Journal of Curriculum Studies Research

https://curriculumstudies.org

E-ISSN: 2690-2788

Volume: 7 Issue: 2 2025

pp. 140-154

The Role of Traditional Dance Education in Children's Learning: A Systematic Literature Review

Fitri Daryanti*[a], I Wayan Mustika[a], Wida Rahayuningtyas[b] & Hisbulloh Als Mustofa[c]

* Corresponding author
Email:
a. Universitas Lampung, Bandar Lampung City, Lampung 35141, Indonesia
b. Universitas Negeri Malang, Malang, Jawa Timur, Indonesia
c. Sultan Idris Education University, Tanjong Malim, Perak, Malaysia

Article Info
Received: November 21, 2024
Accepted: July 18, 2025
Published: August 10, 2025

10.46303/jcsr.2025.15

How to cite
Daryanti, F., Mustika, I. W., Rahayuningtyas, W., & Mustofa, H. A. (2025). The Role of Traditional Dance Education in Children's Learning: A Systematic Literature Review. *Journal of Curriculum Studies Research*, 7(2), 140-154. https://doi.org/10.46303/jcsr.2025.15

ABSTRACT
This systematic literature review explores the impact of traditional dance education on children's cognitive, physical, social, and emotional development. Through an analysis of diverse studies and theoretical perspectives, the review highlights how traditional dance fosters holistic learning in young children. Traditional dance holds significant cultural value, not only as a means of preserving heritage but also as an educational tool. This paper followed a systematic literature review of journal articles extracted from SCOPUS, ScienceDirect, and Google Scholar. Eighteen articles met the inclusion criteria and were selected. The traditional dances reported in the selected studies include: Greek Traditional Dance (GTD) (n=8), Traditional Art Dance Therapy (TATA) (n=1), Malay Zapin Traditional Dance (MZTD) (n=2), Turki dances (n=2), Javanese Traditional Dance (JTD) (n=1), Indian Traditional Dance (ITD) (n=2), and Russian Folk Dance (RFD) (n=2). Six studies described the impact of traditional dance on students' cognitive abilities. The findings indicated that traditional dances enhance children's intellectual and mathematical skills. Twelve studies clarified the contribution of traditional dance to physical and motoric skills; the results show that traditional dance improves motor skills, balance, coordination, and body awareness. Other results, seven studies on traditional dance have an impact on social and emotional skills that allow children to express themselves creatively, which plays a significant role in emotional regulation, confidence, self-awareness, collaboration, communication, and empathy.

KEYWORDS
Traditional dance; children learning; cognitive; physical; social emotional; SLR.

INTRODUCTION

Traditional dance is a cultural expression that has been integral to societies across the world for centuries. It is a form of art that combines movement, rhythm, and music, is deeply rooted in the cultural heritage and identity of a community (Pavlović et al., 2021; Halpern, 2018)). Traditional dance is not merely an aesthetic practice; it also embodies the values, beliefs, and historical narratives of a people (Yetti et al., 2023). As such, it plays a vital role in the transmission of cultural knowledge from one generation to the next (Borowski, 2023).

In recent years, there has been growing recognition of the educational value of traditional dance, particularly in relation to children's learning. Dance education, in general, has been associated with various cognitive, emotional, social, and physical benefits (Borowski, 2021; García et al., 2024; Jochum et al., 2024; Kaouri et al., 2023; Marouli et al., 2021). Traditional dance education offers distinct advantages due to its rich cultural content and emphasis on community and collective identity. This educational approach is increasingly being explored for its potential to support children's holistic development, not only by preserving cultural heritage but also by enhancing their academic and personal growth (Evans-Amalu et al., 2024; Idris, 2024; Pavlović et al., 2021; Yetti et al., 2023).

Although research on arts education is growing, the specific role of traditional dance in children's learning has not been explored as extensively. This systematic literature review aims to explore the significance of traditional dance in children's learning processes by examining the existing studies and evaluating its impact on their holistic development. The gap in the literature highlights the need for a systematic review to better understand how traditional dance education influences various aspects of children's development. In particular, it is essential to assess how dance, as a culturally enriching form of education, contributes to shaping well-rounded individuals who are physically capable as well as emotionally and socially aware.

METHODS

The aim of this systematic literature review was to explore the role of traditional dance instruction in children's learning by summarizing existing research on the topic. To ensure a rigorous and transparent process, the review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which provide a structured method for identifying, selecting, and evaluating relevant studies. The PRISMA framework is widely recognized for improving the quality and reproducibility of systematic reviews by providing a standardized approach to reporting results (Moher et al., 2009).

