

An Analysis of Students Interpersonal Intelligence in Dance Extracurricular Activities at Elementary School

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Abstract

Dance extracurricular activities in elementary schools involve student social interaction but are not always optimally used to develop interpersonal intelligence. This study aims to analyze students' interpersonal intelligence in dance extracurricular activities at Pondok 01 State Elementary School and identify supporting and inhibiting factors. This research uses a qualitative case study approach with 12 students and one instructor selected through purposive sampling. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The results show that students' interpersonal intelligence developed well, as reflected in their ability to communicate, cooperate, adapt, and resolve conflicts during activities. Supporting factors include student enthusiasm, active teacher involvement, and performance opportunities, while inhibiting factors are limited practice time, student character differences, and uneven discipline. Thus, dance extracurricular activities can effectively develop interpersonal intelligence if managed systematically and continuously.

Keywords: *Dance Extracurricular Activities, Elementary School, Inhibiting Factors, Interpersonal Intelligence, Elementary School, Supporting Factors.*

Abstrak

Kegiatan ekstrakurikuler seni tari di sekolah dasar melibatkan interaksi sosial, namun belum selalu optimal dalam mengembangkan kecerdasan interpersonal. Penelitian ini bertujuan menganalisis kecerdasan interpersonal peserta didik serta mengidentifikasi faktor pendukung dan penghambatnya di SD Negeri Pondok 01. Penelitian ini menggunakan pendekatan kualitatif studi kasus dengan subjek 12 peserta didik dan satu pelatih yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa kecerdasan interpersonal berkembang baik, terlihat dari kemampuan berkomunikasi, bekerja sama, beradaptasi, dan menyelesaikan konflik. Faktor pendukung meliputi antusiasme peserta didik, peran aktif guru, dan kesempatan tampil, sedangkan faktor penghambat meliputi keterbatasan waktu latihan, perbedaan karakter, dan kedisiplinan yang belum merata. Dengan demikian, kegiatan ini efektif jika dikelola secara terencana dan berkelanjutan.

Kata kunci: *Ekstrakurikuler Seni Tari, Faktor Penghambat, Kecerdasan Interpersonal, Sekolah Dasar*



INTRODUCTION

Education in the current era of globalization faces increasingly complex challenges (Mita et al., 2025), focusing not only on academic achievement but also on the development of students' overall potential. Schools are required to be able to facilitate students to have 21st-century skills (Rimadia et al., 2025), such as the ability to communicate, cooperate, and adapt in diverse social environments. Learning in elementary schools, in particular, has a strategic role in shaping the character and social abilities of children from an early age through intracurricular and extracurricular activities. One activity that has the potential to support the development of these aspects is extracurricular dance, because it involves interaction, cooperation, and sensitivity to others in the process of practice and performance. Therefore, the development of holistic education requires serious attention to the social aspects of students, especially interpersonal intelligence.

Interpersonal intelligence of students is the ability of students to understand and interact with others effectively, while social behavior of students includes individual behavior in relation to others in the social environment such as the ability to interact, communicate, socialize, and cooperate with classmates in solving problems (Sakman et al., 2024). At elementary school age, interpersonal intelligence develops along with the intensity of social interactions experienced by students, both inside and outside the classroom. Students who have good interpersonal intelligence will be more adaptable, active in group discussions, and able to resolve conflicts wisely (Ferry & Yanzi, 2025). The development of this intelligence does not only depend on academic learning, but also on meaningful and sustainable social experiences. Therefore, schools need to provide spaces that support active and structured social interactions of students through Extracurricular Activities.

However, recent findings indicate that students' interpersonal skills are still not optimally developed, particularly in collaborative learning situations where communication and teamwork are uneven among students. This condition shows that the development of interpersonal intelligence still requires more intentional and contextual efforts. Extracurricular activities are educational programs outside of formal learning hours that aim to develop the potential, talents, interests, skills, personality, cooperation, and independence of students (Qurnaini et al., 2025). Through these activities, students gain a more contextual, enjoyable learning experience, and are oriented towards character building, such as discipline, responsibility, cooperation, and self-confidence. In elementary schools, extracurricular activities provide opportunities for self-development of students outside of formal learning hours that enrich the learning experience, including social skills through group work, communication, and collaboration between students (Muallifah et al., 2025). Interaction between students in one activity group encourages a natural and sustainable social learning process. One form of activity that has great potential in developing these aspects is dance extracurricular activities.

