



Analysis of Factors Causing the Non-Implementation of Dance Education in Elementary Schools and Its Impact on Students' Multiple Intelligences

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Abstract

Dance learning in elementary schools has many obstacles in the application of learning in the classroom. In reality, there are elementary schools that have not implemented dance learning as a subject that is taught, so students do not get the opportunity to develop their knowledge in the field of dance. This study aims to analyze the factors that cause the non-implementation of dance learning in elementary schools and its impact on students' multiple intelligences. This research uses a descriptive qualitative approach with data collection techniques through interviews, observation, and documentation. The research instruments used include observation guidelines, interview guidelines, documentation sheets, and field notes. Data validity uses triangulation of sources and techniques, then proceeds with data analysis using the Miles and Huberman model. Data analysis used includes data reduction, data presentation, and conclusion drawing. The results of this study show that the factors that cause the non-implementation of dance learning consist of various aspects, including, among others, teachers, school policies, tight lesson time, and facilities and infrastructure. The impact of this condition is the inhibition of the development of students' multiple intelligences, especially kinesthetic, interpersonal, and intrapersonal intelligence, which should be honed through dance.

Keywords: causal factors; dance education; multiple intelligences

INTRODUCTION

Education is the foundation for the development of quality human resources. In the context of formal education, the role of basic education is very significant as it underpins all subsequent levels of education. Education at the primary level serves not only to provide basic knowledge, but also to develop various skills that are important for the development of children's character and social abilities. Primary school education serves not only to provide basic knowledge, but also to develop various skills that are important for the development of children's character and social abilities. In the process, education must also foster and accommodate children's creativity through art (Ary, 2019). Art education at the primary level can enrich students' learning experiences, as well as improve their ability to create and collaborate (Rusandi et al., 2023). One form of art education is dance. As a work of art, dance can provide freedom of expression, a means of communication, and make the audience sensitive to something around them (Artasia, Ary, & Hartono, 2024). Dance learning at the elementary level not only functions as a means of learning movement, but also as a medium for developing creativity, collaboration, and self-expression for students (Gardini et al. 2023; Mujahidin Farid 2023; Nawanti 2023).

One theory that explains the importance of dance education is the theory of multiple intelligences proposed by Howard Gardner. Multiple intelligences according to Howard Gardner views intelligence possessed by humans as more than one kind, intelligence as the ability to solve problems or create valuable products in one or more cultural or community environments (Maarif, Rofiq, & Nabila, 2021). In his concept, Gardner believes that human intelligence is divided into various types of intelligence, such as linguistic intelligence, logical-mathematical intelligence, musical intelligence, kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence (Ardiana, 2022). In relation to this theory, dance learning plays a major role in developing several types of multiple intelligences, especially kinesthetic, musical, interpersonal, and intrapersonal. Through movement, rhythm, and group work in dance, children will try to build and hone their physical, emotional, and social abilities simultaneously.

Dance learning in elementary school students is not only a physical activity, but also has a very significant potential to enrich their overall educational experience and develop various important aspects of students' personal development including creativity, imagination, and socioemotional skills (Ary, 2024). In addition, the existence of dance learning in elementary schools also teaches the value of beauty, creativity, and develops social skills (Balato, Perez, Morales, & Tabueet ana, 2022; Yuliasma, Nerosti, Afifah Asriati, & Desfiarni, 2023). Research by Andriana & Ary (2023) confirms that environmental support, both physical and social, is instrumental in the success of dance learning in elementary schools. However, in practice, there is a glaring gap between the curriculum objectives designed to encourage arts learning and their implementation in the field. This gap often results in a lack of opportunities for students to express themselves through dance, which in turn can have a negative impact on the development of their creativity and socio-emotional skills. This imbalance is caused by structural and cultural factors in schools that give less priority to dance learning (Darmayanti et al., 2022, Rahmadayanti & Hartoyo, 2022). Dance art becomes less interesting for students because teachers also rarely give dance lessons during the learning process (Yuliasma & Mukhaiyar, 2023).