Eligibility Criteria

The analysis of the role of traditional dance education in children's learning by using PICOs framework. The participants in the studies of interest are children aged 3 to 17 years from diverse cultural and socio-economic backgrounds. The intervention being evaluated is traditional dance education, including both formal programs implemented in schools and informal, community-based settings. This review compares outcomes for children who

participate in traditional dance education with those involved in other physical activities, arts education (such as music or drama), or those who do not participate in any structured arts or physical education programs. The key outcomes to be examined are improvements in physical abilities (motor skills, coordination, and fitness), cognitive development (memory, focus, and academic performance), social skills (teamwork, communication, and cultural awareness), and emotional well-being (self-esteem, emotional regulation, and expression). To ensure a comprehensive analysis of the available literature within the topic, a variety of study designs, such as randomized controlled trials, quasi-experimental studies, qualitative research, and mixed-method approaches, will be included.

Inclusion and exclusion criteria for the studies were carefully defined to ensure the relevance and quality of the review. Studies were included if they met the following criteria: (1) focused on traditional dance education and its impact on children, (2) were published in peer-reviewed journals, (3) used qualitative, quantitative, or mixed research designs, and (4) were published in English. Studies were excluded if they focused exclusively on modern or contemporary dance, did not involve children as participants, and articles that were not peer-reviewed, such as review articles, editorials, or non-academic reports (Liberati et al., 2009).

Data Sources and Research

The search strategy was designed to identify a comprehensive set of studies that met the inclusion criteria. A systematic search was carried out across several major academic databases, including Scopus, Science Direct, and Google Scholar. These databases were selected for their broad coverage of literature in education, social sciences, and health-related fields. The search terms used included combinations of keywords such as "traditional dance," "ethnic dance," "cultural dance," "folk dance," "dance education," "children learning," "educational child." Boolean operators (AND, OR) were applied to refine the search and ensure the inclusion of all relevant studies (Table 1). The search was limited to studies published between 2020 until 2024 to focus on the most recent and relevant research (Booth et al., 2016).

Table 1.

Keywords and number of article databases

Keyword	Source		
	Scopus	Science Direct	Google Scholar
(“traditional dance” AND (“children learning” OR “educational child”)	11	84	2.680
(“ethnic dance” AND (“children learning” OR “educational child”)	0	5	241
(“cultural dance” AND (“children learning” OR “educational child”)	3	23	702
(“folk dance” AND (“children learning” OR “educational child”)	6	127	2.550
(“dance education” AND (“children learning” OR “educational child”)	93	47	2.650
Subtotal	113	286	8.823
Total	9.222		

Study Selection and Data Extraction

After conducting the search, the studies went through two stages of screening process: an initial review of titles and abstracts and followed by a full-text assessment. In the first stage, the titles

and abstracts of all retrieved studies were examined to assess their relevance to the research questions. Studies that appeared to meet the inclusion criteria were then subjected to a full-text screening, where a more detailed evaluation was conducted. This process involved evaluating the study's methodology, sample size, findings, and relevance to the research questions. Any discrepancies during the screening process were resolved through discussion among the review team, ensuring that only studies meeting all inclusion criteria were included in the final analysis (Page et al., 2021).