Dance extracurricular activities in school learning activities contribute to developing wiraga (movement), wirama (rhythm), and wirasa (expression) skills in an integrated manner, as well as encouraging cooperation between students in the dance learning process (Widyawati & Dwidarti, 2025). Through a routine and structured practice process, students not only develop motoric and aesthetic abilities, but also support general physical development, coordination, teamwork, social skills, and self-confidence (Tripuspa et al., 2024). This activity requires cohesiveness, mutual respect for roles, and the ability to read social situations, thus indirectly forming an attitude of empathy and social sensitivity in students. Dance extracurricular activities are one of the non-academic educational vehicles that integrate elements of movement, rhythm, expression, and cooperation in a single learning activity of empathy and shared responsibility. Extracurricular activities play an important role in forming a character of love for the homeland in schools through extracurricular activities, schools can introduce

Indonesian culture. Cultivating a sense of love for Indonesian culture, by making students actors of Indonesian arts. Through extracurricular activities, schools can also foster a sense of humanity as well as mutual cooperation and cooperation among students (Shinta & Arif, 2023).

Nevertheless, empirical conditions in schools show that the implementation of dance extracurricular activities is often still focused on performance outcomes rather than on the systematic development of students' social and interpersonal competencies. In the current situation, extracurricular dance activities in elementary schools face various dynamics along with changes in learning patterns and student characteristics. On the one hand, this activity remains a popular forum because it is expressive, collaborative, and provides a space for students to channel their talents and interests in the arts. However, on the other hand, there are various obstacles in implementing extracurricular activities, such as a lack of competent instructors, minimal supporting facilities, ineffective time allocation, and program planning that has not been detailed so that activities have not been implemented optimally (Manafe, 2025). As a result, extracurricular dance activities tend to be seen as merely additional activities, rather than as an integral part of the process of character formation and development of students' social skills.

This condition indicates a gap between the potential of dance extracurricular activities as a medium for developing interpersonal intelligence and their actual implementation in schools, which has not been optimized. Furthermore, in practice, extracurricular dance activities have not been fully utilized as a means of strengthening directed and reflective social interactions. The training process often places more emphasis on movement mastery and performance readiness, while aspects of cooperation, communication, and empathy between students have not been the primary focus of activity evaluation. Yet, the intensive interactions that occur during training and performances have great potential to shape students' abilities to understand others, manage social relationships, and work collectively. Therefore, the management of extracurricular dance activities needs to be directed more systematically so that they can contribute significantly to developing interpersonal intelligence.

In the current situation, the interpersonal intelligence of students in dance extracurricular activities shows diverse dynamics, along with differences in social background, communication skills, and experience working in groups. Some students have been able to demonstrate attitudes of cooperation, mutual respect, and sensitivity towards their group mates during the training process, but there are still students who tend to be passive, lack confidence, or experience difficulties in interacting effectively. Technological developments and individual interaction habits also influence students' social communication patterns, so that direct interaction in group activities is not fully optimal. This condition requires the role of extracurricular instructors to consciously design activities that encourage collaboration, communication, and empathy among students. Therefore, dance extracurricular activities become a relevant context for observing and analyzing students' interpersonal intelligence in real and social learning situations.

The current problem of interpersonal intelligence in extracurricular dance activities is generally still characterized by students' less than optimal ability to establish effective social interactions during the training process. Some students show a tendency to be less able to work together in groups, are not accustomed to respecting differences of opinion, and experience difficulty in managing emotions when there are differences in roles or movement errors. In addition, there are still individualistic attitudes, a lack of responsibility towards the group, and open communication that has not been established among fellow students. This condition is exacerbated by the lack of coaching strategies specifically directed at developing social aspects, so that activities are more focused on mastering dance movements alone. These problems indicate that interpersonal

intelligence in extracurricular dance activities has not developed optimally and requires more in-depth attention and study.

