Teacher's strategy to support student's creativity in cultural arts and craft learning

Lindasari Siregar
Sekolah Dasar Negeri 1 Pekanbaru, Indonesia
Email: linda.sari.sr@gmail.com

Abstract. *Indonesia is rich in culture and art. These two things must be maintained and maintained from generation to generation through education from elementary school. This research aims at investigate the teacher's strategy to improve student's creativity in cultural art and craft. The qualitative research was a method to investigate mural decorations and student's creativity within a school context. Specifically, the study examines the shape, pigment, and composition of mural art as essential elements. The research was conducted in 15 classrooms, with a sample of three classes selected for in-depth analysis. Data collection methods included observational techniques, detailed interviews, and visual records. Qualitative and descriptive analysis methods were applied to analyze the gathered data. The findings reveal that students' appreciation of murals is influenced by the innovative use of figure, color, pattern, form, and design by the artists. The central concept revolves around portraying students' character through murals, representing the principles of natural harmony in a simplified form. Notably, one recurring theme emphasizes the perception of freshness and the connection to the local environment, underscoring the importance of preserving ordinary surroundings.*

Keywords: *mural decorations, creativity, artistic, natural harmony.*

INTRODUCTION:

Indonesia's cultural arts are rich in historical significance and encompass a wide diversity of forms. (Salazar, 2011). Various motifs, artworks, dances, and music genres are crucial elements of national identity that need to be preserved and enhanced (Setyawan & Dopo, 2020). The administration is prioritizing the integration of arts and culture into the school curriculum. The fundamental goal of national education, as stated in article 3 of Law No. 20 of 2003 on the National Education System, is to provide students with knowledge and abilities that will improve their quality of life and contribute to the development of a decent and honorable society (Rusilowati & Wahyudi, 2020). The aim of national education is to cultivate individuals who possess a devout and reverent connection with God, exhibit noble character, are healthy, skilled, innovative, self-reliant, and ultimately develop into responsible citizens of a democratic and transparent state.

To achieve development goals, it is essential to continuously improve the quality of educational materials and effectively integrate and implement them. To address the challenges in education, the government has implemented several measures, such as revising and creating curricula across different educational sorts, levels, and routes. When the new curriculum is put into effect, changes and enhancements will be made compared to the prior curriculum. The changes that have occurred involve several aspects of arts education. The characteristics encompass the material, judgment of performance, and the placement of the work.

The aim of art edification is to equip students with the knowledge needed to cultivate individuals with inspired rational capacity (Makri et al., 2021). An instructional program is needed to help teachers and parents adjust the curriculum and school standards to match the academic abilities and potential of pupils (Behnamnia et al., 2020).

In order to participate in cultural arts and crafts, elementary school students must be exposed to the arts (Pratama et al., 2020). Typically, educational curricula incorporate arts and crafts, also known as cultural art and craft, with the aim of augmenting students' aesthetic sensibilities and fostering an analytical, open-minded, and imaginative mindset (Regina & Wijayaningputri1, 2020). Students must engage in a series of process activities that promote participation in all artistic endeavours, whether inside or outside the classroom, in order to completely develop this perspective.

A learning design is an educational activity structured inside a learning design (Mamun et al., 2020), The curriculum comprises materials, procedures, evaluation tools, and other components that facilitate active student learning in order to enhance knowledge and learning skills (Su et al., 2019). According to (Lesort et al., 2020) Learning is a collaborative effort between teachers and students to utilize all available resources effectively. Meanwhile, data indicates that (Defliyanto et al., 2021) Deliberate educational efforts can induce students to engage in learning activities.

