



Analysis of the Results of the Application of Dance Technique Movements as a Strategy for Developing Student

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Abstract

This research aims to reveal the strategies used by SMP N 32 Bandarlampung in developing the talents of its students to face the FLS2N creative dance competition. This research is research that looks at and describes how SMP N 32 Bandarlampung as an educational unit develops its students' interests and talents in dancing to face the National Student Arts Festival and Competition (FLS2N) creative dance branch. To support the dance movement skills of students at SMPN 32 Bandarlampung, it is necessary to carry out physical exercise regularly and correctly before dance training takes place, so that the body can be optimally prepared to carry out dance activities. Strategies for developing student talent interests in aspects of practical facilities for talented students, selection systems for students and trainers, management systems, as well as aspects of time allocation given by schools to students for supporting extracurricular activities. This research used a qualitative method that emphasizes observing the research object paying more attention to the substance of the object being observed and targets class VII and VIII students at SMPN 32 Bandarlampung. Data sources include observations, interviews, and documentation related to dance and sports training. The data analysis techniques include data reduction, data presentation, and conclusion. The results obtained in this research were the discovery of constructive strategies developed by schools in developing their students to develop non-academic achievements, especially in facing the FLS2N creative dance competition.

INTRODUCTION

Achieving good academic and non-academic achievements at various levels of education requires an effective strategy. It is especially crucial to develop educational and non-academic intelligence into expertise and skills that can improve the quality of education in schools. Academic achievement, according to R. A. Rana and N. Mahmood, focuses on students' ability to face tests and exams, which are considered important tools in a competitive society (Kusumastuti, 2020). Meanwhile, non-academic achievements include psychomotor abilities obtained through extracurricular activities and organizations, such as art, culture, language, sports, and other skills (Rahmawati, 2021). One example of an extracurricular activity in the arts and culture is dance.

Dancing activities involve all body movements, from head to toe, with the body as a tool and movement as the medium. For dance movements to be performed well, body exercises must be done routinely and regularly. This exercise program is designed to build strength, increase flexibility, change body shape, burn fat, tone muscles, and improve appearance. The main goal is to prepare the body for dance movements and make it a good means of expression. Body exercises are essential in learning dance to improve the quality of movement, including warming up, body flexibility, readiness, and introduction to basic dance attitudes and movements. Body exercise techniques are an important basis in learning to dance because without understanding this technique, dancers will face difficulties executing dance movements. Body exercises increase the flexibility, strength, and quality of movement of the dancer's body organs, loosen stiff muscles and joints, and introduce the movement techniques needed in dance (Irawati Durban, 2008, p. 2). As a systematic and planned method, body exercise techniques involve exercises on all organs of the body, including muscles and joints, to improve the function and quality of the dancer's movement. These exercises include stretching, warming up, core exercises, and closing exercises, to

form body abilities, increase physical fitness, and improve skills and beauty of movement (Sumedi Santosa, 2011, p. 1). Physical readiness affects the quality of dance movements, including shape, volume, pressure, and tempo, as well as the dancer's ability to perform movements as desired (Sumedi Santosa, 2011, p. 7).

According to Bisri in an article entitled *Manfaat Olah Tubuh Bagi Seorang Penari* (2001:62) in *Harmoni, Jurnal Pengetahuan dan Pemikiran Seni*, body exercise includes movements that involve all organs of the body in a lateral, frontal, and rotational direction. In general, the body can be grouped into four main parts: 1) Head, 2) Body, 3) Right and left arms, and 4) Right and left legs. These four groups can be moved laterally (parallel to the body plane, namely to the right and left), frontally (opposite to the body plane, namely to the front and back), and rotationally (rotational movements at each joint).