Dance learning in elementary school students is not only a physical activity, but also has a very significant potential to enrich their overall educational experience and develop various important aspects of students' personal development including creativity, imagination, and socioemotional skills (Ary, 2024). In addition, the existence of dance learning in elementary schools also teaches the value of beauty, creativity, and develops social skills (Balato et al., 2022; Yuliasma et al., 2023). As well as providing a fun and meaningful learning experience, so that students can internalize cultural values and develop their potential optimally (Ary, 2019). However, in practice, there is a glaring gap between the curriculum objectives designed to promote arts learning and their implementation in the field. This gap often results in a lack of opportunities for students to express themselves through dance, which can ultimately have a negative impact on the development of their creativity and socioemotional skills. This imbalance is caused by structural and cultural factors in schools that give less priority to dance learning (Darmayanti et al. 2022; Hartoyo & Rahmadayanti 2022). Dance art becomes less interesting for students because teachers also rarely give dance lessons during the learning process (Yuliasma & Mukhaiyar, 2023).

The reality in the field of dance learning implementation has not been carried out optimally in daily learning activities at school, this is due to the lack of attention given by the school. Based on the results of interviews with the principal and teachers of Makam State Elementary School 2, it shows that the learning in the field of art that is applied in the school is only fine arts learning, while dance learning is taught incidentally when there are certain events such as, grade 6 farewell art competitions or performances, and other events, this happens because of the teacher's misconceptions about cultural arts subjects, especially dance, besides the lack of infrastructure, the lack of attention from the school in supporting this learning is an obstacle to the non-implementation of dance learning at school. Dance learning is very important to help students develop social character and creativity (Salwiyah et al.2023; Ishmah & Tahirah 2023). Not optimizing this learning can affect students' multiple intelligences, which contributes to an imbalance in the development of various intelligences, and can result in low learning motivation and overall academic achievement (Sumarsono et al, 2024).

Dance learning in elementary schools should be a means to explore potential, creativity, and imagination, which can be expressed through dance movements. In reality, many elementary schools have not implemented dance learning in the daily learning process. Based on the results of interviews with teachers at Makam State Elementary School 2, it is explained that the teachers assume that in teaching dance a teacher must have a background or special competence in dance education. The teachers feel unable to teach dance because they do not have technical dance skills. Whereas the learning objectives of dance in elementary schools do not focus on aesthetic aspects alone, but on the development of students' psychomotor potential, creativity and self-expression as a whole and almost no elementary school teachers have a background in dance education because elementary school teachers master learning in general. Teachers' understanding of dance education is very important to achieve national education goals, including the development of children's creativity and self-expression (Darmayanti et al. 2022; Lubis 2022). Therefore, ideal dance learning in elementary schools needs to be a means for students to explore their potential and creativity through dance movements (Ary, 2024). The existence of these obstacles has an impact on students' multiple intelligences, causing an imbalance in developing various intelligences. Intelligence that is not well honed can result in low learning motivation and overall student academic results (Fuad et al, 2023).

The implementation of dance learning at Makam State Elementary School 2 has not been implemented in the daily learning process at school. This certainly has an impact on students' multiple intelligences that need to be honed through dance learning. Based on the results of research conducted by researchers at Tunggulsari State Elementary school 1, it shows that the implementation of dance learning for upper grade students in elementary schools is still not optimal because there are inhibiting factors from various aspects, including teachers, school policies, tight lesson time, and facilities and infrastructure that hinder the development of students' multiple intelligences. In fact, dance learning in elementary schools has the potential for students' multiple intelligences, so it is necessary to optimize dance learning in elementary schools.

Looking at the problems raised by researchers, this research is certainly different from the results that have been studied in the field by previous researchers, both from the research location, subject, and focus of discussion, Previous research conducted by Ary & Markamah