In the current situation at Pondok 01 Public Elementary School, Nguter District, Sukoharjo Regency, the implementation of extracurricular dance activities shows that the development of students' interpersonal intelligence is still varied. Some students have been able to interact well, work together in groups, and demonstrate mutual respect during the dance practice process. However, there are still students who are less active in communicating, lack confidence in expressing opinions, and have difficulty adjusting to their group mates. Differences in character, social skills, and interaction experiences are factors that influence these conditions. In addition, the focus of training that tends to emphasize mastery of dance movements means that the development of social aspects is not fully facilitated optimally. This condition indicates that students' interpersonal intelligence in extracurricular dance activities at Pondok 01 Public Elementary School still needs to be improved through more targeted and systematic coaching.

In previous research on interpersonal intelligence in elementary schools, Apriliana et al. (2024) shows a significant relationship between interpersonal intelligence and student learning outcomes in elementary schools, but the focus is limited to general academic outcomes. Pitriana et al. (2022) also examines the relationship between interpersonal intelligence and student learning outcomes, but with the context of specific subjects and without any connection to social aspects in school activities. Masyithoh et al. (2023) describe the differences in interpersonal intelligence based on student gender, enriching understanding of demographic variables but not linking them to non-academic activities such as extracurricular activities. These studies indicate that research on interpersonal intelligence is still dominated by academic and cognitive perspectives, while studies that examine interpersonal intelligence in experiential and collaborative contexts such as extracurricular activities are still limited. Therefore, this study offers novelty by focusing on the analysis of interpersonal intelligence in the context of dance extracurricular activities, which provide direct social interaction, collaboration, and real learning experiences for students.

This study aims to analyze the interpersonal intelligence of students in dance extracurricular activities in elementary schools and identify factors that support and inhibit the development of interpersonal intelligence. The analysis was conducted to obtain an in-depth picture of students' abilities to interact, cooperate, and build social relationships during dance extracurricular activities, while also examining the role of the environment, mentors, and student characteristics as supporting and inhibiting factors. This research is important because it provides both theoretical contributions in the study of interpersonal intelligence in non-academic contexts and practical implications for improving the quality of extracurricular program design to better support students' social development.

METHOD

This study uses a qualitative descriptive approach, aiming to gain an in-depth understanding of students' interpersonal intelligence in dance extracurricular activities in elementary schools. This approach was chosen because it is able to describe social phenomena in a natural and contextual manner, particularly regarding behavior, interactions, and the dynamics of relationships between students during extracurricular activities. (Purba & Awaru|, 2025). The research focused on the processes and meanings that emerged from student activities, not on numerical measurements alone.

Data collection techniques in this study included observation, interviews, and documentation. Direct observations were conducted over a two-week period starting on November 29, 2025, during dance extracurricular activities to observe the forms of interaction, cooperation, and social communication among students. Interviews were conducted with extracurricular instructors and students to obtain more in-depth

information regarding experiences, perceptions, and factors supporting and inhibiting the development of interpersonal intelligence. A total of 13 participants consisting of 12 students and 1 extracurricular instructor were interviewed to obtain in-depth information related to students' interpersonal intelligence.

Documentation was used as supporting data in the form of activity photos, practice notes, and school documents relevant to the implementation of dance extracurricular activities.

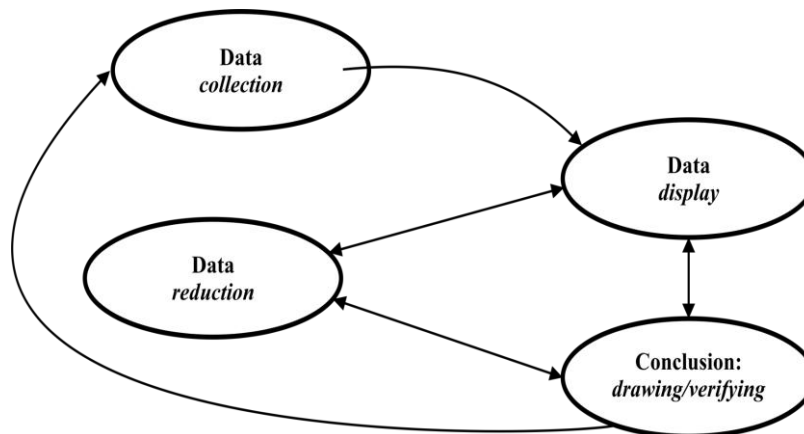


Figure 1. Components in data analysis (*interactive model*)

