



# Dance Preparation: Kinesthetic Exercise to Improve Jaranan Dancing Ability Extracurricular in Elementary School

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## ABSTRAK

Siswa mengalami cedera dan rendahnya kualitas kinerja yang disebabkan oleh rendahnya kebugaran dan latihan fisik. Setelah digali lebih dalam, latihan kebugaran dan fisik jarang dilakukan sebelum latihan tari jaranan dimulai. Penelitian ini bertujuan untuk menganalisis dampak yang terjadi setelah siswa sekolah dasar melaksanakan proses latihan kinestetik secara rutin dan benar. Penelitian ini menggunakan penelitian kualitatif deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara mendalam, dokumentasi, dan analisis data. Teknik validasi data berupa triangulasi sumber dan teknik. Hasil penelitian ini menunjukkan bahwa dengan memberikan latihan kinestetik pada siswa sekolah dasar berupa rangkaian latihan kinestetik tari Jaranan dapat meningkatkan kelenturan, keseimbangan, kekuatan otot serta menjadikan tubuh siap untuk berlatih jaranan. menari. Latihan kinestetik berdampak langsung terhadap peningkatan kesiapan otot sebagai persiapan sebelum mampu menarikan Tari Jaranan sehingga berdampak pula pada peningkatan performa latihan dan penampilan tari Jaranan. Dengan ini, siswa dapat mengkoordinasikan gerakan tubuhnya sehingga diperlukan latihan kinestetik dalam proses pembelajaran. Diharapkan siswa dapat memperkuat fisiknya melalui latihan kinestetik yang dilakukan secara bertahap. Hasil penelitian ini dapat menjadi masukan bagi berbagai pihak untuk meningkatkan latihan kinestetik guna meningkatkan keterampilan tari jaranan dalam pembelajaran ekstrakurikuler tari khususnya tari jaranan.

## ABSTRACT

Often, students experience injuries and low-quality performance caused by low fitness and physical training. After digging deeper, fitness and physical activity rarely occur before Jaranan dance practice begins. This research aims to analyze the impact that occurs after elementary school students carry out the kinesthetic training process regularly and correctly. This research uses descriptive qualitative research with a qualitative approach. The data collection techniques used in this research are observation, in-depth interviews, documentation, and data analysis. Data validation techniques include triangulation of sources and methods. This research shows that providing kinesthetic training to elementary school students through a series of kinesthetic exercises for the Jaranan dance can improve flexibility, balance, and muscle strength and make the body ready to practice the Jaranan Dance. Kinesthetic training has a direct impact on increasing muscle readiness as preparation before being able to dance the Jaranan Dance, so it also has an effect on improving training performance and Jaranan dance performances. With this, students can coordinate their body movements so that kinesthetic training is needed in the learning process. It is hoped that students can strengthen their physical abilities through kinesthetic exercises carried out in stages. The research results can be input for various parties to improve kinesthetic training to improve Jaranan Dance skills in extracurricular dance learning, especially Jaranan Dance.

## 1. INTRODUCTION

Extracurricular activities are all activities outside of 'classroom', such as involvement in university clubs, voluntary and paid work, family commitments, religious activities. Extracurricular activities are additional activities carried out by students outside of school hours, aiming to develop students' talents,

abilities, interests, knowledge and abilities optimally, these activities are carried out at school and outside school to achieve educational goals (Puspitasari et al., 2021; Siregar et al., 2020; White et al., 2018). From the understanding that has been explained, it is concluded that extracurricular activities are activities that refer to activities fostered by adults such as associations held outside school hours, which have the aim of broadening experience, developing abilities, talents and interests of children (students) (Budi et al., 2020; Miftakhi, 2020; Yetti, 2012).

Various kinds of extracurricular activities in elementary schools which include sports, scouts, PMR, English club, arts and so on (Puspitasari et al., 2021; Rifa'i & Sunariya, 2020). One that is in great demand is extracurricular arts. Through art extracurricular education, students can develop basic skills in dance skills such as motor skills, aesthetics, and emotions, and expression. In addition, through these extracurricular activities, students are also taught to respect each other among members, respect each other, work together and love their culture through the extracurricular learning process (Forneris et al., 2015; Masrarokh & Darmayanti, 2023).