Body exercise prepares the body as a dance tool, ensures the body is ready for dance movement activities, and makes it a good means of expression. These exercises include warming up, flexibility, readiness, and introduction to basic dance attitudes and movements. Warming up loosens muscles and joints from stiffness. Meanwhile, flexibility is the ability to move muscles and joints in all areas of movement (Alter, 1996:3). Correctly performed body exercises increase the body's strength and energy, preparing it for dance movements better and more enthusiastically.

Doing body exercises means practicing basic dance movements including *wiraga*, *wirama*, and *wirasa*, and shaping the body through stretching exercises. It helps improve mastery of body exercise material techniques and their relationship to movement techniques in other dance practices. Body exercise techniques aim to improve the quality of movement through special exercises on foot, hand, head, and body movement techniques. The main focus of body exercise techniques is on strength, flexibility, speed, coordination, and balance.

Body exercise is a simple process to improve the health and happiness of the human body. The body functions as a medium to convey ideas aesthetically. The body movements can give meaning to every movement instrument in dance. As the main element in choreography, the body has a substantial role (Hidajat, 2011:1). Santoso (2010:1) explains that exercising the body is an action to prepare the body and soul to achieve certain goals. Exercising the body means training the physical and mental so that the body that is not ready becomes ready for physical activities.

Physical exercise is a training process that is done to prepare the body to be more flexible, strong, and ready to carry out activities, including the soul and body as one unit. For dancers, physical exercise involves regular exercise on the muscles, joints, and organs of the body to improve the quality of movement. Stimulus can be in attention, understanding, and participation in learning activities. This stimulus functions to achieve goals and reduce internal tension through various responses. In this study, the stimulus in question is the response stimulus, where physical exercise is used to improve the dance movement ability of students.

There are strategies for developing student talents in facing FLS2N competitions to achieve at all levels of competition, starting from the regency/city level, provincial level, to the national level. The learning strategy developed is divided into several parts, namely: 1) management strategy, 2) student selection system strategy, 3) coach selection system strategy and training forms, and 4) strategy for fulfilling the needs of extracurricular supporting facilities and infrastructure. (Interview with the principal).

The physical exercise class at SMP N 32 Bandarlampung is divided into three levels: basic, medium, and high physical exercise training. In determining the FLS2N Dance Competition, learning starts from the basic physical exercise class, to analyze the application of dance technique methods and strategies in learning (interview with the coach). J.R. David (In

Wina Sanjaya, 2006:126) explains learning strategy as planning to achieve certain educational goals. The object of this research is students of SMP N 32 Bandarlampung who focus on what kind of approach is taken by the school as a whole related to the implementation of the idea of developing student talents for dance skills, planning activities that support the improvement of student talents, and then executing the planning within the period when the competition arrives.

According to Asep Sukmayadi (2022) in the foreword to the technical instructions for the FLS2N Competition, the National Student Arts Competition Festival (fls2n) is a talent show event for students throughout Indonesia to show their interests and talents in the arts. This activity involves art as a medium of expression that reflects thoughts, tastes, intentions, and instincts. It contributes to increasing human aesthetic values and creativity. Creativity in art reflects the unity of innovation, emotional expression, and deep understanding of life.

FLS2N is organized by the National Achievement Center to facilitate students' talents, interests, and achievements in the arts. Competitions in FLS2N include performing arts categories such as poetry reading, solo guitar, monologue, creative dance, and solo vocals, as well as creative arts categories that include poster design, short films, crafts, digital comics, and songwriting. This study will focus on the art of creative dance creation, by assessing the increase in student potential as choreographers and dancers in the FLS2N competition. FLS2N has a vision and mission to create innovative, intelligent, accomplished, and characterful students while exploring local wisdom and preserving culture.

Developing student talents in facing the FLS2N (National Student Arts Festival) competition involves several strategic steps to prepare them effectively. Here are some that explain important aspects of developing student talents for the competition:

Identifying talents and interests: The first step is to identify students' talents and

interests in the arts, such as dance, music, or fine arts. This identification is important to determine the areas that will be developed and prepared for the competition.