The data analysis technique in this study uses an interactive analysis model proposed by Miles and Huberman, which includes four stages, namely data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2022). Data reduction is done by selecting and focusing on data relevant to indicators of interpersonal intelligence, such as the ability to communicate, cooperate, empathize, adapt, and resolve conflicts. Data presentation is done in the form of narrative descriptions and tables that are arranged systematically based on the results of observations, interviews, and documentation. The final technique is done by drawing conclusions based on patterns and meanings that emerge from the data, so that a comprehensive picture of the interpersonal intelligence of students in dance extracurricular activities at Pondok 01 Public Elementary School is obtained.

RESULTS AND DISCUSSION

In this study, interpersonal intelligence was identified through four indicators: communication, cooperation, adaptation, and conflict resolution. The findings show that dance extracurricular activities contribute to the development of students' interpersonal intelligence through interactive and collaborative learning processes. Pondok 01 Public Elementary School has regularly implemented extracurricular dance activities. These activities are not only oriented toward mastering dance movements but also play a role in developing students' social skills and interpersonal intelligence.

Communication Skills

Regarding the communication skills indicator, based on observations, extracurricular dance activities begin with directions and explanations from the instructor to the students. At this stage, students are trained to listen to instructions, respond to directions, and ask questions if there are movements they don't understand. This two-way communication process is a crucial part of dance practice. This finding was reinforced by an interview with Mrs. DR, who stated that communication between

instructor and students, as well as between students, is essential for practice to run smoothly.

During the practice process, students were also seen actively communicating with their group mates, such as reminding each other of the sequence of movements, giving examples, and helping friends who were having difficulties. The results of observations showed that students were able to express their opinions verbally in simple and easy-to-understand language. Based on the data in the observation table, students' communication skills showed positive development along with the intensity of the routine practice. This finding was also reinforced by the results of an interview with Mrs. DR who stated that students were increasingly confident in speaking and expressing their opinions during the practice. This was supported by the results of an interview with student A who said that she was initially very shy and since joining the dance extracurricular activity she has become more courageous and confident.

These communication skills were evident during the Pasar Semarak activity. During this activity, students were able to communicate well with each other and with the instructor before and after the performance. Students provided encouragement and simple guidance to ensure the performance went according to plan. This demonstrates that extracurricular dance activities play a positive role in improving students' communication skills.

These findings indicate that students' communication skills develop through continuous interaction and active engagement during practice activities. This supports the concept of interpersonal intelligence, which emphasizes effective communication as a key component of social interaction (Sakman et al., 2024). Furthermore, active participation in group-based activities encourages students to express ideas, understand others, and build mutual understanding, which are essential in collaborative learning environments (Ferry & Yanzi, 2025).

In line with this, communication skills are fundamentally built through interpersonal interactions that involve the exchange of ideas, interpretation of messages, and mutual understanding between individuals in social contexts (Ndiung & Menggo, 2024). Effective interpersonal communication occurs when messages can be clearly conveyed and understood, as well as followed by appropriate responses and strengthened social relationships. Additionally, learning environments that actively engage students in interaction, such as collaborative and problem-based activities, have been proven to significantly improve students' communication abilities, as they encourage students to express ideas, respond to others, and participate in meaningful discussions (Ningsih et al., 2025).

Ability to Work Together

The next indicator is the ability to work together. Based on observations, extracurricular dance activities require students to work in groups. Students must coordinate their movements, tempo, and positions to create unity in the dance. During practice, students were seen helping and supporting each other in their groups to follow the movements in unison.

Interviews with Ms. DR revealed that collaboration is key to a successful dance performance. Students are trained to prioritize self-importance and focus on group harmony. Observations showed positive progress in their collaborative skills, as evidenced by increased cohesiveness and synchronized movements.

