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THE ROLE OF THE "GOT TALENT" PROGRAM AT SMA NEGERI GLENMORE IN ENHANCING STUDENTS' CREATIVITY AND COLLABORATION IN PERFORMING

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Abstract: The Got Talent program at SMA Negeri Glenmore is an annual school event that has been held since 2017 as a platform for students to showcase their performing arts while developing creativity, collaboration skills, and awareness of preserving arts and culture, particularly the traditional arts of Banyuwangi. This study aims to describe the role of the Got Talent program in enhancing students' creativity and collaboration in performing arts. The study is motivated by the importance of arts activities in schools as a learning medium that focuses not only on the final performance but also on the creative and collaborative processes that foster students' character, skills, and potential.

This study employed a descriptive qualitative approach with the role of the Got Talent program at SMA Negeri Glenmore in enhancing students' creativity and collaboration in performing arts as its research object. The research was conducted at SMA Negeri Glenmore, Banyuwangi Regency. The research subjects consisted of the principal, arts teacher, organizing committee, judges, and students participating in the Got Talent program. Data were collected through observation, structured and unstructured interviews, documentation, and questionnaires as supporting data. The data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation and method triangulation.

Keywords: Got Talent, creativity, collaboration, performing arts, students.

1. INTRODUCTION

Performing arts evolve and thrive in harmony with the dynamics of human life. Art is a flexible tool that adapts to globalization, preventing it from being eroded by modern progress. Performing arts, in particular, have consistently maintained the renewal process of the globalization era, leading to the emergence of various performing arts genres. One place that continues to maintain the sustainability of traditional arts is Banyuwangi Regency, East Java Province. Culturally, Banyuwangi is a regency rich in culture. The preservation of traditional arts in Banyuwangi Regency is due to the involvement and role of art studios and schools. Schools play a significant role in introducing and preserving traditional arts to the younger generation, fostering a high level of respect for Banyuwangi's artistic values.

Glenmore State High School is one of the state schools with significant artistic value and a significant contribution to Banyuwangi Regency. It officially began full operations in the 2005/2006 academic year, having been under the leadership of KH. Toha Muntaha Abdul Manan, and in 2003, it received a School Identification Number (NIS), officially recognizing its establishment on Jl. RS Bakti Husada Krikilan, Glenmore, Krajan Hamlet, Tegalharjo Village, Glenmore District,



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Banyuwangi Regency, East Java. Glenmore State Senior High School is a public school located within the Minhajut Thullab Islamic Boarding School, but it does not prohibit its students from developing their artistic talents. Generally, Islamic boarding schools are well-known among the public as educational institutions focused solely on deepening religious knowledge. However, with rapid technological advancements, school programs have emerged that can develop students' artistic skills, serving as an effective means of fostering creativity and collaboration.

Creativity is the ability to produce something new, whether in the form of ideas or tangible works, that are relatively different from what has already existed (Supriadi 2001). Students are expected to create or refine new works that are useful and have added value.

Got Talent is a performing arts competition created by OSIS Jumantara SMA Negeri Glenmore, where this activity is one of the annual work programs of the 2017/2018 period with Kevin Jenshen Yeoh as the Chief Executive. Got Talent is packaged with each class X-XI being required to hone their performing arts creativity to be competed. Initially just an ordinary arts performance to welcome the school's annual anniversary activities, but now it has become a more organized arts competition event. More than just an arts performance, this work program functions as an educational forum to enrich insight into preserving the existence of culture, arts, especially the noble heritage of the Banyuwangi region in the midst of the modern era. Thus, this activity not only serves as a means of recreation, but also has educational value in arts and culture in the performing arts, because it can encourage students to develop their potential, improve creative thinking skills, and foster self-confidence and motivation to continue working more innovatively and collaboratively.

2. METHOD

This research uses a qualitative descriptive approach in which the researcher participates in the field and writes down the actual situation. Qualitative research methods are often referred to as naturalistic research methods because they write down everything that actually happened or natural conditions, therefore this method is called a qualitative method because the data collected and analyzed are descriptive (Sugiyono, 2022:17). Qualitative is a research procedure that produces descriptive data in the form of written or spoken words from people and actors who are observed and directed at the background as a whole. According to Sugiyono (2022:18) qualitative research methods are used to obtain in-depth data or obtain meaningful data. Meaningful data is data that is real and must have value behind the visible data.

