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Art As an Inclusive Space: Exploring the Role of "Sekolah Tari Sahabat Istimewa" CSR Program in Strengthening Children With Disabilities

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Abstract

This study aims to explore the role of Sekolah Tari Sahabat Istimewa (Special Friends Dance School) Corporate Social Responsibility (CSR) program in strengthening the psychosocial aspects of children with disabilities by approaching art as an inclusive space. Using a qualitative-descriptive method, data were collected through 14 weeks of participatory observation, in-depth interviews with dance instructors, program psychologists, and parents, as well as an analysis of psychosocial assessment documentation. Data analysis was conducted using NVivo through matrix coding, matrix coding query, word cloud, and hierarchy chart techniques to identify developmental patterns across six psychosocial domains, including independence, self-confidence, motor skills, cognition, social interaction, and self-expression. The results indicate that dance art functions as a safe space that allows children with disabilities to express themselves naturally, reduce communication barriers, and stimulate motor coordination and movement memory. The program also strengthened emotional regulation through rhythmic activities, increased the courage to perform, and expanded the children's ability to cooperate and follow social rules. The matrix coding and hierarchy chart findings revealed that the dimensions of emotional stability, motivation, and focusing attention were the most frequently emerging indicators during the training process. The word cloud visualization also confirmed that the concepts of ability, activity, interaction, and motor skills were the most dominant words. Overall, this study demonstrates that art-based interventions within a CSR context have significant potential as a medium for the psychosocial empowerment of children with disabilities, while also contributing to the design of more inclusive and sustainable CSR programs.

Keywords: Inclusive Art, Educational Csr, Children With Disabilities, Psychosocial, Inclusive Dance.

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INTRODUCTION

The growing awareness of inclusive education over the past decade has spurred the emergence of various alternative approaches to support the development of children with disabilities, particularly in psychosocial aspects such as self-confidence, social interaction, emotional regulation, and independence. Children with special needs often face barriers in conventional education systems because the materials, methods, and learning environments are not fully adapted to their sensory, motor, or cognitive conditions. This situation places children with disabilities at risk of social marginalization, limited opportunities for self-expression, and low self-esteem (Lindsay & Cao, 2025). Consequently, art-based educational approaches are increasingly relevant as a more inclusive and humanistic means of learning.

Art, especially dance, possesses unique characteristics as a non-verbal learning medium that emphasizes expression, movement, and embodied learning. For children with disabilities, dance provides a safe space to express emotions, channel energy, improve motor coordination, and

build social relationships naturally without academic pressure. Research by Mok et al. (2024) shows that rhythmic art activities can enhance focus, minimize anxiety, and foster self-confidence in children with Autistic Spectrum Disorder (ASD). This opens up opportunities for utilizing dance as an inclusive medium to strengthen the psychosocial aspects of children with various disabilities.

In addition to individual benefits, group-based art programs also play a crucial role in fostering a sense of community and social participation. Children with disabilities often have limitations in understanding social rules such as turn-taking, joint attention, and understanding the emotions of their peers. Through dance activities involving formations, group work, and rhythmic interaction, children can gradually learn these social skills. A study by Grignoli et al. (2022), confirms that visual and performing arts activities increase prosocial behavior and reduce tendencies toward self-isolation in children with developmental disabilities. Thus, art can create an inclusive environment that strengthens social and emotional capacities.

In the context of community empowerment, art is also highly effective as part of Corporate Social Responsibility (CSR) implementation. Companies are beginning to shift their CSR focus from donative activities to sustainable educational and capacity-building programs. According to Tabares (2023), CSR is designed for vulnerable groups, including persons with disabilities, it should aim for social inclusion, improved quality of life, and access to new learning opportunities. This aligns with the vision of Pertamina Internasional EP (PIEP), which developed "Sekolah Tari Gratis Sahabat Istimewa" (Free Dance School for Special Friends) CSR Program as an alternative space to enhance the emotional and social well-being of children with special needs.

