



Sariwangwang Creative Dance Stimulus to Enhance Elementary School Students' Creativity

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ABSTRACT

Dance learning at the elementary school level has great potential in developing students' creativity in extracurricular activities, but is often not optimally utilized due to the limitations of learning models that are able to stimulate students' creative movement. Therefore, this study was conducted to evaluate the effectiveness of Sariwangwang creative dance learning as a stimulus in increasing students' creativity through extracurricular activities at Melong Mandiri 1 Elementary School. This study aims to provide new information regarding innovative dance learning strategies and is able to develop students' creative potential. The method used is a quantitative approach with a pre-experimental one group pretest-posttest design. The sample consisted of 10 active dance extracurricular students, selected using a purposive sampling technique. Data collection instruments included observation, interviews, creativity tests (pretest and posttest), and documentation, and were analyzed using a paired sample t-test to see the significance of increasing students' creativity. The results of the study showed a significant increase in posttest scores, with the highest score reaching 100 and the lowest 70. The most visible improvement was in the aspects of fluency, flexibility, and elaboration, although originality was still a challenge for some students. It can be concluded that learning Sariwangwang creative dance is effective as a stimulus to develop the creativity of elementary school students and is recommended to be implemented routinely in extracurricular activities and arts and culture learning in the classroom.

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1. INTRODUCTION

Arts education, especially dance, has a strategic role in developing the creative potential of students in elementary schools (Gunada, 2022). Through dance learning, students not only learn movement techniques and memorization, but also get the opportunity to express themselves, collaborate, and develop their social and cognitive abilities (Abdilah et al., 2025; Yulisetyowati, 2023; Badaruddin et al., 2025). However, the use of dance in extracurricular activities in elementary schools has not been optimally optimized (Firdaus et al., 2026). Including at Melong Mandiri 1 Public Elementary School in Cimahi City. The available extracurricular dance activities do not provide sufficient space for students to freely express their creativity and imagination (Badaruddin, S., & Meirilani, 2023; Badaruddin, Masunah, et al., 2025; Fauziah et al., 2024). This study aims to explore the application of Sariwangwang creative dance learning as a stimulus to enhance the creativity of elementary school students, particularly in extracurricular activities. This study focuses on how traditional dances with local cultural values can be used innovatively to encourage students' creativity in creating new, original dance movements (Juliadrini et al., 2025; Sandi et al., 2024).

The need to conduct this research is very urgent, considering the lack of dance learning models that directly stimulate students' creativity (National Barnas & Masunah, 2023). The Sariwangwang dance, created by Fahrizal Aawaludin in 2019, offers great potential as a stimulus because it contains elements of folklore, expressive movements, and distinctive sounds or exclamations that can stimulate children's imaginations. This dance originates from Jampangkulon, Sukabumi, and raises themes of children's daily lives within the context of local culture, making it relevant and close to the world of students. This dance contains a folk tale about children who are reluctant to sleep at night, and uses distinctive sounds or exclamations to scare them into going to sleep immediately. The story elements, expressive movements, and cultural richness in this dance are attractive and educational power that can stimulate students' imaginations (Badaruddin et al., 2023; Fauziyah et al., 2025; Sunaryo ayo, 2020). This makes the Sariwangwang Dance very potential to be used as a stimulus in creative dance learning at the elementary school level, especially in encouraging students to create new, original dance movements. Previous research, for example by Hariani et al., 2019; Kusumawardani, 2019; Wandani et al., 2022 shows that stimuli in the form of songs, role-playing methods, and free expression approaches significantly contribute to enhancing student creativity in dance learning. This study takes a more advanced theoretical stance by presenting a more specific stimulus in the form of the Sariwangwang dance, as a form of integration between local culture and a creative learning approach.

