no clear guidelines and benchmarks for incorporating dance, which can lead to ambiguity in its implementation (Habiburrahim et al., 2022; Pappa et al., 2024). Educators may face difficulties in crafting effective lesson plans, especially when attempting to articulate objectives and choose the right materials and methodologies (Achmad et al., 2023). Although the incorporation of dance at Madrasah Ibtidaiyah faces various challenges, it is important to consider the broader educational context. Artistic practices, including dance, have great potential to contribute to continuing education by nurturing creativity, inquiry, and multiphase perspectives (Niederhauser et al., 2024).

There has been no research that has examined how social and cultural factors affect student participation in dance activities in madrasas. Empirical evidence suggests the existence of a social gradient in arts participation, where socioeconomic status has a major influence on engagement, especially outside of formal education. Individuals from higher socioeconomic strata tend to be more involved in arts activities outside of academia, suggesting that socioeconomic factors also influence participation in madrasas, which typically include diverse demographics (Mak & Fancourt, 2021). Adolescent involvement in artistic activities is closely related to sustained participation into adulthood, emphasising the importance of early exposure and enjoyment in maintaining lifelong engagement. The promotion of dance arts in madrasas can have a lasting impact on students' cultural engagement (Simpkins et al., 2023). Cultural and religious pluralism significantly affects the integration of arts activities in education. In madrasas, which are

in line with Islamic principles, the incorporation of dance requires sensitivity to religion and culture. Education that respects cultural sensitivities can increase socialisation and respect for diversity (Aderibigbe et al., 2023; Knoblauch, 2023). The concept of the "third place," i.e. the social environment outside the home and workplace, highlights the importance of culturally appropriate spaces for social engagement. In madrasas, creating spaces that respect Islamic values while facilitating artistic participation can increase engagement (Nadizti et al., 2022). Barriers to arts participation often include socioeconomic limitations, health problems, and a lack of opportunities, especially in lower socioeconomic groups. Overcoming these barriers in madrasas may require the provision of resources and the creation of an inclusive environment that encourages participation regardless of background (Fancourt & Mak, 2020). The importance of social and environmental variables in creative achievement emphasises the need for a nurturing environment. Building a community that supports and appreciates the arts in madrasas can increase students' motivation and engagement in dance activities (Zhang et al., 2021).

There is not enough understanding of effective ways to integrate dance with other subjects in the Madrasah Ibtidaiyah curriculum. The Creative Dance program in elementary education shows significant potential in fostering children's cognitive and psychosocial competence. This concept can be adapted to the curriculum of Madrasah Ibtidaiyah to increase creativity and critical analytical skills (Konstantinidou, 2023). Dance serves as an effective medium for developing dual intelligence, as described by Gardner, with a positive impact on kinesthetic, musical, and interpersonal intelligence, especially in heterogeneous classrooms (Stănescu & Tomescu, 2020). The integration of dance with other disciplines and subjects creates a transdisciplinary educational environment. This approach encourages students to interact participatively with academic content, nurturing critical thinking and problem-solving skills (Trott et al., 2020). The arts, including dance, can be positioned alongside scientific inquiry to generate multidimensional knowledge and promote inquiry-based learning, as well as facilitate the exploration of patterns and problem-solving in transdisciplinary contexts (Areljung, 2023). Dance serves as a conduit for cultural representation and social cohesion, especially in diverse education. This engagement can reduce social gaps by offering an inclusive platform for all students to articulate their identities and learn collaboratively (Gärtner et al., 2022). The holistic-integrative curriculum model, such as in the Muhammadiyah education system, can be adapted to incorporate dance as a mechanism that harmonises spiritual, emotional, and intellectual development following Islamic values (Hamami & Nuryana, 2022). Incorporating dance into the educational curriculum requires a methodological framework that supports collaborative and participatory learning experiences. This can be achieved through interactive workshops and art-based methodologies that inspire students to engage creatively with content (Bentz et al., 2022).

This research is needed to explore the impact of dance arts in education at Madrasah Ibtidaiyah, which is still under-researched. Filling this gap is important to improve the effectiveness of teaching methods and ensure the relevance of the curriculum to the current needs of students. This research will offer a new approach by integrating dance as a learning tool that supports the development of character and social skills. This innovation is important to provide a different perspective in Madrasah Ibtidaiyah education, while preserving local culture. The purpose of the research is to find out the influence of dance on the social and emotional development of students in Madrasah Ibtidaiyah, Develop effective strategies to integrate dance arts in the Education curriculum, Assess the role of dance in preserving local culture and traditions among

students, Build synergy between schools, parents, and communities to support arts programs in madrasah.