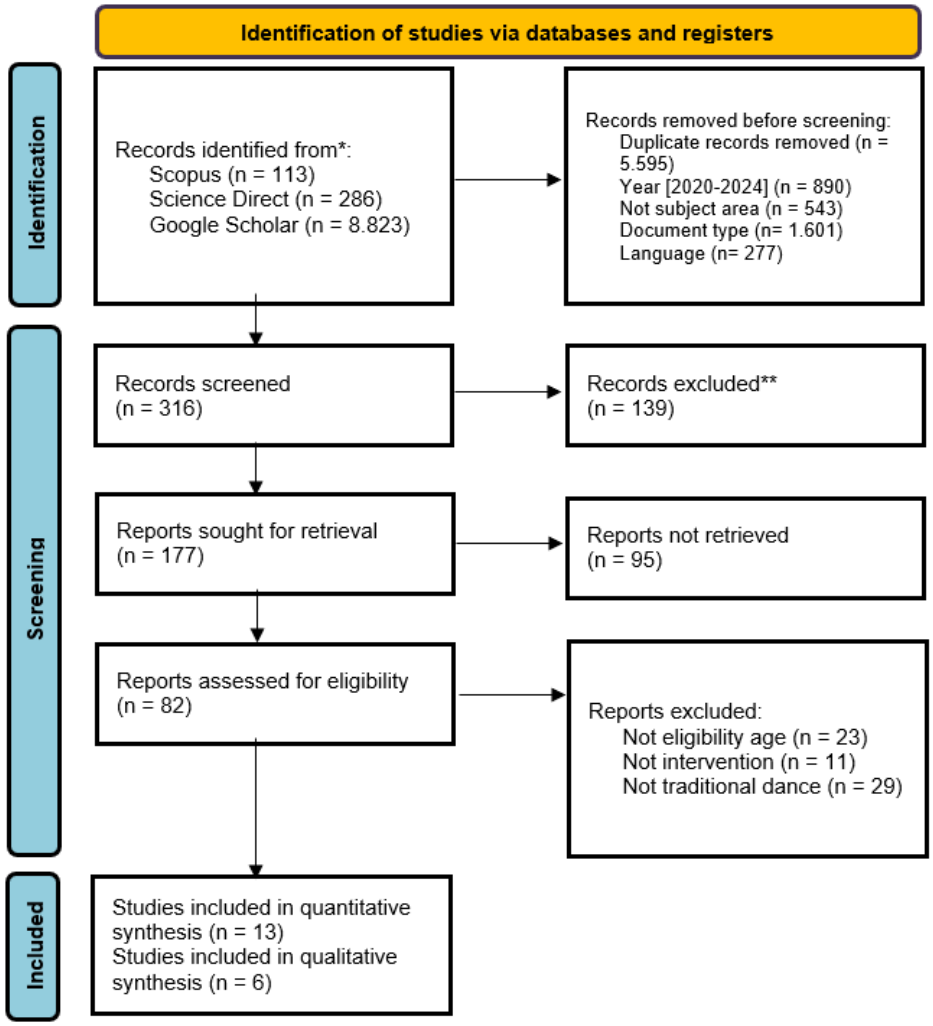
Data extraction and synthesis were carried out using a standardized data extraction form, which was developed specifically for this review. The form included fields for study characteristics such as author, year, country, and type of traditional dance. It also collected participant details including age, gender, and sample size, as well as research design, key findings, and conclusions. This structured approach ensured consistency in data collection and made it easier to compare findings across studies. The extracted data were then synthesized using a narrative synthesis approach, where the findings were grouped thematically according to the research questions. This approach allowed for the identification of common themes and patterns, as well as differences and gaps in the literature (Popay et al., 2006).

The study selection process was documented using the PRISMA flow diagram, which visually represents the number of studies identified, screened, excluded, and included in the review. The diagram consists of four stages: identification, screening, eligibility, and inclusion. During the identification stage, all potential studies were listed, and duplicates were removed. The screening stage involved evaluating the remaining studies based on their titles and abstracts. In the eligibility stage, a detailed review of the full texts of the selected studies was conducted. Finally, the studies that passed this stage were included in the synthesis. This transparent process ensures the replicability of the review and allows readers to trace the steps taken in selecting the studies (Moher et al., 2009).

In synthesizing the findings, the review identified several key themes related to the impact of traditional dance education on children's learning. These included the enhancement of cognitive abilities, such as memory and problem-solving; the development of emotional intelligence and social skills; the promotion of physical health and motor skills; and the preservation of cultural heritage. The researcher selected suitable articles for this paper. Eighteen articles were used to obtain more information and some research results from 2020 until 2024, as shown in Figure 1. This paper provides an overview of the roles of traditional dance education in children's learning.

Figure 1.

PRISMA flow chart of the study selection process



RESULTS

Participants

The characteristics of the participants in the 19 included studies, as coded for analysis, are presented in Table 2 based on the following aspects: (1) grade level. Most of the articles only reported on children and did not specify the students' grade levels [3; 5; 7; 9; 10; 13; 15] and other articles reported the level of grade, including 8th grade [16; 11], elementary school [1; 8], and vocational/high school [2; 4]. (2) Sample size. The sample size ranged from 20 participants [2]; 32 participants [3]; 36 participants [4; 10]; 38 participants [15]; 44 participants [17]; 48 participants [7]; 64 participants [8]; 68 participants [8]; 84 [1]; 203 participants [6]; 260 participants [16]; to 630 participants [12]. (3) Gender. Six articles focused on a mixture of female and male students [16; 1; 2; 6; 12; 17] and twelve of the remaining articles did not provide information on participant gender [3; 4; 5; 7; 8; 9; 10; 11; 13; 14; 15; 18]. (4) Age. Most articles provide information about the ages of the students, except for eleven studies [3; 4; 5; 6; 7; 8; 9;

10; 13; 15; 18]. Among the students, ages ranged from 3 to 17 years, there are seven studies did not specify the ages [16; 1; 2; 11; 12; 14; 17].

