Developing Creativity Through Dance Creation in the Musical Drama Mataram Harmoni at SMPN 9 Mataram

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	Abstract This research aims to: (1) determine the stages of the process of developing student creativity through dance creations in the musical drama performance Mataram Harmoni at SMPN 9 Mataram; and (2) understand the role of schools in increasing student creativity through the art of dance. The research uses a case study method with data collection techniques in the form of observation, interviews, documentation and questionnaires. Data analysis was carried out qualitatively through data reduction, presentation and verification. The research results show that the dance creation process involves stages of observation, exploration, execution and evaluation, as well as physical exercise to develop students' focus and imagination. Creativity indicators such as curiosity, self-confidence, perseverance, independence, imagination and courage are achieved well. Schools play an active role through providing facilities, coordinating and promoting activities. Research recorded an 86% increase in student creativity, showing that this process is effective in developing artistic skills, character and collaboration, while maintaining cultural values.

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Introduction

Education plays a crucial role in shaping the quality of individuals. Article 31 of the 1945 Constitution of Indonesia asserts that every citizen has the right to education. Education not only imparts knowledge but also shapes attitudes, behaviors, and creativity through an integrated learning process. Creativity in education becomes a strategic element to face future challenges because it equips students with adaptive skills relevant to contemporary developments. Creativity is the ability to create something new or develop existing ideas. Good education can stimulate students' creativity so they can think independently and imaginatively (Suryadmaja et al., 2015). The potential for student creativity must be honed with appropriate methods and guidance to ensure its optimal development (Rahmawati and Ihsan, 2022). This emphasizes the importance of educators' role in providing space for exploration and the development of student creativity in various fields, including art. Art, particularly dance, has great potential to stimulate students' creativity. Art provides a space for expression that encourages students' imagination and abilities. Furthermore, participation in performing arts like dance has been shown to improve students' cognitive, emotional, and social skills as well as their self-confidence (Susanti, 2019). This shows that art can be an effective learning tool to develop students' character and creativity.

SMP Negeri 9 Mataram is one of the schools that consistently supports the development of arts and culture through dance extracurricular activities. Various types of dance, from traditional to contemporary, are taught to students with methods that include basic techniques, movement development, and the creation of new works. The results of the training are often showcased at school events, such as arts performances, celebrations of major holidays, and graduation ceremonies, and are documented for promotional purposes. One of the school's flagship programs is the Pentas Seni, which culminates in the musical drama Mataram Harmoni. This drama involves various extracurricular activities and tells the values of local culture, such as unity and peace. This program is not only a medium for learning art but also a platform for fostering students' creativity and self-confidence through the roles they play in the performance. In 2023, this activity became a collaboration event involving various parties, including PLP students who participated in creating the artistic work.

This research focuses on the stages of developing students' creativity through the creation of dance art at SMPN 9 Mataram. Observations show that this process involves stages of observation, exploration, execution, and evaluation, integrated with intensive training. The implementation of this program has proven effective in enhancing students' creativity, supporting the application of the Independent Curriculum, and strengthening the role of the Pancasila Student Profile Reinforcement Project (P5) as part of arts-based education. Through this research, it is hoped that dance art will be increasingly recognized as a medium for developing students' creativity relevant to the demands of modern education. Despite challenges in the development process such as consistency in practice, research results show that programs like "Pentas Seni" significantly contribute to the growth of students' creativity. Dance art not only serves as a learning tool but also reflects culture, enriching local values and equipping students with skills to face the future.

The purpose of this research is to identify the stages of the process of developing students' creativity through the creation of dance art in the Mataram Harmoni Musical Drama at SMPN 9 Mataram. Additionally, this research aims to determine the role of the school in enhancing students' creativity through the creation of dance art in the Mataram Harmoni Musical Drama. These issues are considered important because the development of students' creativity through dance art is an aspect often overlooked in education, which tends to focus on academics. Creativity is an essential skill to face the challenges of a complex world, and dance art provides a space for students to express themselves, build self-confidence, and sharpen cognitive, emotional, and social skills. Furthermore, this research supports the implementation of the Pancasila Student Profile Reinforcement Project (P5) within the Independent Curriculum by integrating art as a holistic learning medium. The study at SMP Negeri 9 Mataram also contributes to the preservation of local culture through the creation of dance art, while also serving as a strategic reference for educators and policymakers to maximize students' potential through art as part of character development and national identity.