This ability to work together was evident during the Pasar Semarak activity. Students performed the dance in unison without overtaking or falling behind each other. This demonstrates that cooperation among students has been well-developed through extracurricular dance activities.

These findings show that collaborative skills are formed through structured group activities that require coordination and shared responsibility. In the context of

interpersonal intelligence, the ability to work together reflects students' capacity to build positive relationships and achieve common goals (Manik, 2022). In addition, collaborative learning environments such as dance activities promote teamwork, mutual respect, and group cohesion among students (Widayanti et al., 2023).

Adaptability

In the adaptability indicator, students are required to adapt to peers of different characters, abilities, and ages. Based on observations, students are able to adapt within the dance group, including when changing positions, changing floor patterns, and adjusting movement tempo.

Interviews with Ms. DR revealed that some students struggled to adjust at the beginning of the training, but over time, they began to adapt well. Observational data showed that students' adaptability improved, as evidenced by a reduction in movement errors and increased group harmony.

This adaptability was evident in the Pasar Semarak activity, where students were able to adjust to the stage conditions and the crowd, and appear confident in public. This demonstrates the role that extracurricular dance activities play in developing students' adaptability.

These findings indicate that adaptability develops through repeated social interactions and exposure to different situations during practice and performance. Students learn to adjust to group dynamics, environmental changes, and task demands. This is consistent with the concept that extracurricular involvement enhances students' ability to adapt socially and emotionally in various contexts (Uzun & Bolat, 2023). Moreover, social experiences gained through group activities strengthen students' ability to understand norms and adjust behavior accordingly (Masnawati et al., 2023).

In addition, recent studies show that students' adaptability can develop optimally through experiential learning processes that involve direct interaction and real-life situations, enabling students to respond flexibly to changing social environments (Hidayat et al., 2022; Prameswari & Kurniawan, 2023). Other research also emphasizes that participation in arts and performance-based extracurricular activities helps students build resilience, confidence, and the ability to adjust behavior in dynamic and unfamiliar contexts (Anggraini et al., 2024).

Social Identity

Social identity indicators relate to students' ability to recognize themselves as part of a group, feel a sense of belonging to the group, and demonstrate pride in their role and membership in social activities. Based on observations, dance extracurricular activities at Pondok 01 Elementary School provide a space for students to build social identity through active involvement in dance groups. Students wear the same costumes, learn the same dances, and perform as a unified group, thus fostering a sense of togetherness and identity as members of a dance group.

Interviews with Ms. DR revealed that students were beginning to show pride in being part of the school dance group. This was evident in their enthusiastic participation in practice, maintaining group cohesion, and demonstrating confidence when mentioning their participation in extracurricular dance activities. Observational data revealed that students appeared more confident and had a sense of responsibility for their respective roles within the group, reflecting the development of their social identities.

During the practice process, students' social identities are also formed through the assignment of roles and positions in the dance. Students learn to understand their own roles and appreciate the roles of others in the group. This process helps students realize that the success of a dance performance is determined not only by individual ability but also by the contributions of all group members. Repeated interactions strengthen a sense of togetherness and solidarity among students.

The formation of this social identity was evident during the Pasar Semarak (Feast of the Marsh) activity. In this activity, students confidently performed a dance representing the dance group of Pondok 01 Elementary School. Students demonstrated pride in their group, supported each other, and maintained the group's image throughout the performance. This demonstrated that students were able to position themselves as part of a social group and positively present their group identity to the public.

These findings suggest that social identity is formed through active participation, shared experiences, and group belonging. In interpersonal intelligence, recognizing oneself as part of a group strengthens social awareness and responsibility. Group-based activities such as dance foster a sense of belonging and collective identity among students (Hermansyah et al., 2024). Furthermore, participation in extracurricular activities helps students align their personal interests with group values, thereby strengthening their social identity and motivation (Hermansyah et al., 2024). In addition, recent studies indicate that students' social identity develops through continuous involvement in collaborative environments that emphasize shared goals, group interaction, and emotional attachment among members (Fitriani et al., 2022; Kurnia & Saputra, 2023). Other research also highlights that arts-based extracurricular activities play an important role in shaping students' sense of belonging, self-concept, and group pride through symbolic attributes and collective performances (Aulia et al., 2024).