One of the extracurricular part art is dance. Dance is an expression of feelings carried out through body movements that are used to express feelings, expressions, intentions and goals (Rosala & Budiman, 2020; Watini et al., 2020). In conveying this expression, body movement is needed. In dance, body movement is a constant thing because the body moves in different dimensions. Therefore, it is impossible to dance without movement (Mazhud, 2020; Ratnayanti & Kustiawan, 2014). Movements made in dance aims to achieve expression and meaning and supports the body's abilities (Sibuea, 2022; Triana, 2014). In addition, dance is a work of art that involves the limbs through motion to express something so that it has an element of aesthetics or beauty (Siswati, 2023). Learning the art of dance for children begins with planning, implementing, and evaluating so that learning the art of dance gives meaning to students. Art experiences can enhance physical and emotional development student. In addition, art in the process of extracurricular activities has an important role in fostering physical potential such as motoric abilities and physical potential related to students' talents, abilities and creativity. Therefore, this study describes the art of jaranan dance to improve students' abilities (Feby, 2022).

Jaranan dance is a traditional art that is very thick and seems magical which has artistic and cultural values as well as high spiritual values (Izzaty et al., 2022). In addition, the jaranan dance is a dance that has simple dance movements but imitates animal movements, making it easier for students to remember each movement. Jaranan dance is a traditional art originating from the people whose movements imitate animal movements and have high artistic and cultural values. With this, students can coordinate their body movements so that kinesthetic training is needed in the learning process. Based on the results of preliminary research conducted through interviews with school principals, intensive dance lessons are given when there are competitions or festivals. Dance art learning in schools is taught evenly from grades I to VI. Dance as one of the material in the SBdP subject matter is taught every week through dance extracurricular activities which are held every Wednesday. However, there is a problem that becomes implementation constraints exercise until student have been performance the jaranan dance. The problem ie often injured at the time exercise until staging, performance is lacking maximum from training until staging, the difficulty mastery of tempo and movement with music, as well lack of inspiration as well as disclosure expression when practice and come out on top stage.

Most of the time student experience injury and low quality performance appearance above stage is the most basic findings from the interviews conducted. Most of the time student experience injury and low quality performance appearance caused by fitness and exercise low physique (Rosala & Budiman, 2020; Widhianawati, 2011). After excavated more in again, fitness and exercise very rare physically done before horse dance practice started. Lack of kinesthetic stimulation can hinder the development of psychomotor abilities and body coordination needed in dancing. Kinesthetic ability refers to the perception of movement of muscles such as the hands, feet and head. This kinesthetic ability is often overlooked as a basic sense of children , even though kinesthetic ability is the most important thing as a source related to motion characteristics such as speed, direction of movement, position, and muscle activation in the central nervous system (Agung et al., 2020; Suhaya et al., 2021). Kinesthetic is a function related to information obtained from movement of muscles and joints as feedback identified by the surrounding environment (Arbibah et al., 2018; Kusumawati, 2019; Mayarnimar & Taufina, 2017). Learning kinesthetic movement is a preference related to experience and training, both simulated and real, involving physical and sensory activity of muscle or joint movements. In other words, motion kinesthetic is any activity that involves movement of muscles or joints. Montessori theorized that muscle memory serves as a key component in the learning process. This kinesthetic ability is needed in dancing skills. With this kinesthetic ability, students can improve their ability in dancing. In other words, this kinesthetic ability can increase the talent that students have in performing dances and direct students to develop and direct their abilities (Wiranata, 2022).

Previous research explained that kinesiology can be used to analyze traditional dance movement techniques by paying attention to the movement of the joints and driving muscles. Practicing traditional dance movements also requires 'taste' training, so that the distinctive 'feel' of the dance can still be enjoyed by the audience. If the same movement is performed with a different appreciation, it will produce a different motion output, so it requires a balance of movement technique training and 'feeling' exercises (Apriyani, 2021). To support this movement technique training, dance artists and educators can study it with kinesiology (Nugraheni & Pamungkas, 2022). Then, other research obtained that the implementation of cycle 1 showed that 75% of students were successful in being active and responding to learning for dance readiness with basic dance movement exercises, whereas in cycle 2 the success was 85%, if this is compared it is clear that the 2nd cycle is better. From the results of learning improvements that have been carried out in this cycle, it can be concluded that the application of basic dance movement exercises can improve the kinesthetic intelligence of children in group B at Early Childhood Education (Kurniawati & Azizah, 2019; Purwitasari et al., 2022). Then, one of the studies also mentions the importance of expression in dance movements, namely by getting used to smiling expressions for a few minutes so that they get used to smiling when dancing, and their development can get used to smiling expressions when dancing (Arbibah et al., 2018; Husna Fitria & Yuliasma, 2023).