Intervention Characteristics

All characteristic of the included studies were reported based on the following parts: (1) Dance. Out of the 18 studies included a total of 7 types of dances were reported, including GTD [16; 2; 4; 7; 13; 14; 17], TATA [1], MZTD [3; 5], Turkish folk dance [6; 15], JTD [8], ITD [10; 12], RFD [11; 18]. (2) Comparison. The shortest length of one study was 12 minutes [4], 32 minutes [17], 50 minutes [1], and two hours [6], the longest length was 12 weeks [2], 8 weeks [9], 6 weeks [10] and the mode of length was 4 weeks [16; 7; 14]. Among them, eight studies did not describe the comparison [3; 5; 8; 11; 12; 13; 15; 18]. (3) Outcomes. Six studies report the influence of traditional dance for cognitive skills [2; 8; 9; 12; 16; 18], while the eleven studies describe the contribution of traditional dance on physical and motoric skills [3; 5; 4; 7; 10; 8; 12; 14; 17; 18; 15], and the rest articles reported on impact of traditional dance on emotional and social skills [1; 6; 9; 13; 12]. (4) Research design. Most studies used two-group controlled trials [16; 1; 2; 4; 5; 6; 7; 10; 8; 13; 14; 15; 17], among these studies, there article using the mixed method [8], while one study employed a single-group trial [3; 9; 11; 12; 18], among them, one study employ the observation [3].

Influence of Traditional Dance on Cognitive Skills

Six studies described the effect of traditional dance on students' cognitive skills [16; 2; 8; 9; 12; 18]. Among these studies, the research indicated that traditional dance has a significant impact on cognitive skills.

Contribution of Traditional Dance to Physical and Motoric Skills

There were eleven studies related to physical and motoric skills [3; 4; 5; 7; 10; 8; 12; 14; 15; 17; 18]. These studies demonstrated that traditional dance significantly enhances motor development, body coordination, eye-head-hand-leg coordination, and coordination between the right and left hands.

Impact of Traditional Dance on Emotional and Social Skills

Seven studies in this review focused on emotional and social skills. The findings indicated that traditional dance contributes to improved social acceptance by reducing stress levels [1; 16], social value [12], and social skills included increased self-awareness [16], self-confidence [6; 9], and problem-solving abilities [13].

DISCUSSION

Influence of Traditional Dance on Cognitive Skills

Cognitive development is another important area influenced by traditional dance. Research shows that learning dance routines helps children reduce the rates of cognitive and somatic anxiety. Traditional dance often involves musical rhythms and cultural storytelling, which further stimulate children's intellectual engagement and help them develop pattern recognition and mathematical skills (Filippou et al., 2020; Oparina et al., 2020).

The process of memorizing complex dance steps and patterns activates cognitive processes related to learning, problem solving, and critical thinking. In this regard, education through dance, songs, and game activities can also provide solutions and optimal cognitive outcomes for people with intellectual disabilities (Praskidou et al., 2024).

According to Mulyaningsih et al. (2022); Zetou et al. (2022) and Singh & Devi (2021), traditional dance can effectively improve students' rhythmic skills such as movement memory, movement accuracy, movement flexibility, creativity, and movement seriousness.

Contribution of Traditional Dance on Physical and Motoric Skills

Physical development is one of the most well-documented benefits of traditional dance. Studies indicate that traditional dance enhances motor skills, balance, coordination, and body awareness (Kaouri et al., 2023; Kapodistria & Chatzopoulos, 2022; Raghupathy et al., 2022; Top et al., 2020). Children who participate in traditional dance activities show improved physical fitness and agility, which are vital for their health and well-being. Through the repeated practice of culturally rich and complex movements, they develop muscle strength and flexibility, highlighting traditional dance as an effective means of promoting physical activity (Suriana et al., 2024; Yurita et al., 2023; Mulyaningsih et al., 2022; Singh & Devi, 2021; Chomoriti et al., 2021; Lykesas et al., 2020; Oparina et al., 2020).

Impact of Traditional Dance on Emotional and Social Skills

Dance education plays a vital role in shaping individuals into well-rounded human beings who are physically fit and socially competent. Without imparting knowledge and skills, it also conveys the basic elements that people need to live in society (Wibawa et al., 2024). Emotionally, traditional dance allows children to express themselves creatively, which significantly contributes to emotional regulation, confidence, and self-awareness. Dance offers children the opportunity to express and explore their emotions, helping to build resilience and emotional intelligence (Avşar, 2023; Zetou et al., 2022; Marouli et al., 2021). Studies highlight that children engaged in traditional dance often demonstrate higher self-esteem and better emotional balance compared to those involved in less expressive activities. This is largely attributed to the open-ended nature of dance, which provides a safe and supportive space for emotional exploration and expression.