Conflict Resolution Skills

The final indicator is conflict resolution skills. Based on observations, minor conflicts, such as differences of opinion or movement errors, occasionally arose during training. However, students were able to resolve these issues through simple discussions and guidance from the trainer.

Interviews with Ms. DR revealed that students were trained to understand each other and not blame their peers when mistakes occurred. Observations showed that students demonstrated mutual respect and were able to resolve conflicts peacefully.

This ability was evident in the Pasar Semarak activity, where students were able to work together without significant conflict during preparation and performance. This demonstrates that students' interpersonal intelligence is developing well through dance activities.

These findings indicate that conflict resolution skills develop through guided social interactions and group dynamics. Students learn to manage emotions, respect differing opinions, and resolve disagreements constructively. This aligns with the concept that social interaction in extracurricular activities plays an important role in developing students' problem-solving and conflict management skills (Yumahendra & Bunyamin Maftuh, 2024). In addition, participation in collaborative group activities has been shown to enhance interpersonal skills, including the ability to resolve conflicts effectively (Mundhe & Ghughuskar, 2025). Furthermore, recent research shows that students' conflict resolution abilities can be strengthened through structured group interactions that encourage dialogue, empathy, and mutual understanding (Setiawan et al., 2022; Ramadhani & Putra, 2023). Other studies also emphasize that participation in cooperative and arts-based activities helps students develop emotional regulation and constructive problem-solving strategies in social situations (Wicaksono et al., 2024).

Supporting and Inhibiting Factors in the Development of Interpersonal Intelligence

Supporting Factors

Based on the research results, there are several factors that support the development of students' interpersonal intelligence through dance extracurricular activities at Pondok 01 Public Elementary School. The main supporting factors are students' enthusiasm and motivation in participating in dance practice activities. Based on the observation results, students showed high interest during the practice process,

seen from their activeness in following the trainer's instructions, participating in simple discussions, and willingness to help friends who were having difficulties. This enthusiasm created a conducive practice atmosphere and encouraged positive social interactions between students.

The next supporting factor is the active role of the dance instructor. Based on an interview with Ms. DR, the instructor not only serves as a model for dance movements but also as a facilitator of social interaction for students. The instructor consistently provides direction and motivation, and instills an attitude of mutual respect and cooperation during practice. The instructor's communicative and patient approach helps students feel comfortable interacting, allowing communication, cooperation, and conflict resolution skills to develop naturally. This finding aligns with research Dávila et al. (2023) asserts that ongoing guidance from facilitators can enhance students' responsibility, interpersonal skills, and social abilities outside the formal academic realm.

Furthermore, teacher and parental support is also a crucial factor in the implementation of extracurricular dance activities. This support is evident in the granting of permission, motivation, and appreciation for student participation in extracurricular activities. Support from the school and family environment provides students with a sense of security and confidence to actively participate in activities, enabling optimal social interactions.

Another supporting factor is the opportunity to perform in school and community activities, such as the Pasar Semarak (Food Market) event. Based on observations and interviews, the opportunity to perform provides students with direct experience in applying the communication, cooperation, and social adaptation skills they have developed. During preparation and performance, students are required to coordinate, communicate, and maintain group cohesion. This experience strengthens students' interpersonal intelligence as they learn to navigate real-life situations and collaborate in a broader social context. These findings indicate that a supportive environment, including student motivation, instructor guidance, and performance opportunities, plays a crucial role in developing interpersonal intelligence. Active involvement in meaningful activities enhances students' communication, collaboration, and social participation (Dávila et al., 2023; Artia et al., 2025). Furthermore, collaborative arts learning fosters social interaction, responsibility, and confidence, which are essential for students' interpersonal development (Sidik Jaya & Jaeni, 2025; Wulandari et al., 2025).

