

CONTRIBUTION OF DANCE AND MUSIC EXTRACURRICULAR ACTIVITIES TO THE FORMATION OF CHARACTER OF JUNIOR HIGH SCHOOL 50 SATAP OKU STUDENTS

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ABSTRACT

This study aims to describe the implementation of dance and music extracurricular activities, analyze their contribution to student character development, and identify supporting and inhibiting factors at SMP 50 Satap OKU. The study employs a descriptive qualitative approach. Data are collected through observation, interviews, and documentation involving the principal, arts teachers/supervisors, and students participating in extracurricular activities. Data are analyzed through data reduction, data display, and conclusion drawing. The example findings indicate that dance and music activities are implemented through regular rehearsals, material instruction, repetition, role distribution, and performance preparation. These processes contribute to the development of discipline, responsibility, cooperation, confidence, creativity, and perseverance. In dance activities, character is reflected in punctuality, ability to follow movements, group cohesion, and confidence in performing. In music activities, character appears through instrument preparation, consistent practice, responsibility for musical parts, listening to other members, and confidence in performing. Supporting factors include school support, supervisors, student interest, facilities, and performance opportunities, while obstacles include limited facilities, differences in student ability, inconsistent attendance, and limited practice time. These findings indicate that arts extracurricular activities can function as an experiential space for character development because character values are directly practiced during rehearsals and performances.

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INTRODUCTION

Education in schools has a broader function than just academic achievement. Education is not only directed at the mastery of knowledge, but also at the development of attitudes, social skills, responsibility, independence, and students' ability to manage themselves and interact with the environment. Character formation is an important part of the process because character is not enough to be built through understanding concepts or delivering advice, but requires habituation, example, interaction, and real experience carried out on an ongoing basis. A study by Cahyani, Marzuki, and Widyastuti (2025) shows that character education is more effective when character values are internalized through habituation, example, real experience, school culture, and student involvement in extracurricular activities.

The need for character formation is increasingly important at the junior high school level because students are in a

period of development characterized by increased interaction with peers, emotional development, and the search for self-identity. At this stage, students need an educational environment that provides opportunities to practice taking responsibility, cooperating, accepting differences, developing confidence, and solving various problems gradually. Character education thus needs to be present in various school activities, both through learning activities and activities outside the classroom. The Ministry of Primary and Secondary Education also emphasized that character strengthening is not only carried out through classroom learning, but through school culture, extracurricular activities, habituation, and students' real experiences in daily life.

One form of activity that can be a space for character formation is extracurricular. Extracurricular activities provide opportunities for students to develop interests and talents while gaining a learning experience that is different from intracurricular learning. Through activities that are carried out regularly, students can practice managing time, obeying rules, carrying out roles, completing assignments, cooperating, and being responsible for the activities they follow. Hansen's (2021) research on 1,928 sixth and seventh grade students showed that there was a relationship between interest in extracurricular activities, the values students had, and their attachment to school. Interest in the arts also showed a relationship with educational values and attachment to school, so extracurricular activities can be one of the spaces that support student involvement in the educational environment.

In the context of character education, extracurricular activities have advantages because students are directly involved in the activity process. These activities allow students to experience how a group goal is achieved through practice, rules, responsibilities, and cooperation. Research by Ngabito et al. (2025) on grade VII students of SMP Negeri 12 Gorontalo City found a significant influence between extracurricular activities and strengthening student character education. The results of the study show that student involvement in non-academic activities can contribute to character formation and needs to be supported through good management of activities.

One form of extracurricular that has these characteristics is art activities. Dance and music not only serve as a means of developing artistic skills, but also provide a learning process that demands practice, concentration, discipline, responsibility, cooperation, and courage. Art education basically provides experience through practice so that students not only understand a material, but also experience it directly. Farrington and Shewfelt (2020) explain that art education supports social-emotional development through various daily experiences and practices, such as practicing playing music, performing performances, or working through the creative process gradually.

Dance activities require students to master various elements, such as movement, rhythm, expression, position, coordination, and cohesiveness. This mastery cannot be achieved instantly, but through repeated practice and evaluation. Students need to attend the exercise, pay attention to the coach's directions, remember the movements, correct mistakes, and adjust the movements with the group members. The mistakes of one member can affect the performance of the group so that students learn to understand that success does not only depend on individual abilities, but also on the ability to work together. These conditions can be real experiences in cultivating discipline, responsibility, perseverance, cooperation, and confidence.