From a social perspective, traditional dance promotes collaboration, communication, and empathy. Group dances require teamwork, patience, and understanding, which are essential social skills for children. These activities often involve interaction with peers and instructors, helping children develop their social competence and sense of belonging (Wibawa et al., 2024; Filippou et al., 2024). Furthermore, traditional dance is deeply intertwined with cultural heritage. By participating in these dances, children gain insights into their own culture and others, fostering cultural literacy and social understanding (Daryanti, 2022; Singh & Devi, 2021).

In discussing these findings, it is evident that traditional dance education plays a multifaceted role in enhancing children's learning experiences. The physical, cognitive,

emotional, and social benefits outlined in the literature suggest that traditional dance offers a holistic approach to education. However, despite these advantages, the integration of traditional dance into formal educational curricula remains limited in many regions. Scholars argue that dance education is often undervalued within formal schooling, which may prevent children from fully benefiting from its potential (Masadis et al., 2019). Therefore, educators and policymakers should recognize the value of traditional dance as a comprehensive educational tool that not only promotes physical and cognitive development but also fosters emotional well-being and cultural understanding.

Traditional dance education offers significant contributions to children's learning across various developmental domains. Its capacity to promote physical fitness, cognitive growth, emotional expression, and social cooperation makes it an invaluable component of children's educational experiences (Borowski, 2023). To maximize these benefits, greater efforts should be made to incorporate traditional dance into mainstream education systems.

CONCLUSION

In conclusion, traditional dance education plays a multifaceted role in children's learning, influencing physical, cognitive, emotional, and social development. It is not only a form of cultural expression but also a valuable tool for holistic growth. Traditional dance enhances physical development by improving coordination, balance, and motor skills, fostering a stronger connection between body and mind. It also stimulates cognitive development by promoting memory, attention, and problem-solving abilities, often through the learning of sequences and patterns. Research consistently shows that integrating traditional dance into education contributes to a well-rounded learning experience, nurturing creativity and critical thinking while reinforcing cultural identity. Moreover, the communal aspect of dance fosters a sense of belonging and cooperation, which is crucial for social development. Emotionally, traditional dance allows children to express themselves creatively, aiding in emotional regulation, self-confidence, and self-awareness. It offers a safe space for children to explore their emotions, fostering emotional intelligence and resilience. Furthermore, traditional dance is deeply rooted in cultural heritage, promoting cultural literacy and social learning. Through participation, children gain an understanding of cultural values, traditions, and social norms, enhancing their social skills through collaboration, communication, and empathy.

REFERENCES

Avşar, Z. (2023). Enhancing Assertiveness Through Traditional Turkish Folk Dance. *International Journal of Asian Education*, *4*(3), 202-211.

Booth, A. (2016). Searching for qualitative research for inclusion in systematic reviews: a structured methodological review. *Systematic reviews*, *5*, 1-23. https://doi.org/10.1186/s13643-016-0249-x

Borowski, T. G. (2021). How dance promotes the development of social and emotional competence. *Arts Education Policy Review, 124(3), 157-170.* https://doi.org/10.1080/10632913.2021.1961109

Chomoriti, K., Lykesas, G., Kapodistria, L., Chatzopoulos, D., Eugenia, N., & Bakirtzoglou, P. (2021). The effectiveness of a traditional dance program on balance of primary education students with autism spectrum disorder. *Age (years)*, *11*(2.26), 12-1.

Daryanti, F. (2022). Tari Khakot: Seni pertunjukan tradisi masyarakat Lampung sebagai wadah pembentukan nilai karakter. *AKSARA*, *23*(1), 57-67.

Evans-Amalu, K., Lucey, T., & Lin, M. (2024). Using Contemplative Practice for Pre-service Teacher Healing. *Journal Of Curriculum Studies Research, 6*(2), 20-35. https://doi.org/10.46303/jcsr.2024.9

Filippou, F., Rokka, S., Pitsi, A., Koupani, A., Masadis, G., Karagiannidou, V., ... & Filippou, D. A. (2020). The effect of an interdisciplinary Greek traditional dance programme on Middle School students' goal orientation and anxiety. *Physical Culture and Sport. Studies and Research*, *88*(1), 18-30. https://doi.org/10.2478/pcssr-2020-0022

García, A. M. (2024). The Impact of Traditional Dance on Physical Fitness and Coordination in Spain. *Revista de Psicología del Deporte (Journal of Sport Psychology)*, *33*(2), 308-317. https://rpd-online.com/article-view/?id=1724

Halpern, C. (2018). Multicultural for who? A review of a comprehensive multicultural textbook. *Journal of Culture and Values in Education, 1*(2), 58-62. https://doi.org/10.46303/jcve.01.02.4

Idris, M. O., Che Mustafa, M., Wong, K.-T., Hunpegan, H. D., & Ismail, A. O. (2024). Systematic Review of Reading Proficiency among Preschool Pupils Using PRISMA. *Asian Journal of Assessment in Teaching and Learning, 14*(2), 59-74.