Conventional elements of education include goals, resources, exercises, strategies, and tools (Puspitarini & Hanif, 2019). This supports the assertion made by (Ramayulis et al., 2022) that the following are the learning components: (1) Learning objectives are explicit declarations that describe the desired behavior or appearance of the learning results and are intended to communicate these expectations. When putting a learning process into action, it is important to take learning objectives into account. Teachers, as defined by Teacher and Lecturer Law No. 14 of 2005, are qualified educators who are tasked with guiding, instructing, and evaluating students in elementary, middle, and high school. For educators who wish to see their students succeed, providing a secure and engaging learning environment is both a crucial and strategic duty (Suri & Chandra, 2021). Establishing learning methodologies is a critical task for educators (Miranda et al., 2021). giving students the tools and guidance they need to develop a creative and dynamic approach to teaching and learning (Ramirez, 2020). (3) People in society who are interested in learning for themselves through a variety of institutions, courses, and levels of education are called students. (4) Information content can include data, observations, facts, reasoning, and problem-solving skills. Human ideas and experiences are the source of this information, which is subsequently arranged into facts, concepts, ideas, generalizations, principles, and problem-solving techniques (Erbil, 2020). (5) A teaching method is an approach teachers use to encourage students to engage in interactive learning while they are studying. The learning environment scenario refers to the state and condition of the facilities used for daily learning activities. The approach is a critical component that influences the achievement of learning objectives (Liang et al., 2021) and (6) trong constructive motivation for learning can be developed and grown in an environment that is conducive to learning (Sukma, 2020). A teaching method is a tactic used by instructors to encourage conversational exchanges with students during their study sessions (Rohmawati & Pahlevi, 2023). (7) Teaching method is a strategy employed by educators to foster interactive interactions with students while they are studying.

Learning about art and culture gives students the chance to participate in a variety of activities that foster creativity and appreciation (Gralewski, 2016), These activities lead to the production of tangible goods that improve students' lives on a social and personal level (Mehl & Pennebaker, 2003). In this subject, students use craft supplies and technology to interact creatively (Ratto, 2011). As a result, students experience life events that are creative.

rt and creativity share a close relationship (Brem et al., 2016). Research, titled (Henrickson, 2020) the title "Development of Creativity in School Children through Art,' suggests that art can enhance creativity in children (Sawyer, 2022) asserts that innovative educators have the power to motivate students, fostering imaginative education. Creative learning occurs when educators inspire and elicit creativity in their pupils (Ferrari et al., 2009).

The cultural arts and crafts curriculum in primary schools includes art education as a core component. To improve their comprehension and appreciation of Indonesian art and culture, elementary school pupils are taught arts and crafts. This affection can foster respect for the nation's artistic and cultural legacy while igniting children's curiosity and inventiveness. The 2005 National Education Standards, as stated in PP No. 19, highlight how education in the arts and culture touches on many facets of life. The larger theme of arts and culture education seamlessly incorporates the fundamental abilities associated with regional content in crafts, arts, and culture. In the end, arts and culture education prepares students to be stewards of the rich cultural heritage of the country.

Art and craft are two distinct forms of aesthetic expression, characterized by their focus on utility, skill, and beauty. When individuals from recognized art communities adopt the materials, methods, and structures of activities classified as crafts, those activities can transition into the realm of art. Alternatively,

when traditional art principles are overshadowed by academicism or external demands, activities classified as art might transition into craft (Becker, 1978).

Arts and craft education can teach skills and concepts while providing opportunity for individuals to explore and express their own experiences, producing personal and collective significance (Gude, 2007)

Cultural arts and crafts are essential components of the 2013 curriculum education (Millatina et al., 2021). Various elements encompass visual arts, music, dance, and skills. The primary component in the study of Cultural Arts and Crafts plays a crucial role in shaping a child's personality, serving as the foundation for developing admirable character traits and a positive personality (Ogata, 2013). The objective of Learning of Cultural Arts and Crafts is to cultivate student attitudes, abilities, and excitement for work, fostering a creative and critical-thinking generation in the digital age (Pitriani, 2020).