3. RESULTS AND DISCUSSION

3.1 Overview of the Got Talent event at Glenmore State High School in Tegalharjo Village, Glenmore District, Banyuwangi Regency.

Glenmore State High School's Got Talent is a competitive performing arts event between classes, initiated in 2017 by the Jumantara Student Council (OSIS) as a prelude to the school's anniversary celebrations. Kevin Jenshen Yeoh served as the committee chair for this event, specifically as the Coordinator of the Secretary for Academic and Non-Academic Achievement, and one of the secretaries

within the Jumantara OSIS administration. Over time, this event received a positive response and high enthusiasm from students, leading the Jumantara OSIS to continue developing the concept and implementation of the event, according to Heriyanto Nurcahyo (Interview, November 12, 2025). Got Talent is no longer just an ordinary arts performance, but has evolved into a competitive performing arts event that encourages student creativity and innovation. Interviews with the committee revealed the increased enthusiasm, evident in the performances of each class, which featured fresh and engaging creativity, ranging from performance art, fashion, and artistic design. This situation prompted the Jumantara Student Council (OSIS) as the organizing committee to develop Got Talent into a more advanced performing arts competition, according to Roro Ajeng Pangreh Negari (Interview, January 19, 2026).

Got Talent is a performing arts competition mandatory for every 10th and 11th grade student after completing their class promotion exams. Each class must present a performance piece, and all students are required to participate. Student involvement is demonstrated through divisions, ensuring each student has responsibilities based on their interests and abilities. While the goal of Got Talent is to relax after exams, the performance arts are more highly valued by the students, encompassing the development of creativity, collaboration, and a maximal final result.

Got Talent 2025 features an engaging and meaningful theme. Each year, the theme is different from the previous year, aiming to develop a more meaningful concept and broaden the horizons of the entire school community. The theme is always tailored to the values the students want to convey to the audience and is a key attraction. In the year studied, 2025, the theme of this activity was "Togetherness Unites Religious Cultures." This theme was created to foster a sense of unity and strengthen relationships between individuals, thereby fostering tolerance amidst the cultural and religious diversity within the community. Because this Islamic boarding school does not exclude non-Muslim students from attending the school, this theme was chosen. Glenmore State High School is a school located within an Islamic boarding school and has students from various religious and cultural backgrounds. This situation informed the choice of theme, as it reflects the daily life of the school community, which upholds the values of tolerance and coexistence in diversity. Furthermore, this theme also aims to encourage participants and the school community to appreciate differences as part of the nation's heritage that must be collectively preserved. Through this theme, each participant's performance not only showcases talent and creativity but also conveys a moral message of mutual respect and cooperation regardless of cultural or religious background. Based on the concept of performing arts, each class is required to develop and organize performances as creatively as possible without violating the established rules in the available technical guidelines, according to Febri Veronika Kristy (interview, November 12, 2025).

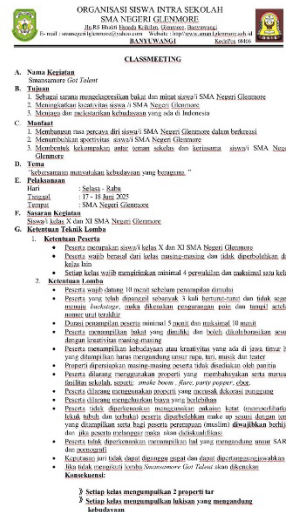


Figure 4.1 Got Talent technical guidelines. (Source: Della Documentation, 2025)

The Got Talent program, in addition to providing students with numerous arts lessons, also generates positive impacts and earns the full appreciation of Glenmore State High School alumni, parents, and local residents through publications on the school's various official social media platforms. The entire series of activities, from preparation and rehearsals to performances, is meticulously documented for public access. These publications serve as a means of appreciating student creativity and a promotional tool for the school, promoting its collaborative culture, innovative performing arts, and the values of tolerance upheld in each performance. Through this dissemination, Got Talent serves not only as an internal school activity but also as an inspiration and broadens the reach of public appreciation for the artworks produced by the school.