The Pertamina Internasional EP (PIEP) Corporate Social Responsibility (CSR) Program, Sekolah Tari Gratis Sahabat Istimewa, Phase II (June–September 2025), was organized to provide a dance training platform for 32 children with disabilities through regular practice over 14 weeks. The program focused not only on the technical aspects of dance but also on psychosocial support, behavioral observation, and the formation of positive habits. Children with various disabilities—ASD, ADHD, Down Syndrome, mild cerebral palsy, and slow learners—participated in exercises involving motor coordination, bodily expression, movement pattern memorization, and performance practice. Guidance from dance instructors and psychologists ensured that the learning process was adaptive and responsive to each participant's condition.

Empirical findings from various art intervention programs suggest that art has great potential in enhancing cognitive and motor capacities. Dance, in this context, can stimulate working memory, body coordination, and the ability to follow sequences of movements (Nasution & Lubis, 2025). Rhythmic activities also impact emotional regulation by stimulating the parasympathetic nervous system, thereby helping children become calmer and more ready to learn (Zannatunnisya et al., 2024). Through regular activities and positive reinforcement, art programs can improve concentration, the courage to perform, and social adaptation skills in children with disabilities.

Based on this phenomenon, this research is important to further explore how Sekolah Tari Sahabat Istimewa-CSR Program functions as an inclusive space and a means of psychosocial empowerment for children with disabilities. This study not only provides an empirical overview of the program's effectiveness but also contributes theoretically to the development of art-based intervention models in the setting of educational CSR. Furthermore, this research strengthens the argument that art can be an effective alternative medium for improving the quality of life and social engagement of children with disabilities in society.

LITERATURE REVIEW

Art and Inclusion

Art has long been recognized as a medium that provides a safe space for children with special needs to express themselves, interact, and build a personal identity. In the context of inclusive education, art functions not only as entertainment but also as a pedagogical tool that allows children with disabilities to access learning through kinesthetic and emotional experiences. According to Ismoyo (2024), art creates an embodied learning environment that helps children process sensory experiences, give meaning to movements, and cultivate self-confidence through non-verbal expression. This makes art an effective inclusive strategy for children with language, social, or cognitive impairments. In inclusive schools, art plays a vital role as a communication bridge. For children with ASD or language disorders, art, particularly dance, facilitates social interaction without the demand for complex verbal communication. Rhythmic movements, the use of music, and group patterns allow children to understand social contexts gradually. Zannatunnisya

et al. (2024) assert that the art space reduces communication anxiety and creates a safe zone for children to explore their abilities. Thus, art becomes a crucial foundation for building a humanistic and stigma-free inclusive atmosphere.

Psychosocial Development

The psychosocial development of children with disabilities encompasses interacting dimensions of emotion, behavior, social skills, and independence. Children with special needs generally face challenges in emotion management, behavior regulation, attention, and the ability to build social relationships. Erikson (as cited in Pardo et al., 2025) stated that psychosocial development is determined by a child's success in navigating developmental tasks such as initiative, self-confidence, and competence, through the support of an adaptive environment. For children with disabilities, this process is often disrupted by neurological or social barriers, making direct experiential interventions key to helping them develop optimally. Dance art contributes to psychosocial strengthening by facilitating emotional release, self-control, and social engagement. Roy (2025) found that rhythmic activities can stimulate emotional regulation through proprioceptive and vestibular mechanisms, which help children become calmer and more focused. Furthermore, the process of creating choreography requires children to follow instructions, wait their turn, and interact with peers, all of which are essential components of social development. Therefore, dance provides a natural intervention that supports holistic psychosocial improvement.

Art Intervention

Art intervention as a support method for children with disabilities is increasingly being researched due to its effectiveness in developing affective, cognitive, and motor skills. Supriyadi & Mutiara (2025) and Triayomi et al. (2024) have shown that performing arts activities enhance self-esteem, social bonding, and creative problem-solving in children with diverse special needs. Art intervention combines sensory experience, body movement, and emotion, creating a multisensory stimulation that is highly beneficial for children with neurological impairments. Additionally, group activities in art provide opportunities for children to build social relationships without competitive pressure. Dance as a form of intervention has the advantage of involving whole-body coordination, the ability to follow rhythm, and emotional expression. Research by Rudd et al. (2021) found that dance practice can improve attention, working memory, and concentration through structured, repetitive movements. Dance also helps children understand sequences, patterns, and social rules more easily. This activity not only improves motor development but also enhances emotional sensitivity and teamwork skills through intensive group interaction.

