



Management of the Surya Medal Putera Wirahma Foundation Dance Studio in the Era of Disruption

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ABSTRACT

This research is motivated by the importance of managing non-formal arts institutions amidst the flow of technological and socio-cultural disruption. Dance studios have a strategic role in preserving traditional arts, but face significant challenges in sustainability and adaptation to the times. This article aims to describe in depth the management of the Surya Medal Putera Wirahma Foundation Dance Studio in the era of disruption as an effort to maintain the existence of traditional dance arts. This research uses a qualitative descriptive method with data collection techniques through observation, in-depth interviews, and documentation. The object of the research is studio management, with a focus on program planning, training implementation, evaluation, as well as supporting and inhibiting factors for learning. The results show that the studio management has fulfilled management functions such as planning, organizing, implementing, and monitoring through regular evaluations. Community support and the studio's achievements are its main strengths, although challenges such as limited funds, leadership regeneration, and limited digital adaptation remain obstacles.

This study recommends technology optimization and ongoing managerial training to strengthen the studio management system in the future.

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1. INTRODUCTION

Management of dance studios as non-formal educational institutions has a vital role in the preservation and development of culture, especially traditional dance arts (Badaruddin, 2025; Maharani et al., 2025; Rohayani et al., 2022). In the Indonesian context, dance studios are not only a place for artistic expression, but also function as learning spaces that facilitate the transfer of values, skills, and cultural identity from generation to generation (Maulinda, 2019; Suryawan, 2025; Wutun et al., 2020). According to Soedarsono (2002) Dance studios tend to be more about preparing for professional activities, so they have performance targets within their activities. A dance studio is an arts organization that serves as a forum or venue for dance practice activities for the community (Taryana et al., 2022; Kasmahidayat et al., 2024). Non-formal education is a modern education system that is divided into levels, structured and sequential, from elementary school to university Hidayat et al. (2017). Meanwhile, non-formal education is a deliberate learning activity by students and learning in an organized (structured) setting that occurs outside the school system (Dewi et al., 2016). One such non-formal educational institution is the Surya Medal Putera Wirahma Foundation, established in 1974. It continues to actively conduct dance courses, including classical dance, new creations, and Jaipongan. Its existence is not merely about preserving tradition, but also adapting to current developments to remain relevant in modern society. Disruption is an innovation or threat that will replace the entire old system with a new method or system. Disruption replaces old, all-physical technology with digital technology, producing something completely new, efficient, and more useful (Fikri, 2019). The transformation of the times marked by disruption demands that arts institutions, including dance studios, innovate in their organizational management. Changes in information technology, the emergence of digital platforms, and shifts in societal behavior have created new challenges and opportunities for studio governance.

The Surya Medal Putera Wirahma Foundation is one example of a dance studio that has survived and thrived amidst these changes by applying management principles such as program planning, organization, implementation, and evaluation. However, challenges such as limited funding, management turnover, and adapting to digital media remain significant obstacles to the delivery of dance education. Effective management is crucial for dance studios (Badaruddin & Taryana, 2025; Jazuli & Paranti, 2022; Kalista et al., 2025). Good management enables studios to systematically plan, implement, and evaluate arts activities. This includes curriculum development, a clear organizational structure, and the use of digital media for promotion and learning (Viamita, 2015).

Previous studies have discussed dance studio management from various perspectives. For example, Jazuli & Paranti (2022) In his research entitled "Dance Studio Management in Semarang," he revealed the importance of sound and proportional management in maintaining the existence and sustainability of art studios. However, the research focused more on studios in Central Java and did not specifically examine studios operating amidst the challenges of the disruptive era. This research shows that studio management is a key factor in ensuring the sustainability of art institutions, but has not yet linked it specifically to adaptation to digital technology developments. Other research by Putri et al. (2023)

The paper, "Management of the Putri Galuh Art Studio in Bogor Regency," describes the studio's successful management over 19 years. While similar in managerial approach, the focus is more on human resources and infrastructure, rather than on adaptive challenges in the era of disruption. Furthermore, the research conducted [Octavia \(2024\)](#) The Surya Medal Putera Wirahma Foundation only discusses the curriculum aspects of dance learning, failing to address the overall management aspect, including evaluation systems and strategies for coping with changing times. Therefore, there is a significant gap that has not been thoroughly explored in previous research: the integration of dance studio management with the challenges of the digital era and socio-cultural disruption.