In previous studies it was explained that researchers used only one type of heating to study, whereas in this study using a tiered type of heating. As previously explained, that students often experience injuries in practice, stage injuries, and performances that are not optimal due to lack of physical training or kinesthetic training, so kinesthetic training is carried out in stages from the beginning of simple exercises, leading to more complex warm-ups. So, it is hoped that students can strengthen their physique through kinesthetic exercises which are carried out in stages.

Dancing ability is the ability to perform various dance moves. This includes physical abilities, strength, flexibility, balance, limb coordination, and motor control. In addition, the ability to dance is an effective art that can increase student creativity. Effective educational facilities can be carried out through the creativity of dance arts which can accommodate students in expression and creativity. The ability to dance is shown by the ability to make good and precise movements that must be done. Movements are made with true and good expression and soul. In other words, a dancer's ability must be shown by his ability to make movements correctly and well and move rhythmically to the music. This research aims to analyze the impact that occurs after students at SD Negeri 1 Nglembu carry out the kinesthetic training process regularly and correctly. This kinesthetic training process functions to provide stimulation in developing students' psychomotor abilities, especially in jaranan dance extracurricular activities.

## 2. METHOD

This study uses descriptive qualitative research with a qualitative approach. The qualitative research method is a method based on the philosophy of postpositivism used in researching natural objects. Qualitative research is carried out in natural or naturalistic conditions, this research also analyzes the collected data so that this research is widely used in the field of cultural anthropology. The qualitative approach is data obtained in an unstructured manner that allows researchers to organize, criticize and clarify what is more interesting through qualitative research (Setianingsih, 2014; Suryono, 2016).

This research was conducted at SD Negeri 1 Nglembu, Sambu District, Boyolali Regency. The data used in this study are primary data and secondary data. Data sources that directly provide data to data collectors are called primary data. Sources that do not directly provide data to data collectors, for example through other people or through documents are called secondary data. The primary data in this study were the principal of SD Negeri 1 Nglembu (key informant), dance extracurricular teacher, students of SD Negeri 1 Nglembu who participated in the jaranan dance consisting of 10 students, and the student's guardians. Secondary data is in the form of documentation photos, and relevant sources. The photos that the researchers collected were photos of dance practice, photos of school situations, photos of trophies related to dance, photos of vision and mission, photos of school structures, and photos of interviews with informants. Considering that this research is a descriptive qualitative research, research instruments are needed. The validity of the data was obtained by researchers during field research and was carried out repeatedly until agreed results were obtained.

The data presented is obtained through data collection methods that are appropriate to the problem to be studied. Data collection technique is a way of collecting data that is carried out scientifically with the intention of finding, expanding, and proving a theory or hypothesis to understand, solve, and predict problems in the field. Data collection techniques used in this study were observation, in-depth interviews, documentation, and data analysis. This study uses a type of structured observation where observation activities are carried out systematically. Interviews are conducted when identifying problems

that become topic the specifics of the research this . Documentation is one of the secondary data sources needed in a study. In this study the researchers used photographic documentation, videos and field notes obtained during the research process in the field. Attach documents proving that the research obtained during the research has been carried out.

The source triangulation technique used was to compare interview results from interviewed informants to check the similarities or differences in answers between one informant and another, so that researchers could analyze. After the kinesthetic data to improve the ability of the Jaranan dance has been collected, the next step is data analysis. Apply data triangulation to analyze results and impact, which will be the focus of a follow-up paper. The data analysis process begins by reviewing all available data from various sources, namely: interviews, observations that have been written down in field notes, personal documentation, official documentation, drawings, photographs and others.

