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## **Local Culture–Based Dance Learning with the Integration of Students’ Creativity, Motor Skills, and Social Sensitivity**

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### **Abstrack**

Indonesia’s cultural wealth encompasses a wide range of ethnic groups and traditions, including traditional dances that uniquely represent the history, values, and daily lives of local communities. However, in the current era of technological advancement and globalization, traditional dance faces significant challenges, particularly a decline in cultural awareness among younger generations, which has resulted in decreasing interest in cultural heritage. The limited number of studies examining local culture–based dance learning models that integrate creativity, motor skills, and social sensitivity has prompted this study to further explore the implementation of local culture–based dance education as a strategy for preserving cultural heritage while simultaneously fostering students’ creativity, motor development, and social competencies. This article employs a qualitative research approach through literature review, observation, interviews, and documentation conducted in several senior high schools in Pemalang Regency. The findings indicate that local culture–based learning not only contributes to the preservation of traditional dance but also enhances students’ appreciation of their cultural identity. Instructional methods such as demonstration, participatory learning, creative exploration, case studies, and collaborative projects were identified as effective pedagogical approaches. Furthermore, strategies including collaboration with local artists, curriculum integration, and the utilization of technology were found to enrich learning outcomes. Local culture–based dance education plays a crucial role in shaping culturally aware, creative young generations with strong social skills. This approach serves as a bridge connecting young people to their cultural roots, ensuring that traditional arts remain vibrant amid modernization while simultaneously strengthening cultural identity.

**Keywords:** Arts Education, Dance Art, Local Culture.

## INTRODUCTION

Indonesian culture encompasses the entirety of local cultures that exist across regions throughout Indonesia (Hartini et al., 2021; Nahak, 2019). This national cultural wealth includes elements such as language, traditional houses, folk dances and performances, as well as traditional clothing and weapons (Guntoro et al., 2022; Ramdhani & Sumiyani, 2020). Indonesia is recognized as a country rich in ethnic and cultural diversity. This cultural diversity is reflected in various forms of art, one of which is dance. Each region possesses dances with unique characteristics that represent the history, values, and social life of the local community. Traditional dance constitutes a form of regional culture that embodies and conveys local cultural elements and values (Indrayuda, 2015; Retnoningsih, 2017). Traditional dances that reflect local culture are an essential part of Indonesia's cultural heritage and therefore need to be preserved and transmitted to younger generations.

In the current technological era, traditional dance faces major challenges due to modernization and the influence of foreign cultures, which may erode younger generations' interest in traditional dance. Although traditional dance continues to exist, students' interest in this art form tends to decline. Many students are more attracted to modern dance or popular culture, which are more easily accessed through social media. Therefore, systematic and well-structured efforts are required to integrate local culture-based dance education into the school curriculum. Learning (instruction) is an accumulation of the concepts of teaching and learning, with an emphasis on the integration of both, particularly on fostering learners' active participation (K & Malarsih, 2013; Sofa, 2020). Dance is a performing art that is kinetic in nature, closely related to movement and temporality, in which the primary medium is the dancer's body, supported by accompanying

elements such as music, makeup, and costume (Sandi, 2018; Syaidah & Kurniawan, 2020). Dance education represents a learning activity centered on students as learners, aimed at teaching dance performance works through both theoretical instruction and practical dance training.

Dance education can serve as a medium for preserving local culture by incorporating elements of the surrounding cultural environment, particularly traditional dance, whose appeal among today's younger generation has gradually diminished. Local culture-based dance education is founded on several important rationales that can foster students' awareness and appreciation of local culture. By developing such awareness and appreciation, students are more likely to cultivate a sense of pride in and affection for existing local cultural traditions. Furthermore, the implementation of dance education in schools contributes to students' character development and enhances their motor skills, creativity, and social interaction abilities. Therefore, local culture-based dance education in schools is essential for sustaining and preserving local cultural identity.

## METHODS

Research methodology essentially refers to a scientific approach used to obtain data for specific purposes and applications (Sugiyono, 2020). The objective of research methodology is to reveal truths or draw conclusions about a particular object, which can then serve as a basis for theory development as a comprehensive understanding of social phenomena (Haryoko et al., 2020; Pradoko, 2015). Qualitative research involves the analysis and interpretation of texts and interview data with the aim of uncovering the meanings of specific phenomena (Sugiyono, 2023; Tracy, 2020). This study employs a descriptive qualitative research method with a case study approach. The qualitative approach was chosen because it enables an in-depth