Jochum, E., Egholm, D., Oliveira, A. S., & Jacobsen, S. L. (2024). The effects of folk-dance in schools on physical and mental health for at-risk adolescents: a pilot intervention study. *Frontiers in Sports and Active Living*, *6*, 1434661. https://doi.org/10.3389/fspor.2024.1434661

Kaouri, I., Argiriadou, E., Katartzi, E., Kontou, M., Praskidou, A. K., Kaouri, A., ... & Mavrovouniotis, F. (2023). The examination of the effects of a Greek traditional dance program on physical fitness parameters of high school students. *Physical Activity Review*, *11*(2). https://doi.org/10.16926/par.2023.11.22

Kapodistria, L., & Chatzopoulos, D. (2022). A Greek traditional dance program for improving balance of young children. *Research in Dance Education*, *23*(3), 360-372. https://doi.org/10.1080/14647893.2021.1980525

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P., ... & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. *Annals*

of internal medicine, *151*(4), W-65. https://doi.org/10.7326/0003-4819-151-4-200908180-00136

Lykesas, G., Giossos, I., Chatzopoulos, D., Koutsouba, M., Douka, S., & Nikolaki, E. (2020). Effects of several warm-up protocols (static, dynamic, no stretching, greek traditional dance) on motor skill performance in primary school students. *International Electronic Journal of Elementary Education*, *12*(5), 481-487. https://doi.org/10.26822/iejee.2020562138

Marouli, E. A., Venetsanou, F., Kambas, A., & Koutsouba, M. (2021). The effect of a Greek traditional dance programme on the social skills of children with autism spectrum disorder. *European Psychomotricity Journal*, *13*.

Masadis, G., Filippou, F., Derri, V., Mavridis, G., & Rokka, S. (2019). Traditional Dances as a Means of Teaching Social Skills to Elementary School Students. *International Journal of Instruction*, *12*(1), 511-520.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group*, T. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, *151*(4), 264-269. https://doi.org/10.7326/0003-4819-151-4-200908180-00135

Mulyaningsih, F., Suherman, W. S., Sukoco, P., & Susanto, E. (2022). A Rhythmic Activity Learning Model Based on Javanese Traditional Dance to Improve Rhythmic Skills. *International Journal of Human Movement and Sports Sciences*, *10*(3), 501-509. https://doi.org/10.13189/saj.2022.100318

Oparina, N. A., Nedelnitsyna, U. V., Levina, I. D., Maltseva, O. V., & Kaitandjyan, M. G. (2020). Folk dance as a means of formation and creative education of primary school children personality. *PalArch's Journal of Archaeology of Egypt/Egyptology*, *17*(6), 731-742.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). Updating guidance for reporting systematic reviews: development of the PRISMA 2020 statement. *Journal of clinical epidemiology*, *134*, 103-112. https://doi.org/10.1016/j.jclinepi.2021.02.003

Pavlović, B., Cicović-Sarajlić, D., & Kovač, A. (2021). The role of traditional folk songs and dances in the development of intercultural communication among elementary school children (el papel de las canciones y danzas folclóricas tradicionales en el desarrollo de la comunicación intercultural entre los alumnos de la educación primaria). *Culture and Education*, *33*(1), 189-212. https://doi.org/10.1080/11356405.2020.1859734

Praskidou, A. K., Argiriadou, E., Giagazoglou, P., Douka, S., & Mavrovounioti, C. (2024). The Effect of Greek Traditional Dances, Songs, And Game-Based Activities on Anxiety and English Learning At School In Students With Intellectual Disability. *European Journal of Special Education Research*, *10*(1).

Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., ... & Duffy, S. (2006). Guidance on the conduct of narrative synthesis in systematic reviews. *A product from the ESRC methods programme Version*, *1*(1), b92.

Raghupathy, M. K., Divya, M., & Karthikbabu, S. (2022). Effects of traditional Indian dance on motor skills and balance in children with Down syndrome. *Journal of Motor Behavior*, *54*(2), 212-221. https://doi.org/10.1080/00222895.2021.1941736

Suriana, S., Miranda, D., & Amalia, A. (2024). Traditional Malay Zapin Creation Dance Activities to Stimulate the Gross Motor Skills Development of Children Aged 5-6 Years. *International Journal of Learning and Instruction (IJLI)*, *6*(1), 33-39.

