

The Impact of Dance Culture Learning on Students' Cultural Values

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Abstract: Students have a unique opportunity to interact profoundly with cultural values, customs, and histories through dance culture. Learning different dance styles helps the students to comprehend cultural diversity and heritage by gaining an awareness of the traditions, values, and expressions of many civilizations. Dance is a cultural activity and an art form that facilitates social belonging and cultural identification in addition to being a vehicle for artistic expression. The study's goal is to investigate how dance culture learning affects students' cultural values. A total of 275 students from various educational institutions are selected using a purposive sampling technique. The survey includes questions related to cultural awareness, empathy, respect for diversity, and cultural identity. The data analyzed using statistical methods include descriptive statistics, correlation analysis, paired t-tests, and regression analysis. The results showed that all variables of dance cultural learning had a positive influence on the students' cultural values. The results suggest that studying cultural dance helps students to develop a greater appreciation for cultural heritage and strengthens their feeling of local cultural identity, both of which contribute to a more comprehensive knowledge of cultural values. The study's conclusions help teachers to understand how arts education, especially dance, can help children cultivate a more inclusive perspective.

Keywords: Dance Culture Learning, Students' Cultural Values, Educational Institutions, Statistical Analysis

1. INTRODUCTION

Dance culture learning refers to the process through which individuals acquire the skills, techniques, and knowledge associated with various forms of dance while also understanding the cultural contexts and meanings embedded in these art forms (Zhao, 2022). It encompasses not only the physical movements and choreography but also the social, emotional, and historical aspects that shape dance practices. This learning process involves

both formal and informal education, where individuals engage with traditional or contemporary dance styles, often influenced by cultural, geographical, and social environments (Abdillah et al., 2022). Dance culture learning promotes creativity, expression, and the development of physical and cognitive skills while also fostering appreciation for diverse cultural identities and fostering social connection through shared performance and audience experiences (Borowski, 2023). Figure 1 displays various kinds of dance culture.



Figure 1: Some forms of Dance Culture

Cultural values are the shared beliefs, norms, and practices that shape the behaviors, attitudes, and worldviews of a particular group or society (Touseef et al., 2023). They serve as guiding principles that influence how individuals within a culture interact with each other, interpret the world, and make decisions. These values are passed down through generations and can be reflected in various aspects of life, including family structure, social interactions, education, religion, and work ethics. Cultural values are dynamic, evolving due to external influences such as globalization, technology, and intercultural exchange, while still maintaining core traditions and customs that define a community's identity (Junyou & Chantamala, 2024). Understanding cultural values is crucial for fostering cross-cultural communication, promoting social cohesion, and addressing global challenges in a culturally sensitive manner. Dance culture learning plays a significant role in shaping students' personal and social development, fostering creativity, and enhancing physical well-being (Zygmunt et al., 2023). It provides students with an avenue for expressing themselves, exploring diverse cultural traditions, and developing discipline and focus (Kaktikar, 2020). Through dance, students learn the value of teamwork, communication, and perseverance as they collaborate with others and practice complex movements. Additionally, dance culture promotes a deeper appreciation for cultural diversity by exposing students

to various dance forms and the histories behind them and helping them to understand the richness of different cultures (Mabingo, 2024). Overall, dance culture learning offers a holistic approach to education, supporting cognitive, emotional, and social growth while encouraging an active and engaged lifestyle. Dance culture learning provides an important part of students' cultural values by fostering an appreciation for diverse traditions and expressions (Chang & Hogans, 2021). Through exposure to various dance forms, students engage with cultural narratives, history, and social contexts, helping them to understand and respect different cultural perspectives (Stevens et al., 2020). This experiential learning not only enhances students' awareness of global cultural diversity but also nurtures their personal identity, empathy, and social cohesion. As students participate in dance, they internalize values such as collaboration, respect for traditions, and openness to new ideas, which contribute to their holistic development and global citizenship (Brown et al., 2023). Dance culture learning impacts students' cultural values by fostering an appreciation for diverse traditions and enhancing empathy and respect for different cultures. Through engagement with various dance forms, students gain insights into societal norms and histories, broadening their perspectives and promoting inclusivity and a global mindset. The main objective of this research is to evaluate how dance culture learning affects students' cultural values.

The Organization of this Research: The literature review has been provided in Section 2. The conceptual framework, research hypotheses, and variables are illustrated in Section 3. The materials and methods are deeply explained in Section 4. The research results are represented in Section 5. The discussion is indicated in Section 6. Finally, the conclusion of this research is demonstrated in Section 7.