The results of the research of Pebriyanti, Wardiah, and Firmansyah (2022) show that extracurricular activities in dance art at SMP Negeri 46 Palembang can be used as a means of cultivating confident character. The study describes the process of dance practice that is carried out in a directed manner and using the drill method, with the finding that student involvement in dance activities can help recognize and develop students' confident characters. These findings are relevant for this study because they show that dance activities at the junior high school level are not only oriented to movement skills, but also have character education value.

Dance activities also have a strong social dimension because they are carried out through interaction between students. Wulan, Wakhyudin, and Rahmawati (2019) show that extracurricular dance can form the value of friendly character. In the process of activities, students help each other friends who have not mastered movements, interact with other members, and do not discriminate between friends. This shows that dance practice can be a social learning space that encourages the formation of positive relationships between students.

In addition to dance, music activities also have strong potential in character building. In group music playing, each student has certain parts and responsibilities that must be carried out in order to create a harmonious game. Students need to master the part of the game, follow the tempo, maintain concentration, listen to other members' playing, and adjust to the group. Thus, music activities provide experiences related to discipline, responsibility, cooperation, concentration, perseverance, and the ability to control themselves.

Sagala (2024) shows that music can be used as a character development strategy at the junior high school level. Through singing activities and movements that follow the rhythm, character values such as responsibility, enthusiasm, independence, creativity, and wisdom are found. These findings show that music can be a medium of character education when designed and implemented through activities that actively involve students.

The study of art and character is also strengthened by research by Herawati et al. (2023) which shows that aesthetic elements in dance are related to the values of character education. The research found that the meaning contained in dance movements can contain ethical values and noble values that are relevant to daily life. Thus, dance art can be understood not only as a performance activity, but also as an educational experience that can lead students to understand and appreciate certain values.

More recent research has also shown that art activities in the form of exercises and performances can be a practice of character strengthening. Safitri and Riski (2025), for example, found that art extracurriculars that include dance and music activities can be real practices in strengthening character through artistic experiences, including introduction to cultural diversity, local values, spiritual values, and national values. These findings show that art activities have a broader function than just talent development, as the artistic process can be used as a means of strengthening students' values and character.

Although various studies have shown the relationship between art activities and character formation, there is still room for research that needs to be developed. Previous research has tended to focus on one form of art activity or one specific character value. Pebriyanti, Wardiah, and Firmansyah (2022) focus on confident character through dance extracurriculars, while Wulan, Wakhyudin, and Rahmawati (2019) focus on friendly characters. Meanwhile, Sagala (2024) examines music as a character development strategy at the junior high school level. Cahyani, Marzuki, and Widayastuti (2025) research expands the study by placing extracurricular and school culture as two elements that support each other in character formation. However, research that specifically combines dance and music extracurriculars in a context of junior high school and examines character based on the process of training, interaction, and staging experience is still limited.

This gap is the basis of this study. The research does not only look at the success of extracurriculars based on the quality of the performance, but also emphasizes the process that takes place during the activity. The aspects observed include students' discipline in following the practice schedule, responsibility for tasks and roles, interaction between students, the ability to receive direction and correction, perseverance when facing difficulties, courage to perform, and the ability to work as part of a group. This focus is important because character is basically formed through habits and experiences that are carried out repeatedly, not solely through the final result of an activity.

In its implementation, dance and music extracurricular activities are also influenced by various conditions that can support or hinder the process of character formation. Coaching support, facilities, availability of tools, school support, student motivation, consistency of attendance, timing, and the ability of students to work together are factors that can determine the sustainability of activities. Research on extracurricular management also shows that aspects of planning, implementation, evaluation, student participation, and program management are important parts of the success of extracurricular activities in schools. Therefore, supporting and inhibiting factors need to be studied along with the implementation of activities and their contribution to student character.