Technical Skills Development: Focus on developing technical skills relevant to the competition category. For dance, this includes basic techniques, advanced movements, and choreography. Practices should be conducted regularly in a structured manner to hone students' technical skills. **Regular and planned training:** Conduct regular training sessions to ensure students get enough practice. A consistent practice schedule helps students refine their technique, improve their performance, and acclimate to the demands of competition. **Developing creativity and expression:** In technical skills, it is important to develop students' creativity and artistic expression. It involves experimenting with different styles, improvising, and creating original and interesting works. **Mental and emotional preparation:** Teach stress management techniques and prepare students mentally for competition. Mental readiness is important for coping with pressure and performing on stage. **Tryouts and evaluations:** Conduct regular tryouts to evaluate progress and provide feedback. This evaluation helps identify areas for improvement and allows students to practice in conditions close to real competition situations. **Supports and motivation:** Providing consistent emotional support and inspiration to students. Support from teachers, parents, and peers can increase students' confidence and enthusiasm for practicing. **Utilization of resources:** Using existing resources such as training materials, facilities, and experienced coaches or mentors to enrich students' learning experiences. **Involvement in competition simulations:** Holding internal simulations or competitions to familiarize students with the competition atmosphere. It helps them practice in conditions more similar to real competitions and increase their readiness.

By following these steps, students can develop their talents effectively and prepare themselves well for the FLS2N

competition, as well as increase their chances of success.

According to Santoso (2010:4), the body exercise method is divided into three parts: A) Preliminary exercises (warm-up) - to prepare the body before the main exercise. B) Core exercise - to train strength, flexibility, and movement quality. C) Closing exercise (cooling down) - to relax muscles and restore body condition after exercise.

RESEARCH METHOD

This study used a qualitative approach with a descriptive-analytical method. Research conducted with a qualitative approach intends to read and understand phenomena related to the research subject, for example, behavior, motivation, perception, and perspective of the research subject holistically (Rahardjo, 2011; Rohendi Rohidi, 2011; Rulam, 2014). The location of this research was conducted at SMP N 32 Bandarlampung with the research subjects being teachers and students in the Physical Exercise extracurricular in the selection of dancers for the FLS2N Dance Competition branch. Data collection techniques were carried out using observation and interviews about several movements taught in the Physical Exercise extracurricular. This study produced several descriptive data in the form of text and behavior from the individuals observed. Data validation was carried out in the form of data triangulation to teachers or trainers after conducting data analysis.

RESULTS AND DISCUSSION

The development of artistic talent facilitated by the Ministry of Education, Culture, Research, and Technology is the National Student Arts Festival & Competition (FLS2N). FLS2N is implemented based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 37 paragraph (1), which states that the purpose of art and cultural studies is to shape the character of students into humans who have a sense of art and cultural understanding.

FLS2N (National Student Arts Festival and Competition) provides a space for performing arts and creation materials rooted in local arts and cultural values in various provinces in Indonesia. This means that FLS2N plays a role in supporting and promoting the richness of regional culture and arts, providing opportunities for students to showcase works that reflect their identity and traditions. Preserving cultural values and local wisdom is very important to maintain the existence and strength of a nation. FLS2N contributes to this effort through an arts platform that highlights the richness of local culture. At the National Student Arts Festival and Competition (FLS2N), the creative dance branch is one of the categories that allows students to show their creativity in dance. Creative Dance at FLS2N is a form of dance performed with movements created originally by participants. This dance can combine elements of traditional dance with innovations and explorations. The form of dance work presented at the 2024 FLS2N Junior High School/Equivalent event is "Creative Dance", by presenting new creative dance works, or it can also display existing creative dances with the theme of "free" dance. The dances performed are expected to contain the power of spirit and richness of local culture which is reflected in the variety of movements, music, and costumes. The creative dance referred to in the 2024 FLS2N SMP/Equivalent event is a dance work from the development of local traditional dance/movement forms (Technical Guidelines by BPTI Puspresnas)