This research is based on Guilford's theory of creativity in (Fitri et al., 2025), which includes four main indicators: fluency, flexibility, originality, and elaboration. This theory is used to measure students' divergent thinking skills in creating new dance movements. In addition, the concept of stimulus in learning according to Hamalik, (2009) and Slameto, (2003) It is also the basis for thinking that stimuli can be visual, auditory or kinesthetic stimuli that encourage students to actively think, respond and create (Harahap, 2022; Suprihatin & Manik, 2020). In this case, the Sariwangwang Dance is used as a learning stimulus medium, because it contains elements of story, expression, and strong local cultural elements that are relevant to the world of children. This study found that the use of the Sariwangwang Dance in learning not only provides increased creativity, but also strengthens character values, cultural expression, and students' emotional closeness to their own cultural heritage. The main findings show that students are more active,

confident, and able to create a variety of new, original movements after the dance-based learning process (Azis, 2021).

2. METHODS

This study uses a quantitative approach with a pre-experimental design, namely One Group Pretest-Posttest Design (Iye & Abdullah, 2022). This design was chosen to measure the effectiveness of Sariwangwang creative dance learning as a stimulus in increasing student creativity. This model allows for the measurement of students' creativity scores before (pretest) and after (posttest) treatment in the same group, so that the comparison of results can reflect the impact of the treatment given. The population in this study were all students in grades IV, V, and VI who were members of the dance extracurricular at Melong Mandiri 1 Elementary School, totaling 30 students. The sample was determined purposively, namely by considering certain criteria that were in accordance with the research objectives (Subhaktiyasa, 2024). From the entire population, 10 students who were active and consistent in participating in extracurricular activities were selected as respondents, because they were considered capable of representing characteristics relevant to the learning model being tested.

Data collection was conducted using several complementary instruments. The primary instrument, observation, was used to assess students' levels of engagement and creativity during the learning process (Setiawan et al., 2021). In addition, interviews with dance instructors were conducted to obtain qualitative information regarding their observations of changes in student behavior and creativity. Quantitative data were obtained through pretests and posttests designed to measure changes in creativity levels (Apriansah et al., 2024). Documentation is also used as a complement in the form of visuals and administration of the ongoing activity process. The research implementation procedure was carried out during May 2025 and is divided into three main stages. The first stage is the preparation stage, including the preparation of the proposal, the creation of instruments, and establishing coordination with the school. The second stage is the implementation stage, which begins with the implementation of the pretest, continued with the provision of treatment in the form of learning the Sariwangwang dance, and ends with the posttest. The third stage is the final stage in which data analysis, drawing conclusions, and compiling the research report.

The collected data were analyzed using parametric inferential statistics (Hasanah & Hasanah, 2024). The first step is to calculate the average pretest and posttest scores. Next, the standard deviation is calculated to determine the distribution of the data. To test the significance of the difference between pre- and post-treatment scores, a paired sample t-test is used (Rahmani et al., 2025). This test aims to statistically determine the extent to which Sariwangwang dance learning impacts student creativity. To ensure the instrument's reliability, content validation was conducted by seeking input from dance experts and conducting learning evaluations. Furthermore, the instrument's reliability was tested using the Cronbach's Alpha method to measure internal consistency between test items (Sari et al., 2025). The test results indicate that the instrument used is valid and reliable for measuring students' creativity levels in the context of this study. This study is based on several assumptions. First, the students who became respondents already have basic experience in participating in dance extracurricular activities. Second, the pretest

and posttest instruments are assumed to be able to measure aspects of creativity consistently. Third, there were no significant external disturbances that could affect the course of the treatment process during the study. The scope of this study is limited to dance extracurricular students at Melong Mandiri 1 Elementary School, so the results cannot be generalized widely. Several limitations should also be noted, such as the lack of a control group for comparison, the relatively small sample size, and the short duration of the study. These limitations provide opportunities for improvement in similar studies in the future.