This research refers to the management theory by George R. Terry which classifies managerial functions into four main components: planning, organizing, actuating, and controlling ([Putri et al., 2023](#)). These four aspects serve as benchmarks in analyzing how the Surya Medal Putera Wirahma Foundation systematically manages its programs. Through this framework, the study examines the extent to which the studio applies modern management principles in an effort to maintain its existence and conduct dance training that is adaptive to current developments. Furthermore, the conceptual framework also considers the theory of non-formal education as explained by Coombs, who states that non-formal education occurs throughout life and is rooted in social experiences and flexible learning ([Primarni, 2019](#)). This context is particularly relevant for dance studios that are not part of a formal educational structure, but have great potential to educate the community through a cultural approach.

By integrating management theory and non-formal education theory, this study maps out a studio management strategy that is able to respond to the challenges of disruption while maintaining local cultural values.

The purpose of this study is to comprehensively determine and describe how the management of the Surya Medal Putera Wirahma Foundation Dance Studio is carried out amidst the challenges of the disruption era, especially in terms of planning training programs, implementing dance learning activities, program evaluation, and identifying supporting and inhibiting factors in organizing learning in the studio environment as a non-formal educational institution.

1. METHODS

This research uses a qualitative approach with a descriptive method. A qualitative descriptive method is defined as research that aims to understand the phenomena experienced by the research subjects in a comprehensive manner, producing descriptive data in the form of words or spoken words ([Agustin, 2021](#)). Qualitative descriptive research method is a method used by researchers to find knowledge or theories regarding research at a certain time ([Hulu, 2020](#); [Badaruddin & Masunah, 2019](#); [Creswell, 2024](#); [Yuliawan Kasmahidayat et al., 2024](#)). This approach was chosen because it aligns with the research objective of gaining a deeper understanding of how the Surya Medal Putera Wirahma Foundation Dance Studio is managed in facing the challenges of the disruptive era. The descriptive analysis method serves to describe and interpret the phenomena that occur as they are, without experimental treatment. This research does not attempt to test hypotheses, but rather to uncover empirical realities regarding the planning, implementation, and evaluation of dance studio management, as well as to describe the supporting and inhibiting factors that arise from these processes. Thus, this approach

provides space for researchers to explain the context, dynamics, and management practices in detail based on data obtained from primary sources and field observations. This research was conducted at the Surya Medal Putera Wirahma Foundation, located at Jl. Cihanjuang Cibaligo Permai Raya No. 47, Cihanjuang, Parongpong District, West Bandung Regency, West Java. The research subjects consisted of foundation managers, studio leaders, dance trainers, and students. They were selected based on the consideration that these individuals were directly involved in the process of managing, implementing, and evaluating activities at the studio.

Data collection techniques in this study were carried out through observation, in-depth interviews, and documentation. Observations were conducted directly on studio activities, including dance practice processes, activity schedule planning, and interaction patterns between trainers, students, and foundation administrators. This technique allowed researchers to observe the dynamics that were taking place in real time. Structured and in-depth interviews were conducted with key informants, such as the Foundation Chairperson, dance trainers, and students to obtain information about the studio's managerial system, internal communication patterns, and adaptation strategies to changing times. Furthermore, documentation was used to supplement the data with visual evidence and written archives, such as activity photos, award certificates, training certificates, and program planning documents. The combination of these three techniques aimed to increase the validity and depth of the collected data.

Data processing in this study was carried out through the stages of data reduction, data presentation, and conclusion drawing. The data reduction stage was carried out by sorting, simplifying, and focusing data relevant to the research problem formulation, such as data related to dance studio management, internal and external constraints, and the role of dance studios in non-formal education. Furthermore, the data was presented in a structured thematic narrative to facilitate researchers in seeing patterns, relationships between categories, and key findings. This process supports logical and interpretive conclusions based on the field context. To ensure data validity, researchers used source and method triangulation techniques, namely comparing data from interviews, observations, and documentation. In this way, the results of the analysis obtained were more objective and reflected the actual conditions of dance studio management in the era of disruption.