3.2 The Design Process for Performing Arts Competitions by Students at Glenmore State High School's Got Talent

The Design Process for Performing Arts Competitions by Students at Glenmore State High School's Got Talent

The performing arts presented by Glenmore State High School students in the Got Talent competition are collaborative works that integrate various artistic disciplines, such as dance, music, and drama, into a single performance. Each class is given the freedom to develop their performance concepts according to their individual creativity, without neglecting the requirements established by the committee. This freedom encourages students to explore new ideas, combine artistic elements, and create performances with their own unique characteristics and identity. Through this process, each performance becomes not only a competition but also a platform for students to express their artistic abilities and creative potential.

The process of creating performing arts in the Got Talent competition is carried out in stages and in a structured manner, guided by the technical guidelines (juknis) established by the organizing

committee, the Jumantara Student Council (OSIS). These stages begin with the idea generation process, theme determination, performance planning, role assignment, and regular rehearsals. In addition to preparing performance materials, students also design various supporting elements, such as music, floor plans, movement levels, costumes, makeup, props, and stage setup, ensuring the performance delivers a compelling impression to both the audience and the panel of judges. Each stage is systematically designed and carefully considered, ensuring that all components of the performance complement each other and produce a cohesive work. The success of the performing arts creation process is inseparable from the active involvement of all students in each stage. Each member has a role and responsibility according to agreed-upon tasks, necessitating effective communication, coordination, and cooperation throughout the preparation process. Through this involvement, students learn to express their opinions, accept feedback, resolve problems that arise during rehearsals, and value the contributions of each group member. Thus, the process of creating a performing arts work in Got Talent not only produces a quality performance but also provides a platform for developing students' creativity, collaboration skills, and character through hands-on artistic experiences.

4.2.1 Preparation

According to Savira Amelia Putri (interview, June 13, 2025), students in each class will undertake the first stage, which is a discussion forum with the production team or small committee structure within the class regarding the division of duties and functions for each assigned division, such as the director, actors, stage crew, artistic team, and other production teams as needed. This discussion activity serves as the initial step in developing a systematic and focused performance plan. In this discussion forum, students and their teachers will discuss the division of tasks, ensuring that each student or member has clear responsibilities according to their respective roles and abilities, so that the performance process can run effectively and in an organized manner.

Data collection through observation of the objects that will serve as inspiration for the design of this performing art is in line with Graham Walla's performing arts theory. This observation activity is used to seek information and references related to the theme of the performance being developed. Through this observation, students gain a better understanding of the characteristics of the objects being observed, enabling them to conceptualize an engaging performance. This is an important part of the creative process because it becomes a benchmark in developing ideas for conceptualizing, creative work, and developing elements of dance, music and drama that are combined.

4.2.2 Incubation

According to Nabilla Aura Khuraizah (Interview, June 13, 2025), the incubation stage is a phase where the creative thinking process continues, although it is not always directly visible during practice activities. During this stage, each student continues to consider various possibilities for developing the performance concept developed during the preparation stage. New ideas often emerge spontaneously as a result of discussions, observations, and experiences gained during the practice process. The abundance of ideas demonstrates the students' high enthusiasm for producing an engaging

performance that differs from other class performances. However, on the other hand, the abundance of alternative ideas can also lead to a deadlock in the design process, as students must determine the most appropriate concept to implement in the performance.

To overcome this situation, each group member should not rush into making decisions but rather allow themselves time to reflect on the various ideas that have emerged. This process involves group discussions, reviewing the performance concept that has been designed, and considering the advantages and disadvantages of each alternative idea. During the incubation stage, students do not completely halt the creative process, but rather allow their minds to process the information they have acquired to find more appropriate solutions. Through this process, students' creativity continues to develop, although it is not always manifested in direct action.

Pausing in the performance design process does not mean students abandon previously formulated concepts; rather, it is part of a strategy to gain a broader perspective on the work being created. After completing the incubation stage, students resume the rehearsal process with the ideas they have selected and refined. Concepts deemed less relevant are eliminated, while ideas deemed capable of strengthening the performance are retained and further developed. Thus, the incubation stage plays a crucial role in maintaining the consistency of the creative process and helping students make more informed decisions, resulting in a performance of higher artistic quality.

4.2.3 Illumination

Observations indicate that after completing half of their assignment, each individual undergoes an incubation period, during which all emerging ideas and creativity are finalized and the best solutions are found. Improvisation and imagination will be used at this stage to continue the creative process of refining the performance for competition. New innovations will also be used if they are deemed beneficial to the performance, so that students will be re-energized when they discover new innovations that will be realized. The sudden emergence of various ideas presented by students during the performance design process demonstrates the illumination stage, as explained in Graham Wallas's performing arts theory in his famous book "The Art of Thought."