3. RESULTS AND DISCUSSION

3.1 Extracurricular Dance Learning at Melong Mandiri 1 Elementary School Before the Implementation of the Sariwangwang Creative Dance Stimulus to Increase the Creativity of Elementary School Students

Extracurricular dance instruction at Melong Mandiri 1 Elementary School is not optimal due to the lack of dance instructors with an arts background, resulting in suboptimal teaching. While some students possess excellent dancing potential and movement memory, their creativity remains untapped. Therefore, the Sariwangwang creative dance was implemented as a stimulus to enhance student creativity through an exploratory approach, enabling students to not only imitate movements but also to imagine and create variations independently.

3.2 Pretest

Researchers conducted a pretest on 10 students from grades IV, V, and VI in the dance extracurricular at Melong Mandiri 1 Elementary School to determine their initial dance creation skills before the Sariwangwang dance creation was implemented. This pretest aimed to measure aspects of creativity such as fluency, flexibility, analysis, and originality in dance creation (Fitriani, et al., 2022). The pretest results describe the initial conditions of creative dance learning at the school.

Table 1. Frequency table data of pretest results

Student Grades	Frequency (F)	Cumulative Frequency	Percentage
25-34	2	2	20.00%
35-44	2	4	20.00%
45-54	3	7	30.00%
55-64	1	8	10.00%
65-74	1	9	10.00%
75-100	1	10	10.00%

Based on the results of the pretest, it is clear that the average student's ability in dance creation is still in the "Underachieved" category. The highest score achieved by students in the pretest was 75, with achievement in almost all indicators, except for the aspect of originality, which was still considered low. Meanwhile, the lowest score obtained by students was 25, where all ability indicators were considered weak. Of all the indicators assessed, the aspects of fluency and flexibility were the two indicators that showed the most prominent mastery by students. The following is the frequency diagram of the pretest scores.

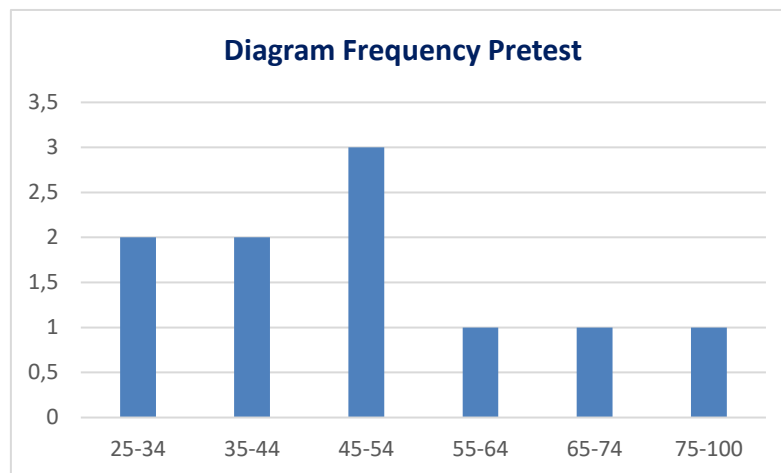


Figure 1. Frequency diagram of pretest scores

3.3 The Process of Implementing Sariwangwang's Creative Dance Stimulus to Improve the Creativity of Elementary School Students

Sariwangwang's creative dance lessons are conducted in four stages, starting with an introduction and continuing through the presentation of the dance work. The teacher acts as a facilitator, actively guiding students in an interactive and enjoyable atmosphere. Through these activities, students are encouraged to express their ideas freely and creatively, with a focus on fluidity, diversity of ideas, uniqueness of expression, and the processing of movements into meaningful sequences. This lesson not only introduces the art of dance but also stimulates the development of students' creativity as a whole.

3.3.1 First Meeting: Students watch the Sariwangwang dance video



Figure 2. Students watch the Sariwangwang dance video

Figure 2 shows the first meeting which focused on introducing the Sariwangwang creative dance through ice breaking activities, explaining the origins and meaning of the dance, and showing a video of the performance as a visual medium (Masunah, Juju, 2022; Abdilah et al., 2025; Amelia et al., 2025). The researchers also demonstrated basic movements, which the students then imitated in groups, accompanied by music. The activity concluded with a reflection to explore students' impressions and build learning motivation.