Top, E., Kıbrıs, A., & Kargı, M. (2020). Effects of Turkey's folk dance on the manual and body coordination among children of 6–7 years of age. *Research in Dance Education*, *21*(1), 34-42. https://doi.org/10.1080/14647893.2019.1708888

Singh, H. R., & Devi, L. S. (2021). The Role of Dance Education for Personality Development of Upper Primary School Students. *Harmonia: Journal of Arts Research and Education*, *21*(2), 246-255. https://doi.org/10.15294/harmonia.v21i2.31634

Yetti, E., Syarah, E. S., Sari, K. M., Oktarini, S., Nurdiyana, T., & Puspawati, G. M. A. (2023). Children's Multicultural Education through Local-Dance Activities: Teacher's Thoughts and Involvement. *International Electronic Journal of Elementary Education*, *16*(2), 183-193. https://doi.org/10.26822/iejee.2024.324

Yurita, H. O., Yetti, E., & Nurani, Y. (2023). Development of Zapin's Creative Dance to Improve Children's Kinesthetic Intelligence Aged 5-6 Years. *Jurnal Pendidikan Usia Dini*, *17*(1), 173-192. https://doi.org/10.21009/JPUD.171.13

Wibawa, S. R., Effendy, C., Pangastuti, H. S., Subagya, A. N., Wijoyo, E. B., Andari, A. P., ... & Sholikhah, Q. A. Z. (2024). Traditional Art Dance Therapy to Reduce Stress Levels of Elementary School Students. *Jurnal Keperawatan Indonesia*, *27*(2), 107-117. https://doi.org/10.7454/jki.v27i2.1292

Zetou, E., Gouridou, E., Filippou, F., Pitsi, A., & Blani, N. (2022). Learning traditional dances through cooperative method and life skills improvement of children aged 9-12 years old. *International Journal of Latest Research in Humanities and Social Science*, *5*(2), 61-68.

APPENDIX

Table 2.

PICOs analysis

Code	Authors/Years	Participant	Intervention	Comparison	Outcomes	Study Design
1	Wibawa et al. (2024)	Elementary school (84 students: males = 43; females = 41)	Traditional Art Dance Therapy (TATA)	First, the students received 10 minutes of instruction. Then, they spent another 10 minutes completing a pretest to assess their stress levels. Third, they received a 30-minute treatment session that included an opening activity, warm-up exercises, core treatment, and a closing exercise. Each treatment lasted 50 minutes. (n=84).	Stress levels decreased significantly ($p<0.001$) from 61.90 to 41.99 after TATA's intervention, effectively reducing stress among elementary school students adapting to the new learning system in the post COVID-19 era.	Pre-post
2	Praskidou et al. (2024)	Vocational with mild intellectual disabilities (20 students: girls = 7; boys = 13)	Greek Traditional Dance (GTD)	Once a week for 45 minutes, for 12 weeks EG (n=10); CG (n=10)	EG: All cognitive tests using the English language showed a significant rise in scores ($p<0.01$-<0.001). It is clear that GTD, music, and game-based activities help students with ID with their anxiety and English language development.	Pre-post
3	Suriana et al. (2024)	32 Children (aged 5-6 years)	Malay Zapin Traditional Dance (MZTD)	(n=32)	Encourages the development of gross motor skills, eye-head-hand-leg coordination, right- and left-hand coordination, and the imitation of effective movements.	Observation
4	Kaouri et al. (2023)	High school (36 students: aged 15-17 years)	Greek Traditional Dance (GTD)	Cooper's 12-minute walk test EG (n=18); (GTD program) CG (n=18); (Regular program)	EG: Muscular strength rose from 163.06±38.29 to 170.11±36.34 cm; muscular endurance increased from 19.06±5.94 to 22.39±6.34 repetitions; aerobic capacity increased from 1253.06±194.09 to 1426.00±201.48 meters. Enhanced physical intelligence,	Pre-post