Educational CSR

Corporate Social Responsibility (CSR) in the education sector has evolved from mere assistance programs to sustainable, community-based empowerment models. CSR programs aimed at vulnerable groups, such as children with disabilities, have great potential to close the opportunity gap in accessing cultural and psychosocial education. According to Khoirulika et al. (2025), CSR oriented towards inclusive education must encompass sustainability, empowerment, and participant capacity building, not just the provision of facilities. The Sekolah Tari Sahabat Istimewa program is an example of CSR implementation that promotes the values of sustainability and the strengthening of children's psychosocial capacity. In the context of psychosocial strengthening, art-based CSR has proven to have long-term effects because it targets developmental aspects not widely addressed in formal schooling. When companies engage in inclusive art programs, they not only fulfill their social responsibilities but also build an ecosystem that supports the growth of an inclusive community. Research by Dushkova & Ivlieva (2024) confirmed that CSR focused on social capacity building can enhance community resilience and expand the participation space for marginalized groups. Thus, an art-based CSR program like Sahabat Istimewa can be considered an effective psychosocial empowerment strategy.

METHOD

This study employed a qualitative-descriptive approach to explore in-depth how *the Sekolah Tari Sahabat Istimewa* - CSR Program contributes to strengthening the psychosocial aspects of children with disabilities. The qualitative approach was chosen for its ability to capture the dynamics of behavior, emotional experiences, interaction patterns, and psychosocial changes in children more naturally and holistically, consistent with the context of an inclusive art space. The descriptive research design was used to systematically and factually

describe the phenomenon without manipulating variables, allowing the observed changes to be analyzed as a natural result of participation in the CSR program. The primary focus of the research was directed at six psychosocial domains relevant to the development of children with disabilities: independence, self-confidence, motor skills, cognition, social interaction, and self-expression.

Data were collected through participatory observation, in-depth interviews, and analysis of program documentation. Observations were conducted over 14 weeks, or approximately 56 face-to-face sessions, following the CSR activity schedule from June to September 2025, with an average meeting frequency of 3–4 times per week. During observations, the researcher recorded behavioral responses, the ability to follow instructions, emotional expressions, social interactions, readiness to perform, and the dynamics of each participant's independence. Interviews were conducted with dance instructors, the program psychologist, and parents to obtain a triangulated view of the children's development at home and in the classroom. Documentation, including the psychosocial assessments of 32 participants, weekly progress notes, and photo-video recordings of the program, was used as supporting data to validate observational findings.

Data analysis was performed using NVivo 12 software. The researcher used matrix coding to map the relationships between finding categories and each psychosocial domain. This process was followed by a matrix coding query to check the consistency of patterns across data sources. A word cloud visualization was used to identify the most frequently occurring words and capture prominent narrative trends. Meanwhile, a hierarchy chart helped to visually represent the structure of themes and sub-themes, making the relationships between patterns easier to identify. Through the integration of these four analytical techniques, the researcher obtained a thematic overview of how the practice of dance art in the CSR program contributed to the psychosocial strengthening of children with disabilities in a systematic and structured manner.

RESULT AND DISCUSSION

Matrix Coding

The function of matrix coding is to observe the relationships that form between the created codes. These interconnections can also serve as a basis for analyzing the influence of one code on another. The results of the matrix coding processing can be seen in the following table.