3. RESULT AND DISCUSSION

3.1 A Brief History of the Surya Medal Putera Wirahma Foundation

The Surya Medal Putera Wirahma Foundation is one of the oldest dance studios in West Bandung Regency, founded on April 21, 1974. This name was chosen because most of its students are women, so it was inaugurated to coincide with Kartini Day by Illah Daswilah and Uncle Komariah. This studio was established before many others, even before the Jugala Padepokan. Initially named Lingkung Seni Surya Medal, this studio was founded by a delegation from M. Udung, the leader of Surya Medal Pusat. Initially, this studio taught various arts, such as Padalangan art, karawitan, pantun buhun, reog, degung, and others. However, over time, the foundation's main focus was only on dance. This studio is very active, widely known, and trusted by the community, even its schedule is almost always full. The Surya Medal Putera Wirahma Studio teaches various types of

dance, including classical dances such as Anoman and Arjuna, as well as dances created by Rd. Tjeje Somantri such as the Merak Dance. Since the 1980s, the Jaipongan genre has also been introduced to this studio thanks to Edi Sutisna and Nenden Rahmawati. Today, the studio's dance development encompasses classical arts, new creations, and Jaipongan. The foundation is highly accomplished, having participated in various festivals and competitions at the regional, national, and international levels. They also offer costume rentals, traditional ceremonies, and weddings.

3.2 Dance Training and Learning Program Planning

Based on the results of observations conducted on Saturday, April 19, 2025, it was found that planning begins with organizing, at the Surya Medal Putera Wirahma Foundation, the organization was formed with a very clear goal, namely to collect and organize all existing human resource potentials, so that each individual can hold and carry out tasks and responsibilities optimally, thus achieving mutual success. According to Tjokroamidjojo 1984, planning in the broadest sense is a process of systematically preparing activities that will be carried out to achieve a certain goal. This is the key to ensuring that all studio activities can run smoothly and according to expectations. The Foundation's Human Resources (HR) rely heavily on quality HR, because they are the main drivers of all operations. The recruitment process for administrators and trainers is prioritized from family members, alumni, and parents of students who are considered to have honest, responsible, and cooperative criteria. This approach ensures that the selected administrators have a high commitment to the studio's vision. Administrative aspects are carried out in a structured manner. From registration and training schedules to tuition payments, everything is neatly recorded both manually and digitally. Prospective students are required to fill out a form and obtain a savings book to record payments, which are then recorded by the administrators. Although not profit-oriented, the foundation manages its finances using a cross-subsidy system to assist students from low-income backgrounds. Operational costs, such as trainers' fees and social allowances, are funded by monthly student fees. However, the largest source of income comes from services, such as wedding galleries, traditional ceremonies, and performances. The learning program is designed in three stages: short-term, medium-term, and long-term.

The Surya Medal Putera Wirahma Foundation has a structured, tiered dance curriculum, from basic to creative levels. The material taught focuses on classical and jaipong dance, with competency standards tailored to the age and abilities of the students. Student achievement is measured through daily tests and annual level advancement tests. The learning methods used are quite diverse, including lectures, imitation (drill), and peer tutoring. The learning process is supported by adequate media such as a sound system, music, and dance props. After the practice process, the trainer provides evaluation and constructive feedback. In addition, the facilities and infrastructure at this studio are very supportive, including a spacious practice room with mirrors, a sound system, dance costumes, and a comfortable waiting room for parents. The facilities and infrastructure at the Surya Medal Putera Wirahma Foundation are shown in Figure 1 below:



Figure 1. Surya Medal Putera Wirahma Foundation Infrastructure and Facilities.

The Articles of Association (AD) serve as the primary "laws." This document contains basic information such as the name, location, year of establishment, and the vision and mission of the studio, which focuses on the preservation and development of traditional dance and Jaipongan. Meanwhile, the Bylaws (ART) are a "practical guide" detailing daily operations. They detail the duties and authorities of each administrator, the rights and obligations of members, financial management, and sanctions and procedures for resolving disputes. The ART also regulates meeting procedures and decision-making.

