



Investment of Time, Cost, and Dedication: A Case Study of Students of Mojokerto Fstar Dance Community

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Abstract: In the world of non-formal education, art communities are an important space for young people to express themselves and develop personal competencies. The Mojokerto Fstar Dance Community is one example of a non-formal art activity that is able to shape the values, character, and potential of the younger generation through involvement in modern dance. This study aims to examine the forms of investment of time, cost, and dedication made by students of the Mojokerto Fstar Dance Community as part of developing self quality, using the Social Cognitive perspective by Vygotsky L.S and A Human Capital Theory by Gary Becker. The method used is a descriptive qualitative approach through observation and in-depth interviews. The results showed that the involvement of participation in this community is not just a hobby, but a real form of non-formal investment that has long-term personal and social impacts. Community members, the majority of whom are aged 15 to 21, are willing to sacrifice time, incur personal expenses, and show high dedication to achieve achievements, both at the local and national levels. The dance project, which earned up to Rp20 million in four months, is clear evidence that training strategies, concept planning, and disciplined commitment can generate added value, not only financially, but also in terms of experience and self-identity. This research is expected to enrich the discourse of non-formal education and its contribution to human resource development through dance.

Keywords: Self-Investment, Modern Dance, Dance Community, Non-formal Education.

1. INTRODUCTION

In the world of non-formal education, arts and cultural activities such as modern dance provide a platform for young people to express themselves and develop skills. The Mojokerto Fstar Dance Community is a clear example of this phenomenon. Made up of productive-age teenagers, this community shows high dedication in building dance skills through intensive training, personal expenses for costumes and competitions, and time consistently devoted to achieving achievements at local and national levels. Their activities are not just a hobby, but part of the process of building values, character and personal competence.

This phenomenon can be analyzed through the perspective of Human Capital Theory developed by Gary Becker. Becker states "Education, training, and work experience are forms of investment in humans themselves, which aim to increase productivity and economic potential in the future" (Gary S. Becker, 2014). In this context, the intensive involvement of Fstar Dance Community members in various aspects of the community can be seen as a human capital development strategy that is very relevant to the challenges of the world of work and social life today.

Modern dance has now become a familiar part of society, especially among teenagers who have a high level of creativity in the field of dance. These teenagers have the freedom to create movements without being bound by existing patterns, so they can

innovate as well and creatively as possible. Modern dance, which emerged in the early 20th century, is a type of dance that is difficult to define technically and does not necessarily demand certain physical skills. It provides freedom without restriction in movement, which can vary in both speed and rhythm. In the book "Taking Root to Fly: Articles on Functional Anatomy" (Dowd, 1995), describes modern dance as an approach to dance that focuses on anatomical awareness and body biomechanics. According to Dowd, modern dance prioritizes the body's natural feelings and responses to space, gravity, and rhythm, creating unique forms of movement.

Fstar Dance Community is a non-formal dance organization established in Mojokerto City in 2011. The main initiator is Barce Dian Mardany, who is familiarly called Barce. Initially, the community consisted of several members, but later developed and was united by Barce as a choreographer. The community offers quality teaching that aims to make its members professional dancers, and has the potential to teach, develop and collaborate various types of dance, including traditional dance, creation dance, hiphop dance, contemporary dance and modern dance. Fstar Dance Community has grown rapidly in the last 7 years. The Fstar Dance Community is a place for individuals who want to channel their interest in dance, especially modern dance mix traditional dance. Participation in this community requires not only dance skills, but also an investment in time, money, and dedication.

The Fstar Dance Community actively participates in competitions and each year is able to win new trophies, ranging from regional to national levels all have been followed by organizing several special strategies such as the selection of competition themes that mix modern and traditional, highlighting wacking and power techniques, selecting appropriate clothing and others. Community members consist of selected extracurricular students from various schools coached by Barce ranging in age from 15 to 21 years old. In the past, some guardians had doubts about their children's abilities, but when their children returned home with trophies, they were very proud and supported more through material and non-material means such as bringing energy-boosting food and money. The material taught during extracurricular teaching is different from the community material, Barce will only gather selected members to practice when there is a competition event to be followed.

Various studies have shown that involvement in the arts community not only provides aesthetic benefits but also contributes to self-development, social learning, and the strengthening of group identity (Wenger, 1998) However, challenges in the form of time commitment for rehearsals, costs for costumes and competitions, and high dedication often become obstacles for community members.

In the Fstar Dance Community, members are required to be willing to sacrifice their free time for intensive training, spend personal funds for team needs, and persist despite various obstacles. The community has been recognized as a community that focuses on achievements in the world of dance. One of their notable achievements is the success of a dance project that, within four months, managed to earn approximately Rp20 million from various competitions. This success certainly did not happen instantly. Behind it, there was careful concept planning, initial investment in costumes, and a tight and disciplined training schedule. The whole process is

undertaken with great dedication by the members, the majority of whom are aged 15 to 21. For them, the prize amount is not only a financial gain, but also a token of appreciation for their hard work and sacrifices.