3.3.2 Second Meeting: Movement Exploration



Figure 3. Exploration of movement

Figure 3 shows the second meeting where students explored movement to develop creativity, starting with a warm-up and review of previous movements. Students created new movements based on the Sariwangwang dance theme, both individually and in groups, with guidance and feedback from the researcher. This activity encouraged imaginative and divergent thinking, and concluded with a presentation of the exploration results as an initial evaluation (Pratiwi et al., 2022).

3.3.3 Third Meeting: Movement Exploration



Figure 4. Exploration of movement

Figure 4 shows the third meeting, where students arranged a series of movements from their exploration into a simple dance, guided by the researcher, using music, and practicing in groups that emphasized unity and formation. This stage demonstrates the elaboration phase of Guilford's creativity indicators, where students process dance elements into a meaningful and artistic whole.

3.3.4 Meeting at the Place: Exploration and Composition of Sariwangwang Dance Movements

Depicts the final meeting, which focused on each group's presentation of their dance work as a manifestation of the exploration and composition of Sariwangwang's movements. Assessment was based on Guilford's creativity indicators, and students shared their appreciation for each other to foster artistic ethics, see Figure 5.



Figure 5. Exploration and composition of sariwangwang movement

The activity concluded with documentation and reflection as evaluation, as well as a post-test to measure the development of students' creativity.

3.4 The Results of the Implementation of Kresai Sariwangwang Dance Learning as a Stimulus to Increase Student Creativity in Elementary Schools

After implementing Sariwangwang's creative dance learning as a stimulus in the dance extracurricular at Melong Mandiri 1 Elementary School, posttest results showed a significant increase in student creativity. Previously, learning tended to be passive, as students simply imitated movements from YouTube without any room for creativity. The supervising teacher stated that students previously had difficulty expressing ideas because the instructor was not an expert in the field of dance. With the new approach, students became more active, confident, and able to create dance movements based on their imagination, indicating better development of creativity. This increase in student creativity can be seen in the results of the posttest conducted by the researcher (Herlambang et al., 2022; Solehah & Carolina, 2023).

3.4.1 Posttest

Researchers conducted a posttest on 10 students from the dance extracurricular at Melong Mandiri 1 Elementary School in grades IV, V, and VI to determine their final dance creation abilities after the implementation of the Sariwangwang creative dance. This posttest aimed to measure changes in their creativity aspects such as fluency, flexibility, analysis, and originality in dance creation after the implementation (Fitriani, et al., 2022). The posttest results describe the final condition of creative dance learning at the school.

Table 2. Frequency table data of posttest results

Student Grades	Frequency (F)	Cumulative Frequency	Percentage
25-34	0	0	00.00%
35-44	0	0	00.00%
45-54	0	0	00.00%
55-64	0	0	00.00%
65-74	1	1	10.00%
75-84	3	4	30.00%
85-94	3	7	30.00%
95-100	3	10	30.00%

The posttest results showed that the Sariwangwang creative dance learning significantly improved students' creativity at Melong Mandiri 1 Elementary School. The average student score was in the "very good" category, with the highest score being 100 and the lowest being 70. Although all creativity indicators were achieved, some students still experienced difficulties in the elaboration indicator, despite excelling in flexibility. Overall, the implementation of this method was effective in encouraging students' dance creativity. The distribution of students' scores after participating in the Sariwangwang creative dance learning showed excellent results, with 90% of students scoring above 74. No students scored below 65, and most scores were in the high range (75–100). Only one student (10%) scored 70, but still showed improvement compared to before. This score pattern reflects the effectiveness of the learning method in improving students' creativity and understanding of dance material.