All students, or individuals, will experience this stage, where ideas emerge suddenly, improving the performance, and each idea is reconsidered for its potential risks. Ideas emerge at inopportune times, such as when watching a run-through of a scene, during a break between rehearsals, and, according to Febri Ardiansyah, sometimes ideas emerge on the way to or from rehearsals.

4.2.4 Verification

Students, with the changing times, always have new innovations realized in the performance design process, but they don't always fit together into a unified performance. The elements of dance, music, and drama must be integrated and recreated to create a spectacle that prevents the performance from appearing monotonous. Therefore, an evaluation is necessary to reassess all elements of the performance plan that have a clear flow. Existing supporting elements or components also need to be reviewed to reduce unwanted errors during the performance. This evaluation stage is to identify areas that still need improvement and further development to optimize the performance by conducting rehearsals and stage adjustments. This is in line with Graham Wallas's theory of performing arts. Perfecting a performance is undoubtedly inseparable from intensive rehearsals, from the end of school exams to the performance of the actors, and the artistic team's arrangement and adjustment of the set. Effective team coordination is essential to avoid misunderstandings and maximize the creative process.

1. Intensive Rehearsals

Intensive rehearsals, or routine rehearsals, are held at different times throughout the day, depending on the needs and agreements of each class. Students who are rehearsing will have the opportunity for breaks to rest, and on these days, students are encouraged to practice independently. With each rehearsal routine, attendance is recorded, designed by the production team to ensure each actor receives the same material and optimizes rehearsals. Students rehearse in suitable locations such as classrooms, the school hall, the field, and the joglo (a traditional dance hall)—the school's facilities. On Saturdays, because Glenmore State High School operates a full-day system, with Saturdays being a holiday, students practice at the nearest dance studio. According to Bela Safira (Interview, April 22, 2026), some Glenmore State High School students are active members of the dance studio.



Figure 4.7 Student routine practice (Source: Della Documentation, 2025)



Figure 4.8 Student routine practice in the studio (Source: Della Documentation, 2025)

2. Team Coordination

Production team coordination is carried out at all times to ensure the smooth running of the creative process of designing the performing arts. At each rehearsal time, the production team is required to attend to their respective tasks, and team coordination is constantly maintained. For example, the artistic team creates props and designs costumes for the actors to match the theme. The production team must also understand and comprehend the flow of the performance to ensure a smooth performance and ensure all technical requirements are met. Production team coordination is carried out continuously throughout the preparation process and implementation of the Got Talent event to support the smooth running of the creative process of creating the performing arts. Coordination takes place at each scheduled rehearsal session so that all team members are aware of the progress of the performance preparations. Through intensive coordination, each member receives information regarding their duties, responsibilities, and targets to be

achieved at each stage of production. This ensures that the entire preparation process runs smoothly, in an organized manner, and in accordance with the agreed-upon performance concept.

At each rehearsal, all members of the production team are required to be present to carry out their respective duties. Without realizing it, the coordination process continues throughout the rehearsals through communication, discussion, and collaboration between teams. The artistic team is responsible for designing and creating props, preparing stage decorations, and developing costumes and makeup concepts tailored to the show's theme. Meanwhile, other teams also play their part, such as preparing music, sound, lighting, documentation, and arranging scene transitions to ensure all elements of the performance complement each other and flow harmoniously. In addition to carrying out technical duties, all members of the production team are also required to understand the storyline, concept, and purpose of the performance. This understanding serves as the basis for each member's decision-making and completion of their tasks, preventing errors that could hinder the performance. Through effective coordination, every technical requirement can be optimally prepared, any issues that arise during rehearsals can be resolved through discussion, and communication between students becomes more effective. Therefore, the coordination of the production team not only plays a role in ensuring the smooth running of the performance, but also becomes a means for students to develop collaborative skills, a sense of responsibility, and an attitude of mutual respect in producing a quality work of performing arts.

4.3 The process of developing creativity that emerged from students in performing arts works at Glenmore State High School's Got Talent activities

Each student's creativity will be fostered when they become accustomed to watching various performances or appreciating performing arts. Research or observation of various media can also enhance students' creativity in their work, as well as in creating settings for performances. Students with artistic talent tend to have more experience developing their creativity in their work. Today's students' ideas are far more innovative. This is reflected in their courage to explore various media, techniques, and creative approaches, as well as their ability to develop new concepts that produce expressive and contemporary works of art. Using different ideas while adhering to cultural norms is a form of creativity associated with divergent thinking.