2. LITERATURE REVIEW

The impact of creative regional folk dance teaching strategies on students' cultural sensitivity has been examined in the study. The application of multimedia tools, experiential learning, cultural integration, multidisciplinary education, cultural exchange events, and student involvement were among the main conclusions. These techniques decreased discrimination and cultural prejudices while simultaneously increasing students' cultural sensitivity. Analyzing the historical development of dance creativity and its cross-cultural impacts, the paper

(M. Peng, 2024) concentrated on the genesis of physical language. It traced dance traditions from the medieval and Renaissance eras, as well as from ancient cultures like Ancient Egypt and Greece, and contemporary dance movements like European expressionist dance and American modern dance. The article examined dance's many forms, the way it spreads culture, and how dance education has grown more globalized. In addition to highlighting present developments in dance creation and multidisciplinary study in the digital era, it also emphasized the relationship between dance and social corporeal language and emotional expression. A study (Gül et al., 2024) examined the function of visual techniques in Turkish folk dances, emphasizing how important they are for retaining social memory and cultural identity. The study emphasized how imaging techniques contribute to these dances' creative and aesthetic worth, guaranteeing precise and genuine performances. It also emphasized how crucial folk dances are in fostering contact, preserving cultural values throughout generations, and cementing social ties. The study's findings show graphic techniques improve traditional dances' artistic as well as aesthetic qualities and fortify social ties. Rodat Dance revitalization has been the primary concern of the study (Megiyono et al., 2024), which sought to ascertain the Sumber community's revitalization process in Sumber Village. The results demonstrated that the community performs cultural events, recruits new members, and introduces the younger generation to the culture to restore the Rodat culture. Building social networks for cultural festival events, integrating regional expertise into social education, as well as having faith in the preservation of cultural heritage are the 3 pillars of social capital that support the community's efforts. The impact of a creative dance program on university students' emotional creativity, creative self-efficacy, ambiguity tolerance, and ideation behaviors has been investigated in the study (Richard et al., 2024). For 15 weeks, 143 students accepted participation in either the program or a control group. The findings demonstrated that, while preserving stability, creative dance greatly enhanced ideational behaviors and ambiguity tolerance. The investigation recommended the creation of thorough assessment instruments to capture the dynamic interaction between people and their surroundings and underlined the value of incorporating creative embodied activities to promote creativity. The Hainan province's adoption of China's free trade port policy offers fresh prospects for the growth of cultural tourism (X. Peng, 2024), enhanced and including dance tourism. The study examined commercial expansion, cultural exchanges, and regulatory support for the

integration of dance and cultural tourist resources in Hainan. It also covers topics like talent training, quality standards, standardization of performing works, and heightened competition. Both domestic and foreign markets are examined in the report. Chinese national dance traditions are an essential part of the nation's cultural legacy and represent philosophical facets of dance in a multicultural setting, according to an investigation (Jiao & Zhao, 2024) that examined the philosophical framework of Chinese and Western dance art. Numerous research techniques, such as dialectical, semiotic, historical, sociocultural, analytical, and expert evaluation, were employed in the study. The outcomes applied to choreography, dance pedagogy, and instruction to help dancers become more proficient. The utilization of Dunhuang intangible cultural heritage arts in intercultural education, as well as their function in the formation of cultural identities, has been included in the article (Lian, 2024) and emphasized how crucial these arts are in preserving traditional Chinese culture along with fostering cross-cultural interactions. The incorporation of Dunhuang NFA into contemporary educational systems and its effects on cultural variety, interactions of intercultural, localized cultural identity, and China's international cultural reputation are all addressed. The integration of Dunhuang NFA into teaching and cultural study is crucial for enhancing contemporary education, which promotes global cultural diversity, and advancing cultural identity. The artificial intelligence (AI) application in dance instruction has been examined in the paper (Wang, 2024), with particular attention to how modern technological advances affect the skill development of students.

