

STRENGTHENING SOCIAL SKILLS THROUGH DIGITAL-BASED NONFORMAL LEARNING IN K-POP DANCE COMMUNITIES: A CASE STUDY IN BENGKULU

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Abstract

This study aims to describe and analyze the dynamics of the K-Pop dance community Glintzy in Bengkulu in shaping the social skills of its members. Using a qualitative case study approach, data were collected through in-depth interviews, participatory observation, and documentation. The results of the study indicate that the Glintzy community is an effective non-formal learning space for the development of social skills such as communication, cooperation, leadership, and self-confidence. Interactions within the community are open and egalitarian, strengthening a sense of solidarity and togetherness. This study confirms that interest-based communities such as Glintzy make an important contribution to character education and the formation of the social personality of the younger generation.

Keywords: Community, Social Skills, K-Pop, Non-Formal Education.

1. INTRODUCTION

Korean Pop (K-Pop) is a form of global popular culture that has reached various countries, including Indonesia. This phenomenon has given rise to active fan communities, one of which is the dance cover community (Adi, 2019). In Bengkulu, the Glintzy community has become a gathering place for young people who are interested in K-Pop, particularly in the fields of choreography and performance.

The Korean popular culture phenomenon, or K-Pop, has reached various countries, including Indonesia. One form of response from fans is the emergence of K-Pop dance cover communities, which not only serve as a medium for artistic expression but also as a social space (Putri et al., 2025; Mukhlis et al., 2021). These communities often become a place for the development of social values, especially among teenagers and young adults.

Interactions within K-Pop dance communities are not limited to choreography practice, but also reflect complex social dynamics. Teenagers and young adults who are members of these communities not only practice to perform dances in sync with their idol groups, but also build social relationships, teamwork, and self-confidence through joint activities. Several studies in other cities show that K-Pop dance communities can be a place for teenagers to develop their identity and social skills. In addition, communication patterns within these communities are an important factor in building relationships between members (Rena & Yusuf, 2017).

This community is not only a place to share interests, but also forms close social interactions between members. In the process, members develop important social skills such as communication, cooperation, leadership, and emotional management (Nasution, 2018). Non-formal education such as this has a strategic role in developing the potential of teenagers outside of formal education. The K-Pop dance community can be an effective means of shaping the social skills of its members. In this community, individuals are involved in group practice, discussions about dance techniques, and collaboration in creating choreography and performance concepts. These interactions enable them to develop communication skills, conflict management, and the ability to work in teams. Participation in hobby-based communities can improve social skills through collaborative activities and regular interactions (Junaidi & Mangkurat, 2021).

In Bengkulu, the K-Pop dance cover community Glintzy is a concrete example of intense social interaction among its members. They not only practice together but also form solidarity, effective communication, and role sharing that demonstrate a process of non-formal social learning. This is in line with the view that non-formal education is a form of education that occurs outside the school system and aims to develop individual potential (Irsalulloh & Maunah, 2023).

What are the dynamics of social interaction within the K-Pop dance community Glintzy in Bengkulu, and how does this community play a role in shaping the social skills of its members?

Based on this, this study aims to reveal the dynamics of interaction that occur within the Glintzy community and the role of the community in shaping the social skills of its members.

2. RESEARCH METHOD

Qualitative research is descriptive research that tends to use analysis. Qualitative research is exploratory in nature. Qualitative research examines the perspectives of participants using interactive and flexible strategies. Qualitative research aims to understand social phenomena. According to Sugiyono (2020), the qualitative research method is a research approach based on postpositivism philosophy. This method is used to examine objects in natural conditions, unlike the manipulative experimental method. In qualitative research, the researcher acts as the main instrument. Data collection is carried out through triangulation techniques, which combine various methods to obtain more comprehensive data. The data analysis process is carried out inductively or qualitatively, and the research results focus more on the meaning of the phenomenon being studied, rather than on making generalizations.