The previous result which relevance to this topic such as (Dai & Hwang, 2019), The research findings indicate the following: 1. Bamboo craft courses vary in teachers' expertise and curriculum, leading to differences in technical proficiency and creativity. 2. The evaluation criteria for the four bamboo craft courses focus on providing students with the skills to become self-reliant in the craft and address cultural sustainability challenges. 3. Bamboo craft education emphasizes sustainability and plays a crucial role in craft creation, although the integration of Education for Sustainable Development (ESD) in bamboo craft education is currently limited and unclear in universities, (Setiahati, 2019), The study results show an improvement in students' learning interest, as indicated by 22 students reporting feeling joyful (88%), 18 students mentioning improved attention (72%), 20 students expressing willingness (80%), and 20 students demonstrating increased knowledge (80%). 21 students (84%) utilized leaves as a medium to enhance their creativity in making mosaics, collages, and montages. The pupils' artwork exhibits a wide variation. The next research is (Astuti et al., 2021), The research findings showed that participants viewed museum-based learning positively due to its ability to enhance concrete fact-based learning, create a new learning environment that boosts student motivation, facilitate learning through arts, and foster appreciation (Rengganis et al., 2022), The children shown a tremendous desire for learning and demonstrated remarkable creativity in making mosaics, collages, and montages using leaves. Using media, particularly leaves, in students' learning activities has substantial impacts. Using an appropriate medium for learning is an effective way to tackle difficulties related to students' involvement and creativity.

Prior research suggests that cultural arts and crafts have a substantial impact on students, affecting their knowledge, skills, motivation, and promoting varied viewpoints in their learning. Academics are interested in further studying student innovation in the realms of arts, culture, and skills based on the research findings presented. The aim of this study is to evaluate students' inventiveness in acquiring knowledge in these two subjects.

METHOD

The researcher employed a qualitative approach. As outlined (Subastyan et al., 2022) this methodology involves collecting data in the form of textual and visual representations rather than numerical values. 1) The data collection process included direct observation of the research subject. 2) An interview refers to the systematic collection of data or information via an in-person conversation between the interviewer and the interviewee. 3) The process of conducting library studies entails the collection of data from reference materials that are pertinent to the research subject, including books, documents, and references. 4) Documentation encompasses the gathering and examination of a wide range of document formats, such as written records, visual representations, and digital files.

RESULTS AND DISCUSSION
Result

The teacher has a crucial role in the effectiveness of a lesson. Innovative educators are adept at incorporating their creativity into the learning process. Creative teachers demonstrate specific traits while applying their creativity, always maximising their knowledge and skills. Teacher's inventiveness is essential in every lesson, particularly in Cultural Art and Craft, to ensure successful learning. Cultural art and craft learning necessitates teachers and students alike must use their imagination and creativity to achieve their learning goals.

The success of the learning process does not solely rely on the educator's contributions. Creating a comfortable and suitable learning environment is crucial for enhancing the quality of the learning process. The

instructor created the classroom to promote creative thinking by having students create learning murals on the walls.

Each instructor has a unique method or attitude when creating murals in a school context. Each site has a unique design and theme that corresponds with the surroundings or purpose of the place, creating an ideal atmosphere for learning. These features might appear as icons, figures, or artefacts that have a decorative and realistic function in the making of murals. Schools often include murals that are designed to be clear and easily understood visual representations, with the main goal of encouraging student desire for studying. The main goal of including class mural art in the learning environment is to create a welcoming climate that promotes artistic expression, enjoyment of art, and the development of a unique visual identity for each classroom.

Discussion
Mural Art Strategy

The art form of mural painting employs walls as a canvas for creative expression. The primary distinction between painting on canvas and mural painting technique is the materials used. Before painting a wall, the artist, in the role of a teacher, needs to have a complete understanding of the texture or character of the wall. This understanding has a significant impact on other aspects of the creative process, like selecting appropriate paint or dye, brushes, and other supplies. Furthermore, paint application is necessary to keep the mural durable.

The street art form known as "mural art" involves painting or drawing on large surfaces such as walls, buildings, or bridges (Xyntarianos, 2017). This technique is widely used to tell a story or convey a message, and it can be done in a variety of colors and styles. Artists who create murals may choose to do so for the benefit of the community or for their own personal expression (Wilkie, 2018). Several steps, including conceptualization, drawing, and painting, are involved in making a mural (Alter-Muri, 2017). Muralists create their works of art using a variety of tools and methods, including as brushes, stencils, and spray paint. An eye-catching and consequential part of any cityscape is possible with the finished project.