### 3. RESULT AND DISCUSSION

#### Result

In the process of teaching and learning activities for Arts and Crafts, especially dance extracurriculars, the teacher has succeeded in conveying dance material using demonstration methods and practical methods. The results of interviews with dance extracurricular teachers revealed that the method used in the learning process in dance extracurricular activities was to use the demonstration method, the teacher gave real examples of dance movements to students. Meanwhile, through the training method, the teacher invites students to be directly involved in performing dance movements and matching them to the rhythm of the music. Modification of dance moves based on appropriate reference sources ensures that the movements taught are in accordance with the characteristics and abilities of students at the elementary level.

The application of demonstration methods and practical methods in the dance extracurricular learning process provides advantages in understanding and mastering dance movements. Students can better observe and imitate movements through direct examples given by the teacher. Through practical exercises, students can actively practice dance moves and improve their ability to understand and carry out movements correctly. Thus the dance extracurricular teacher at SDN 1 Nglembu succeeded in creating a learning environment that supports and facilitates students to develop their dancing skills in an effective and enjoyable manner.

The process of Jaranan dance extracurricular activities at SD Negeri 1 Nglembu usually before the learning activities begin the teacher does a warm-up or body exercise so that the body is not easily injured while dancing. The teacher and students then position themselves to start dancing practice. The focus of this exercise is to complete the movements of the jaranan dance from the start of entering the dance area to leaving the area. At first the teacher and students practice the movements that have been learned until the previous exercise. After that, the students were given a break while observing the teacher practicing the dance moves starting from feeding the jaran, changing the floor pattern, to the movement leaving the stage with a shout of "yo". "Come on come on let's move aside", while lining up and holding up the jaran on the right and looking ahead before leaving the stage. After the teacher has practiced the moves, the students and the teacher practice together, adjusting the tempo of the music and dance. After the practice, the students take a break and the teacher asks if some are confused. Movements that are still confusing are shown by the teacher while observing the students then practicing from start to finish without the teacher participating in the dance At this stage the teacher also modifies the movements of the jaranan dance, especially when lining up straight and leaving the stage The teacher also corrects student movements that are not quite right such as patterns floors, incisions, footwork, and compactness together.

Kinesthetic exercises are carried out at SD Negeri 1 Nglembu, Sambu District, Boyolali Regency with the aim of preparing the body optimally, increasing physical abilities, and reducing the risk of injury when performing the jaranan dance. Kinesthetic exercises can develop certain abilities in students such as coordination, balance, strength, flexibility, and speed. The implementation of kinesthetic exercises consists of head movement exercises, hand movement exercises, body parts movement exercises, and leg movement exercises. Turning to the right, turning the head to the left, looking up to hold, holding the head down, breaking to the right and breaking to the left and turning the head. This movement is carried out with a count of 8 times 2. The movement is intended with the aim of relaxing the neck muscles in the head. Head Movement Exercise showed in [Figure 1](#).



**Figure 1. Head Movement Exercise**

Hand movements include holding the hand to the left with the right hand held and vice versa to the left, above the head with the arm bent at the elbow. The movement stretches the hands forward, backward, up and down by combining the fingers and grasping them. Then rotate the hands in a circular motion. Hand flapping motion like a chicken. Movement of group I forward to back. Troop S moves to the right and left. The movement of shaking the fingers in front of the body and above the head while shaking the arms. The movement is performed with a count of 8 times 2 . These movements are meant to flex the muscles of the hand, forearm, wrist and fingers. Body movements include turning the body to the right and left. Lower the body and hold the waist. Airplane movement. And the movement of kissing the floor in a sitting position. Movement by pulling the tip of the big toe in a sitting position with the foot pressed forward. Each movement with a count of 8 times 2. The movement is intended with the aim of flexing the body and maintaining body balance for training. Hand Movement Exercise and Body Movement Exercises showed in [Figure 2](#).



**Figure 2. (a) Hand Movement Exercise, (b) Body Movement Exercises**

Footwork exercises include tiptoeing down with your hands up. The movement of the right leg is bent in front of the body and vice versa to the left supported by the other leg. The movement of the leg is bent to the right and vice versa to the left with the support of the other leg. The movement of the right leg is bent backwards and the left vice versa with the support of the other leg. The movement of the leg is bent forward and the left leg is the other way around with the support of the other leg. Jumping movement with alternating legs. Jump with your feet together. The movement of the tip of the right toe digs the ground and vice versa the tip of the left thumb with the pedestal of the other foot. kissing the knees in a sitting position and legs straightened forward. Knee kissing movement with feet wide apart alternating right and left knees. Each movement is performed with a count of 8 times 2. The movement is intended to flex the muscles and joints in the legs and train the balance of the legs. Footwork Exercise showed in [Figure 3](#).