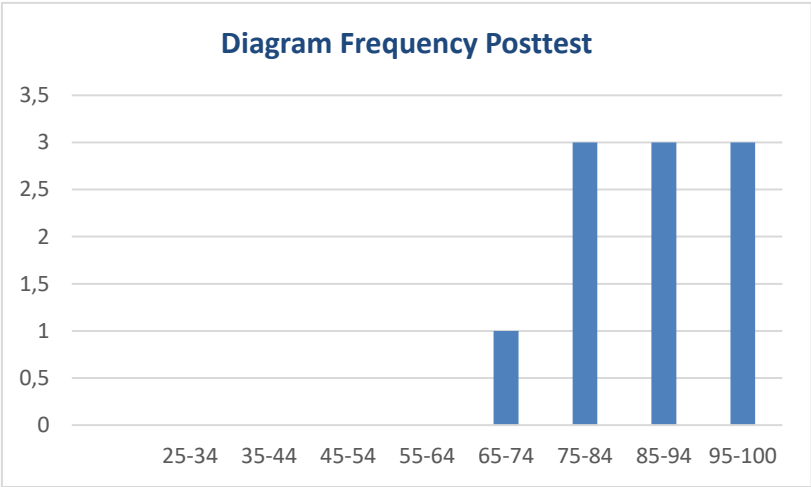


Figure 6. Posttest frequency diagram

3.5 Analysis of Pretest and Posttest Data

Analysis of pretest and posttest data on the Sariwangwang creative dance learning in the dance extracurricular at Melong Mandiri 1 Elementary School showed that after implementing the constructivist learning model, all students experienced a significant increase in creativity. This is evident from the comparison of pretest and posttest data, which showed overall improvement.

Table 3. Analysis of pretest and posttest data

No	Student Name	Mark		D (Pretest-Posttest)	D2
		Pretest	Posttest		
1	AK	45	85	40	1600
2	AP	40	75	35	1225
3	HC	45	80	35	1225
4	KI	75	100	25	625
5	KY	25	85	60	3600
6	NH	25	75	50	2500
7	NK	35	70	35	1225
8	PI	45	85	40	1600
9	YES	55	95	40	1600
10	ZA	70	100	30	900
Amount		460	850	390	16,100

The table above shows a significant increase in student scores after implementing Sariwangwang creative dance as a stimulus to enhance student creativity using the constructivist learning model. The following is a bar chart showing students' pretest and posttest scores:

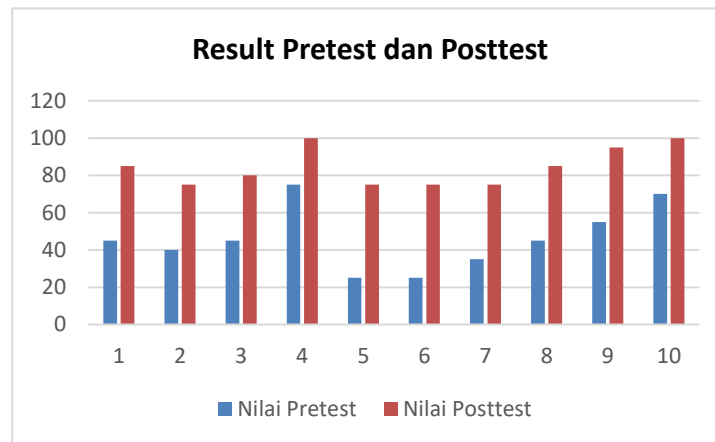


Figure 7. Comparison of pretest and posttest scores

Figure 7 shows a significant increase between students' pretest and posttest scores. Pretest scores ranged from 25–75, while posttest scores increased to 70–100. This indicates an increase in student abilities after the learning process was implemented. Next, a paired sample t-test was conducted to compare students' abilities before and after learning the Sariwangwang creative dance.

Table 4. Pared sample t-testPaired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	10	0.830	0.003

The results of the correlation analysis showed a very strong and significant relationship between the pretest and posttest scores, with a significance of 0.003 ($p < 0.05$), indicating that learning Sariwangwang creative dance has a positive effect on increasing student creativity. To ensure data accuracy, a normality test was conducted to determine whether the data were normally distributed, with a significance value criterion of > 0.05 .