Table 1. Matrix Coding Results

	Berpikir Konseptual	Kemapuan Berbahasa	Kemampuan Berhitung	Kemampuan Koordinasi Motorik	Kemampuan Mengingat	Memusatkan Perhatian	Kemandirian	Kegiatan Menari	Kemampuan Penyesuaian Sosial	Motivasi	Stabilitas Emosi	Total
Berpikir Konseptual	Yes	No	No	No	No	No	No	No	No	No	No	1/11 (9%)
Kemapuan Berbahasa	No	Yes	No	No	No	No	No	No	No	No	No	1/11 (9%)
Kemampuan Berhitung	No	No	Yes	No	No	No	No	No	No	No	No	1/11 (9%)
Kemampuan Koordinasi Motorik	No	No	No	Yes	No	No	No	No	No	No	No	1/11 (9%)
Kemampuan Mengingat	No	No	No	No	Yes	No	No	No	No	No	No	1/11 (9%)
Memusatkan Perhatian	No	No	No	No	No	Yes	No	No	No	No	No	1/11 (9%)
Kemandirian	No	No	No	No	No	No	Yes	No	No	No	No	1/11 (9%)
Kegiatan Menari	No	No	No	No	No	No	No	Yes	No	No	No	1/11 (9%)
Kemampuan Penyesuaian Sosial	No	No	No	No	No	No	No	No	Yes	No	No	1/11 (9%)
Motivasi	No	No	No	No	No	No	No	No	No	Yes	Yes	2/11 (18%)
Stabilitas Emosi	No	No	No	No	No	No	No	No	No	Yes	Yes	2/11 (18%)
Total	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	1/11 (9%)	2/11 (18%)	2/11 (18%)	13/121 (11%)

Source: Authors (2025)

Based on Table 1, it can be seen that the indicators of basic abilities and adaptive abilities are interconnected. The most significant intersections occur between Motivation and Emotional Stability.

Matrix Coding Query and Word Cloud

Figure 1 below shows the density of information related to basic and adaptive abilities. Meanwhile, the word cloud was used to map the most frequently occurring words from the collected data.

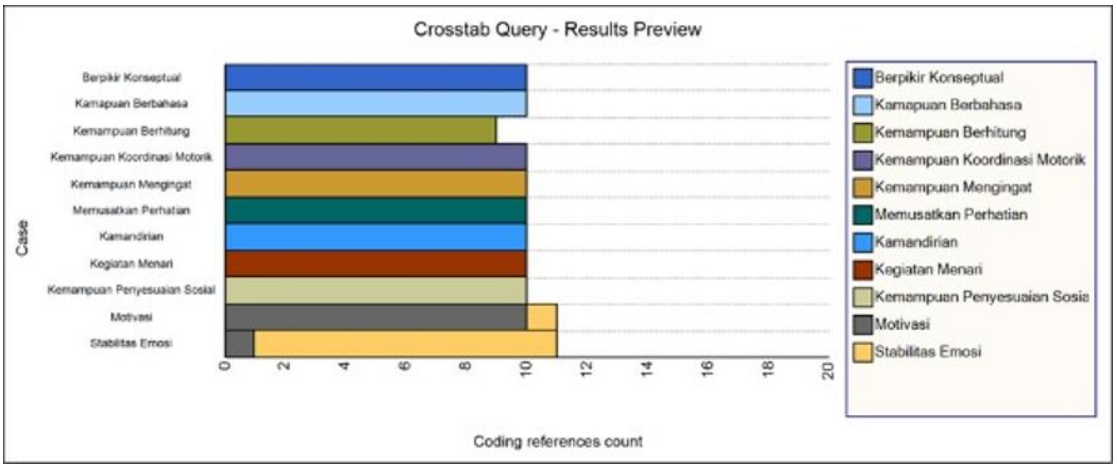


Figure 1. Matrix Coding Query

Besides matrix coding query, we conducted word cloud as illustrated in figure 2.



Figure 2. Word Cloud

Based on the search results using the Word Frequency Query feature of QSR NVivo software from the imported data sources, the word 'kemampuan' (ability) was the most frequent, appearing at 1.54% of all research data sources, followed by 'aktivitas' (activity) at 1.01%, 'orang' (people) at 1.01%, 'mengingat' (remembering) at 0.92%, 'peraturan' (rules) at 0.64%, and 'motorik' (motor) at 0.57%. Figure 2 shows the Word Cloud of the 1000 most dominant words used in the research data sources.