Materials and Methods

The approach in this research uses a descriptive method with a qualitative approach. This research provides an overview and explanation of the conditions or symptoms faced. The qualitative method is a research method used to study objects in natural conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2020). Sugiyono (2020:7) states that descriptive qualitative research methods involve data collection in the form of words or images, rather than numbers. At least three methods are used to collect data, namely observation, interviews, and secondary data analysis (texts, photos, videos of Wayang Wong performances). These methods are carried out at the research location, which is the dance extracurricular activities at SMPN 9 Mataram. The sources of data in this research are several teachers and coaches at SMPN 9 Mataram, especially those directly involved in the process of developing students' creativity through dance art in the Mataram Harmoni musical drama. As the main informant, the researcher will consider Sari Hartini, who is the Deputy Principal for Student Affairs and also the dance extracurricular advisor responsible for the process of developing students' creativity through arts activities at SMPN 9 Mataram. Naturally, several students involved will also be informants, as their perspectives on these activities are needed as data in this research.

This research focuses directly on activities related to students' involvement in the Mataram Harmoni musical drama performance. The researcher acts as a direct observer present at the research location. Through participatory observation in the Mataram Harmoni musical drama performance, the researcher involves themselves directly in the performance. This involvement helps to understand in detail the characteristics of Parkan's humor and does not have boundaries with its supporters. The data sources in this research refer to various learning tools used during the learning process, such as the curriculum, Learning Implementation Plans (RPP), project modules, and relevant textbooks. These documents will serve as important references to understand how learning is designed and implemented, and how it relates to developing students' creativity. These learning tools provide the theoretical and practical foundation that supports this research, particularly in the context of developing dance art through musical drama. Additionally, these documents offer insights into the educational structure applied, which will be compared with observations during the research process. Besides the learning tools, other documents to be attached include the musical drama script used, as well as photos and videos documenting learning and training activities during the project. These photos and videos will be stored in Google Drive to ensure data security and sustainability. Additional documents, such as process notes from all involved components, including the researcher's notes during the research, will also be included as important data sources. All these notes will provide a detailed picture of the project's progress and the creative process that occurs, supporting more comprehensive analysis in this research.

Literature study is conducted to gather secondary data that serves as a complement, supporting primary data and strengthening the analysis. Data is collected using the snowball technique, supported by literature data from previous research on the process of developing students' creativity through dance art in the Mataram Harmoni musical drama performance. Data analysis in this research uses a qualitative approach with the interactive model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. In the data reduction stage, information from interviews, observations, questionnaires, and documents is selected based on its relevance to the research focus, which is the development of students' creativity through dance art in the Mataram Harmoni musical drama performance. Irrelevant data is eliminated, while important data, such as interviews with teachers and students about their experiences during the dance creation process, is organized to facilitate further analysis. The next stage is data presentation, which is done by organizing the information in the form of descriptive narratives, tables, and diagrams. For instance, the results of dance practice observations are presented chronologically to depict the stages of creation, from concept to performance, while students' questionnaire results are presented in tables to show their level of participation. This presentation helps identify patterns or trends, such as the enhancement of creative skills in terms of originality and flexibility seen from students' ideas in composing dance movements or choosing accompanying music. Conclusion drawing is done by linking findings from various data sources. For example, data shows that the dance creation process not only strengthens students' creative abilities in creating new movements but also encourages collaboration and courage in expression. This conclusion is verified through triangulation, which compares interview results, observation notes, and documents such as drama scripts and

practice notes. This process ensures the validity of the research results, which show that dance creation is an effective method for developing students' creativity at SMPN 9 Mataram.