Virtual reality (VR), augmented reality (AR), and mixed reality have been among the interactive as well as multimedia dance training technologies that were covered. Project-based learning (PjBL) usage in dance and theatre instruction at FIPP-Yogyakarta State University has been investigated in the study (Rachmawati, 2024). The study involved 4th-semester students and examined how well art performances foster students' creativity. The findings demonstrated that the PjBL approach efficiently improves the performing arts process's creativity, independence, teamwork, and productivity. The success of teaching dance along with theatrical arts is aided by qualitative research that uses a descriptive methodology. The usefulness of contemporary dance festivals in China has been examined in the study (Zhang, 2024) concentrated on participant interaction within a network. The study results highlighted the connection between engagement and festival efficacy and gave insight into the network's

intricate responsibilities. In addition, according to the report, spectator happiness along with the life span of artworks can serve as evaluation indicators for the worth of culture and the arts. The study provided a more sophisticated view by relating Holden's theory to political market square theory and cultural ecology. Designing arts festivals and cultural policymaking were intended to be informed by the findings. The dissertation (Du, 2024) examined the origins, development, traits, and cultural preservation of the secular music and dance of the Dunhuang Mogao Caves. The creations found in the caves, including sculptures and murals, can be utilized to teach art and are an important part of the cultural legacy. The course sought to develop students' aesthetic sensitivities, spark their artistic curiosity, and encourage their creative powers and expression while also improving their knowledge of history, culture, and art. To maximize student performance, enhance dance disciplinary literacy, and create creative dance movements, the paper incorporated traditional dance systems into university dance performance classes. To confirm the teaching effect, the study employed least squares analysis, threshold regression models, and teaching comparison techniques. Students' command of traditional dance movements improved by 31.98%, according to the results, proving that ancient dance systems can be included in university dance performance courses and offering a fresh approach to dance movement innovation. Feminism and dance both highlight the body's function in knowledge creation, agency, and transformation. A study (Kim & Kawano, 2024) showed how complementary medicine and indigenous dance might work together to develop a paradigm for decolonizing psychotherapy. A Korean immigrant woman in the United States (US) is being treated for intergenerational trauma and resilience through the Korean technique of gimoo, which is based on traditional dance and medicine. That culturally inherited dance broadens Western ideas of healing and enables people to be agents of their freedom, even in virtual environments.

3. CONCEPTUAL FRAMEWORK

In this research, the purpose of the conceptual framework is to illustrate the relationships between dance culture learning and cultural values while mediating and moderating factors like cultural awareness as well as prior exposure. Figure 2 shows the conceptual framework for hypotheses. The variables for this research are explained below.

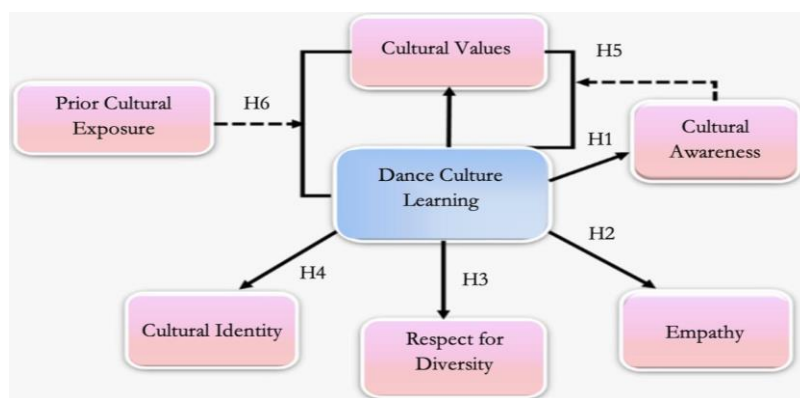


Figure 2: Conceptual Framework

3.1 Research Hypotheses

In the conceptual framework, the hypothesis (H) for this research is:

H1: There is a positive relationship between dance culture learning and students' cultural awareness.

H2: There is a positive relationship between dance culture learning and students' empathy towards cultural diversity.

H3: There is a positive relationship between dance culture learning and students' respect for diversity.

H4: Dance culture learning enhances students' cultural identity.

H5: The relationship between dance culture learning and students' cultural values is mediated by students' cultural awareness.

H6: The relationship between dance culture learning and students' cultural values is moderated by the student's prior exposure to different cultural environments.

3.2 Variables

In this research, the variables are dance culture learning, cultural awareness, empathy, respect for diversity, cultural identity, cultural values, and prior cultural exposure. Table 1 provides an explanation of the variables for this research.

Table 1: (a) Explanation of Variable

Variables	Description
Dance Culture Learning	It Refers to the Experience and Engagement of Students in Learning Various Cultural Dance Forms. It Measures How much Exposure the Students had to Dance that Represents or Reflects Specific Cultural Traditions. The Purpose of Dance Culture Learning is to Determine How Learning these Dance Styles Influences their Cultural Values, Understanding, and Identity. The Dimension is Assessed through Students' Involvement in Dance Classes that Focus on Cultural Dance Forms.