Hierarchy Chart

A hierarchy chart is useful for viewing the hierarchy or order of the nodes or codes that have been created. The hierarchy chart can be seen as follows:

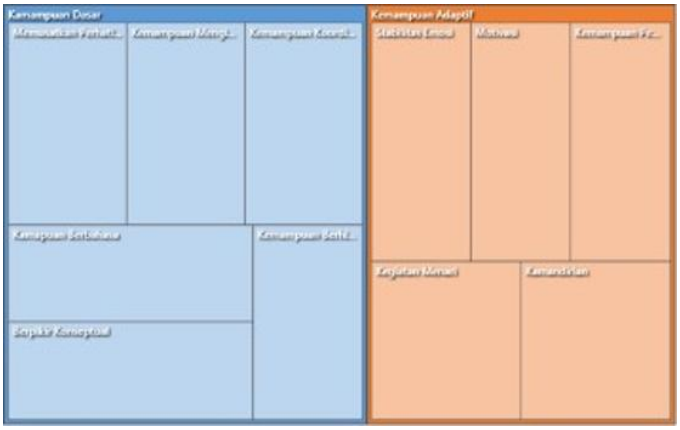


Figure 3. Hierarchy Chart

Based on this hierarchy chart, it is evident that the most frequent code under basic abilities is the indicator 'memusatkan perhatian' (focusing attention), while for adaptive abilities, the most frequent indicator is 'stabilitas emosi' (emotional stability).

Discussion

- **Art as an Inclusive Space for Children with Disabilities**

Art, particularly dance, is increasingly recognized as an inclusive medium capable of bridging social, emotional, and cognitive barriers for children with disabilities. The Sekolah Tari Sahabat Istimewa-CSR program demonstrates that an art space can provide a safe and non-discriminatory environment for children to express themselves without performance pressure. The rhythmic and structured nature of dance activities allows children with developmental disorders, ranging from ASD, ADHD, and Down Syndrome, to slow learners to experience a more natural learning process compared to conventional academic formats. This finding aligns with the research of Braun & Kotera (2022), which assert that dance provides an embodied learning experience that strengthens self-awareness and social interaction in children with disabilities. In this context, the CSR program functions not just as an art training platform, but as a psychosocial inclusion space with broad impact.

Furthermore, art offers an opportunity to reduce the communication and language barriers often found in children with disabilities. Body movements, facial expressions, musical rhythms, and group formations create an "alternative language" that can be understood by all children, including those with verbal language limitations. This proved effective for participants who faced challenges with language or memory; they were better able to express themselves through repetitive movements and music with a steady tempo. A study by Lips (2021) states that non-verbal expression through art can lower communication anxiety and increase a child's courage to engage in group activities.

Moreover, dance art also serves as an emotional safe space for channeling the tension or emotional sensitivity common in neurodivergent children. Participants showed significant improvement in emotional regulation after several weeks of dance sessions. Rhythmic activity has been proven to stimulate the parasympathetic nervous system, helping children achieve a calm and ready-to-learn state. Research by Anderson & Mathews (2024) also confirms that art-based interventions can enhance emotional self-regulation in children with ASD and ADHD through the synergy of rhythmic movement, activity structure, and a supportive environment. This CSR program is tangible proof that art is not merely entertainment but a rehabilitative space for the psychosocial development of children with disabilities.

- **Impact of the CSR Program on the Psychosocial Strengthening of Children with Disabilities**

The research findings indicate that the Sekolah Tari Sahabat Istimewa-CSR program had a significant positive impact on five psychosocial dimensions: independence, self-confidence, motor skills, cognition, and social interaction. In the aspect of independence, the majority of participants showed an increased ability to follow instructions without assistance, initiate activities without being told, and complete movement sequences independently. The consistent rhythm of practice proved to strengthen behavioral regulation, and repetition as a learning strategy was highly effective for children with disabilities (Soltani et al., 2023). Positive reinforcement from instructors also increased the children's initiative in starting practice.

In terms of self-confidence, a number of participants who were initially passive or shy showed significant changes. The opportunity to perform in a group, interact with music, and be in an appreciative environment made them braver to showcase their dance abilities in front of friends. According to Edwards et al. (2020), performative arts-based interventions can increase self-esteem in children with disabilities through mechanisms of successful experiences and social acceptance. This was evident when participants were able to perform confidently and even help others imitate movements.

The impact on motor and cognitive abilities was also highly visible. Some participants demonstrated better body coordination and balance, while others experienced improvements in movement memory and the ability to follow a series of instructions. Research by Aulina et al. (2024) confirms that dance practice enhances concentration, short-term memory, and decision-making abilities by involving a combination of audio-visual and motor stimuli. Art activities also promote the development of synapses related to sequencing and working memory. Ultimately, the psychosocial improvement of the children in this study shows that art-based CSR programs have multidimensional benefits.