(2024) has a different subject of study from this study. The study used upper elementary school students as research subjects, while this study used all levels as research subjects. Furthermore, research conducted by Wulandari et al. (2020) has a different sample from this study. The study sampled PAUD children aged 5-6 years, while this study focuses on elementary school level children with an age range of 7-12 years. In contrast to this study which examines the causes of non-implementation of dance learning and its impact on multiple intelligences in children, research conducted by Wulandari et al. (2020) focuses more on how dance learning can develop multiple intelligences in children aged 5-6 years. In addition to these two studies, research conducted by Wulandari & Khotimah (2020) emphasizes more on the benefits of dance learning for multiple intelligences in students. By looking at these previous studies, this research has the novelty to describe and reveal the real conditions in the field in more depth. regarding the factors that cause the non-implementation of dance learning at Makam State Elementary School 2 and its impact on students' multiple intelligences both from the school, school policies, facilities and infrastructure, teachers, students, and the school environment on the art learning process in the school. This study aims to determine the factors that hinder the implementation of dance learning and its impact on the development of students' multiple intelligences in elementary schools. By understanding these factors and their impact, this research is expected to make an important contribution in the development of more effective dance learning strategies, as well as supporting the optimization of students' multiple intelligence development through dance. In addition, the findings of this research are also expected to be a reference for educators and policy makers in designing contextual and sustainable dance learning programs.

METHODS

This research was conducted at Makam State Elementary School 2 in the even semester of the 2023/2024 academic year using a qualitative descriptive approach. This study aims to identify the factors that cause the non-implementation of dance learning and analyze its impact on students' multiple intelligences at the school. The qualitative approach was chosen because it is considered capable of providing an in-depth description of the phenomena that occur in the field, especially with regard to the obstacles to the implementation of dance learning and its implications for the development of various types of intelligence possessed by elementary school students.

The subjects in this study consisted of the principal, teachers, and students of Makam State Elementary School 2. Data collection was conducted through three main techniques, namely observation, interviews, and documentation. Observations were conducted in a non-participatory manner, where researchers directly observed the condition of the school, especially the infrastructure that supports or inhibits dance learning and the learning situation in the classroom. Through this observation, researchers can find out whether dance learning is really not implemented and identify factors that influence these conditions.

In-depth interviews were conducted with the principal, several teachers, and several students to explore information more comprehensively. The purpose of the interviews was to understand the informants' perceptions of the non-implementation of dance learning and to identify how this condition affects the development of students' multiple intelligences, such as

kinesthetic, interpersonal and intrapersonal intelligences. Meanwhile, documentation was used to collect supporting evidence, such as photos and videos of the school environment, available facilities, and official documents such as lesson schedules and curriculum.

The research instruments used include observation guidelines, interview guidelines, documentation sheets, and field notes. The observation guideline contains the aspects observed in the research such as learning activities in the classroom, teacher interaction with students, and the existence of supporting facilities for dance learning. The interview guideline contains questions that are relevant to the object of study. The questions are arranged in the form of a list of open questions that are flexible and adapted to the role of informants such as teachers, principals, or students. In addition to observations and interviews, documentation sheets are needed to record and inventory documents and visual data relevant to the focus of the research. to strengthen and understand the context as a whole and capture implicit data, field notes are used as an auxiliary instrument in the research. Field notes include the results of direct observation of the object of study in the school environment, spontaneous responses of sources outside formal interview sessions, social and physical situations that are not recorded in documents or other instruments, as well as researchers' reflections on important events during the field. Information from field notes can also be used as triangulation material to strengthen the validity of data from observations, interviews, and documentation.

Data analysis was conducted using Miles and Huberman's interactive analysis model, which includes three main stages. The first stage is data reduction, which is the process of selecting, focusing, and simplifying raw data from the field. The second stage is data presentation in the form of a systematic narrative to facilitate understanding of emerging patterns and findings. The third stage is conclusion drawing and verification, which is carried out continuously during the research process, until a deep understanding of the problem under study is obtained. To maintain data validity, this research uses source and technique triangulation techniques. Data obtained from observations, interviews, and documentation were compared and verified to ensure consistency and accuracy of information.

RESULTS AND DISCUSSION

Reviewing the novelty based on this research, which is to describe and reveal the real conditions in the field in more depth regarding the factors that cause the non-implementation of dance learning at Makam State Elementary School 2 and its impact on students' multiple intelligences, the results of research conducted at Makam State Elementary School 2 show that dance learning has not been implemented regularly in teaching and learning activities. Although there is a cultural arts curriculum, the focus of teaching is oriented towards fine arts, while dance is only taught incidentally, especially when preparing for competitions or grade 6 farewell events. This suggests that dance is not yet an important part of students' learning experience, affecting students' understanding and engagement in dance as a whole. Inconsistent and unstructured learning can result in limiting students' views and experiences of dance, even reducing their interest in exploring this art form more broadly (Permatasari et al., 2023). The cultural arts learning process can be seen in Figure 1.