Participants in the national level FLS2N SMP/Equivalent event are participants who have gone through selection at the regency/city and provincial levels and have been determined in the Decree (SK) of the local Education Office. The implementation of the FLS2N SMP/Equivalent in the field of national-level dance is carried out in 2 (two) stages, namely the online semi-final round and the offline final round (face-to-face). SMP N 32 Bandarlampung is not only committed to participating in annual activities but also actively preparing participants with clear and integrated programs with the hope of

achieving good achievements in the competition. SMP N 32 Bandarlampung can compete professionally and has various achievements that reflect excellent school management (interview with Riyan, S.Pd), for example in 2022 as the winner of the FLS2N Provincial level Creative Dance branch representing Bandarlampung City (Online Competition) and becoming the best 5 who won the Gold medal at the National Level (Online Competition). These achievements are measured through two main elements, namely the implementation of academic and non-academic education, which reflect the school's ability to maximize the potential of its students.



Figure 1. Photo of the School's Support Pamphlet for Students Who Achieve in the Dance Branch Competition Field (Source: SMP N 32 Bandarlampung, 2022).



Figure 2. Photo of Gold Medal Winners of the 2022 FLS2N Creative Dance Competition in the Dance Branch (Source: Bilqis, 2024)

Efforts to maximize academic and non-academic potential must be accompanied by the school's ability to develop strategies to achieve targets (Interview with the Principal on 25 July 2024). According to Dessel, strategy is a

long-term plan used by institutions to align internal strengths and weaknesses with external opportunities and threats, to maintain competitive advantage. An effective strategy can lead an organization or institution to achieve success in achieving goals while maintaining competitiveness (Kamayuda & Krismanda, 2016). SMP N 32 Bandarlampung has placed arts activities in an important position for developing student potential that supports improving school achievement. It is reflected in the attention to extracurricular activities in the arts, which is one of the focuses of development. Dance as one of the branches in the competition receives special attention from the school in terms of developing student interests and talents. It shows that the school prioritizes the dance arts aspect as an integral part of student education and development. The school has developed a special strategy to develop students' talents in facing the FLS2N competition. This strategy is designed to ensure that students can perform well at the district/city, provincial, and national levels. The focus of the development strategy is to prepare students to face various levels of competition, starting from the district/city, provincial, and national levels. The development strategy is divided into several parts, including:

Student Selection System Strategy

The strategy to develop students' interests and talents in extracurricular activities related to the FLS2N solo guitar branch includes the implementation of a good selection system for students who are talented in Creative Dance. According to Riyan, S.Pd., the school selects and determines participants/dancers for FLS2N through a selection method. This selection is based on students' interests and talents in dancing. The school selects interested students using a selection method, namely the process of selecting students with basic body movement methods. This selection is carried out among students in grades VII and VIII. The process of choosing talented students at SMP N 32 Bandarlampung begins with

the acceptance of new students. The school pays special attention to prospective students with non-academic achievements. Prospective new students who have non-academic achievements at the elementary school level are given a special quota in the New Student Admissions (PPDB). This shows the school's efforts to accommodate talented students outside of academics. Non-academic achievements must be proven by documents issued within 6 months to 3 years before PPDB registration.

SMP N 32 Bandarlampung implements a selection process that allows coaches to choose from many students flexibly. The selection is carried out in two stages, starting with an initial selection and followed by a further selection that provides an opportunity for coaches to evaluate students' potential in more depth. In the end, the coach selects three students as prospective participants in the competition with the achievement data presented as the results of the Dance extracurricular program.



Figure 3. Photo of the atmosphere during the student selection (Source: Bilqis, 2024).