Divergent thinking is closely related to the characteristics of Glenmore State High School students in the process of developing their performances. Each individual has a strong curiosity that allows them to easily seek information on social media. Each new idea is developed in their performing arts to make the show interesting and different from others. 1. Generating Many Ideas (Fluency)

Students were able to generate ideas. This finding indicates that they met the fluency indicator according to J.P. Guilford (1950), namely the ability to generate many ideas in a relatively short time. They were bold in expressing their opinions regarding the culture around them, ranging from traditional rituals and creative dances to traditional music. Students were not only able to express their opinions but also able to quickly determine and find solutions regarding the theme that would be used as the concept for their performance. From the chosen theme, students sought interesting ideas for creativity in the performance, starting from creating engaging dialogue, relevant music for the performance, dance movements in regional styles that fit the theme, and creative costumes and attractive props.

2. Diverse and Varied (Flexibility)

The student performances in Got Talent were very diverse, ranging from local to international cultures. However, because Banyuwangi is rich in customs and culture, most classes adopted existing performance themes such as meras gandrung, seblang, kebo-keboan, and so on. This demonstrates that students

have met J.P. Guilford's (1950) Flexibility criterion, which is the ability to generate a variety of alternative ideas based on the information provided.

According to Savira Amelia Putri (interview, April 7, 2026), the performance presented by the 11th-3rd grade Health Department was a colossal drama that highlighted the lives of the Glenmore District community as its primary source of inspiration. The story depicted the social life of the community, predominantly Javanese and Madurese, who make their living as plantation workers. The use of local life as the theme of the performance aimed to introduce the audience to the social and cultural conditions of the region while fostering students' pride in their local environment. Through stories relevant to everyday life, students were able to convey social messages in a way that was more easily understood by the audience.

The performance concept was packaged by combining various elements of the performing arts, resulting in an engaging and aesthetically pleasing presentation. The musical accompaniment adapted a typical Banyuwangi musical composition inspired by the 2023 Gandrung Sewu Festival performance with the theme "Payung Agung." The music was chosen because it has a strong character and is able to create an atmosphere that aligns with the storyline. Besides serving as an accompaniment to movement and dialogue, music is also a crucial element in building the audience's emotions, making each scene feel more alive and dramatic.

As a demonstration of student creativity, this performance also incorporated traditional Madurese dance movements into several scenes. These dance movements were adapted to the characters and storyline, serving not only as entertainment but also as a reinforcement of the cultural identity highlighted in the performance. The combination of Banyuwangi music and Madurese dance movements demonstrated the students' creative exploration in combining two distinct cultural elements into a harmonious performance. This demonstrated that the students not only displayed their artistic abilities but also developed their creativity through innovative ideas.

One of the most captivating scenes in the performance was the carok (fighting) scene, a traditional Madurese male fight typically performed to defend self-respect, honor, or resolve personal conflicts. In this performance, the carok scene was not portrayed as a form of violence to be imitated, but rather as a cultural representation with historical significance in the lives of the Madurese people. The theatrical presentation, through the arrangement of movements, expressions, fight choreography, and characterization, created dramatic tension without diminishing the educational value intended for the audience. Overall, this colossal drama showcases a blend of Madurese and Osing dialogue, distinctive Madurese dance movements inspired by the Muang Sangkal, Gelang Room, Penyu Majeng, and other dances, distinctive music with its own charm, acting with distinctive accents, often described as harsh, and artistic elements suited to the farmers, all complementing the performance's quality. The dialogue uses a variety of language adapted to the characters' characters and cultural background, creating an authentic depiction of the lives of the Glenmore District community.

3. Originality

Developing creative, new, and distinctive ideas was the primary goal of the students in this competition. Students in grades 11-6 chose a theme inspired by the KKN cinema film in Penari Village. This dance drama performance was presented in a concise manner and attempted to convey a message similar to the original cinema film, which has a longer runtime. The message conveyed was the importance of maintaining good manners, politeness, and obeying rules when in a foreign place. Students continue to adhere to the basic performance guidelines to maintain the authenticity of the film. The diverse concepts of design, costumes, and musical accompaniment are a compelling aspect of this class, as they are new to the Got Talent program, which has been running for years. This intriguing and rarely used idea in

reimagining a film is a core aspect of divergent thinking, according to J.P. Guilford (1950).