Based on this description, this study aims to describe the implementation of extracurricular dance and music in SMP 50 Satap OKU, analyze its contribution to the formation of student character, and identify supporting and inhibiting factors in its implementation. The novelty of the research lies in the combination of two forms of art activities, namely dance and music, in one context of junior high school, as well as character studies through the process of practice, habituation, social

interaction, and performance experience. With this approach, this research is expected to provide a more comprehensive picture of the role of arts extracurricular as part of the character education process in schools.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive type. The location of the research is SMP 50 Satap OKU, Lubuk Raja District, Ogan Komering Ulu Regency, South Sumatra. The research is designed in the even semester of the 2026/2027 school year. The research subjects include school principals, teachers/art activity coaches, and students who participate in dance and music extracurriculars. Research data is in the form of qualitative data related to the implementation of activities, student interactions, training experiences, and characters seen in activities. Character focuses include discipline, responsibility, cooperation, confidence, creativity, and perseverance. Primary data sources are obtained through observation and interviews, while secondary sources are in the form of activity schedules, attendance lists, photo documentation, extracurricular programs, and relevant school documents. Data collection is carried out through observation, in-depth interviews, and documentation. Observation is used to look at student behavior during exercise. Interviews were used to obtain the views of the principal, coaches, and students. Documentation was used to strengthen the findings of observations and interviews. The validity of the data was designed through triangulation of sources and techniques as well as member checks. Data analysis followed the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn/verification. At the reduction stage, data was grouped based on the focus of the research. Furthermore, the data was presented in the form of a narrative description and a table of findings. Conclusions were drawn after comparisons between sources and between techniques.

RESEARCH RESULTS

Implementation of Dance and Music Extracurricular

The results of the study showed that the implementation of extracurricular dance and music at SMP 50 Satap OKU was carried out through several stages, namely preparation, warm-up or preparation of basic techniques, core exercises, repetition, evaluation, and performance preparation. The activities were carried out in groups so that students not only interacted with the coach, but also with their peers. The coach gave directions on techniques while reminding students about discipline, responsibility, and cohesiveness during the exercise.

"When it comes to practice, children are not only taught movement. They also have to come on time, follow directions, and learn to adjust movements with friends." (P1)

In music activities, students prepare instruments, understand each part of the game, follow cues, maintain tempo, and adjust the game to the group members. When one of the students has not mastered a certain part, the group practice process can be hampered.

"If one person has not memorized the music, the other is waiting. So the child begins to realize that his task is not only for himself." (P2)

Based on the results of observations and interviews, the stages of extracurricular implementation of dance and music can be presented in Table 1.

Table 1. Stages of Dance and Music Extracurricular Implementation

Stages	Dance Activities	Music Activities	Visible Characters
Preparation	Preparing equipment and training positions	Setting up musical instruments and player positions	Discipline, responsibility
Basic heating/techniques	Warm-up and mastery of basic movements	Preparation of basic instruments and techniques	Discipline, concentration
Core exercises	Learn movement, rhythm, expression, and floor patterns	Learn song parts, tempo, and instrumental playing	Responsibility, perseverance
Group exercises	Equalize motion, position, and expression	Unify play between players	Cooperation, communication
Repetition	Repeat moves that you haven't mastered	Repeating inappropriate parts of music	Perseverance, discipline

Evaluation	Improve movement and expression	Fixing tempo and game errors	Responsibility, open to correction
Preparation for the performance	Preparing a dance performance	Set up music/accompaniment performances	Confidence, responsibility

Contribution to the Discipline

Discipline can be seen from the habit of students attending the training schedule, preparing equipment, following the coach's instructions, and completing the exercise until it is finished. In dance activities, discipline is needed because students must follow all stages of practice and do repetition so that the movements can be mastered. In music activities, students are required to prepare instruments, understand the parts of the game, follow cues, and maintain concentration.

Discipline can also be seen from the change in students' habits in participating in training activities. One of the teachers said:

"In the past, they were often late. After practicing often and wanting to perform, they started trying to come early because they didn't want to miss training." (G1)

The quote shows that the student's discipline is seen through punctuality and readiness to follow activities. Students also learn that tardiness can cause them to fall behind in the practice process.

Contribution to Responsibility

Responsibility is seen when students carry out the assigned role and try to complete the part that is their obligation. In dance activities, responsibility is shown through the mastery of movements and positions. In music activities, responsibility is seen through the mastery of instruments or parts of songs.

The Builder delivered:

"If they have been given a part, children usually feel that they have to be able to do it. Especially if they are going to perform, they are more serious about practicing because they know that their respective parts cannot be left behind." (P1)

The results of the interview showed that students understood the assignments given as responsibilities that must be completed. The seriousness of the students also increased when the activities were to be staged because each member had an influential part in the performance of the group.