Results and Discussions

The development of creativity is the ability to create innovative and valuable ideas, products, or works. Creativity is not only limited to creating something entirely new but also involves combining existing elements into something fresh and unique. According to Hurlock, creativity involves two important aspects: novelty and originality. Novelty refers to creating something different from what existed before, while originality reflects an individual's expression that does not imitate others' works. With creativity, one can see from new perspectives, explore possibilities, and generate creative solutions for various challenges. In the context of education, creativity is one of the essential skills that need to be facilitated. A learning environment that stimulates creativity allows students to develop positive thinking abilities, explore new ideas, and produce unique works. Campbell (2017) emphasizes that creativity encourages students to think innovatively and be open to various possibilities, thus making valuable contributions in various fields. Therefore, education that prioritizes the development of creativity plays a crucial role in shaping adaptive individuals capable of facing future challenges.

The process of creating dance art is an expression of human feelings manifested through aesthetic and rhythmic body movements. In creating dance, various elements such as wiraga, wirama, and wirasa play important roles. Wiraga includes the beauty of body movements designed to depict certain themes or concepts. Wirama ensures harmony between the dance movements and the chosen musical rhythm, creating a dynamic that supports the expression of the dance. Meanwhile, wirasa focuses on conveying meaning and emotions through movement, so the message in the dance can be deeply communicated to the audience. Elements such as movement, music accompaniment, theme, makeup and costume, and space all support each other in creating captivating dance. Movement becomes the main foundation that encapsulates the expression of the story, while music accompaniment adds to the emotional atmosphere. The theme serves as a conceptual framework directing the narrative of the dance, with the support of makeup and costume to enhance character and visualization. The performance space, including stage setup and lighting, also enriches the aesthetic experience of the audience. The synergy of all these elements produces dance that not only entertains but also deeply conveys messages and emotions.

New creative dance in the Mataram Harmoni musical drama plays a significant role as an entertainment element and a cultural symbol of the Sasak community in West Nusa Tenggara. This dance not only visually enchants but also deepens the meaning of the story, depicting moments of victory and peace in the narrative. With dynamic movements and traditional music such as drums, gongs, and flutes, this dance creates an enthusiastic atmosphere celebrating harmony and collective happiness. Besides serving as entertainment, the Creative Dance functions as a medium for conveying moral messages about peace, tolerance, and harmony amid diversity. Through its beautiful movements, this dance also acts as a medium for preserving local culture, promoting the Sasak traditional heritage while inspiring the audience to celebrate unity and cultural pride. Its presence adds color and profound meaning to the Mataram Harmoni performance.

The community plays a very important role in the existence, continuity, and even advancement of education. One of the parameters determining the fate of education is the community. If there is advanced education, it can almost be assured that one of the success factors is the involvement and participation of the community, and vice versa. In this context, community trust is one of the keys to the advancement of educational institutions. When the community has trust in educational institutions, they will fully support the progress of education. Therefore, education is a strategic component that must receive full attention from the community (Normina: 2016). The success of education is not only determined by the education process in schools and the availability of facilities and infrastructure. It is also determined by the supporting family and community

environment. Hence, education is a shared responsibility between the government (schools), families, and the community. This implies that parents and the community have the responsibility to participate, think about, and provide assistance in the implementation of education in schools. Abdul Rahmad (2012:54) states that high community participation in school education is one of the characteristics of good school management, indicating how much the community can be empowered in the school education process.

Based on research on 34 students at SMPN 9 Mataram, the level of their creativity development is categorized into two main groups: "Developing" and "Highly Developing." In the "Developing" category, students scored between 69% and 80%, indicating that their creativity is beginning to grow but still requires additional guidance. For example, Ni Wayan Yuni Larasati from class VIII scored the lowest at 69%. This indicates that while there has been progress, aspects such as flexibility of thinking and elaboration need further development. Other students like Ni Made Ayu Sulistia Putri (80%) and Siska Amelia (78%) also fall into this category, showing creative potential that can be optimized through more intensive guidance.