## Methods

This study uses a qualitative design with a case study approach (Lexy J. Moleong, 2022). This design allows for an in-depth exploration of the integration of dance arts in education at Madrasah Ibtidaiyah, with a focus on the experiences and perspectives of students, teachers, and parents. The research population consisted of students, teachers, and parents at Madrasah Ibtidaiyah Minhaajuttholibin. The sample was taken purposively, by selecting 30 students from various classes and taking 2 students from each class, 5 teachers, and 10 parents who are involved in creative dance activities at the madrasah. This selection aims to obtain relevant and in-depth data (Creswell, J. W., & Poth, 2016). Interview Collection Instrument: Used to obtain information from students, teachers, and parents regarding their experiences and views on the art of dance. Questionnaire: Provided to students to gauge their attitudes and understanding of the art of Creation dance in an educational context. Observation: Conducted during the creation dance activity to record student interaction and participation. Implementation Steps: Prepare research instruments and obtain approval from the madrasah. Conduct interviews with students, teachers, and parents on a scheduled basis. Distribute questionnaires to students and collect data. Conducting observations during dance activities in class. Analyse the data obtained. Analysis Method: Qualitative Analysis: Data from interviews and observations will be analysed using thematic analysis techniques to identify patterns and themes (Miles, M.B. B. & Huberman, 1992). Quantitative Analysis: Data from the questionnaire will be analysed using descriptive statistics to describe students' attitudes towards dance.

## Result Interview

1. On May 28, 2025, at 07.40, the researcher interviewed with Mr. Rt, who is one of the key figures in MI Minhajuttholibin. He revealed that "MI Minhajuttholibin was established in 2011 with a vision to provide quality education and character. In a relatively short time, the school has managed to establish itself as one of the leading educational institutions in the region". In addition, Mr. Rt said that the success of MI Minhajuttholibin could not be separated from the hard work and dedication of the entire academic community. Every member, from teachers, staff, to students, has contributed significantly to creating a conducive learning environment. This is reflected in the increase in academic and non-academic achievement that the school is proud of. This success, according to Mr. Rt, is also the result of collaboration and joint commitment to achieve the goals of good education. With the spirit of cooperation at MI Minhajuttholibin continues to strive to improve the quality of education and provide a pleasant learning experience for all students. This is an important step to later form a young generation that is not only academically intelligent, but also has a strong character in creating the future.
2. On May 28, 2025, at 08.30, the researcher had the opportunity to interview Mrs. Wd, an educator experienced in dealing with students with learning difficulties. In the interview, Mrs. Wd explained the "challenges faced in educating students who require a special approach". According to him, this job requires high patience and perseverance, as well as strategies that are tailored to the needs of each student. Mrs.

Wd also emphasised that "understanding the needs of each student is the main key in the Education process, and every child has different backgrounds, abilities, and challenges". Therefore, educators need to take a more personalised approach. This way, teachers can recognise students' strengths and weaknesses, so they can provide appropriate support. In practice, Mrs. Wd often conducts periodic evaluations to monitor students' progress in learning and creativity. He believes that continuous assessment not only helps teachers in designing learning strategies, but also motivates students to continue to develop in the art of Creative Dance. By providing constructive feedback, students feel valued and motivated to learn better. Mrs. Wd also highlighted the importance of parental involvement in the education process, especially in extracurricular activities in students' Creative Dance learning. Good communication between teachers and parents can create a supportive environment for students. With support from home, children with learning difficulties will feel more confident and motivated to overcome their challenges in Dance Creation.

3. On May 28, 2025, at 09.30, the researcher interviewed with M. Z., a passionate student. In the interview, M. Z. revealed that "his favourite learning activity is dancing". With sparkling eyes, she tells how dance moves make her feel alive and connected to music. Dancing is not just a physical activity for him, but also a way to express himself and feel happiness. M. Z. recounts that "when he dances, he feels irreplaceable freedom and joy". The flowing music is the perfect introduction to his body movements. "When I dance, I feel like I can forget all the problems and just focus on the happiness that each step offers," she said. This joy is not only felt when he is alone, but also when collaborating with friends in a dance group. She also added that dancing helps her be more confident. Each performance is an opportunity to showcase his talent and creativity. M. Z. feels proud to be able to perform in front of others, and this experience further increases his love for the art of creative dance. "Dancing makes me feel like a star," she said with a big smile. And M. Z. hopes that more of his friends can feel the same happiness through Creative Dance. He believes that these activities can be a channel to overcome stress and promote a good mood. With a burning spirit, M.Z. is determined to continue learning and practising, so that one day he can inspire others to find happiness through movement and music.