Table 5. Normality test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PRETEST	0.224	10	0.169	0.922	10	0.373
Posttest	0.163	10	.200*	0.928	10	0.424

Based on the results of the normality test using SPSS, the pretest and posttest results yielded significant values. This indicates that the results are >0.05 , or higher than the significance level. This indicates that the data are normal.

3.6 Discussion

Extracurricular dance instruction at Melong Mandiri 1 Elementary School is not optimal because the instructors are not trained in the arts, resulting in suboptimal material and underexploration of students' creative potential. To address this, Sariwangwang creative dance instruction was implemented using a constructivist approach aimed at encouraging students to imagine, explore, and create original dance movements. However, pretest results indicated that students' dance creativity skills were still low, particularly in the aspects of originality and elaboration, although there were indications of initial mastery of fluency and flexibility due to access to media such as YouTube. This indicates the need for a more exploratory and student-centered learning approach to maximize creativity in dance ([Kusumawardani, 2019](#)).

After implementing Sariwangwang's creative dance learning as a stimulus, extracurricular dance students at Melong Mandiri 1 Elementary School showed increased creativity and self-confidence. They began to express ideas, create, explore, and imagine dance movements based on their learning experiences. This success was supported by the selection of a project-based learning method, which emphasizes the creative process from planning to evaluation of work. Through this approach, students are guided to be active, independent, and produce original dance works from the results of their personal explorations ([Fadila et al., 2019](#)). During four extracurricular dance sessions at Melong Mandiri 1 Elementary School, students began with an introduction and practice of the basic movements of the Sariwangwang dance creation, then were encouraged to explore ideas and movement variations independently. Next, students developed a series of movements creatively with teacher guidance, before finally presenting their dance creations. Each stage of learning involved warming up, practicing, evaluating, and reflecting to enhance students' creative abilities and confidence in dance.

The results of extracurricular dance activities showed that almost all students experienced improvements in fluency, flexibility, and elaboration, although some still lacked originality. This aligns with Guilford's theory, which states that creativity is characterized by the ability to think fluently, flexibly, originally, and in detail ([Karlin et al., 2017](#)). These four aspects are crucial in creating dance, and despite challenges, students showed positive progress. To maintain and develop creativity, dance learning that involves active and creative engagement, such as a project-based approach, needs to be routinely implemented in extracurricular activities and in classroom arts and culture learning.

The implementation of Sariwangwang creative dance learning in the extracurricular activities of Melong Mandiri 1 Elementary School has been proven to significantly increase student creativity. Posttest results showed that all students scored above 70, with the majority in the good to excellent category in aspects of dance creativity, which include fluency, flexibility, originality, and elaboration. The flexibility indicator was the most prominent aspect because students were given the freedom to explore movement independently. This learning also had a positive impact on student enthusiasm, engagement, and courage in presenting their creations. Teachers felt helped by this approach because it was able to stimulate students' potential and interests to the maximum. Although some students still lacked confidence, overall they showed increased creativity, courage, and creative thinking skills in creating dance movements. Thus, this learning method is effective in developing students' dance creativity in the extracurricular environment ([Maharani et al., 2025](#)).

4 CONCLUSION

This study was designed using a pre-experimental method with a one-group pretest-posttest design approach to evaluate the effectiveness of Sariwangwang Creative Dance learning in enhancing elementary school students' creativity through extracurricular activities. The results showed that this local cultural stimulus-based learning strategy was able to direct students to more actively explore movement, foster self-confidence, and develop original creativity. The conclusion of this study indicates that the implementation of Sariwangwang Dance not only addresses the problem of low student creativity but also strengthens the role of arts and culture in elementary education as a medium for character development and imagination. The main contribution of this study is to present a contextual, enjoyable, and local wisdom-based dance learning model that can significantly stimulate students' divergent thinking skills. The implications of these findings show that the integration of story elements and cultural expressions in art learning can be an effective approach to improving the quality of learning. This study is recommended to be further developed by involving a control group, a wider sample, and a longer learning time so that the results can be more generalized and have a long-term impact on the development of student creativity at various levels of education.

5 AUTHORES' NOTE

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