The Pattern Style of the Mural Work

The mural in the school is designed to be more realistic, encouraging pupils to study hard, and featuring pictures related to the concept of Pancasila pupils.

Mural work pattern style involves utilising recurring shapes, lines, or colours to establish a unified design. This method can be utilised to establish a feeling of motion or dimension in the mural, as well as to communicate a message or narrative. The pattern style is evident in several murals, ranging from abstract motifs to realistic portrayals of nature. Muralists utilise a range of techniques and materials like stencils, brushes, and spray paint to create their patterns. The final product can be a striking and influential addition to any cityscape.

Murals in the pattern style aim to bring the piece together by using recurring shapes, lines, or colors. By using this technique, the mural can effectively express a message or tell a story while also giving the impression of depth or movement. Mural painters use a wide variety of equipment, such as stencils, brushes, and spray paint, to create their creations. If all goes according to plan, the result might be a revolutionary and eye-catching upgrade to cityscapes. Patterns appear in many mural compositions, from realistic landscapes to more abstract designs. An essential part of any work of art or design is patterning, which is among the seven tenets, which also include rhythm, emphasis, movement, variety, and harmony. Using wax and color, the traditional Indonesian art form of batik painting creates intricate patterns on fabric. It employs patterns like many other kinds of art. Various light and dark compositions in a painting or mural can be studied using the notion of equilibrium, which stands for the relationship between light and dark components.

Functions of Mural Works

Education murals encourage students to recognize the deeper meaning and value in the mural creations, which fosters an appreciation for art. The Pancasila Student Profile topic is depicted in murals found throughout educational institutions, which are extremely valuable because they motivate and inspire students to strive for academic achievement.

The Visual Form of the Mural Work

Figure 1. Class VI-B Mural Art
Theme: Come On, Preserve Nature

Source: Lindasari (Teacher of Class VIb SDN 1 Pekanbaru)

a.   **Mural Art**

Class VI-B's artwork featured colourful flower icons selected to visually correlate with the blossoms in the surrounding mushroom garden. The vibrant colours used closely reflected the overall image and identity of class VI-B. This type of icon acts as a traditional emblem of a certain class, functioning as a unique identifier for that specific classroom. The mural's interpretation aims to revitalise the surroundings without removing its original presence. Efforts are focused on preserving it as a symbol of an Indonesian region, maintaining the balance of the natural environment, and promoting a love for nature similar to self-love.

b.   **Shape/Symbol**

Pictures of nature are incredibly realistic; they capture a wide range of elements, such as trees, clouds, buildings shaped like mushrooms, small birds, the sky, and other natural features. It is essential to use more tree-related elements that symbolise the harmony found in nature in order to get the finest aesthetic outcome. The use of bold formatting or repetition highlights the idea of mimicking actual green grass.

c.   **Color**

The graphic displays the use of many colours. Blue is commonly linked with cold tones and is generally seen as creating a feeling of tranquilly and heightening emotions of longing or aspiration. Green is often linked to nature, health, luck, and balance. Green colour can create relaxation by soothing the mind. Green is categorised as a cool colour. Yellow belongs to the warm colour group. Yellow is often linked with feelings of pleasure, friendliness, respect, loyalty, collaboration, and hope. Yellow colour stimulates brain activity and captures attention. We will now discuss the colour pink, which symbolises affection, harmony, calm, and aesthetically attractive sentiments. Pink is categorised as a warm colour.