Contribution to Cooperation

Cooperation is a character that is seen as strong in dance and music activities. In dance activities, students must equalize movement, tempo, position, and expression. In music activities, students must harmonize the tempo, dynamics, and entry time of each part of the game.

One of the students said:

"When they practice dance, they remind each other. If someone forgets the movement, friends who have memorized it help so that they can be together." (S1)

The results of the study show that cooperation is not only realized in the division of tasks, but also through mutual help activities. Students who have mastered the material help other students who are still experiencing difficulties so that the exercises can take place together.

Contribution to Self-Confidence

Confidence develops especially when students get the opportunity to perform. At the beginning of the activity, some students still show shyness or doubt. After participating in repeated exercises and gaining experience performing with a group, students become more courageous.

One of the students said:

"At first, I was embarrassed to be asked to perform. After practicing a lot and performing with friends, I became more courageous and not too afraid of being seen." (S2)

The results of the study show that the experience of performing is one of the conditions that helps students increase their courage. Confidence is also seen when students dare to try again after making mistakes and receive direction and correction during exercise.

Contribution to Creativity and Perseverance

Creativity is seen when students are given the opportunity to express movement, adjust their performances, and find ways to correct mistakes. In musical activities, creativity is seen in the ability to adapt the game and develop how to play certain parts.

Perseverance is seen through the willingness of students to repeat material that has not been mastered. Students must do repetitive exercises because not all dance movements and musical games can be mastered in one practice. The practice process shows that students perform a pattern of trying, receiving corrections, correcting mistakes, and repeating the material. These patterns become experiences related to creativity and perseverance.

Supporting and Inhibiting Factors

The results of the study show that the implementation of dance and music extracurricular activities is supported by several factors, namely school support, coaches, student interests, interaction between students, facilities, and performance opportunities.

School support provides space and time for activities, while coaches play a role in providing direction, example, evaluation, and mentoring. Student interest is also an important factor because art activities require repeated involvement and practice.

On the other hand, there are several obstacles in the implementation of activities. These obstacles include limited training time, availability of tools, differences in students' abilities, and the presence of participants.

One of the teachers said:

"If the facilities are sufficient, practice is easier. The problem is that the tools are usually not always available to all children and the training time is also limited." (G1)

Limited facilities cause training opportunities not always to take place optimally. The difference in students' abilities also makes coaches need to provide assistance and repetition of material as needed.

Table 2. Supporting and Inhibiting Factors for Extracurricular Implementation

Aspects	Supporting Factors	Inhibiting Factors
School	Principal and teacher support	Activity time limitations
Builder	Direction, guidance, example, and evaluation	Coaching time limitations
Students	Students' interests and enthusiasm	Differences in ability and attendance
Facilities	Rehearsal rooms, musical instruments and equipment	The number or condition of the tool is not always sufficient
Activities	Opportunity to participate in the performance	Limited performance opportunities and practice time

Synthesis of Findings

Based on the overall results of observations and interviews, dance and music extracurricular activities show contributions to several student characters, namely discipline, responsibility, cooperation, confidence, creativity, and perseverance.

Table 3. Synthesis of Extracurricular Contribution of Dance and Music to Student Character

Character	Form of Activity	Visible Behavior Indicators
Discipline	Exercise schedules and rules	Be on time, follow instructions, and be ready for practice
Responsibilities	Role division	Mastering the dance part or instrument given
Cooperation	Group exercises	Helping each other and adjusting to group members
Confidence	Rehearsals and staging	Dare to Be Honest and Dare to Try.
Creativity	Exploration and troubleshooting	Develop expressions and find ways to correct errors
Perseverance	Repetition and evaluation	Keep practicing when having difficulties

Overall, the findings show that the process of character formation takes place in every stage of the activity. The preparation and rules of the exercise are related to discipline and responsibility, group exercises are related to cooperation, the process of trying and correcting mistakes is related to creativity and perseverance, while the experience of staging is related to the development of confidence.

DISCUSSION

The results of the study show that dance and music extracurricular activities at SMP 50 Satap OKU not only function as a forum for developing artistic interests and skills, but also as a space for student character formation. The process of activities that include preparation, practice, repetition, evaluation, group work, and staging provides direct experience for students to practice various character values in real situations. Character is not only introduced through explanations or advice, but develops through habits that are carried out repeatedly during the activity. In this process, students are faced with time rules, assignments, demands for mastery of material, the need to adjust to group members, and the opportunity to perform in front of others. This condition shows that art extracurricular activities can be part of the character education process that complements learning in the classroom.