Figure 1. Cultural Arts Learning Process

The implementation of dance learning at Makam State Elementary School 2 has not been able to run optimally. There are several factors that are the main obstacles to the implementation of dance learning at school, including:

a. Limited teachers who are competent in the field of dance art

Teachers assume that to teach dance lessons teachers must have special competence in dance and must be able to dance. This condition causes teachers to be reluctant or feel unable to teach dance effectively to students. In fact, the main purpose of learning dance in elementary school is to introduce basic movements, train motor skills, and foster student creativity. Teachers do not understand that dance learning should emphasize the creative process, not the aesthetic result or performance. Elementary school children do not need to understand the meaning of aesthetics in depth, but need to be given space to express and explore movements freely. In the process of learning dance, all elementary school teachers in implementing dance learning have no special expertise in the field of dance. Instead, the competencies that teachers must have in learning dance are methodological, creative, and have artistic sensitivity (Darmayanti et al., 2022). Dance learning should not only focus on the end result or performance, but more on the process of exploration and expression of students in expression through movement (Febrianysah et al. 2020). An inaccurate understanding of dance education, which is often associated with the need for specially qualified teachers, is a barrier to the development of dance learning programs in schools (Restian et al. 2020).

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b. Lack of supporting facilities and infrastructure

Another factor that causes the non-implementation of dance learning in schools is inadequate infrastructure, which includes various aspects, ranging from narrow movement space to the lack of supporting tools for dance learning (Hakiki et al. 2023). This limited space creates significant challenges in the implementation of dance teaching and learning activities, where students need a large enough area to practice complex dance movements, as well as to physically interact with their classmates. In addition, the lack of supporting tools that can enhance the learning experience is also an issue that hinders effective learning. In this context, the quality of dance learning is reduced, so students cannot develop their dance skills optimally (Hakiki et al., 2023).

In addition, the time aspect also acts as a significant obstacle in learning dance. With class schedules that are often tight, many teachers feel forced to prefer materials that are considered easier to teach and understand by students, such as fine arts (Dwidarti et al. 2022). This choice is often based on the reason that teachers consider fine arts to be more tangible, where teachers focus on delivering testable materials or those with clear academic value, making dance one of the neglected subjects. Thus, the combination of a lack of adequate infrastructure and limited lesson time clearly has a negative impact on the implementation of dance learning in schools.

c. School policies that do not actively support

The findings found in the field show that school policies have not prioritized art learning as part of developing children's intelligence. Until now, schools have focused more on learning that is tested nationally. Whereas referring to the theory of multiple intelligences, students' intelligence is not only determined based on scores alone, but can also be seen from students' ability to solve problems in everyday life. One of the most significant impacts of not organizing dance learning optimally is the inhibition of the development of students' multiple intelligences, which specifically affects kinesthetic, interpersonal, and intrapersonal intelligence (Pasaribu, 2024). Furthermore Nita et al., (2017) added, dance learning in elementary schools needs special attention because dance learning not only improves motor skills but also improves thinking skills, develops kinesthetic intelligence, and instills a social spirit and sensitivity in students. In this context, kinesthetic intelligence includes an individual's ability to control body movements with precision, which is very important in dance learning. Furthermore, interpersonal intelligence includes the ability to interact and communicate well with others, while intrapersonal intelligence relates to the ability to understand oneself. Dance learning should be able to help students hone not only motor skills, but also creativity which is an appreciation of the art itself, as well as social skills that are important in building relationships in a group context (Pasaribu, 2024).

In line with Howard Gardner's theory of multiple intelligences, we can see that dance has a significant contribution in developing various aspects of these intelligences. When students engage in dance learning, they are not only taught movement steps, but are also invited to explore self-expression, emotions and deep social interactions. Students will interact, understand. feelings, motivations and build good social relationships with others, this will develop their interpersonal intelligence (Walela, 2024). For example, when students practice in groups, they learn to work together, understand the feelings and perspectives of others, and

develop empathy and mutual respect. This develops their interpersonal intelligence. On the other hand, as they practice composing movements or creating dances, they also practice reflecting on their personal experiences, which in turn can improve intrapersonal intelligence (Dinata & Astuti 2023).