Application of Dance Technique Movements

Strategies in body training were identified from the initial meeting to before the competition. At the first meeting, the coach immediately gave a little direction and provided body training material that would be carried out by the students. The main focus of the material is to provide material on body shaping techniques or Dance Techniques. The teacher will see the seriousness of the students in doing body movements and give points as a basis for determining potential students who can continue to participate in the 2025 FLS2N Dance Branch competition. Trainers must

be more careful in assessing students' abilities before providing dance material, one of which is teaching body movements. Therefore, students can recognize their bodies and are more ready to receive dance material.

Body exercises generally begin with a "pre" preparation stage, followed by warming up and then stretching. Stretching is part of the warm-up which aims to prepare the muscles to be ready to do body exercises. After that, exercises are carried out to build strength, which includes various activities such as sit-ups, push-ups, bridge positions, jogging, etc (Iswantara, 2016:74). The physical exercise training methods at SMP N 32 Bandarlampung according to an interview with Mr. Riyan Agustian, S. Pd as a teacher and trainer are as follows:

Preliminary Exercise (Warm-up): Warm-up is done before dance practice to prepare the body and soul to face heavier movement activities. This exercise is done in a balanced way between counting and movement. This exercise focuses on body shaping, muscle strength, agility, concentration, and balance. Breathing is the process of transferring oxygen from the air into the human body, which is a crucial element for life. Human survival is highly dependent on the oxygen inhaled; the better the quality of a person's breathing, the more secure their life is, because oxygen is a primary need. A person can survive without eating for one or two days, but it is impossible to survive without breathing for one day (Supriyanto, 1991: 7). There are various breathing techniques, but this time we will discuss chest breathing and abdominal breathing techniques, which are generally easy to do. The sacrum technique is also known to provide a refreshing effect on the body. It is useful if taught to students before they do dance movements or dancing.

Core Exercise: Students of SMP N 32 Bandarlampung are expected to be able to do the movements that have been learned during body exercises when doing core exercises. These core exercises must be adjusted to the needs to improve the body's abilities of a dancer. Core exercises must

include important elements such as body shaping, increasing muscle strength, agility, concentration, and balance.

Balance Exercises: Balance exercises can be done through various movements that aim to train the body to balance between the right and left sides. Dynamic balance is the ability to maintain active and energetic movements. This balance depends on the ability to integrate visual input with information from the semicircular canals in the ear and muscle receptors (Sharkey, 2003: 168). This exercise helps improve the body's ability to maintain overall balance. Thus, the weight and volume of movement that creates dynamics can be adjusted to the demands of dance expression. This activity can be likened to a jockey riding a horse, where the body functions as a 'horse' and the dancer as a 'jockey'. The body functions as a container filled by the dancer, showing that the body is a passive medium, while the dancer acts as *jejerang manungsa* that activates the body as a subject. (Sarjiwo in Jurnal Panggung with the title Olah Tubuh dalam Perspektif Pembelajaran Warisan Tari. 2008).



Figure 4. Student activities include body movements of warm-up (Source: Bilqis, 2024).

Strength and Flexibility Training: Body exercises also require strength and flexibility training to train the body's muscles, including the abdominal muscles, leg muscles (legs), arm muscles, waist muscles, and back muscles. The purpose of this strength training is so that these muscles can perform movements that require body strength, as expected, for example, the "Lifting Technique movement". Lifting Techniques in physical exercise refer to the use of weight-lifting methods in physical training to increase strength, muscle mass, and endurance. Here are four brief

explanations of lifting techniques used by trainers in training body strength:

- Deadlift: Lifting a weight from the floor to a standing position. Focus on the lower back, glutes, and hamstrings. The correct technique involves pushing from the hips and knees with the back straight.
- Squat: Lowering the body into a squat position and standing back up while lifting the weight. Increases leg, glute, and core strength. Make sure the knees do not go past the toes and the back remains straight.
- Overhead Press: Lifting a weight from the shoulders to above the head in a standing or sitting position. Trains shoulder and tricep strength. Make sure the back is not arched and the weight is lifted with a stable movement.
- Lifting exercises with the correct technique are very important to achieve optimal results and maintain safety during training.