Table 1: (b) Explanation of Variable

Variables	Description
Cultural Awareness	It Measures the Student's Understanding of Different Cultures, Traditions, and Values. It Reflects How well Students Grasp the Cultural Contexts as Well as Histories that are Inherent in the Dance Forms they Learn. It helps Students Recognize the Importance of Cultural Heritage and Fosters Respect for Cultural Diversity while Assessed by how much Students Acknowledge as well as Understand the Customs and Practices of Various Cultural Groups, Influenced by their Engagement with Dance.
Empathy	It Refers to the Student's Ability to Understand and Share the Feelings of others from Different Cultural Backgrounds and Assessed by how Students Relate to the Experiences Along with Emotions of People from Cultures Different from their own, Particularly through their Exposure to Cultural Dance. Empathy is Crucial in Understanding how Dance Culture Learning Enhances the Students' Emotional and Social Understanding of Cultural Diversity.
Respect for Diversity	It Assesses Students' Attitudes toward Cultural Differences as well as Measures how much Students Value and Appreciate Diversity after Learning About Various Cultural Dance Forms. It Reflects the Degree to which Students Show Respect for People who Come from Different Cultural Backgrounds, and it Plays a Key Role in Fostering Inclusivity and Harmony in Multicultural Settings.
Cultural Identity	It Measures the Students' Sense of Connection to their own Cultural Roots and Heritage. Learning Cultural Dances can Strengthen One's Identification with their Cultural Heritage, which in turn can Shape their Self-Concept and Values. It Assesses how Students Relate to and Identify with their Own Cultural Background After Being Exposed to Dance forms From Various Cultures.
Cultural Values	It Representing the Overarching Values Students Holds After Participating in Dance Culture Learning. It Encompasses Students' Understanding, Appreciation, and Integration of Cultural Diversity, as well as their Respect for Traditions, Customs, and Cultural Practices. Cultural Values are Shaped by the Combination of Cultural Awareness, Empathy, Respect for Diversity, and Cultural Identity.
Prior Cultural Exposure	It Refers to the Level of Cultural Exposure Students had Before Engaging in the Dance Culture Learning Intervention. It Considers Factors such as Previous Interaction with Diverse Cultural Groups, Experiences in Multicultural Settings, or Exposure to Various Cultural Activities. The Research Explores Whether Prior Exposure to Cultural Contexts Influences the Effectiveness of Dance Culture Learning in Shaping Students' Cultural Values.

4. MATERIALS AND METHODS

This investigation uses a questionnaire-based survey approach to assess

how dance culture learning impacts students' cultural values, such as cultural awareness, empathy, respect for diversity, and cultural identity. The study is quantitative and with the data analyzed using various statistical techniques to assess the association between dance culture learning and students' cultural values.

4.1 Participants

The study includes 400 students from diverse educational institutions. The participants have been chosen utilizing a purposive sample approach to ensure the participants satisfied the selection criteria. The selection criteria have been classified into inclusion criteria and exclusion criteria. Table 2 demonstrates the selection criteria for this research.

Table 2: Selection Criteria

Selection Criteria	Characteristics
Inclusion Criteria	Students Aged 18 and Above Years. Participation in at Least one Cultural Dance Class in the Past Year, Ensuring Exposure to Cultural Dance forms. Voluntary Participation
Exclusion Criteria	Students who had not Participated in any Cultural Dance Class in the Past Year. Students with Disabilities or other Obstacles to Accessibility.

4.2 Survey Instrument

For this investigation, the survey instrument constructed is a structured questionnaire to examine the influence of dance culture education on students' cultural values. This comprises a Likert scale and open-ended responses. The questionnaire has been separated into parts that address all variables. The survey questionnaires have been conducted twice, such as pre-intervention and post-intervention.

4.3 Pre-Intervention

The 400 participants attended the pre-intervention survey questionnaire. The purpose of the pre-intervention is to select the correct participants for dance culture learning on students' cultural values. The questionnaires are intended to evaluate the participants' baseline attitudes and beliefs before they begin learning about dance culture. The initial questions are open-ended. They are the participant's name, age, gender, education level, participation in past year cultural dance classes, dance experience, participation in cultural events, cultural exposure, and voluntary

participation. After that, the questionnaire is based on the variables represented by the Likert scale. The participants have to respond to the statements. Table 3 represents the pre-intervention survey questionnaire for each of the variables.