3.3 Implementation of Dance Training and Learning

Implementation is a process in the form of a series of activities, namely starting from a policy to achieve a goal, then the policy is translated into a program and project. Implementation (Actuating) The implementation of activities at the Surya Medal Putera Wirahma Foundation shows structured management, including Human Resources (HR), Effective leadership and strong coordination are the keys. According to T. Hani Handono, Human Resources are the recruitment, selection, development, maintenance and use of human resources to achieve both individual and organizational goals (Leonita, 2024). Each administrator, from the leader to the trainer, has clear duties and responsibilities. Openness and a spirit of mutual cooperation create a positive and collaborative work environment. Administration: The studio's administration is managed by a secretary who is fully responsible for student data, finances, and other documentation. Although still using many manual records, the foundation has adopted technologies such as WhatsApp groups and social media for more effective promotion and communication. Finance: The studio has a structured, though simple, financial system. Funding comes from monthly student fees, registration fees, performance fees, and additional services such as costume rentals or bridal makeup. The collected funds are allocated transparently for trainer fees, operational costs, and studio development. Learning: Practice schedules are held twice a week. The learning process is divided into three stages: opening (prayer and warm-up), core (explanation of the material and repeated practice), and closing (dance theory and evaluation). This process is supported by adequate facilities and infrastructure such as a spacious practice room with mirrors, a sound system, and video documentation using simple technology. Facilities such as a spacious practice room with mirrors, a sound system, and video recording support the teaching and learning process. The oversight process at the Surya Medal Putera Wirahma Foundation is highly structured, aimed at measuring success and making improvements. This oversight encompasses several key

aspects: monthly meetings between the leaders and supervisors to discuss the progress of studio management. The leaders also directly supervise practice sessions to provide feedback and motivation to coaches and administrators. Administrative oversight is conducted monthly. The secretary routinely reports the number of new students, attendance lists, and a recap of dues payments to the leaders to ensure accurate data. In finance, the treasurer is fully responsible for the studio's finances. The leaders conduct regular checks, both weekly and monthly, on records of income (student fees, performance fees) and expenses (trainer fees, operational fees) to ensure transparency. In learning, the leaders directly observe the learning process, both weekly and monthly. The goal is to assess student and trainer achievements and provide necessary guidance and evaluation. In terms of facilities and infrastructure, regular oversight is conducted weekly. The administrators and leaders ensure all equipment, such as gamelan, mirrors, costumes, and dance props, are well-maintained and ready for use. This activity is often carried out through joint community service to maintain the cleanliness and comfort of the studio. Dance training and learning activities at the Surya Medal Putera Wirahma Foundation can be seen in Figure 2 below:



Figure 2.Demonstration to Students

The Surya Medal Putera Wirahma Foundation actively participates in various performance activities, from local to international events. They are often trusted to perform at important events, such as the Village Apparatus Capacity Building for Bekasi Regency, the Jaipong Festival, and even a dance festival in Thailand. However, behind this success, the main obstacle often faced is funding. The performance activities carried out by the students are shown in Figure 3 below:



Figure 3.Student activities during the performance.