exploration of the dynamics of local culture-based dance education that integrates students' creativity, motor skills, and social sensitivity. Data collection in qualitative research is conducted under natural conditions, utilizing primary data sources and emphasizing techniques such as observation, interviews, and documentation (Ghony et al., 2020). In this study on local culture-based dance education, data were collected through field research, literature reviews, scholarly articles, and previous studies related to dance education and local culture. In addition, data were gathered through observations, interviews, and documentation. The research was conducted at SMA Negeri 1 Belik, a senior high school that actively implements dance education and introduces traditional dances, particularly those reflecting local cultural values. The informants in this study consisted of the dance teacher at SMA Negeri 1 Belik as well as students enrolled at the school. Qualitative data analysis is inductive in nature, meaning that analysis is based on the data obtained and subsequently developed into patterns or propositions (Safrudin et al., 2023; Tri Prastawati & Mulyono, 2023). Data analysis in this article was carried out by describing and interpreting the collected information to address the identified phenomena. The data analysis process consisted of three stages: data reduction, data display, and conclusion drawing.

## RESULTS AND DISCUSSION

The rapid development of technology has brought both positive and negative impacts on the younger generation, particularly in relation to recognizing and appreciating existing cultural heritage. Dance is an integral part of culture that lives and develops within society, with movement serving as its primary medium of expression (Y. S. Hadi, 2003). Learning is a process that occurs when individuals actively acquire information and process it into new knowledge or skills (Azani et al., 2024; Salsabila et al., 2024). Dance

education serves as a means of expressing regional cultural identity within the educational context. Local wisdom-based learning is essential for teachers to implement in instructional practices, as it contributes to enhancing students' knowledge and understanding while also serving as a medium for fostering a sense of appreciation and love for local wisdom within their communities. Furthermore, such learning supports the cultivation of positive character values rooted in local wisdom and equips students with the competencies needed to address challenges beyond the school environment (Nurhidayati, 2021; Rosala, 2016). Local culture-based arts education functions as a medium for transmitting moral, historical, and social values to younger generations, as traditional dance is incorporated into arts learning within the school setting. Local culture-based dance education represents an important effort to preserve and develop regional cultural heritage. This article discusses several key aspects necessary for ensuring the effective implementation of local culture-based learning.

### Purposes and Benefits of Local Culture-Based Dance Learning

When implementing or conducting a learning process, it is essential to understand its objectives and benefits for students in order to ensure that the learning activities proceed as intended. Learning objectives fundamentally represent expectations, namely what is anticipated from students as outcomes of the learning process (Ubabuddin, 2019). Local culture-based learning primarily aims to cultivate younger generations who are not only skillful but also culturally literate and broad-minded. These objectives include preserving local culture, strengthening cultural identity, fostering creativity, enhancing social awareness, and developing collaborative skills. Through local culture-based dance education, young generations are encouraged to actively participate in preserving regional cultural

heritage so that it does not become extinct amid the era of modernization.

### **The Role of Creativity in Local Culture-Based Dance Learning**

Creativity is one of the essential elements in the arts, particularly in dance, as it enables students to explore and express themselves through movement. In the context of local culture-based dance education, creativity is not merely understood as the creation of new movements; rather, it involves students' ability to identify and reinterpret the values embedded in traditional dance movements into forms that are more relevant through their observations. This process is carried out through students' engagement in observing existing traditional dances, exploring the values inherent in traditional dance, drawing upon observations or experiences from daily life, and demonstrating the courage to experiment with new ideas.

### **Enhancing Students' Motor Skills through Local Culture-Based Dance Education**

One of the objectives of local culture-based dance education is to develop students' motor skills. Structured and controlled bodily movements practiced in dance learning help enhance both students' fine and gross motor skills. Furthermore, local culture-based dance education indirectly contributes to improving students' muscle flexibility and body balance.

### **Developing Students' Social Sensitivity through Local Culture-Based Dance Education**

Local culture-based dance education also aims to stimulate students' social sensitivity. Students are encouraged to collaborate with their peers, coordinate group members, demonstrate mutual respect, engage in cooperation, and exchange ideas. Students' social sensitivity develops naturally when they perform dance movements in group settings, where they exhibit a sense of belonging, empathy, and mutual contribution. Therefore, through local culture-based dance education, students are able to cultivate social awareness

and values of togetherness that are essential in social life.

The integration of creativity, motor skills, and students' social sensitivity in local culture-based dance education is implemented through a structured instructional approach, allowing these three aspects to develop simultaneously throughout the learning process. Understanding and practicing local culture-based dance education also strengthen students' cultural identity. In addition, students become more familiar with and develop a deeper appreciation for their regional culture, which enhances their self-confidence in responding to the influence of foreign cultures. Furthermore, dance education serves as an effective medium for developing creativity and self-expression, enabling students to express their ideas and emotions through dance movements. Dance learning often involves group activities aimed at fostering mutual respect and helping students understand cultural differences among individuals within a group.