- **Social Interaction, Collaboration, and Self-Expression as Key Outcomes**

Social interaction was one of the most prominent developments among all participants. Children who initially avoided social contact gradually became more cooperative and willing to work together in group formations. This is consistent with a study by Durling et al. (2024), which explains that collective art activities encourage joint attention, turn-taking, and social reciprocity—essential components for the social development of children with disabilities. In this program, paired movements, waiting for turns, and following group movement patterns formed a natural basis for social learning without pressure.

Positive changes were also seen in the aspect of self-expression. Children with verbal impairments were better able to express their emotions through gestures and musical rhythm. Facial expressions, hand movements, and personal style in dancing became a new way for them to convey feelings of happiness, pride, or enthusiasm. The Theory of Embodied Cognition asserts that the body is an important cognitive medium, especially for children with disabilities who often experience verbal communication barriers (Macrine & Fugate, 2021). This finding explains why art activities can bridge the gap between a child's internal experience and a more structured external expression.

Additionally, collaboration among participants strengthened their sense of belonging and self-identity as part of the same group. Children with dominant tendencies learned to control their impulses and accommodate others in formations. Meanwhile, participants who tended to be solitary received social support from friends, thereby expanding their interaction space. Studies by Çulhacık et al. (2021) and Madison et al. (2020) state that inclusive art activities can build community bonding, which increases psychological resilience in children with disabilities. Thus, this CSR program became not only a means for art learning but also a social ecosystem that fostered positive relationships for each participant.

DISCUSSION

The novelty of this study lies in the integration of inclusive dance, psychosocial assessment, and Corporate Social Responsibility (CSR) implementation within one sustained community-based program. Earlier studies have commonly examined dance or visual art as a clinical therapy, a school-based motor-cognitive intervention, or a short-term community activity. In contrast, this research investigates a corporate-funded inclusive dance school involving 32 children with heterogeneous disabilities, including autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), Down syndrome, mild cerebral palsy, and slow learning characteristics, over 14 weeks of intensive practice. The analysis also combines participatory observation, multi-informant interviews, psychosocial assessment documents, and four NVivo procedures to trace six interrelated domains: independence, self-confidence, motor skills, cognition, social interaction, and self-expression. This combination offers an original account of how educational CSR may function as a continuing psychosocial inclusion mechanism rather than as a one-time charitable activity.

The main findings show that the most prominent developmental patterns were related to emotional stability, motivation, focusing attention, motor coordination, movement memory, social interaction, self-confidence, independence, and self-expression. Matrix coding identified the strongest intersection between motivation and emotional stability, suggesting that children participated more consistently when rhythmic activities and instructor support helped them remain emotionally regulated. The hierarchy chart placed focusing attention as the most frequent basic-ability code and emotional stability as the most frequent adaptive-ability code. The word-frequency results reinforced these patterns through the dominance of terms related to ability, activity, remembering, rules, and motor skills. Although the qualitative design does not permit statistical or causal claims, the convergence of observation, interviews, and program documentation indicates that structured dance activities created repeated opportunities for psychosocial learning across individual and group contexts.

These findings are consistent with a growing body of international empirical literature. Art-therapy studies with autistic children have shown that structured creative processes can support emotional expression, behavioral engagement, reciprocity, and individualized communication (Van Lith et al., 2017; Schweizer et al., 2019). Randomized dance studies have also reported improvements in working memory, executive functioning, and motor competence when children learn cognitively demanding choreography or create movement sequences (Oppici et al., 2020;

Rudd et al., 2021), while instrumental music lessons have strengthened selected executive functions through sustained rhythmic and attentional practice (Frischen et al., 2021). In autism-specific settings, the AllPlay Dance pilot was feasible and acceptable to young autistic participants and their families (Lindor et al., 2023), and a recent dance/movement therapy study reported reductions in restricted and repetitive behaviors alongside improved social skills (Gulandanmu & Wang, 2025). The motor patterns identified in the present study are also compatible with evidence from rhythmic physical activity and integrated movement-storytelling programs (Zhao et al., 2024; Cunningham et al., 2025). The relevance of creative participation to emotional and relational well-being is further supported by recent art-based programs for autistic adolescents and by parent-child creative art therapy delivered to families of children with ASD (Hillier et al., 2025; Lin et al., 2025).