This article discusses how the investment of time, money, and dedication made by members of the Mojokerto Fstar Dance Community is a tangible form of non-formal investment in self-development. This community not only acts as a forum for the expression of modern dance for the younger generation, but also shows how its members are willing to commit without guarantees of direct financial benefits, in order to achieve long-term personal and social value. This research is motivated by the lack of in-depth studies of the Fstar Dance Community which has been established for more than 10 years and is known for its uniqueness and consistency of its members in practicing until they succeed in making achievements in various competitions, so that it is expected to make a positive contribution to the development of the world of dance.

2. OVERVIEW

Human capital theory was first systematically introduced by Gary S. Becker in his book entitled "Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education". Becker argues that individuals, like firms, can invest in themselves to increase productivity and future earnings. This investment can be in the form of formal education, skills training, work experience, and health (Gary S. Becker, 2014). According to Becker, the costs incurred in learning or training (whether in the form of money, time, or dedication) can be considered as a form of economic investment, because it provides a return in the form of increased capabilities and future employment opportunities. In this view, skills and knowledge are not only socially or culturally valuable, but also economically valuable. Therefore, the higher the quality of one's human capital, the greater the likelihood of higher earnings and better social mobility.

Becker also emphasized that investment in human capital is crucial in a country's economic development, as the quality of human resources will affect national productivity. This theory is then widely applied in various fields, including non-formal education, job training, to arts and sports communities, where individuals' time and dedication become important assets for their self-development and economic potential. This can be attributed to the fact that investment is not only limited to financial aspects, but can also be in the form of other resources such as time and effort.

In the Fstar Dance Community, members not only spend money on costumes, rehearsals and competition needs, but also invest their time and dedication to improve their dancing skills. This is in line with the concept of investment as a form of postponed consumption, where community members sacrifice short-term comfort in order to obtain future benefits, such as improved dancing skills, opportunities to win competitions and career opportunities in the dance world.

Related research by Ratu Yunita Sekar, Nike Kamarubiani from UIN Alauddin Makassar (2020) with the title "Learning Community as a Means of Learning and Self-Development". The results of the study found that the motivation for students to join the learning community was interest, learning content, and relevance to careers. The relevance of this research is that where the community is a forum for

self-development for the long term, the investment that has been planted will return to open up great opportunities in the future.

3. METHOD

This research adopts a qualitative approach with a case study design to provide a detailed description of the investments made by members of the Fstar Dance Community in achieving achievements and developing dance skills. The research was conducted in Mojokerto City as the research location, with the implementation time from October 2024 to June 2025. The research involved the chairman, coaches, students and alumni involved in the Fstar Dance Community. Data were collected through interviews and observations. The data collection technique was carried out with consideration of achievement success. Data measurement using structured interview guidelines and observation. Data analysis was conducted using the triangulation method to ensure data validity and gain a holistic understanding (Lewis, 2015).

3. RESULTS AND DISCUSSION

Based on Vygotsky's cognitive learning theory, the learning process experienced by Fstar Dance Community students can be understood as a result of intense social interaction, environmental support, and gradual and structured learning experiences. Vygotsky emphasized that the development of individual abilities does not occur independently, but through a collaborative process in the zone of proximal development (ZPD). In the context of Komunitas Dance Fstar, new members who already have basic dance are not immediately released to perform, but are trained gradually through assistance from trainers and senior members. Assistance in the form of motion correction, technique direction, and mental motivation provided during the training process acts as scaffolding, namely temporary support that helps members to level up their abilities.

The learning process in this community does not only focus on technical skills, but also touches on aspects of cognitive, motor, social-emotional and language development in line with Vygotsky's view that learning includes all higher-order psychological functions. For example, in the cognitive and motor aspects, members are trained to recognize and remember various techniques such as waving, wacking, locking, and tutting. They develop coordination between memory, muscles and concentration to achieve precise movements. On the social-emotional side, they learn responsibility, teamwork, and emotional regulation when performing or facing criticism. Even in the language aspect, they expand their technical vocabulary related to the dance world, while learning to translate the trainer's directions into precise body movements.

The learning outcomes obtained by students in the Fstar Dance Community are not only limited to dance skills, but also include various aspects that have a real impact on their lives. The results of dance learning in the Dance Fstar Community are: Material and Experience, by spending capital and training discipline, the results of the championship in the form of money and against general dancers of various ages are unforgettable experiences. After joining for several months the development of student skills is very pronounced, new techniques, mastery of tempo and speed of memorization will be very

honed. Not to forget the written achievements in the form of certificates that can be proud of both in the family, school and community environment. Thanks to the certificates and experiences that have been collected, the chances of entering state universities and developing careers are greater, as evidenced by every year there are several Fstar Dance Community students who qualify for State Universities.