4. Elaboration

Supporting elements of a work are additions or complements to the performance art to make it appear complex and engaging. Elaboration also measures the extent to which students develop their imagination in detail and structure. At one point, according to Nabila Aura Khuraizah (interview, April 7, 2026), class XI-4, which raised the interesting theme of Calon Arang from Bali, because in the activity guidelines it was stated that "it is forbidden to remove the hijab and reveal the genitals in the performance" while the Calon Arang play has striking visuals through the use of black costumes that symbolize the strength, mystery, and dark side of the character. Long hair that is left loose further emphasizes the haunted and scary impression. Facial makeup is made bold with expressions that show the magic possessed by the character. From this conflict, the makeup and costume division developed its idea with visuals as similar as possible but with written rules, namely the actor wearing a black shirt and trousers (leggings) and wrapped in black and white checkered cloth to signify Balinese characteristics, and given supporting accents to add aesthetic value. The actor's makeup uses a scary character makeup technique, still using a closed ciput to cover the neck and using artificial hair from raffia rope that is deliberately made thick to bring out the character's character. With this, student creativity emerges with appropriate problem solving and must be realized appropriately to avoid mistakes and still pay attention to existing rules. Research data shows that students have developed ideas according to J.P. Guilford (1950) which is reflected in their ability to produce various kinds of answers to existing problem solving as a basis for development.

4.4 The Creative Process in Developing Performing Arts Creativity in Glenmore State High School's Got Talent

In Glenmore State High School's Got Talent, the creative process is not solely focused on the final result, a performance on stage, but also on how each student develops their potential, creativity, and collaborative skills throughout the entire process. This activity provides a platform for students to express their creative ideas through various stages that must be completed collaboratively. Each class member has an equal opportunity to participate according to their abilities, talents, and interests, ensuring that the creation process is not solely the responsibility of a few students but rather the result of the collaboration of the entire class.

Based on observations and interviews, the students' creative process occurs in stages, starting with theme determination, reference research, performance concept development, assignment distribution, and regular rehearsals. At each stage, students actively participate in discussions to express their opinions, provide input, and seek solutions to various obstacles that arise during the preparation process. Thus, the creative process not only produces a well-developed performance concept but also fosters collective thinking, communication, and decision-making skills. The research results show that the creative process in Glenmore State High School's Got Talent program involves all class members, according to the agreed-upon division of tasks. The creative process in Got Talent not only produces a quality performance but also serves as a means of developing creativity, character, and social skills that are beneficial to students in their daily lives.

4.4.1 Exploring Creative Ideas

Based on the interview results, each student was given time to conduct research or observation as the initial stage in preparing the concept for the performance. This research was conducted by seeking various references related to the performance theme, such as cultural elements, storylines, characters, regional music, dance movements with regional characteristics, and relevant performance examples. This stage aimed to broaden students'

insights so that the resulting concept had a strong foundation, was creative, and aligned with the performance's objectives.

4.4.2 Developing a Performance Concept

After determining the creative idea and identifying the main topic for the performance, students began developing the performance concept by combining various artistic elements. Concept development also took into account cultural values, moral messages, and the creativity they wanted to convey. Students not only re-enacted existing performances but also created new innovations and creative approaches, resulting in a performance art work with unique characteristics for each class. Identifying unique phenomena was crucial for further development and exploring each phenomenon's meaning.

4.4.3 Improvisation

Entering the improvisation stage, actors and dancers experiment by varying the quality of movement, body gestures, and vocal motifs as needed for the given play. Modifications can include changes in tempo, level, accentuation, and even extending the dancer's body line range. Meanwhile, actors can modify their gait and movement, the level of each scene, their vocal intonation, and their command of the stage.

At this stage, the director and choreographer will review and consider which techniques to use, negotiating with the actors' abilities. This provides creative space for actors, dancers, and even the director to shape a performance that not only relies on the existing digital footprint of the performance but also incorporates innovation and other creative ideas.

4.4.4 Manifestation of Creativity in Performing Arts

The motion material gathered from the previous stage is then re-arranged through the composition stage, with the goal of creating a cohesive and engaging choreographic structure and blocking. This stage is a crucial part of the creative process in performing arts. Even small, empty spaces arise; the director must hone their creativity to fill them in so that the stage appears fuller and more organized.