Table 3: Pre-Intervention Questionnaire

Variable	Questionnaire	Answer
Dance Culture Learning	How Familiar are you with Different Cultural Dance forms from Various Regions Around the World?	1) Not Familiar at all, 2) Slightly Familiar, 3) Moderately Familiar, 4) Very Familiar, 5) Extremely Familiar
Cultural Awareness	How Familiar are you with the Cultural Heritage and Traditions of Different Countries or Regions?	1) Not Familiar at all, 2) Slightly Familiar, 3) Moderately Familiar, 4) Very Familiar, 5) Extremely Familiar
Empathy	How much do you Feel you Can Understand and Appreciate the Feelings and Perspectives of People from Different Cultural Backgrounds?	1) Not at all, 2) A Little, 3) Moderately, 4) Very Much, 5) Extremely Much
Respect for Diversity	How Important is it to you to Respect and Embrace Cultural Differences in your Community or Society?	1) Not Important at all, 2) Slightly Important, 3) Moderately Important, 4) Very Important, 5) Extremely Important
Cultural Identity	To what Extent do you Feel Connected to your Own Cultural Roots and Heritage?	1) Not Connected at all, 2) Slightly Connected, 3) Moderately Connected, 4) Very Connected, 5) Extremely Connected
Cultural Values	How Important do you Believe it is to Learn About and Uphold the Cultural Values of Different Communities?	1) Not Important at all, 2) Slightly Important, 3) Moderately Important, 4) Very Important, 5) Extremely Important
Prior Cultural Exposure	Before Engaging in Cultural Dance, how often did you Participate in Activities that Exposed you to Different Cultures?	1) Never, 2) Rarely, 3) Occasionally, 4) Frequently, 5) Very Frequently

By using the above questionnaires, we are able to select participants who meet the criteria and ensure the study sample aligns with these research objectives. This Likert scale provides a range of responses that helps to assess participants' baseline levels of engagement with dance culture, cultural values, and exposure to cultural diversity before they participate in the dance culture learning process.

4.4 Data Collection

Based on the selection criteria and responses to the questionnaire, 275 student participants have been chosen for the Dance Culture Learning. After the pre-intervention survey questionnaire, the selected participants attended the Dance Culture Learning. It involved a structured series of dance classes, which are aimed at enhancing their understanding as well as appreciation of different cultural dance traditions.

4.5 Post-Intervention

After completing the dance culture learning intervention, the same participants proceeded to complete the post-intervention survey questionnaire to assess any changes in their dance culture learning, cultural awareness, empathy, cultural identity, cultural values, and respect for diversity after participating in dance culture learning. Table 4 provides the questionnaire for pre-intervention. The post-intervention questionnaire is based on the variables.

Instructions: Please respond to the following questions based on your experience after participating in the dance culture learning intervention. Utilize the 5-point Likert scale to indicate your opinion with each statement:

Table 4: Post-Intervention Questionnaire

Variable	Questionnaire	Likert Scale (1-5)
Dance Culture Learning	I Feel that my Understanding of Cultural Dance Forms has Improved after the Learning Intervention.	1 2 3 4 5
Cultural Awareness	I have a Better Understanding of the Cultural Significance of Various Dance forms After Participating in the Intervention.	1 2 3 4 5
Empathy	I can Appreciate and Understand Perspectives from Different Cultures through Dance After the Intervention.	1 2 3 4 5
Respect for Diversity	My Respect for Cultural Diversity has Increased After Engaging with Different Dance Styles in the Intervention.	1 2 3 4 5
Cultural Identity	I Feel more Connected to my Own Cultural Roots through the Dance Culture Learning Experience.	1 2 3 4 5
Cultural Values (Total)	I Believe That Dance Culture Learning has Enhanced my Overall Cultural Values, such as Respect and Appreciation for Different Cultures.	1 2 3 4 5
Prior Cultural Exposure	My Prior Exposure to Cultural Experiences has Helped me Better Understand and Appreciate the Dance Learning Process.	1 2 3 4 5

Note: The likert scale represents are 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

The above post-intervention survey helps to assess the impact of the dance culture learning intervention on the students' cultural values and related variables.