3.4 Surya Medal Putera Wirahma Foundation Evaluation Program

Evaluation is the process of collecting data to determine to what extent, in what respects, and in what parts educational objectives have been achieved by Ralph Tyler 1950 in (Abdullah et al., 2023) Evaluation is an important component in learning planning, as it serves as a measuring tool for the achievement of learning objectives. At the Surya Medal Putera Wirahma Foundation, evaluation is conducted progressively and authentically, referring to the student training process in each phase of learning. Assessment is carried out in various forms, such as direct observation during practice, individual assignments, makeup classes, and performances. Evaluation not only assesses the aspect of movement technique, but also includes dimensions of expression, stage mastery, and understanding of the meaning of the dance performed. In addition, learning evaluation is also carried out through a reflective approach, namely, participants are asked to reflect on their learning experiences, difficulties encountered, and strategies used to overcome these challenges. This reflection aims to foster a metacognitive foundation and responsibility for the learning process. Evaluation is formative and summative. Formative evaluation is conducted during the practice process to provide feedback that supports continuous improvement. Meanwhile, summative evaluation is conducted at the end of the program or during a performance to assess the final results of the overall learning process. This is usually done once a year. To advance to the next grade, students are required to take an annual evaluation in the form of a dance performance exam. Through this exam, students not only measure their mastery of the material but also gain experience performing in public, which is crucial for developing confidence and audience interaction. In addition, there is another annual exam, the Beauty Class. Overall, this program aims not only to master dance techniques but also to develop students' character and social skills. This evaluation is the final stage that determines promotion to the next level. The foundation also occasionally holds dance performances. The assessment system used includes scores for song changes, attitude, and a promotion exam. The song change exam is equivalent to a midterm exam, while the promotion exam is equivalent to a final exam. The trainer creates an assessment format tailored to learning needs, with common key indicators: wiraga (movement), wirama (rhythm), and wirasa (feeling). After the evaluation, students will receive a report card as evidence of their learning outcomes, which aims to improve the quality of learning at the studio. Student activities during the studio performance evaluation are shown in Figure 4 below:



Figure 4. Studio Evaluation

3.5 Supporting and Inhibiting Factors

The dance training and learning process at the Surya Medal Putera Wirahma Foundation is influenced by supporting and inhibiting factors, both internal and external.

- 1) Internal Supporting Factors, the Foundation has adaptive and communicative leadership, competent trainers, administrators with good management, a structured curriculum that is adapted to the age of the students, as well as complete facilities such as a large practice room, mirrors, and costumes.
- 2) External Supporting Factors, Support comes from parents who consider this activity positive for children's character, appreciation from the surrounding community, community leaders, and active cooperation with government agencies and other communities.
- 3) Internal Inhibiting Factors, Limited operational funds are the main obstacle.
- 4) External Inhibiting Factors, Students are less consistent in attending training and sometimes do not participate actively during learning.

Thus, it can be concluded that in studio management there are internal and external supporting factors, as well as internal and external inhibiting factors.

3.6 Discussion

In 2020, the Surya Medal Putera Wirahma Foundation officially obtained legal status through Notarial Deed No. 432.2/48/02/P/IX and legal status from the Department of Culture and Tourism in 2020. The Surya Medal Putera Wirahma Foundation began to be recognized by the surrounding community. The establishment of this studio is the result of relentless efforts and close collaboration between the mentors, administrators, and parents of students to achieve goals and carry out shared responsibilities. The studio leaders, as founders, have overcome various challenges from the beginning to achieve the current progress. This experience has become a valuable motivation for them. The sustainability of a studio is often disrupted due to a lack of attention to management and a lack of optimal activities. Therefore, good management steps are needed to maximize existing human resources.

Planning is the main foundation of the managerial process and is key to determining the success of an organization, including non-formal educational institutions like dance studios. At the Surya Medal Putera Wirahma Foundation Dance Studio, the training planning process is carried out in stages, tailored to the age and ability levels of the participants. This aligns with Terry's perspective in (Viamita, 2015) which states that planning is a management function that directs goals and determines strategies for achieving them. The curriculum is developed internally by trainers who are also alumni of the studio, based on long-standing experience and practice. Grouping participants based on ability levels is an appropriate strategy for creating a structured training process. Although the curriculum is not yet formally written, its implementation is flexible and responsive to the learning needs of participants. The active involvement of trainers and administrators in regular discussion forums also demonstrates a participatory approach to the planning process, allowing for periodic evaluation and refinement of training materials. Furthermore, the studio also designs management regeneration through the active role of alumni in training and activity management. This effort is an important part of ensuring the continuity of cultural values passed down through generations. Thus, the

planning system implemented at the Surya Medal Studio demonstrates managerial practices based on local wisdom. Although not yet fully documented systematically, this approach has proven effective in maintaining the continuity of training, the effectiveness of learning, and the sustainability of cultural preservation.