					encompassing balance, agility, flexibility, and body coordination.	
5	Yurita et al. (2023)	20 Children (aged 5-6 years)	Malay Zapin Traditional Dance (MZTD)	Coordination aspects of the entire body, balance, agility, and flexibility aspects. (n=20)	↑ kinesthetic intelligence: body coordination, balance, agility, and flexibility.	Pre-post
6	Avşar (2023)	203 Students (male = 68; female = 135; aged 15 years)	Turkish Folk Dance	Two–hour assertiveness training program through folk dances per week over eight weeks.	A significance level of $p<0.05$, demonstrated that EG students in the experimental group were more assertive than those in the control group. Additionally, they stated that the program's assertiveness training improved them and made them more self-aware.	Pre-post
7	Kapodistria & Chatzopoulos (2022)	48 Young children (6.62 ± .65 years)	Greek Traditional Dance (GTD) & Labans movement	4 weeks dance program (3 times a week, total 12 sessions, 45 minutes/session) EG (n=24); CG (n=22)	EG: Increase dynamic balance and peak-to-peak amplitude of Center of Pressure (CoP); Enhance activity for developing young children's static and dynamic balance; Improve children's motor development and reduce fall-related injuries.	Pre-post
8	Mulyaningsih et al. (2022)	Elementary school (64 students: aged 9-11 years)	Javanese Traditional Dance (JTD)	7 warm-up movements, 15 core movements, and 4 cooling down movements	↑ students' rhythmic skills: memorizing movements (2.738 ± 0.556); accuracy of movements (3.224 ± 0.529); flexibility of movements (2.617 ± 0.540); and seriousness of movements (3.158 ± 0.521).	Mixed methods
9	Zetou et al. (2022)	68 Children (68 aged 9-12 years)	Tsamikos and Enteka Dance (GTD)	8 weeks (2 lessons/ week, 45) EG (n=36); CG (n=32)	Both groups improved life skills, but the participants of the EG showed better improvement. They understood the concept of thinking positively, setting goals, and solving problems.	Survey
10	Raghupathy et al. (2022)	36 Down syndrome	Indian Traditional Dance (ITD)	Both the groups practiced an hour-long session a day, 3 days a	Gross Motor Quotient standard score of TGMD-2 [EG: 30.47 vs. CG: 11.1], locomotor subset of TGMD-2 [EG: 11.1 vs.	Pre-post

		children (aged 6–10 years)		week for 6 weeks in 6 special-schools. EG (n=18); CG (n=18)	CG: 4.35] and FSST [EG: 4.29 vs. CG: 2.41], the pediatric balance scale [EG: 3.59 vs. CG: 3.76]. Can ↑ Locomotor skills.	
11	Pavlović et al. (2021)	8th Grade Elementary school students	Traditional Dance (RFD)	-	Significant factor of successful intercultural communication.	Survey
12	Singh & Devi (2021)	Primary school (630 students: males = 287; females = 343)	Manipuri Dance (ITD)	Simple random sampling (n=630)	↑ Students social value; ↑ self-enhancement, confidence, problem-solving, and creativity; ↑ psychomotor domain and the students' creativity.	Survey
13	Marouli et al. (2021)	8 Children (6-14-year)	Greek Traditional Dance (GTD)	(EG) (n=4); GTD program (CG) (n=4); Regular	EG presented higher improvement in social skills compared to those of the CG.	Pre-post
14	Chomoriti et al. (2021)	Primary school students with autism spectrum disorder (ASD)	Greek Traditional Dance (GTD)	EG (n=10) 4-week traditional dance training program (12 sessions), 3 times per week for 45 minutes per lesson. CG (n=9); Regular physical education lessons	Greek traditional dances are an effective and enjoyable activity for developing balance in primary school students with ASD.	Pre-post
15	Top et al. (2020)	38 Children (aged 6–7 years)	Turkey's folk dance	EG (n = 19) CG (n = 19)	Positive effect on manual and body coordination; ↑ level of manual and body coordination.	Pre-post
16	Filippou et al. (2020)	8th grade of middle school (260 students: boys = 134; girls = 126)	Greek Traditional Dance (GTD)	Experimental group (EG) (n=144) (4 week; 2 lessons/ week) Control group (CG) (n=116) (Typical physical education program)	EG: ↓ ego- bolstering and ego-defense; ↑ individual growth and societal approval; ↓ bodily and mental anxieties; ↑ self-assurance; male students experience a greater increase in self-assurance compared to female students.	Pre-post
17	Lykesas et al. (2020)	Primary school (44 students: 19 boys and 25 girls)	Greek Traditional Dance (GTD)	Running for three minutes, followed by five minutes of static stretching, five minutes of dynamic stretching, three	The study found that dynamic stretching was significantly better than static stretching or no stretching at all in the long jump competition. There were no	Pre-post

				minutes of jogging followed by a five-minute break (during which there is no stretching routine), and eight minutes of traditional Greek dances.	significant differences in dynamic flexibility between the four warm-up protocols. The dance protocol included static stretching. In addition, girls performed better than boys in the seated reach test.	
18	Oparina et al. (2020)	Primary school students (aged 6-10 years)	Russian Folk Dance (RFD)	Choreographic movements	The RFD program enhances a child's creative abilities and fosters an interest in national culture. It allows children to expend energy, boosts vitality, and fulfills their need for entertainment, spectacle, and play.	Survey