During the choreography composition stage, the focus is not only on the aesthetic value and visual beauty of the performance, but also on the presentation and technical abilities of each dancer. The choreography is designed to support the storyline while providing an engaging artistic impression for the audience. Therefore, each movement sequence is designed with consideration for the appropriateness of the performance's theme, character, musical accompaniment, and the abilities of the students as the main actors in the performance.

4.4.5 Refining the Work

The final stage of the creative process is carried out through a joint evaluation involving all group members and the homeroom teacher as the mentor in this creative process. Evaluations are conducted after each practice or dress rehearsal, reviewing the aesthetic aspects of the performance, cohesiveness, stage presence, use of props, vocal intonation to convey the performance's message to the audience.

The evaluation results serve as the basis for making improvements to every element of the performance, ensuring a more optimal performance. Through this process, students learn to accept criticism and suggestions, refine their acting and movement, and continuously improve the quality of their work. At this stage, all elements involved in the performance reflect on the process that has been gone through by identifying strengths, weaknesses, and aspects that still need improvement.

4.5 Student Collaboration in Glenmore State High School's Got Talent Performing Arts Performance

The collaboration between students throughout the Got Talent process is a crucial aspect in producing a quality performance. All students are required to work together from the planning stage, through preparation, through rehearsals, and through to the actual performance on stage. This collaboration ensures that every element of the performance runs smoothly, resulting in a maximal performance and minimizing errors, both technically and non-technically. Through effective collaboration, students are able to integrate diverse ideas, abilities, and responsibilities into a cohesive performance, aligned with the agreed-upon concept. The collaborative process of students in the Got Talent activity also receives direct support from their respective homeroom teachers. The homeroom teachers act as mentors, overseeing the rehearsal process, providing direction, and assisting students with any challenges during preparation. The homeroom teachers' presence serves not only as supervisors but also as motivators, encouraging students to maintain enthusiasm, discipline, and responsibility for assigned tasks. With this support, each student's activities can be more focused and aligned with the goals of the Got Talent program.

To facilitate coordination, each class divides its members into several small groups according to the show's production needs. These groups are divided based on their respective tasks and responsibilities, such as the performers, artistic team, props team, music team, catering team, documentation team, and a group tasked with setting up stage equipment. This division of tasks ensures each student has a clear role, enabling more effective communication and optimal project execution. Furthermore, coordination between groups is maintained regularly to ensure all production departments work in an integrated and mutually supportive manner.

4.5.1 Positive Interdependence

The primary goal of each class is to create a performance that captivates the entire audience and ultimately wins first place. This necessitates mutual assistance among the accommodation division groups. After completing their assignments to source the necessary props, they contribute to the property team's project completion.

The interactions that occurred in class X-2 during the property project involved the color combinations for each prop. According to observations made through social media, the colors used were appropriate and had their own meaning. This interaction was a motivating activity that improved group performance and broadened knowledge regarding the subtleties of property coloring, which should not be simply colored randomly. Based on the research, students demonstrated positive interdependence, characterized by motivating interactions, consistent with the collaboration indicator according to Johnson (1994).

4.5.2 Individual Accountability

In each class group, which has been divided into divisions and job decks, each individual is required to complete their assignments thoroughly and accurately. Tasks are divided according to each individual's potential. This division of tasks is carried out with the aim of enabling each class member to work optimally and make the best contribution to achieving the common goal. By placing members in areas that align with their competencies, work can be completed more effectively and efficiently.

According to Febri Ardiansyah (interview, April 7, 2026), in class X-2, assignments are selectively assigned, taking into account the potential of each student. Each division is also created considering the number of students needed. The performing arts division typically consists of a performers division tasked with presenting dance, drama, music, or other forms of performance on stage. In addition, there is a decoration and props division responsible for preparing and arranging supporting equipment for the performance to match the theme. There is also a makeup and costume division responsible for

arranging the actors' appearances to ensure they look attractive and support the characters they portray.

In addition to the divisions directly involved in the performance, there is a technical division responsible for managing sound, lighting, and various other technical needs during the performance. The publication and documentation division is responsible for disseminating information about the event and capturing key moments during the preparation and execution of the event. Meanwhile, the catering and equipment division helps meet the needs of participants and ensures all necessary equipment is available and used properly. With clear divisions, each class member has their own responsibilities, ensuring effective collaboration and achieving the performance's objectives effectively.