Figure 1. Activity Documentation: Dance Creation



Creative dance practice activities at Madrasah Ibtidaiyah Minhajuttholibin have become one of the flagship programs that attract the attention of students and parents. In a cheerful and enthusiastic classroom atmosphere, students gather to learn various dance movements that not only prioritise the artistic aspect but also teach discipline and cooperation. Under the guidance of experienced instructors, they are taught how to express themselves through movement, while maintaining existing cultural values. During the exercise, students are invited to recognise the rhythm and rhythm of music, as well as develop their creativity in creating unique movements. Using a variety of traditional and modern musical instruments, this dance practice provides a fun learning experience. Students not only learn dance techniques, but also learn to respect each other and support each other in this creative process. This creates a strong bond between them, reinforcing a sense of togetherness and friendship.

This creative dance practice also often ends with a mini performance involving all students. This performance is a place for them to show the results of their training and share happiness with friends and family. Through these activities, students not only hone their artistic talents but also build confidence and social skills. This activity is expected to continue to grow, becoming a vehicle for students to explore their potential and contribute to cultural preservation through dance.

## Discussion

The a lack of clarity on how dance can be effectively integrated with other subjects in the curriculum of Madrasah Ibtidaiyah. This research will develop recommendations for integrating dance with other subjects, as well as identify best practices that can be applied. The incorporation of dance in the educational curriculum, with a focus on multicultural pedagogy, helps students appreciate a variety of cultural expressions and identities. This approach is in line with research that emphasises the importance of multicultural principles in arts education to shape identity and diversity (Faoziah et al., 2024; Oliver-Barceló et al., 2022) methodologies such as STEAM (Science, Technology, Engineering, Arts, and Mathematics) can synergize dance with other academic disciplines, making art an instrument in enhancing the educational experience and encouraging a comprehensive curriculum (Davies & Trowsdale, 2021; Perales & Aróstegui, 2024) Dance can also improve spatial awareness and math comprehension, with research showing the successful integration of movement in math teaching for young learners, which supports cognitive progress (Temple et al., 2020). Successful integration of dance into the curriculum requires educators with specialised training and adequate knowledge. Continuous professional development and training in the integration of the arts can empower educators to effectively implement dance-based pedagogical practices (Sanchez et al., 2023). Dance can catalyse community engagement and cultural revitalisation. By combining local and traditional dance forms, educational institutions can strengthen community connections and promote cultural heritage. This methodology is in line with the principles of community dance, which highlights local uniqueness and cultural sustainability (Kim & Park, 2023).

There has been no research examining how the social and cultural environment affects students' acceptance and participation in dance activities. This study will analyse the social factors that influence student participation in dance, including support from family and community. An individual's socioeconomic status has a great influence on children's involvement in artistic activities. Research shows the existence of a social

gradient in arts participation outside of educational institutions, where children from high socioeconomic strata are more likely to engage in artistic activities, including dance, in non-academic settings (Mak & Fancourt, 2021). In the United States, increased parental education correlates with children's artistic participation, suggesting that family backgrounds are an important factor in fostering interest in artistic activities (Bone et al., 2021). A sense of belonging in an educational environment is important to encourage student involvement in artistic activities. Research in Sweden shows that positive perceptions of school ownership are associated with reduced ethnic discrimination and increased prosocial behaviour, which can increase participation in cent initiatives (McDiarmid et al., 2023). Social support from family and peers is also crucial for adolescents' psychological health, which further influences their involvement in the arts (Alshammari et al., 2021). Dance can foster a sense of belonging and support cultural sustainability. Phenomenological investigations show that dance creates a meditative experience that enhances non-verbal understanding of self and others, essential for social and cultural sustainability in early childhood education (Grindheim & Grindheim, 2021). Building a sustainable culture of participation requires the involvement of all members of society, including children, which can increase participation in artistic activities (Weckström et al., 2022). The social environment and norms have a great influence on adolescents' physical activities, including dance. A more socioeconomically advantageous environment offers more resources and parental support, increasing engagement in structured activities (Havdal et al., 2023). In contrast, emotional and instrumental support is often lacking among individuals with low education and incomes, becoming a barrier to their participation in the arts. Addressing these inequalities is important to encourage broader engagement in dance and other art forms (Canedo-García & García-Sánchez, 2022).

Lack of understanding of the practical challenges faced in integrating dance arts into the curriculum of Madrasah Ibtidaiyah. This research will identify the challenges faced by teachers and madrasas in the implementation of dance arts programs, as well as possible solutions. Many educational institutions, including Madrasah Ibtidaiyah, face significant limitations in resources that hinder the effective implementation of dance programs. These constraints include inadequate physical space, insufficient equipment, and a lack of funds that are essential for dance education (Vincent et al., 2021). Educators often lack the training and preparation necessary to teach dance well. This problem is common in a variety of educational contexts where dance is not conventionally incorporated into the curriculum, leading to a lack of pedagogical competence and a decrease in self-efficacy among instructors (Risner et al., 2023). Current curricula often fail to accommodate dance integration, as most focus on traditional academic disciplines. This results in a limited allocation of time for art education, making it difficult to incorporate meaningful dance (Davies & Trowsdale, 2021). The establishment of professional learning communities and transformative learning frameworks can help bridge gaps in teacher training by emphasising customizable collaborative learning for dance education, increasing educators' competence and confidence (Brennan & King, 2022). The adoption of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework can facilitate the integration of dance into the curriculum by highlighting the interconnectedness between subjects. This approach can create a more comprehensive educational experience and increase the importance of the arts in the school curriculum (Perales & Aróstegui, 2024). Educational institutions can also develop adaptive routines that provide flexibility in curriculum implementation, fostering a supportive environment