**Figure 3. Footwork Exercise**

Students of SD Negeri 1 Nglembu can clearly see that after doing a series of kinesthetic exercises in the jaranan dance they can improve flexibility, balance, muscle strength and make the body ready to practice the jaranan dance. By going through kinesthetic training before practice, students can feel more physically and mentally prepared to undergo dance training. As a result, they can move more freely and experience greater satisfaction in learning and practicing as well as own good performance on stage.

## Discussion

Kinesthetic training has an important function in maintaining the health of children's bones and joints, increasing body temperature, preventing muscle cramps and muscle fatigue, reducing the risk of injury, and helping to improve physical performance when doing dance exercises (Anggraini, 2014; Sari, 2014). Kinesthetic training can prepare students' bodies optimally, improve physical abilities, and reduce the risk of injury. It plays an important role in helping them achieve better dancing skills (Salsabila et al., 2023; Suhartini Maharani, 2020). Dance assessment considers three main elements, namely *wirama*, *wiraga*, and *wirasa*. These three elements are used as an evaluation method to measure the performance quality of dancers and are used as a general classification system in the world of dance. The four students on average scored 'very well developed' in the elements of *wirama*, *wiraga*, and *wirasa* after attending kinesthetic training. When compared before the kinesthetic exercise they get an assessment 'undeveloped'. Students experienced a significant increase in their dancing skills and took part in the Jaranan dance practice well. They are able to follow the movements of other dancers, show the ability to synchronize with members of the dance group and express the emotions and characteristics associated with dance well. Through kinesthetic training students can independently practice the range of motion taught by the teacher calmly and correctly (Paspiani, 2015; Putri & Usriyah, 2019; Umami et al., 2016).

The research describes the art of jaranan dance to improve students' abilities. Jaranan dance is a dance that has simple dance movements but imitates animal movements, making it easier for students to remember each movement. Jaranan dance is a traditional art originating from the people whose movements imitate animal movements and have high artistic and cultural values (Agung et al., 2020; Izzaty et al., 2022). With this, students can coordinate their body movements so that kinesthetic training is needed in the learning process. Kinesthetic ability refers to the perception of movement of muscles such as the hands, feet and head. This kinesthetic ability is often overlooked as a basic sense of children, even though kinesthetic ability is the most important thing as a source related to movement characteristics such as speed, direction of movement, position and muscle activation in the central nervous system (Sadjaah, 2016; Yuliastuti et al., 2020). Kinesthetic is a function related to information obtained from movement of muscles and joints as feedback identified by the surrounding environment. Learning Kinesthetic movement is a preference related to experience and training, both simulated and real, involving physical and sensory activity of muscle or joint movements. In other words, motion Kinesthetic is any activity that involves movement of muscles or joints (Anggraini, 2014; Arbibah et al., 2018). Montessori theorized that muscle memory serves as a key component in the learning process. This kinesthetic ability is needed in dancing skills. With this kinesthetic ability, students can improve their ability in dancing. In other words, this kinesthetic ability can increase the talent that students have in performing dances and direct students to develop and direct their abilities (Ernawati, 2015; Jannah et al., 2019).

Previous research explained that kinesiology can be used to analyze traditional dance movement techniques by paying attention to the movement of the joints and driving muscles. Practicing traditional dance movements also requires 'taste' training, so that the distinctive 'feel' of the dance can still be enjoyed by the audience. If the same movement is performed with a different appreciation, it will produce a different motion output, so it requires a balance of movement technique training and 'feeling' exercises (Mangunsong, 2021). To support this movement technique training, dance artists and educators can study it with kinesiology. Then, other research obtained that the implementation of cycle 1 showed that 75% of students were successful in being active and responding to learning for dance readiness with basic dance movement exercises, whereas in cycle 2 the success was 85%, if this is compared it is clear that the 2nd cycle is better. From the results of learning improvements that have been carried out in this cycle, it can be concluded that the application of basic dance movement exercises can improve the kinesthetic intelligence of children in group B at Early Childhood Education (Putri & Usriyah, 2019). Then, one of the studies also mentions the importance of expression in dance movements, namely by getting used to smiling expressions for a few minutes so that they get used to smiling when dancing, and their development can get used to smiling expressions when dancing (Fahrizqi et al., 2021).