4.5.3 Face-to-Face Promotive Interaction

The schedule created by the events division for the two-week production period is well-organized and structured, requiring all members to effectively manage their time. During rehearsals, all members communicate face-to-face, facilitating coordination and preventing miscommunication. Students who are not performing on stage (not actors) are required to attend every rehearsal so they can directly observe the requirements for the stage. This face-to-face interaction also teaches students to listen to every opinion or input given to actors from other divisions who observe the performance rehearsal, thus developing their social skills. Students from other divisions also continue to take responsibility for completing each assigned task.

According to Bela Safira (Interview, February 15, 2026), face-to-face student interaction does not occur on Sundays, as some classes use the time for breaks and independent practice for actors. If there is something that needs to be coordinated, students still interact online, where communication is clear to avoid misunderstandings.

4.3.4 Social Skills (Interpersonal and Small Group Skills)

Optimal contribution is the development of social skills, to improve the quality of each student to become a useful individual. Based on observations and interviews, students' social skills (interpersonal and small group skills) in the collaborative performing arts process in Got Talent showed good development.

The social skills that all classes practice include:

1. Leadership Skills

During the performing arts collaboration process, students' leadership skills are demonstrated through their initiative in directing group activities, coordinating the division of tasks, and helping group members achieve common goals. Group leaders play a role in establishing good communication, motivating members to actively participate, and helping resolve problems that arise during group work. These leadership skills reflect a crucial aspect of social skills because they enable effective collaboration, create a conducive group atmosphere, and increase member involvement in achieving optimal performance results.

2. Group Discussions

Class leaders, who have divided students into small groups or divisions with designated coordinators, teach all students to cultivate leadership qualities, a small example being leading group discussions. Group discussions are one form of social skill developed during the performing arts collaboration process. Through discussions, students indirectly encourage active participation in expressing ideas, suggestions, and making decisions related to the rehearsal process and performance execution. The interactions that occur in discussions demonstrate the ability to listen, respect others' opinions, and build mutual agreement.

3. Developing Joint Projects

Based on observations, students' collaborative project development skills are evident from the initial concept development of the performing arts project to the creation of props and supporting elements for the performance. Throughout the process, each student contributes according to their abilities, ensuring that the group's goals are achieved as expected. This process, from ideas to energy and character, hones how students work through their projects to completion. Through this experience, students learn that the success of a performance is determined not only by individual abilities but also by the ability of all members to work collaboratively to produce quality work.

4.5.5 Group Evaluation (Group Processing)

Group evaluations are conducted by students to review the collaborative process that has taken place during the performing arts activity. During this stage, students discuss various aspects that have gone well and any challenges encountered during the planning, rehearsal, and performance processes. Through group evaluations, students provide feedback on group performance, member participation, communication effectiveness, and the implementation of agreed-upon tasks.

4.6 The Role of Got Talent Activities as a Means of Developing Students' Creative Processes

Glenmore State High School's Got Talent activities serve as a platform for students to develop their creative processes in creating performing arts. Through these activities, students have the opportunity to express their ideas, channel their abilities, and develop their potential in a structured, creation-oriented environment. As an annual school program, Got Talent serves not only as an arts competition but also as a learning tool, providing students with real-life experiences in developing their creativity through performing arts. This function aligns with the program's objectives, which are designed to provide a platform for students to develop their potential, creativity, collaboration skills, and concern for the preservation of regional arts and culture. Research has shown that Got Talent provides opportunities for all students to participate according to their abilities and interests. These activities provide opportunities for students to participate, both as performers and as backstage supporters, allowing each student to contribute to the performance. This makes Got Talent a platform that accommodates the diversity of student potential, and learning is centered not only on the performance but also on active participation throughout the event. With this opportunity, students can develop their creative skills through hands-on experiences in a school environment that supports arts activities.

Research findings also indicate that Got Talent serves as a means of developing the creative process by providing students with experience in producing works of art that combine elements of creativity, culture, and responsibility for the work to be performed. Through this activity, students are encouraged to continue exploring their abilities and understand that creating a performance requires the involvement of the entire class. Thus, Got Talent's role goes beyond an annual competition to serve as an educational tool that facilitates the ongoing development of students' creative processes, while simultaneously supporting the school's efforts to develop students' potential through the performing arts and cultural preservation.

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