Meanwhile, 19 students fall into the "Highly Developing" category with scores above 80%, including Kadek Gea Kinanti (100%) and Kirani Dara Lestari (97%). These students show significant development in creativity aspects such as originality, idea fluency, flexibility of thinking, and elaboration. Observations during learning activities show that students in this category have high initiative, are able to respond well to challenges, and show courage in experimenting with new ideas. Active involvement in artistic activities such as creating dance for musical dramas has proven to encourage innovative and collaborative thinking, enriching their learning experience. Thus, despite variations in development levels, most students have shown positive progress thanks to a supportive learning environment.

From the teachers' perspective, the analysis shows that they face several important needs to support the development of students' creativity. Firstly, ongoing professional training is needed to enhance teacher competence, both in dance techniques and creative teaching methods. Teachers like Mrs. Sari Hartini express that such training is important to keep up with artistic developments and support students' exploration. In addition, access to diverse learning resources, such as digital references, video tutorials, and dance performance documentation, is essential to provide new inspiration to students. Facilities such as complete training rooms, mirrors, musical instruments, and supporting costumes are also immediate needs to create a conducive learning environment.

The curriculum used at SMPN 9 Mataram, namely K13, is considered less flexible to support creativity-based art learning. K13 tends to focus on achieving basic competencies and measurable learning outcomes, thus limiting students' exploration in the learning process. As an alternative, the P5 Curriculum offers a more integrative approach through art projects that encourage students to collaborate and innovate. However, the implementation of P5 faces obstacles such as the lack of teaching materials, cross-disciplinary modules, and training for teachers. Teachers at SMPN 9 Mataram, like Mrs. Sari Hartini, state that project-based teaching materials and training are greatly needed to facilitate more dynamic learning.

To optimize art learning and student creativity, SMPN 9 Mataram needs to provide strategic support, including facility improvements, teacher training, and collaboration with local artists. This will open opportunities for students to explore new ideas and develop their potential to the fullest, while also supporting the school's vision in developing student creativity through art.

Stages of Student Creativity Development Through Dance Creation

Observation Stage, in this stage students are invited to observe local cultural elements, such as traditional dance movements and their philosophical values. This process broadens students' perspectives on various sources of inspiration in creating dance choreography. Researchers provide an understanding of the concept of

creative dance and the importance of balancing tradition and modernity. Students also perform the traditional dance movements they have learned to identify their creative potential.

Exploration Stage is allows students the freedom to experiment with new movements, combining traditional and modern elements. Researchers provide examples of inspiring movements, then students create original movements based on their interpretations. This activity involves discussions about costumes, makeup, and other supporting elements, creating a collaborative atmosphere that enhances students' creativity.

Execution Stage, this is the culmination of the creation process, where students showcase their work in the Mataram Harmoni performance. Rehearsals are conducted to ensure technical and artistic readiness. The performance becomes a medium to display the fusion of tradition and innovation, while also teaching students the importance of teamwork, discipline, and courage in expression.

Evaluation Stage, thi is conducted to assess the technique, cohesion, and creativity of the students in presenting the dance. Besides technical aspects, researchers also evaluate the emotional and narrative expressions conveyed through the movements. Reflective discussions with students help them understand their strengths and weaknesses, and encourage self-improvement for future performances. These stages are designed not only to hone students' technical skills and creativity but also to shape their character in understanding and preserving culture through art.