4.6 Statistical Analysis

Research investigates the influence of dance culture learning on students' cultural values. The data have been collected from the post-intervention survey questionnaire outcome. The outcome data is analyzed based on the statistical techniques. SPSS Statistics with version 27 is utilized for this research. The included statistical techniques are descriptive statistics, correlation analysis, paired t-tests, and regression analysis. The descriptive statistics utilized to summarize the demographic characteristics and overall responses on each cultural dimension. The correlation analysis has been employed to assess the strength and direction of relationships between the variables of dance cultural learning. The paired t-tests are utilized to determine the significant differences between pre-intervention and post-intervention survey scores for students exposed to dance culture learning. The regression analysis is employed to evaluate the predictive impact of each dance cultural dimension on students' cultural values. The statistically significant value for this research is less than 0.001.

5. RESULTS AND DISCUSSION

The present research is to investigate the impact of dance culture learning on students' cultural values. The included results are demographic profiles, outcomes of descriptive statistics, correlation analysis, paired t-tests, regression analysis, hypothesis testing, and variables.

5.1 Demographic Profiles

Table 5 illustrates the demographic profiles for this research. It includes age, gender, educational level, cultural exposure, dance experience, and participation in cultural events.

Table 5: (a) Demographic Profiles for this Research

Demographic Variable	Category	Frequency (N=275)	Percentage (%)
Age	18-19 Years	90	32.7
	20-21 Years	145	52.7
	22+ Years	40	14.5
Gender	Male	120	43.6
	Female	155	56.4

Table 5: (b) Demographic Profiles for this Research

Demographic Variable	Category	Frequency (N=275)	Percentage (%)
Educational Level	High School	110	40.0
	Undergraduate	140	50.9
	Graduate	25	9.1
Cultural Exposure	Low (0-1 Years)	85	30.9
	Moderate (2-3 Years)	125	45.5
	High (4+ Years)	65	23.6
Dance Experience	1-2 Years of Experience	125	45.4
	3+ Years of Experience	150	54.5
Participation in Cultural Events	Yes	200	72.7
	No	75	27.3

5.2 Descriptive Statistics

The purpose of descriptive statistics is to summarize the participant replies and offer a description of cultural values as well as dance culture learning patterns for this investigation. Table 6 indicates the descriptive statistics findings. SD denotes a standard deviation, min represents the minimum, and max symbolizes the maximum. Min is used to identify the lowest observed score, which indicates the least engagement among the participants. Max is utilized to identify the highest observed score, which indicates the greatest level of engagement among the participants. The variable outcomes are dance culture learning(mean = 4.15, SD = 0.70, min = 1, max = 5), cultural awareness (mean = 4.02, SD = 0.78, min = 2, max = 5), empathy (mean = 3.85, SD = 0.81, min = 1, max = 5), respect for diversity (mean = 4.10, SD = 0.75, min = 2, max = 5), cultural identity (mean = 4.00, SD = 0.77, min = 2, max = 5), cultural values (mean = 4.01, SD = 0.73, min = 2.5, max = 5), and prior cultural exposure (mean = 3.50, SD = 0.85, min = 1, max = 5). It concludes that the higher engagement is the dance culture learning and the higher mean assessments show that participants are extremely involved with cultural values, especially during dance culture learning.

Table 6(a): Outcomes of Descriptive Statistics

Variable	Mean	SD	Min	Max
Dance Culture Learning	4.15	0.70	1	5
Cultural Awareness	4.02	0.78	2	5
Empathy	3.85	0.81	1	5
Respect for Diversity	4.10	0.75	2	5

Table 6(b): Outcomes of Descriptive Statistics

Variable	Mean	SD	Min	Max
Cultural Identity	4.00	0.77	2	5
Cultural Values (Total)	4.01	0.73	2.5	5
Prior Cultural Exposure	3.50	0.85	1	5

5.3 Correlation Analysis

The purpose of correlation analysis is to determine the strength as well as direction of correlations among dance culture learning along with numerous cultural value variables. Figure 3 shows the correlation analysis outcomes for variables. It indicates that the substantial positive correlations among dance culture learning as well as cultural values such as cultural awareness, empathy, respect for diversity, cultural identity, and prior cultural exposure. The variables have statistical significance with $p < 0.01$.