It was concluded that factors supporting the development of students' interpersonal intelligence in extracurricular dance activities include student enthusiasm, the active role of coaches, teacher and parental support, and opportunities to perform in various activities. These factors are interrelated and create a social environment that supports the continuous development of students' interpersonal skills. In addition, recent studies emphasize that a supportive learning environment, including teacher guidance, peer interaction, and student motivation, significantly contributes to the development of interpersonal intelligence in extracurricular settings (Herlina et al., 2022; Saputri & Nugraha, 2023).

Inhibiting Factors

In addition to supporting factors, this study also identified several inhibiting factors in the development of students' interpersonal intelligence through extracurricular dance activities. One of the main inhibiting factors is limited facilities and infrastructure. Based on observations, the relatively small practice space and limited supporting facilities make it difficult for students to move freely and interact optimally. This situation has the potential to reduce the intensity of social interaction between students during practice.

Another inhibiting factor is limited practice time. Based on an interview with Ms. DR, the practice schedule sometimes clashes with academic activities, limiting the duration of practice. As a result, the available time is focused more on mastering dance

movements, thus reducing opportunities to strengthen communication and teamwork. This finding aligns with research Alhafiz & Andriyani (2025) showing that low practice intensity or limited practice frequency is one of the main obstacles in implementing extracurricular activities, as the available time is insufficient to deliver material and develop students' abilities optimally.

Furthermore, differences in character and social skills among students also hinder the development of interpersonal intelligence. Observations revealed that some students tend to be active and communicative, while others are passive and lack self-confidence. These differences impact group dynamics, particularly in exercises that require cooperation and coordination between students. This situation necessitates trainers to provide more intensive support to ensure that all students develop equally. Another inhibiting factor is the uneven level of student discipline. Interviews revealed that some students still joke around and lack focus during exercises. This can disrupt group concentration and hinder optimal social interaction. These findings align with research findings. Dandi & Nurhidayat (2022) found that low discipline of participants in extracurricular activities was one of the main obstacles that hampered the effectiveness of activities and the development of students' social skills.

It was concluded that inhibiting factors in the development of students' interpersonal intelligence include limited facilities and infrastructure, limited practice time, differences in character and social skills among students, and uneven levels of discipline. These obstacles affect the intensity of social interactions and the effectiveness of coaching in extracurricular activities. Previous studies also highlight that limited practice time and inadequate facilities are common barriers in extracurricular implementation (Alhafiz & Andriyani, 2025; Widiastuti & Handayani, 2024). Additionally, student discipline and participation levels significantly influence the effectiveness of social skill development (Dandi & Nurhidayat, 2022; Kim & Kim, 2022).

However, these obstacles can be minimized through more planned activity management, intensive coaching by coaches, and ongoing support from schools and parents. These findings align with research Widiastuti & Handayani (2024) stating that limited facilities and practice time are common obstacles in the implementation of arts extracurricular activities, but can be overcome through systematic program planning and the active role of coaches. In addition, research by Kim & Kim (2022) emphasized that the quality of management of extracurricular activities, support from mentors, and involvement of the school and family environment play an important role in minimizing obstacles and optimizing the development of students' social and interpersonal skills. Furthermore, several studies also indicate that limitations in facilities, time constraints, and varying student characteristics are common challenges in optimizing extracurricular learning outcomes, particularly in developing social and interpersonal competencies (Prabowo et al., 2022; Laily & Hadi, 2023).

CONCLUSION

This study concludes that dance extracurricular activities at Pondok 01 Public Elementary School play an important role in developing students' interpersonal intelligence. This development is reflected in students' ability to communicate, collaborate, adapt, build social identity, and resolve conflicts during dance practice and performance activities. These abilities are formed through continuous social interaction and collaborative learning processes within the dance extracurricular context. Furthermore, the development of interpersonal intelligence is influenced by supporting factors, including students' enthusiasm, the active role of instructors, teacher and parental support, and opportunities to perform. However, several inhibiting factors were also identified, such as limited facilities, restricted practice time, differences in students' characteristics, and varying levels of discipline. Therefore, dance extracurricular activities can be considered an effective medium for fostering students' interpersonal

intelligence when supported by proper management and a conducive learning environment. This finding implies that dance extracurricular activities should be optimized as part of character education to enhance students' social and interpersonal development.

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