Figure 2. VC Class Mural Art
Theme: Let us Respect and Appreciate Each Other

Source: Lindasari (Teacher of SDN 1 Pekanbaru Vib Class)

a. Mural Art Theme

By adopting the idea of Bhinneka Tunggal Ika, which stands for unity in diversity, the teacher's imaginative decorating of the painting in the VC classroom highlights the diversity of the Indonesian people. The mural artwork makes the argument that promoting tolerance and respect for each other's ethnic, cultural, and religious differences is essential to preserving the Republic of Indonesia's unity. The image depicts how students from various racial, religious, and cultural backgrounds learn to appreciate and value one another in the VC classroom.

b. Shape/Symbol

Featuring depictions of grass, people, coconut palms, and the natural surroundings, the mural art pieces exhibit an impressive degree of realism. Including art photos of various religious institutions in the background could enhance the visual appeal of the wall décor. You can emphasize the radius of a circle by repeating it or using strong formatting; it is plainly visible and shows an angle of 180 degrees.

c. Color

This image displays a wide variety of colours. Blue is typically categorised as a cold hue due to its association with feelings of calmness and tranquilly. Moreover, the colour blue can elicit feelings of want or allure. Green is often linked with nature, health, luck, and balance. Green is categorised as a cool colour. Yellow is often linked to various elements of social connections, including social bonds, mutual esteem, loyalty, collaboration, and acceptance.

Figure 3. Class II-A Mural Art
Theme: Balance of Marine Ecosystems

Source: Lindasari (Teacher of Class VIb SDN 1 Pekanbaru)

a. Creativity Class II-A

To aid in the preservation of marine ecosystem balance, the paintings depict vibrant symbols of marine life. The color saturation is quite close to that of the II-A image or representation. Room II-A, with its eye-catching decor and creative vibe, is symbolized by this icon. Additionally, it enhances the enthusiasm of class II-A students for learning. Without erasing its original presence, the mural's interpretation seeks to revitalize the surroundings. As a representation of a coastal area in Indonesia, its preservation is an important step toward preserving the marine ecosystem's delicate equilibrium and inspiring a deep reverence for the ocean for future generations.

b. Shape/Symbol

The painting depicting the marine ecology is lifelike, capturing the sea's natural nature flawlessly. Commencing with images of marine creatures and their environments. A mural depicting phytoplankton plants, phytoplankton critters, and coral reefs was created to enhance the realism of the setting. The lines in animal paintings need to be deepened or emphasised once again.

c. Color

This artwork makes extensive use of colour. When combined with other chilly colours, blue creates a calming effect and intensifies desire. The colour green evokes feelings of harmony, balance, health, and good fortune. Green is a calming colour that can be utilised to relax. Green belongs to the category of cold or chilly colours. Additionally, there was yellow, which is a warm colour.

The study's findings demonstrated that classroom instructors are imaginative educators who use creativity in creative art and craft learning based on the application of the free learning curriculum, which includes involving students in all learning activities and motivating them one-on-one or in front of the class in a traditional manner. By utilising various learning methodologies, one can create learning materials that are

engaging and useful, design learning to be enjoyable, and generate innovations in the field of learning. Additionally, the creativity of the educator in creating a welcoming classroom environment that supports the ongoing cycle of instruction and student development. Among the many advantages of a pleasant classroom setting are: one attempt to establish a cost and supportive learning environment is to use mural painting to decorate the classroom. In addition to having aesthetic value, murals in schools with the concept of Pancasila Student Profile have the power to inspire students to work hard in their studies by creating a picture of the class. An example of a common class emblem created by a muralist to identify a certain classroom.

CONCLUSIONS AND SUGGESTIONS

According to the study's findings, teachers are innovative thinkers who inspire their pupils to do their best work in class and beyond by incorporating the free learning curriculum into every aspect of their lessons. Enthralling, relevant, inventive, and engaging learning can be achieved by utilizing a variety of learning strategies. The imagination of the educator in creating a welcoming classroom environment enhances the learning experience. Numerous advantages accrue from a top-notch educational setting: Classroom murals have the potential to make the space feel more like a home away from home for students. A guide to Pancasila Murals featuring individual students' profiles in classrooms serve as an inspiration for students to do their best work and raise the class's overall reputation. Classrooms often feature mural art.

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