In addition to its objectives, local culture-based learning also provides significant benefits for students' development. One of the primary benefits is cultural preservation, in which students actively participate in sustaining local cultural heritage in the era of modernization. Furthermore, local culture-based dance education offers opportunities for students to explore new movements without eliminating traditional elements, thereby fostering the development of creativity. Through this learning approach, students can strengthen their sense of belonging to and appreciation for their own culture. Moreover, group-based activities in local culture-based dance education enhance students' social skills through communication and collaboration during group assignments and learning processes. Thus, local culture-based learning serves as an important means of shaping culturally aware, creative young generations with strong social skills.



**Figure 1.** Local Culture-Based Dance Learning

### **Instructional Methods in Local Culture-Based Dance Education**

In order to achieve learning objectives, teachers may select and apply various instructional methods in the teaching and learning process (Arfandi, 2020; Pello & Gea, 2024). Several methods can be implemented in local culture-based dance education, including:

#### **1. Demonstration Method**

Through the demonstration method, educators can directly present traditional dance movements in front of students. Direct demonstrations provide students with opportunities to closely observe the techniques and aesthetic qualities of dance movements. Students can then imitate and practice the demonstrated movements.

#### **2. Participatory Method**

The participatory method actively engages students in the learning process by involving them in dance practice, either individually or in groups. Active participation helps students understand the cultural meanings and contexts embedded in each dance movement.

#### **3. Creative Exploration Method**

The creative exploration method encourages students to create and experiment with dance movements they have learned. Students are guided to combine elements of traditional dance with new ideas, enabling them to produce innovative dance works while remaining rooted in local culture.

#### **4. Case Study Method**

Through the case study method, students are encouraged to study a particular traditional dance in depth. Students may conduct investigations into the dance's origins, meanings, and development. Group discussions and presentations of the study results further enrich students' understanding of the dance.

#### **5. Collaborative Project Method**

In the collaborative project method, students work in groups to create dance performances that highlight themes of local culture. Collaborative projects foster students' teamwork, communication, and project management skills, while simultaneously deepening their understanding of dance as an art form.



**Figure 2.** Teaching Methods in Local Culture-Based Dance Education

Through such instructional methods, local culture-based dance education not only focuses on artistic aspects but also functions as a bridge that connects younger generations to their cultural roots. Consequently, this form of education contributes to the development of individuals who are not only skillful but also culturally informed and broad-minded.

### **Strategies for Local Culture-Based Dance Education**

Learning strategies refer to efforts and activities aimed at utilizing all available learning resources in order to achieve learning competencies (I. A. Hadi, 2020). Learning strategies refer to efforts and activities aimed at utilizing all available learning resources in order to achieve learning competencies (I. A.

Hadi, 2020). Local culture-based learning also involves several strategies that can be applied to support the learning process. These strategies are expected to serve as efficient approaches in implementing local culture-based dance education. With appropriate strategies, local culture-based dance education can become a powerful means of educating younger generations and enriching their knowledge of arts and culture. The following are strategies for local culture-based dance education:

- Collecting Information Related to Existing Local Culture

- Collaborating with dance studios, artists, and cultural practitioners can broaden students' knowledge and perspectives. These practitioners are able to provide in-depth and authentic insights into the dances being taught.

- Integrating local culture-based learning into the institutional curriculum is essential to ensure alignment with the objectives of local culture-based education. This curriculum adaptation is undertaken to ensure that the implemented curriculum effectively supports the goals of local culture-based learning.

- Developing instructional modules that include information related to local culture is essential. The instructional modules designed by educators should be adapted to students' levels of understanding.

- The use of media and technology can enrich students' knowledge and create more varied learning experiences. Media and technological tools such as videos, audio recordings, and digital documentation can support more effective and engaging learning.



**Figure 3.** Strategies for Local Culture-Based Dance Education

## CONCLUSION

Local culture-based dance education plays an important role in maintaining the existence of regional culture amid modernization. This approach not only instills dance skills in students but also develops their understanding of and affection for existing local wisdom. Its objectives include strengthening cultural identity, fostering creativity, and shaping culturally grounded younger generations. Furthermore, local culture-based learning serves as an effective means of enhancing students' self-confidence in responding to the influence of foreign cultures and strengthening social skills through collaborative group activities.

Local culture-based dance education methods are designed to actively engage students in the learning process. Instructional methods such as demonstration, participatory learning, creative exploration, case studies, and collaborative projects enable students to understand the cultural values embedded in dance practices. The strategies employed in local culture-based dance education are diverse and focus on optimizing local resources. Local culture-based dance education serves as a bridge connecting younger generations to their cultural roots. Ultimately, this approach is expected to foster a generation that is culturally grounded, innovative, and capable of competing in the era of modernization without losing its cultural identity.

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