Movement and song (grapefruit) exercise activities are carried out to develop gross motor skills in Kotabaru Pembina State Kindergarten children. So that later it will be able to help develop children's gross motor skills so that they are not stiff, agile and children are more flexible in carrying out activities that will later be useful for daily activities (Sutini et al., 2021). The process before dance learning training usually

begins with the teacher instructing their students to warm up first, but due to the lack of supervision and awareness from students to warm up, students tend to be engrossed in playing alone rather than warming up, so their bodies are not ready to receive a response. move from outside. Due to the lack of awareness to warm up, it greatly influences the movements they perform so that it can affect the final result of achievement which is less than the KKM. The impact of physical exercise on children (Siswati, 2023). The benefits of doing body exercises can facilitate the ability to master movement skills in a dance. Another benefit is that it can increase the ability of the muscles in the body and can improve the quality of motion in dance (Kurniawati & Azizah, 2019; Siswati, 2023). Based on the results of data analysis and calculations that have been done, it can be concluded that using the demonstration method with the teacher as a direct example in demonstrating dance moves can increase the activity and learning outcomes of class VII.B dance students. This increase can be seen from the differences in learning outcomes between cycles. The average value of the first cycle is 66.6 with a percentage of 64% while the second cycle is 81 with a percentage of 95%. Based on the results of the data analysis, it has been shown that learning dance using the demonstration method can improve student learning outcomes (Sadjaah, 2016).

The difference between this study and previous research is that the warm-up carried out in this study is more directed at basic heating with simpler techniques, on the basis of the consideration that students are not used to warming up before doing the jaranan dance. In previous studies it was explained that researchers used only one type of heating to study, whereas in this study using a tiered type of heating. As previously explained, that students often experience injuries in practice, stage injuries, and performances that are not optimal due to lack of physical training or kinesthetic training, so kinesthetic training is carried out in stages from the beginning of simple exercises, leading to more complex warm-ups. So, it is hoped that students can strengthen their physique through kinesthetic exercises which are carried out in stages. From the results research conducted can it is clear that after doing a series of kinesthetic exercises in the Jaranan dance, it can improve flexibility, balance, muscle strength and make the body ready to practice the Jaranan dance. By going through kinesthetic training before practice, students can feel more physically and mentally prepared to undergo dance training. As a result, they can move more freely and experience greater satisfaction in learning and practicing as well as own good performance on stage.

The theoretical implications of the results of this study include several aspects that are relevant to the development of children's dancing abilities. Based on the research findings, factors that influence the development of dance skills include kinesthetic aspects (*wiraga*), dynamics of dance movements (*wirama*), appreciation and psychology in dance (*wirasa*), and the teacher's role in teaching dance. In addition, supporting factors such as students' interests and talents, parental support, school support, and the community environment also play an important role in developing dancing skills. The theoretical implications of these findings confirm the relationship that has been investigated by various theories and previous studies.

The practical implications of this research include that dance extracurricular teachers need to improve their teaching skills, especially in terms of understanding and integrating kinesthetic exercises into dance activities. This can include developing creative and effective teaching strategies that pay attention to the *wiraga*, *wirama*, and *wirasa* aspects of dance. The pedagogical implications of this study focus on perfecting and improving the quality of learning in dance extracurricular activities at schools. The results of this study provide a clear picture of the development of children's dancing abilities through dance extracurricular activities. Schools can use these findings as a basis for developing or perfecting dance extracurricular curricula.

#### 4. CONCLUSION

The process of kinesthetic training has a good influence on students' dancing abilities. This can be seen from the students being able to dance the Jaranan dance well even though they are not optimal in the aspects of *wiraga*, *wirama* and *wirasa*. However, in practice at school the extracurricular learning process for the jaranan dance at SD Negeri 1 Nglembu has not been maximized because the teacher has not provided good kinesthetic training and has not mastered the conditions of the students, especially during practical learning. So, hopefully with exists study this can become reference for teachers to implementing kinesthetic exercises with routine and periodic for increase performance student in dancing the jaranan dance. Besides for fitness as well as be flexible body, in no direct with give student chance for develop intelligence physique motor and kinesthetic.

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