where educators can experiment with the integration of dance in their pedagogical practice (Maag Merki et al., 2023).

There is no in-depth data on how students and teachers view dance as part of the educational curriculum, as well as the challenges they face. Through interviews and questionnaires, this research will gather students' and teachers' views on the value and benefits of dance arts in education. Educators often face significant barriers to delivering high-quality dance education, caused by insufficient resources and weak education policy support. In the UK and Scotland, dance educators expressed concern about the sustainability of dance programs, viewing government directives as a threat to the future sustainability of dance education (Vincent et al., 2021). In the United States, dance-teaching artists in the P-12 setting face challenges related to preparation and working conditions, which affect their ability to provide effective dance education. These issues include inadequate training and a lack of recognition of the integral role of dance in the curriculum (Risner et al., 2023). In Australia, the arts, including dance, are considered essential to allow students from diverse backgrounds to articulate their identities and engage in an equitable society. However, there is an urgent need to increase collaboration between art educators and the arts industry to foster public understanding of the importance of art education (Kerby et al., 2021). Students' perceptions of dance education often differ from those of their educators, due to variations in instructional methodologies and evaluative feedback. These differences can affect student engagement and learning outcomes in dance classes (Holzer et al., 2023). In Switzerland, the incorporation of values such as openness and self-transcendence in the curriculum can shape students' perceptions of the importance of dance and other artistic disciplines in their educational experience (Oeschger et al., 2022). In Korea, dance educators face challenges in presenting assignments and ensuring the effectiveness of their teaching practices. Beginner instructors often struggle to deliver dance assignments effectively, which negatively impacts student understanding and engagement (Kwak & Kwon, 2022).

Although it is known that dance can contribute to character development, there has been no research that has specifically evaluated the impact of different types of dance (traditional vs. modern) on students at Madrasah Ibtidaiyah. This research will explore how different types of dance affect students' social skills, emotions, and learning motivation. Traditional folk dance has been empirically proven to enhance social competence by fostering a deep sense of belonging in community and cultural contexts. Dance is often included in the educational framework to protect cultural heritage and promote constructive social interaction among students (Milošević, 2021). Dance interventions, especially with migrant students, show the potential to enhance a sense of belonging and social assimilation in academic settings through shared experiences and collaborations inherent in dance (Ritchie & Gaultier, 2020). Social-emotional learning initiatives using dance methodologies have shown significant progress in children's social competence and emotional articulation, making dance a powerful instrument for emotional maturation (James et al., 2020). Pedagogical strategies in dance teaching can have a major impact on student motivation. Sport Education models that focus on student learning have been shown to increase motivation and intrinsic engagement, suggesting that similar methodologies in dance instruction can have positive effects (Hernández-Andreo et al., 2020). The correlation between motivation and emotional state is reinforced by neuroscience research, which shows that motivation is closely related to goal-directed behaviours and emotional responses. This suggests that dance may affect these cognitive

mechanisms (Rolls, 2023). While the benefits of dance in education are obvious, it is important to consider the broader paradigm of art education. Art education, including dance, can cultivate personality attributes and skills that support holistic personal development (Grosz et al., 2022).

## Conclusion

This study successfully identified the impact of dance on the social and emotional development of students at Madrasah Ibtidaiyah, showing that dance can improve their social skills. By integrating dance arts into the curriculum, madrasahs not only enrich students' learning experiences but also assist them in building confidence and discipline. The study also found that involvement in dance can strengthen relationships between students, teachers, and parents, creating a more harmonious learning environment. The contribution of this research lies in practical recommendations to integrate dance with other subjects, which can improve the quality of education at Madrasah Ibtidaiyah. However, this study has limitations in terms of a limited sample size and focus on only one madrasah, so the results may not be fully generalizable. In the future, the results of this research are expected to encourage the development of a more comprehensive and inclusive curriculum, as well as open up opportunities for further research in the field of arts and education in other madrasahs.

## Declarations

The author declares that no conflict of interest could affect the results or interpretation of this article. This research is purely conducted for academic purposes and scientific development, without intervention or pressure from any interested party.

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