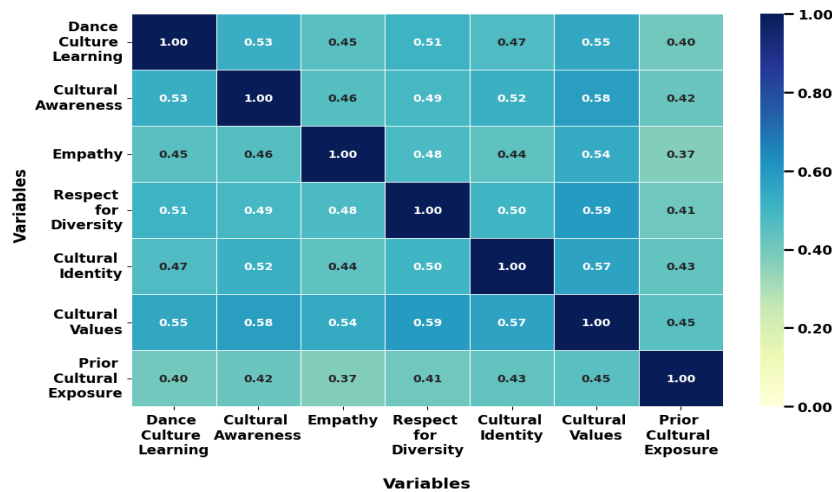


Figure 3: Outcomes of the Correlation Analysis

5.4 Paired T-Tests

The purpose of Paired t-tests is to compare the cultural values pre and post dance culture learning intervention, which determines if significant modifications occur. Table 7 demonstrates the Paired t-test findings. The Pre-intervention outcomes in variables are dance culture learning (mean = 3.65), cultural awareness (mean = 3.62), empathy (mean = 3.42), respect for diversity (mean = 3.72), cultural identity (mean = 3.65), cultural values (mean = 3.61), and prior cultural exposure (mean = 3.50). The Post-intervention outcomes in variables are dance culture learning (mean = 4.15), cultural awareness (mean = 4.02), empathy (mean = 3.85), respect for diversity (mean = 4.10), cultural identity (mean = 4.00), cultural values (mean = 4.01), and prior cultural exposure (mean = 3.90). It exposes that the significant improvements in cultural values post-dance culture learning, which indicates the learning experience positively impacts the students.

Table 7: Outcomes of Paired t-tests

Variable	Mean		Mean Difference	T-Value	P-Value
	Pre-Intervention	Post-Intervention			
Dance Culture Learning	3.65	4.15	0.50	8.10	<0.001
Cultural Awareness	3.62	4.02	0.40	7.21	<0.001
Empathy	3.42	3.85	0.43	8.13	<0.001
Respect for Diversity	3.72	4.10	0.38	6.89	<0.001
Cultural Identity	3.65	4.00	0.35	7.02	<0.001
Cultural Values (Total)	3.61	4.01	0.40	7.35	<0.001
Prior Cultural Exposure	3.50	3.90	0.40	6.82	<0.001

5.5 Regression Analysis

The purpose of regression analysis is to determine the factors impacting cultural values as well as evaluate the influence of dance culture education on students' cultural values. Table 8 represents the regression analysis findings on cultural values. B stands for unstandardized coefficient, SE denotes standard error, and β (Beta) represents standardized coefficient. The variable outcomes are dance culture learning(B= 0.38, SE=0.07, β =0.46), cultural awareness(B= 0.32, SE=0.06, β =0.35), empathy(B= 0.24, SE=0.06, β =0.28), respect for diversity(B= 0.29, SE=0.08, β =0.34), cultural identity(B= 0.30, SE=0.07, β =0.33), and prior cultural exposure(B= 0.20, SE=0.05, β =0.21). It reveals that the dance culture learning strongly impacts cultural values, with all variables having significant parts.

Table 8: Outcomes of Regression Analysis on Cultural Values

Variable	B	SE	β	T-Value	P-Value
Dance Culture Learning	0.38	0.07	0.46	5.86	<0.001
Cultural Awareness	0.32	0.06	0.35	5.33	<0.001
Empathy	0.24	0.06	0.28	4.27	<0.001
Respect for Diversity	0.29	0.08	0.34	4.52	<0.001
Cultural Identity	0.30	0.07	0.33	4.63	<0.001
Prior Cultural Exposure	0.20	0.05	0.21	3.92	<0.001

5.6 Hypothesis Testing

Table 9 provides the outcomes of the research hypotheses. The attained β outcomes in hypothesis are 0.53 in H1, 0.45 in H2, 0.51 in H3, 0.47 in

H4, 0.36 in H5, 0.22 in H6. All hypothesis have been found to be statistically significant with ($p < 0.001$), which indicates that the dance culture learning attains a positive as well as significant influence on various cultural values. In addition, the analysis shows that the cultural awareness mediates the relationship between dance culture learning and cultural values, as well as prior cultural exposure, moderates this relationship. It concludes that the 6 hypothesis have been validated, and demonstrate that the dance culture learning has a substantial impact on cultural values, with prior cultural exposure representing as an essential moderator in this relationship.