Role of Schools in Developing Student Creativity

Hospitals also have the rights and obligations stipulated in Law No. 17 of 2023 on Health. According to Article 191 of Law No. 17 of 2023 on Health . Hospital rights include: "1) Determining the number, type, and qualifications of human resources according to Hospital classification; 2) Receiving service rewards and determining remuneration, incentives, etc. and awards in accordance with the provisions of laws and regulations; 3) Cooperation with other parties in developing services; 4) Receiving assistance from others in accordance with the provisions of laws and regulations; 5) Filing a loss; 6) Obtaining legal protection in the implementation of health services; and 7) Promoting existing health services in hospitals in accordance with the provisions of the laws and regulations. Meanwhile, the obligation of doctors is stipulated in Article 274 of Law No. 17 of 2023 on Health, namely: 1) Providing correct information about hospital services to the community; 2) Providing safe, quality, anti-discriminatory health services, and effective by prioritizing patient interests in accordance with hospital service standards; 3) Providing emergency services to patients in accordance with their service capabilities; 4) Being active in providing health services to disasters in accordance with their service capabilities; 5) Providing facilities and services to the community poor or poor; 6) Performing social functions includes providing service facilities for poor or poor patients, emergency services without down payment, free ambulances, services for disaster victims and KLB, or social services for humanitarian missions; 7) Creating, carrying out, carrying out, and maintain the quality standards of hospital health services as a reference in serving patients; 8) Conducting medical records; 9) Providing appropriate public facilities and infrastructure, including worship facilities, parking lots, waiting rooms, facilities for people with disabilities, nursing women, children, and the elderly; 10) Implementing a referral system; 11) Rejecting the wishes of patients who are contrary to the standards profession and ethics and provisions of legislation; 12) Providing correct, clear, and honest information about the rights and obligations of patients; 13) Respecting and protecting the rights of patients; 14) Implementing hospital ethics; 15) Having an accident prevention and disaster management system; 16) Implementing government programs in the health sector, both regionally and nationally; 17) List of medical personnel engaged in medical or dentistry and other health workers; 18) Compiling and implementing internal hospital regulations; 19) Protecting and providing legal assistance to all hospital officials in the course of duties; and 20) Enforcing all medical personnel. hospital environment as a non-smoking area."

Schools have a strategic role in developing student creativity, particularly through dance creation, with a holistic approach involving aspects of facilities, collaboration, promotion, and character development. Here's a summary:
1. Provision of Facilities

Schools provide training rooms, musical instruments, stage equipment, costumes, and learning media such as audiovisuals. This allows students to explore without technical barriers, supporting the blend of traditional and modern dance art.

2. Committee Formation

Committees consisting of teachers, staff, and students manage activities, ensuring smooth training and performances. Teachers act as technical guides and mentors, providing aesthetic direction and meaning to the dance works, while also instilling values of teamwork.

3. Promotion of Art Activities

Schools use social media, bulletins, and other platforms to introduce students' works to the public. This promotion motivates students and provides public performance experience through events like art festivals.

4. Involvement of Parents and Community

Synergy with parents and the community strengthens support for students. Parents are involved in the creative process, while the community provides appreciation that boosts students' confidence and strengthens the preservation of local culture.

5. Development of Creativity and Character

Dance creation trains students to think critically, work collaboratively, and express ideas. This process also instills discipline, perseverance, and the courage to face challenges, making students more creative and personally resilient. With comprehensive support, schools act as catalysts in fostering student creativity and character through dance art.

Conclusion

Based on the research results on the development of students' creativity through dance creation in the Mataram Harmoni musical drama performance at SMPN 9 Mataram, it can be concluded that the process of dance creation in developing students' creativity in the Mataram Harmoni musical drama is carried out through basic dance training focused on students to develop focus and imagination in the dance creation process. In addition, there are stages of observation, exploration, execution, and evaluation to ensure that the dance creation process is carried out correctly. The stages of student creativity development conducted in this research have achieved the indicators of creativity development, which include high curiosity, confidence, perseverance, independence, imagination, and bravery.

In the process of developing students' creativity, the school plays a crucial role by providing facilities, coordination, and promotion of activities. This process is effective in developing artistic skills, character, and cooperation, making students creative and innovative individuals who can uphold cultural values. Moreover, students showed a significant improvement of 100% in the highly developed score interval category, indicating that the process conducted in the development of student creativity through dance creation is well-implemented for both students and the school.

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