Actuating is the implementation phase of the previously formulated plan. In this studio, participants are classified into three levels: basic, intermediate, and advanced, each with different training materials and methods. The training process is structured and intensive, using a hands-on approach by the trainers. Each training session begins with a warm-up, followed by reinforcement of basic techniques, until complete mastery of the choreography is achieved. Training is held two to three times a week, with durations ranging from 90 to 120 minutes. The learning media used are still conventional, such as traditional musical instruments and live demonstrations by the trainers, but now they are moving towards the use of digital technology such as video documentation and the use of social media as a learning and promotional tool. The majority of trainers are alumni who have long been involved in the world of dance. Although some have not received formal education in dance, they have in-depth experience and an understanding of the aesthetic and ethical values of traditional dance. This is a unique strength in training based on practice and cultural values. Not only oriented towards technical aspects, training also serves as a medium for character education. Values such as discipline, responsibility, and cooperation are instilled in the learning process, reflecting the studio's contribution to the character formation of participants.

Evaluation is a crucial part of the educational management cycle, including in non-formal institutions such as dance studios. At the Surya Medal Putera Wirahma Studio, evaluation is conducted informally yet consistently and continuously. Evaluation includes direct observation during practice, interaction in discussions with participants, and participant performance in various performances. Formative evaluation is conducted throughout the training process, with trainers providing direct correction and feedback on participants' movements, techniques, and expressions. Summative evaluation is conducted through participant performance in performances, both at internal events and in competitions. Stage performance is the primary indicator in assessing participant success, as it involves aspects of technical mastery, artistic expression, and mental readiness. Although there is no formal written evaluation instrument, trainers use assessment standards based on experience and traditional practices. To improve the quality of evaluation, the development of assessment documents such as portfolios, assessment rubrics, and participant progress notes is highly recommended. Thus, the implemented evaluation system is contextual and prioritizes observing participants' actual abilities, making it an effective and results-oriented system. In conclusion, evaluation in the studio has been carried out informally but remains effective in supporting the ongoing learning process, although it needs to be supplemented with written evaluation tools to be more academically standardized.

In the training management process, there are several internal and external factors that influence its success. These factors influence the implementation of the Surya Medal Putera Wirahma Foundation. For example, in this Supporting factor, one of the studio's main strengths is the presence of highly dedicated human resources. Trainers and managers are alumni who have an emotional attachment and commitment to preserving

local culture. Support from the community and parents of participants also contributes to creating a conducive environment for learning and the arts. The studio's positive image as an arts institution that has achieved various achievements at both the local and national levels is a particular attraction for prospective participants. This recognition strengthens the studio's existence and increases the motivation of trainers and participants in maintaining the quality of learning. In addition, the highly respected local cultural values are an important factor supporting the sustainability of the studio's activities. The Sumedang community still views dance as an important part of regional identity, making art preservation a shared responsibility. Meanwhile, Inhibiting factors in terms of limited funding are a significant obstacle. The studio's operations are largely supported by participant fees and have not received adequate financial support from government agencies or sponsors. As a result, facilities such as practice rooms, costumes, and musical instruments cannot always be updated or expanded as needed. Leadership regeneration also poses a significant challenge. The lack of interest from younger generations in taking a role in studio management hinders updates to internal management systems. Furthermore, limited IT skills among management hinder innovation in digital-based promotion and learning. Although the studio has social media, its use remains limited to documentation, not yet maximized as a learning tool or professional promotional network.

4 CONCLUSION

Based on this research, it shows that this research was designed with a qualitative approach through descriptive analysis methods to understand in depth how the management of the Surya Medal Putera Wirahma Foundation Dance Studio is carried out in facing the challenges of the disruption era. The research focused on managerial aspects such as program planning, implementation of learning activities, process evaluation, as well as supporting and inhibiting factors that influence the sustainability of the studio. With data collection techniques in the form of observation, in-depth interviews, and documentation, the data obtained successfully revealed that the studio was able to maintain its function as an adaptive and sustainable non-formal educational institution. This finding shows that structured management based on local cultural values can be a model in the development of traditional arts institutions amidst changing times. The implications of this research show the importance of integration between modern management and cultural values in maintaining the existence of the studio. Therefore, recommendations from this study include the importance of strengthening digital promotion strategies to attract the interest of the younger generation, especially male students, developing a more innovative evaluation system, and increasing funding support through cross-sector collaboration, so that the studio can continue to develop as a dynamic and competitive arts education center.

5 AUTHORES' NOTE

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