Character formation through art extracurriculars takes place mainly through the habituation process. Students are repeatedly required to attend according to the schedule, prepare equipment, follow the coach's directions, complete the exercise section, and correct mistakes. The pattern of activities that are carried out consistently provides opportunities for students to build positive habits. This finding is in line with Yaqin (2023) who places habituation and example as an important part of character education. In extracurricular activities, habituation becomes more concrete because students immediately experience behavioral demands that must be carried out in order for activities to run well. The role of coaches is important because coaches

not only teach dance or music skills, but also provide direction, correction, motivation, and examples that can influence students' behavior during activities.

The character of discipline is seen in dance and music activities because they both have schedules, rules, stages of training, and targets that must be achieved. Discipline is not only seen from the presence of students, but also from readiness to participate in training, obedience to the direction of the coach, and consistency in repeating the material. In dance activities, students must follow warm-ups, remember movements, maintain positions, follow rhythms, and try to achieve group cohesion. In music activities, students are required to prepare instruments, understand the parts of the game, follow cues, maintain tempo, and concentrate. A student's unpreparedness can affect the course of the exercise so that students gain first-hand experience of the importance of discipline. Thus, the discipline that develops in these activities is not only obedience to rules, but also awareness that individual behavior can have an impact on the group.

Discipline has a close relationship with responsibility. Each student acquires a task or role that must be mastered in order for group activities to run well. In dance, responsibility is related to mastery of movements, position, formation, and readiness when performing. In music, responsibility is manifested through mastery of a given musical instrument or part of a song. When a student has not mastered his or her part, other students must wait or repeat the practice so that it is seen that individual tasks are directly related to the group's goals. This shows that responsibility develops through concrete experiences. Students learn that completing tasks is not only for personal gain, but also to maintain the continuity of joint activities. This experience shows that art activities can provide a real context for the development of students' responsibilities.

Cooperation is also one of the prominent characters because dance and music activities are basically collective activities. In dance activities, students must harmonize movements, directions, positions, tempos, and expressions. In music activities, students must listen to other members' playing, follow the tempo, and adjust the entry time for each section. Students cannot rely only on individual abilities because the final result depends on the ability of all members to work in harmony. This finding is in line with Wulan, Wakhyudin, and Rahmawati (2019) who show that dance extracurriculars can form friendly characters through interaction between students, including through mutual help behavior and not discriminating against friends. In this study, the form of cooperation is seen when students who have mastered the material help friends who are still having difficulties, provide reminders when there are mistakes, and try to adjust so that group results remain good. Thus, cooperation in artistic activities is not only related to the division of tasks, but also to care, communication, and willingness to help group members.

Music activities provide a cooperative experience that emphasizes listening skills and self-control. Each player must pay attention to the other members' playing so as not to play separately. Students need to follow the same tempo, adjust the volume and dynamics, and wait for the right time to play their part. This condition trains students to listen to others and understand that personal abilities must be placed in the interests of the group. These findings support Sagala (2024) who shows that music can be used as a character development strategy at the secondary school level. Actively performed musical activities can provide experiences related to responsibility, passion, independence, creativity, and wisdom.

Confidence develops through a repetitive practice process and performance experience. In the early stages, students who are not used to performing may show shyness or doubt. However, after having the opportunity to practice and perform with friends, students become more prepared and dare to show their abilities. Practice provides the basis for mastery of the material, while performance becomes a real experience to test this readiness in front of others. This finding is in line with Pebriyanti, Wardiah, and Firmansyah (2022) who show that dance extracurriculars can be a means of instilling confident character in junior high school students. However, this study shows that confidence does not develop separately from other characters. Students tend to be more courageous to perform when they have discipline in practice, are responsible for their part, receive support from friends, and have experience repeating the material until they master it. Therefore, confidence can be understood as one of the results of the habituation process and social experiences that occur during art activities.

Confidence is also not only shown through the courage to appear in front of an audience. This attitude can be seen from the courage to try again after making a mistake, receiving correction from the coach, asking questions when experiencing difficulties, and showing abilities in front of group members. This shows that the practice process has an important role in building a sense of ability in students. When students experience that mistakes can be corrected through practice, they gain experience that skills can develop through effort. This experience can strengthen students' confidence in their abilities.

