

Development of Cultural Arts Learning in Project Based Learning for Students of Elementary School Department, Faculty of Education and Teacher Training, Nusa Cendana University, Kupang – Indonesia

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ABSTRACT: This study focuses on elementary school teacher training students and their efforts to enhance creativity in teaching arts to children. The main issue addressed is the development of materials in the classroom for teaching arts. The research aims to address this issue by incorporating music, fine art, and dance activities into the classroom to foster creativity in both teaching and learning.

The study encompasses creativity in classroom management, subject delivery, teaching approaches, and the use of teaching media. Findings indicate that elementary school teacher training students successfully integrate mathematics concepts with fine arts, particularly through geometric shapes drawing and coloring. These creative teaching methods make elementary school students more active and imaginative. The research employs an action research methodology within a qualitative and descriptive framework, emphasizing practical learning. It reveals that teacher training students utilize diverse teaching media to promote creativity in their lessons, including dance, drawing, and music.

They collaborate with elementary school teachers to select appropriate skills to teach young students, thus contributing to arts and culture subject development. Teachers employ creative media such as zigzag texture images for fine arts and musical instruments like Pianika and recorder to enhance the learning experience. This participatory approach encourages students' active engagement and direct practice, ultimately aiding teachers in effective classroom management.

In summary, this study demonstrates how elementary school teacher training students creatively incorporate arts and culture into their teaching, using various media and approaches to engage students actively in the learning process

Keywords: Elementary, Schools, Arts, Culture, Education



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INTRODUCTION

Learning development is implemented by Higher Education Institutions as part of higher education's involvement in teaching and learning activities in elementary schools (Oliveira et al., 2023). The involvement of higher education in learning activities in schools is crucial. The elementary school and higher education need a collaboration. In Higher education, in this case, students do not understand the main problems in learning activities in the classroom. Learning in

elementary school based on an academic is a student learning activity in class with motivation, enthusiasm, and feeling happy or excited while studying (Lopez et al., 2023). Students must be able to achieve the lesson objectives achieved at all levels. Students are required to learn independently at home, students need to challenge themselves. Students have the confidence to learn on their own and get parental guidance.

All students feel that they will grow as students. Students of elementary school will expand their learning, competence, and concepts that will lead them to success in life (Scholae: Tukan, 2015). Class is the main place that supports student learning success. A good class is a class that is healthy, clean, comfortable for learning, inspires, motivates, and makes students happy and love and even proud of their school. A good school is not from the magnificent physical buildings but the activities of teachers and students in the classroom. The class is not only a physical dimension but an inner space, a comfortable space for learning and emotionally for communicating and interacting that ensures the hearts and minds of students are in every classroom when learning occurs. (Tukan, 2015).

Learning in elementary schools is also determined by the existence of the teacher or the role of the teacher in the classroom by implementing various activities to control student activity (Kloeden, 2023). Activeness is the dominant thing in every teaching and learning process. With the active power of students in the learning process, students are more likely to have a high sense of interest and enthusiasm in participating in the process of teaching and learning activities. The activeness of elementary school students studying in class can be seen through the practical activities of coloring, drawing geometric shapes, dancing the traditional dances, playing piano, and playing the instruments. Student activity is found in the form of creativity and enthusiastic feelings that arise in the learning process.

The activeness of students in learning notice in how much they feel happy in carrying out and following the learning process. The students are active, happy in learning, and actively respond to the learning process. Because one of the factors that cause problems that arise in the learning process is the low level of active student learning in participating the learning process. Active learning through various activities during the learning process, from those that are easy to observe to those that are difficult to be noticed. Activities are reading, listening to music, dancing, demonstrating regional dances, and singing together (Dimiyati and Mudjiono, 2006: 114).

The issue of learning arts and culture is developing the art of music, dance, and fine arts. The form of development of music and artistic creativity is to make simple dance compositions for children (Goldner & Scharf, 2023; Papageorgiou, 2023). Art creativity for children in elementary schools is currently not widely practiced by teachers and Elementary School students as teachers in the future (Su et al., 2023). Creative learning is related to learning media, creativity in teaching approaches, managing classes, and creativity in teaching. For example, learning the traditional music at school can be developed through various dance practice activities in the classroom. Art lessons in State Elementary Schools mostly taught by class teachers but in some schools and some teachers still do not practice art in a classroom.

Creativity in the classroom relates to the development of arts and culture in the learning process. Actually, it is difficult for classroom teachers because it requires sufficient experience and a good understanding of practicing art and culture in elementary school. Therefore, it is necessary to have a gradual and mature perception for prospective elementary school teachers, namely students of the Elementary School Teacher Department. Teaching activities at school are a form of Project Based Learning in the school with students. This project has been taking place for 7 years to some subjects of arts learning. Teaching activities for elementary arts and culture lessons in partner schools. This project was taken place since 2014 and the students are very enthusiastic about the program.