Thus, it is very important to pay more attention to the implementation of a well-planned and systematic dance learning program. A good program not only aims to improve students' physical skills but also to support the holistic development of their multiple intelligences. With the right steps in dance learning, we can expect that students will not only master dance skills, but will also develop social, emotional, and cognitive abilities that can enrich their overall life experience (Pasaribu, 2024).

The non-implementation of dance learning has a direct impact on the lack of stimulus for students' multiple intelligences. There are several aspects of students' multiple intelligences that are not stimulated properly, especially in kinesthetic intelligence. Kinesthetic intelligence plays a role in developing motor skills and body coordination through dance movements. Not implementing dance learning in schools can hinder students' motor development which can result in a poor body coordination system in students. The musical intelligence possessed by each child can also be hampered if dance learning is not implemented optimally. Musical intelligence in students will not develop because there is no stimulus and active interaction with music, rhythm, and tempo. Without dance activities that involve music, children will be unfamiliar with the nuances of sound that exist in everyday life. Interpersonal intelligence in students that should grow through group cooperation in dance activities can also be hampered if there is no school policy that supports and prioritizes dance learning at school. Dance, which involves group cooperation in creating dance creativity, should be a means of developing social skills. Likewise with intrapersonal intelligence, which is usually formed through self-expression and appreciation of emotions in dance. Not organizing dance learning in schools optimally can have an impact on not maximizing intrapersonal intelligence. Examining some of these impacts, the non-implementation of optimal art learning in schools results in children who should be able to develop in various aspects of intelligence in a balanced manner actually experience limitations in the development of this potential.

Furthermore, the application of dance learning in the learning process has not been carried out systematically and integrated. Dance activities at Makam State Elementary School 2 have not been made part of fun thematic learning. Dance learning is also still considered as a complement and its implementation tends to be unplanned. To overcome this problem, it is necessary to develop a syllabus, module, or special schedule that supports and prioritizes dance learning as well as other national subjects. In addition, it is necessary to increase teacher competence through training that focuses on dance learning (Azzahra & Darmiyanti 2024). Explanations related to misconceptions in dance learning must also be given to teachers so that they can apply more innovative and interesting learning methods for students (Febrianysah et al., 2020). In addition, the provision of adequate infrastructure and increased support from the environment are very important in creating a context that supports effective dance learning (Dwidarti et al., 2020). With the right steps, it is expected that more favorable conditions can be created for the implementation of dance learning (Maghfuri & Suwadi 2020). This will contribute to the development of students' character and creativity, as well as improve their

overall multiple intelligences (Dinata & Astuti 2023; Setiawan et al, 2021). Therefore, greater attention to dance education in primary schools needs to be prioritized, as an effort to preserve local culture and improve the quality of education in Indonesia (Fathurrahman et al., 2022).

CONCLUSION

Dance learning at Makam State Elementary School 2 is carried out incidentally and unstructured, with the main focus of teaching cultural arts which is more directed towards fine arts. This condition is caused by several main factors, including teachers' misconceptions that dance learning requires special competencies and dance skills, so they are reluctant or feel unable to teach it effectively, as well as a lack of understanding that the main purpose of learning dance in elementary schools is to provide space for exploration of movement, train motor skills, and foster student creativity, not just pursuing aesthetic or performance results. In addition, limited infrastructure such as narrow movement spaces and lack of supporting equipment, as well as tight lesson schedules, further exacerbate the condition so that dance learning is often neglected. As a result, students lose the opportunity to develop multiple intelligences, especially kinesthetic, interpersonal, and intrapersonal intelligences, which should be honed through dance learning. Therefore, it is necessary to improve teacher competence through relevant training, improve infrastructure, and support the school environment so that dance learning can be implemented effectively and sustainably. Thus, planned and systematic dance learning will contribute not only to the mastery of physical skills, but also to the holistic development of students' character, creativity and multiple intelligences, while supporting the preservation of local culture and improving the quality of education in Indonesia.

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