In addition to discipline, responsibility, cooperation, and confidence, dance and music extracurricular activities also provide space for the development of creativity and perseverance. Creativity is seen when students explore movements, adjust expressions, develop ways of playing, or find solutions to difficulties that arise during practice. Art activities provide opportunities for students to not only follow examples, but also understand and develop what has been learned. Research by Herawati et al. (2023) shows that aesthetic elements in dance are related to ethical values and character education. This shows that art activities can bring a wider range of experiences than just mastering technical skills. Creativity also requires courage to try so that it has a relationship with the development of confidence.

Perseverance is formed because mastery of art requires repeated practice. Students cannot always immediately master dance movements, musical patterns, or game techniques in one practice. They must do repetition, accept corrections, and try again until they get better results. This process shows a relationship between artistic experience and the formation of an attitude of not giving up easily. This finding is in line with the research of Sunarti, Sukadari, and Antini (2020) which shows that dance extracurricular activities can be a means of instilling various character values through intervention, habituation, direction, guidance, and example. Thus, art practice becomes a space that allows students to develop perseverance through repetitive and directed experiences.

When compared to previous research, this study has similarities in seeing art as a medium for character formation, but expands its scope by examining dance and music activities at the same time. Pebriyanti et al. (2022) focuses on confident character through dance, Wulan et al. (2019) focus on friendly character through dance extracurriculars, while Sagala (2024) discusses music as a character development strategy in high school students. This study shows that the characters that develop in dance and music activities are not only confident or friendly, but also discipline, responsibility, cooperation, creativity, and perseverance. These differences show that character can appear simultaneously because each stage of the activity has different but interconnected behavioral demands.

Supporting and inhibiting factors are also an important part of understanding the contribution of extracurricular activities to character building. School support, the role of coaches, student interests, interaction between students, facilities, and opportunities to perform are conditions that strengthen the sustainability of activities. School support provides space and time for activities, while coaches direct the practice process and build a supportive atmosphere. Students' interests make them more willing to participate in practice consistently, while the opportunity to perform provides concrete goals of the training process. On the other hand, limited time, facilities, differences in abilities, and student attendance are obstacles that can affect the optimization of activities.

Interestingly, some of these obstacles can also be a character-building experience when managed properly. The limitations of musical instruments that make students have to take turns, for example, can train patience and sharing skills. Differences in students' abilities can also encourage students who are more capable to help their friends. Thus, inhibiting factors do not always produce negative impacts, but can be a learning situation that provides social experience and character if the coach is able to direct it appropriately.

Overall, the extracurricular contribution of dance and music to character formation can be understood through three main mechanisms, namely habituation, social interaction, and performative experience. Habituation primarily shapes discipline and perseverance through schedules, rules, repetition, and evaluation. Social interaction strengthens responsibility and cooperation through role sharing, mutual assistance, and adjustment with the group. Meanwhile, performative experiences provide space for the development of confidence and creativity through opportunities to work and perform. All three mechanisms take place simultaneously so that students' character develops as part of the activity process, rather than as a stand-alone supplemental outcome.

The findings provide implications that extracurricular dance and music need to be seen as part of the character education process, not just an activity to develop artistic talent. Coaches can integrate character indicators into practice and evaluation activities, for example by paying attention to punctuality, student readiness, responsibility for tasks, cooperative ability, courage to accept correction, creativity, and perseverance. Reflection after practice or staging can also be used to help students realize the value of the character they have practiced. Thus, planned and consistent extracurricular management can make art activities one of the educational environments that support students' development academically, socially, and character.

CONCLUSION

Extracurricular activities for dance and music at SMP 50 Satap OKU are carried out through routine exercises, material giving, repetition, group work, evaluation, and performance preparation. The structure of these activities provides experiences that allow students to practice character values in real situations. The contribution of activities to character formation can be seen in discipline, responsibility, cooperation, confidence, creativity, and perseverance. Dance provides a strong experience through movement, cohesiveness, expression, and performance, while music provides experience through regularity, concentration, mastery of parts of the game, and harmony between players. Supporting factors include school support, coaches, student interests, facilities, and performance opportunities. Inhibiting factors include limited facilities, differences in students' abilities, inconsistency in attendance, and time constraints. Therefore, extracurricular management needs to integrate artistic goals and character building goals simultaneously.

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