This study uses a qualitative case study approach. The research subjects consist of three members of the Glintzy community who were selected purposively: the community leader, an active member, and a new member. Data collection techniques include three in-depth interviews, observation of community activities, and documentation in the form of photos, videos, and social media posts. The research locations included the Bengkulu University Multipurpose Building (GSG) courtyard, Tempoe Doeloe, and the UNIB Inspiration Lake. Data analysis was carried out through data reduction, data presentation, and conclusion drawing (Sugiyono, 2020). Source, technique, and time triangulation techniques were used to test the validity of the data.

3. RESULTS AND DISCUSSION

Community as a Space for Social Interaction

Social interaction within the Glintzy community is intensive and open. The communication patterns applied include verbal communication during practice and discussion, as well as nonverbal communication through expressions and movements during choreography. This communication reflects group solidarity and mutual support among members (Zarkassy, 2021).

The Glintzy community was formed from a shared interest in K-Pop culture, particularly in dance covers. In practice, this community provides an alternative social space for its members to gather, practice, discuss, and express themselves. Community members come from different backgrounds but are united by a common interest. Fanbase communities like this play an important role as spaces for cultural interaction and collective identity formation. This is reflected in the open communication patterns among Glintzy members, including in decision-making through deliberation (Putri et al., 2025).

Development of Member's Social Skills

Social skills are a person's ability to interact effectively with others in various social situations. These skills include communication, teamwork, empathy, and leadership, which are an important part of social life, the world of work, and the academic environment (Maftuh, 2010).

Members' social skills developed significantly. They were required to work together, communicate directly, and openly give and receive criticism during training sessions. Criticism that is delivered spontaneously and sometimes bluntly demonstrates the unique dynamics of group communication, but actually strengthens internal solidarity. Group dynamics involve a process of orientation, conflict, the emergence of norms, and role confirmation (Tabun et al., 2025). Activities within the community encourage the development of skills such as cooperation in training, confidence in public performances, and the ability to resolve minor conflicts between members. Social skills are the result of a learning process within a supportive social environment.

Interviews and observations show that social skills develop through community activities, such as:

Interpersonal Communication: Occurs through discussions of choreography movements and practice evaluations.

Teamwork: Group practice and performances encourage cooperation and coordination.

Leadership: Some members are given roles as coaches or choreography directors.

Self-Confidence: Members who were initially shy begin to perform and speak in public with confidence.

This shows that the dance community is not just a place to channel interests, but also an informal learning space that strengthens communication, public speaking, and leadership skills.

Community Dynamics Challenges

Every community faces challenges, including Glintzy. One of the main issues faced is conflict between members and problems in understanding individual characters (Juliansyah, n.d.). Based on observations and interviews, the community resolves conflicts through open dialogue and fair leadership rotation. This reflects the importance of conflict resolution skills as part of social skills, with effective communication and empathy forming the basis for conflict resolution within the group. Conflicts can arise due to differences of opinion, personality, and different backgrounds, especially since most members previously came from other communities that disbanded due to seniority issues.

The conflict resolution strategies implemented include open communication, self-awareness, and group deliberation. Some members choose to resolve issues personally and directly, while others are more comfortable processing their feelings first before expressing their concerns. This approach reflects the importance of conflict resolution skills in the context of recreational education based on participation and equality.

Community as a Non-Formal Education Forum

This community functions as an effective non-formal education space. Their structured yet flexible activities allow members to learn contextually and enjoyably. This is in line with the concept of non-formal education that targets the learning needs of the community directly and is experience-based (Syaadah et al., 2023). The Glintzy community reflects the practice of non-formal education that takes place naturally in the community. There is no formal curriculum, but learning takes place through experience, observation, and direct involvement in community activities. In accordance with Law No. 20 of 2003 concerning the National Education System, non-formal education aims to develop the potential of students with an emphasis on mastering knowledge and life skills.

4. CONCLUSION

The K-Pop dance community Glintzy in Bengkulu plays an important role as an effective non-formal learning space in shaping the social skills of its members. Through collaborative activities such as choreography practice, discussions, and performances, members develop interpersonal communication skills, teamwork, leadership, self-confidence, and conflict resolution. This community is not only a forum for expressing interest in K-Pop, but also a means of character building and social personality development for the younger generation through a participatory and enjoyable approach.

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