Table 9: Outcomes of Hypothesis

Hypotheses	B	T-Value	P-Value	Significant
H1	0.53	6.15	<0.001	Yes
H2	0.45	5.12	<0.001	Yes
H3	0.51	5.89	<0.001	Yes
H4	0.47	5.31	<0.001	Yes
H5	0.36	4.68	<0.001	Yes
H6	0.22	3.89	<0.001	Yes

5.7 Outcomes of Variables

The purpose of Figure 4 is to highlight the mean scores (1-5) for variables and offer insights into students' involvement in dance culture learning and its influence on cultural values. The variable outcomes are dance culture learning (4.3), cultural awareness (4.05), empathy (3.92), respect for diversity (4.15), cultural identity (3.85), cultural values (4), and prior cultural exposure (3.75). It concludes that the dance culture learning positively influences the students' cultural values, with significant improvements in cultural awareness, empathy, respect for diversity, and cultural identity.

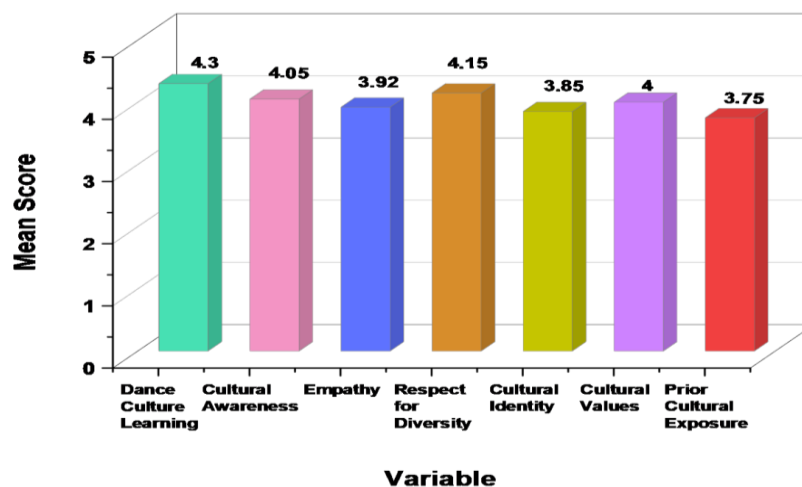


Figure 4: Outcomes of the Variables

This investigation aims to analyze the impact of dance culture learning on students' cultural values. In Table 7, the attained t-value outcomes in variables are dance culture learning (8.10), cultural awareness (7.21), empathy (8.13), respect for diversity (6.89), cultural identity (7.02), cultural values (7.35), and prior cultural exposure (6.82). In Table 8, the attained t-value outcomes in variables are dance culture learning (5.86), cultural awareness (5.33), empathy (4.27), respect for diversity (4.52), cultural identity (4.63), and prior cultural exposure (3.92). All statistical techniques satisfied the statistical significance ($\rho < 0.001$). In Table 9, the attained hypothesis outcomes are H1 (6.15), H2 (5.12), H3 (5.89), H4 (5.31), H5 (4.68), and H6 (3.89). The six hypotheses achieved the statistical significance value ($\rho < 0.001$). It significantly improves students' Dance culture learning cultural values and enhances the awareness, empathy, respect for diversity, and cultural identity.

6. CONCLUSION

Research emphasized the impact of dance culture learning on students' cultural values. This study uses a questionnaire-based survey approach, such as pre-intervention and post-intervention survey questionnaires. A pre-intervention survey questionnaire is utilized to choose the student participants with also the help of selection criteria. A post-intervention survey questionnaire is employed to analyze the changes in dance culture learning on students' cultural values. The post-intervention survey outcome is used for data analysis using various statistical techniques to assess the association between dance culture learning and students' cultural values. The statistical techniques provide better outcomes, and the six hypotheses achieved the statistical significance value. Dance culture learning significantly improves students' cultural values and enhances awareness, empathy, and respect for diversity and cultural identity, which promotes a deeper appreciation for cultural heritage. Future studies should investigate longitudinal studies, collect additional data, and combine other cultural instances to acquire a greater comprehension of dance's impact on cultural values.

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