The similarities across studies may be explained by several mechanisms embedded in arts participation. Predictable rhythm reduces task uncertainty, repetition supports movement recall, multisensory cues make instructions easier to process, and gradual performance experiences provide attainable mastery. Group formations also require joint attention, turn-taking, imitation, spatial awareness, and adjustment to peers, which may explain the recurring improvements in social interaction and cooperation. Differences from previous research should nevertheless be interpreted carefully. Many international studies used randomized or controlled designs, standardized pre-post instruments, and samples limited to autistic or typically developing children. The present study used a qualitative-descriptive design, included several disability profiles, and interpreted development through coding patterns across 14 weeks in an Indonesian CSR setting. Therefore, a frequently occurring code should not be treated as the largest clinical improvement or as evidence of intervention efficacy. Variations in disability characteristics, communication level, attendance, family support, instructor adaptation, cultural expectations, and program intensity may also account for differences between participants and between studies.

The study contributes to the field by conceptualizing art-based CSR as a psychosocial ecosystem that connects corporate resources, dance educators, psychologists, parents, and children with disabilities. The findings suggest an interconnected developmental pathway: emotional stability and motivation support sustained attention; sustained attention and repetition facilitate movement memory and motor coordination; successful task completion strengthens confidence and independence; and coordinated group participation expands social interaction and self-expression. This interpretation advances existing knowledge because it moves beyond treating outcomes as separate categories and shows how the six psychosocial domains may reinforce one another during an inclusive arts program. The study also fills a contextual gap by providing empirical evidence from an Indonesian community-based CSR initiative and by offering a practical evaluation framework that combines psychosocial domains with matrix coding, word-frequency analysis, and hierarchical thematic mapping.

The findings have practical, academic, and policy implications. CSR managers should prioritize multi-week programs with adaptive movement modules, trained instructors, psychological support, accessible facilities, safeguarding procedures, individualized goals, and routine parent feedback. Educational and disability-service institutions may use inclusive dance as a complementary activity for practicing attention, emotional regulation, communication, motor planning, and cooperation without replacing clinical or special-education services. At the policy level, art-based CSR can be aligned with inclusive-education and disability-participation goals through partnerships among companies, local governments, schools, disability organizations, artists, and health professionals. Future research should employ multi-site mixed-method designs, larger and more homogeneous comparison groups, validated psychosocial measures, repeated assessments, and follow-up periods to determine the durability of change. Studies should also examine intervention dosage, attendance, implementation fidelity, disability-specific responses, parent outcomes, cost-effectiveness, and the conditions required for responsible replication in other regions.

CONCLUSION

The research results demonstrate that the Sekolah Tari Sahabat Istimewa - CSR Program has a tangible impact on the psychosocial strengthening of children with disabilities. Improvements were observed across six key domains, particularly in emotional stability, motivation, the ability to focus attention, and the development of motor coordination and movement memory. NVivo

analysis revealed a strong link between dance activities and the children's adaptive development, while social interaction showed a recurring positive pattern during structured group activities and rhythmic exercises. Children who were initially passive, shy, or had difficulty following directions showed positive changes through consistent practice and the support of a responsive and safe artistic environment.

These findings broaden the understanding that art can function as a rehabilitative and educational medium for children with disabilities within a CSR context. Group-based art programs have proven effective in building emotional regulation, self-confidence, and collaborative skills, while providing an inclusive and non-discriminatory space. For corporations, this research provides an empirical basis that CSR not only has a social impact but can also serve as a sustainable psychosocial intervention model aligned with the principles of inclusive education and the capacity development of vulnerable communities.

Future research is recommended to expand the number of participants, types of disabilities, and program duration to observe the consistency of development over the long term. The development of a mixed-method evaluation model could also provide a more comprehensive picture of the effectiveness of art programs in a CSR context. Furthermore, interdisciplinary collaboration among companies, psychologists, artists, and educational institutions—needs to be strengthened to design inclusive art modules that are more structured, adaptive, and replicable in various regions.

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