Thus, the results of student learning in the Fstar Dance Community prove that a non-formal learning environment managed with a social and collaborative approach according to Vygotsky's theory is able to create individuals who are not only technically competent, but also mature personally, socially and professionally. This community-based learning is not just a transfer of dance knowledge, but a process of developing self-potential through meaningful and strategic social relations.

When analyzed within the framework of Gary Becker's Human Capital Theory, any expenditure of time, energy and funds made by individuals to develop skills is seen as a form of investment in themselves. This investment is not instantaneous, but aims to produce long-term benefits such as increased expertise, career opportunities, and financial achievement. In the Mojokerto Fstar Dance Community, this form of investment is evident in the various activities undertaken by its members, especially those who are members of the core team.

Firstly, the time investment aspect can be seen in the frequency and consistency of rehearsals, which are often conducted outside of school hours and on weekends. The hours of practice show the sacrifice of other activities in order to improve the quality of movements, team cohesiveness, and stage readiness. This time spent is a form of commitment that reflects a long-term orientation to achievement. The members are really disciplined in managing their time, they will discuss the training schedule so that during training there is no one who does not come, all are complete so that the training becomes efficient and maximum. Community members usually allocate regular time every week for training, even when their schedules are tight. They also spend their own money for competitions or performances. This is a tangible form of personal resource investment that is non-monetary in nature, but very significant in value. This kind of dedication shows that they project a return in the form of improved skills, opportunities to perform at major events, or the development of social and professional networks.

Second, cost investment comes in the form of personal contributions for costumes, performance equipment, and transportation costs to participate in competitions outside the city. Although they do not receive a fixed payment, members are willing to spend money because they believe that the experience and skills they gain have important value. In the logic of human capital, these costs are considered as "start-up capital" that will provide "benefits" in the form of competition prizes, social recognition, and even opportunities to become professional trainers or dancers. The initial capital in question such as tuition fees, costumes, make-up, studio rental, transportation with a price range of hundreds of thousands and when calculated with championship money worth millions, it can be seen that the return on capital has 2-3 times the profit. The return on investment is not always financial. Some members benefit from social recognition, personal satisfaction, self-confidence, and management

and leadership skills that they can use in their future professional lives. In other words, they expect a “return” in the form of personal and social value added, which in Brealey and Myers’ theoretical framework can be considered a form of intangible return.

Thirdly, the investment of dedication and mental energy is equally important. This community demands hard work, discipline, and seriousness in the face of criticism, hard training, and performance pressure. This dedication is part of character strengthening which is also included in human capital development, because it forms a tough, hardworking, and competitive attitude. Overall, the process within the Dance Fstar community can be read as a tangible form of the concept of human capital investment. Although the results are not always immediately visible in the form of money or permanent employment, the skills and experience built are important provisions for the future of community members, both in the arts, education, and other creative sectors. Thus, this community is not only a forum for artistic expression, but also a very strategic field of human capital development in a world that increasingly values individual competence and uniqueness. However, as with any investment in business, there are also risks and uncertainties. Not all members can immediately achieve maximum results. There are injuries, mental fatigue, or even internal conflicts. In this case, the decision to stay in the community can be considered a form of long-term strategy, where members assess that the long-term benefits still outweigh the costs and risks.

In addition, communities like Fstar Dance Community can also be seen as “collective investment portfolios,” where individual and community success are intertwined. The more solid and productive a community is, the more opportunities its members have to thrive. Therefore, dedication to the community is also an investment in the social ecosystem that gives collective returns.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that student involvement in the Mojokerto Fstar Dance Community is a tangible form of investment of time, money, and dedication that contributes significantly to human capital development. The investment of time is reflected in their consistency and discipline in attending rehearsals, even in the midst of a busy schedule. Cost investment can be seen from the members’ willingness to spend personal funds to support the team’s performance, ranging from costumes to out-of-town transportation. Meanwhile, dedication is shown through passion, mental energy, and seriousness in the face of intensive training, criticism, and competition.

Although it does not always provide direct financial returns, this involvement provides returns in the form of intangible assets such as increased skills, confidence, social networks, performance experience, and career opportunities in the arts and education. Collectively, this community is also a social investment field that strengthens solidarity and creative ecosystems among the younger generation.

Thus, the Mojokerto Fstar Dance Community is not only a forum for artistic expression, but also a strategic arena in building the quality of resilient, skilled and competitive human resources. The existence of this community proves that non-formal education can play an important role in preparing the younger generation to face future

challenges through unconventional channels, but rich in value and long-term impact.

5. SUGGESTION

Based on the findings of this study, it is recommended that related parties such as educational institutions, local governments, and art communities pay more attention and support the sustainability of non-formal education such as the Fstar Dance Community. Forms of support can be in the form of providing training facilities, community management training, to access to financing or sponsorship to support activities and competitions. In addition, cross-sector collaboration is needed to open up career development opportunities for members, both in the fields of art, education and the creative industry. Future researchers are expected to expand the study with a longitudinal approach or focus on the transformation of community alumni to obtain a more comprehensive picture of the long-term impact of involvement in art communities like this.

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