Meanwhile, in flexibility techniques, split movements are required. Split is a body exercise technique taught as a basis for dance movements. This technique trains body flexibility, useful for various dance activities such as ballet, martial arts, and yoga. To achieve a split, intensive stretching exercises are needed that can last for weeks or even months. Therefore, students must practice diligently so that their bodies become more flexible and have good balance. All of these techniques are adjusted to the needs of the choreography concept created by the teacher/trainer as a choreographer.



Figure 5. The trainer gives directions instructions and materials on Lifting Strength Techniques. (Source: Bilqis, 2024)

Closing Exercise (Calming):
Calming exercises aim to reflect the body's muscles so that they relax again, maintain body temperature, and restore the body's condition so it is ready for the next activity without pain after training. From the statement above, it can be concluded that the purpose of body exercise is to prepare all parts of the body to receive various activities, improve the quality of movement, and improve a dancer's performance. Body exercise also helps improve the ability of the organs and muscles of the body, which in turn increases the quality of the dance and produces better performance for the dancer.

The body exercise training process is carried out together by students. With a training routine, students acquire optimal dance movement skills, and the results are reflected in their dance subject achievements. Frequent body exercise training contributes to students' strength and flexibility, making it easier for them to receive activities or movement stimuli from outside. Thus, students' bodies can easily adapt to dance activities and utilize these abilities without experiencing significant obstacles.

The strategy chosen by the trainer is the cooperative learning model. Robert Slavin said that common learning is a form of constructivist learning. Constructivist learning is a learning technique that involves students actively building their own knowledge by using the knowledge that students have previously had.

Students of SMP N 32 Bandarlampung showed significant improvement after participating in a series of physical exercise training before starting dance training. This training successfully increased their flexibility, balance, and muscle strength, so that their bodies were ready to receive and respond to external movements. The increase in movement in the grade VII students proves that physical exercise training has a major positive impact. Physical exercise is an important factor in improving dance movement skills for students of SMP N 32 Bandarlampung. The training process is carried out together and the high frequency of physical exercise

training allows students to obtain maximum dance movement skills. The impact of routine training is that students have strong and flexible bodies so that they can easily adapt to various activities or movement stimuli, including the dances that will be taught, without experiencing significant obstacles or difficulties.

CONCLUSION

Extracurricular activities such as dance also play an important role in developing students' talents and personalities, providing opportunities to channel hobbies and skills outside of main class hours. The National Student Arts Festival & Competition (FLS2N) is an important event that supports the preservation of culture and the development of student creativity through art, including dance. SMP N 32 Bandarlampung has shown a strong commitment to participating in this activity, with proud results, such as winning a gold medal at the national level in 2022. This school has succeeded in maximizing the academic and non-academic potential of students with a planned and effective strategy. SMP N 32 Bandarlampung implements management strategies, student selection, and provision of facilities and infrastructure to support extracurricular arts activities, especially dance. Management strategies include budget management through BOS Funds and the School Activity and Budget Plan (RKAS). The selection strategy involves recruiting talented students through various stages, while the provision of facilities and infrastructure strategy ensures adequate support for facilities.

Regular and correct body exercises, including warm-up, stretching, and strength techniques, have proven effective in improving the quality of students' movements and dance achievements. The training method carried out systematically and involves techniques such as dance technique, balance, strength, and flexibility, greatly contributes to students' readiness to face the competition. A rigorous selection process ensures that only students with the best potential are selected to compete.

Overall, SMP N 32 Bandarlampung has demonstrated effective management in academic and extracurricular development, with a clear strategy to improve student achievement at the national level. The school's success in FLS2N is the result of an integrated approach between academic development, extracurricular activities, and dance training techniques that focus on body shaping and movement skills.

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