The development of learning arts and culture in some schools by Elementary School Teacher Education students has never happened before. Art development is a form of creativity performed by a teacher in the classroom when learning arts and culture (Saputra et al., 2023). There is the focus of the learning performed in this project by students. Elementary School Teacher Education Department Students' conduct learning with students by choosing the type of art that becomes the major according to ability, talent, and concentration of art choices.

Field experience activities are a general foundation of education courses and methods courses, rarely overlap in student enrollment (Cambell et, 1995: 231). When music education students talk about their teaching experiences, it focuses on the Arts. The teacher's "role" is defined by subject matter. Students' interpretations of their practices continually emphasize the caring and maintaining connections with children. Students are emphasizing on a task, doing their work, and learning in a generalized and generic way. The focus of the study can encompass everything, fourth grade student in elementary education is doing work means drawing activities, geometric shapes, crafting, listening to music, and playing music. Students have teaching experiences continuously picking up the theme of defining "identities" or a sense of self as teachers in the classroom setting (Cambell, 1995:233).

The development of art learning in elementary schools is one of creativity in art learning activities by the teacher and students in the classroom. Students as prospective teachers need to study directly at school so they can understand well about class conditions in providing material about elementary arts and culture to students. The learning situation in the classroom for some public schools has problems because there are some students in a class, so the teacher has to do various ways so that students can focus and receive lessons comfortably in a good way and provide creative learning experiences for students.

Learning Creativity In The Classroom

Creativity is very needed for learning in Elementary School. The student enjoy the learning process. Creativity accomplishes classroom teachers in exploring artistic activities like singing, dancing, drawing, and coloring. Students' favorite drawing objects are according to their perspective choices. The Merdeka curriculum implemented by the school through learning gives students freedom. The teacher provides material according to the teacher's preferences and expertise. The curriculum develops the potential of students to explore and work according to the world of

children, and teachers give themselves the freedom to work. Teaching activities at school by Elementary School Teacher Education students at the Faculty of Teacher Training and Education have helped students to express and explore colors, shapes, and activities fun for students at school (Fletcher et al., 2023; Yeh & Ting, 2023). The concept of form in elementary art is built and well illustrated by students according to the child's imagination of an understanding of geometric shapes can be understood through fine art so that students like mathematics and can understand the basic concept of geometric shapes gradually.

Creativity is related to activities like visual arts, music, culinary arts, and other learning environments where students can have an active role and participation to make their knowledge. However, Robinson (2001) indicated that creativity is not for a small number of activities. Creativity is in different situations for doing many tasks. According to a research result, this may be found why these daytimes are the importance of creativity among most people is increasing. This idea of creativity is an inherent factor, and allocated to a few numbers of people is a wrong conception that must discover an academic environment to find the reason. ChavezEakle (2010) claimed growth of creativity is definitely related to an individual's experience in childhood. If the experiences give them opportunities make their meaning from outside of experiences. Children are capable of adapting and absorbing new knowledge in diverse areas.

Creativity in a Group of student teachers

Sawyer (2006) clarified the characteristics of grouping creativity as invention, group trying and appearance or emergence. Teaching activities are carried out by a group students of Elementary School teacher Programs at a State Elementary School or Inpres using various learning methods based on the Merdeka and K'13 Curriculum. Students discuss each other the existing subject matter and plan subject matter according to the applicable theme and curriculum. The Merdeka Curriculum is currently used to provide space for teachers to teach materials chosen by themselves and according to the preferences of teachers, especially students. Elementary school students are happy and enthusiastic about learning with prospective teacher students because it provides fun practice and a learning atmosphere like friends in learning. Studying together in small groups while providing learning to students in relation to art lessons is not an easy thing. The students give material according to the lesson plan prepared by the class teacher and then develop it further according to the understanding of Elementary School Teacher Program students so that students can apply the knowledge and material they have learned. The creativity of elementary school students in class is controlled by the teacher that can provide space or a place for students in a pleasant and conducive atmosphere.

The creativity in learning for elementary schools is as important as intellectual development or intelligence so that these activities can provide meaning for teachers and students. Art lessons are relate to creativity can be studied in class with students. Educators, teachers and parents do not understand that developing creativity is very important for students (Lestari, 2019).

There are two factors that can encourage creativity in arts and culture learning in elementary schools. Students' attitudes are the thing that encourage people to learn and collaborate in a group.

Students need support system in a group for prospective teachers in the Elementary School Department. The subject of Fine Arts Education, Elementary School Music Arts Education, Elementary School Dance and Drama Education, and Elementary School Arts and Culture Creativity Development can be learned by the teachers on teaching projects (Popović & Kostić, 2023; Portsmore et al., 2021). The students teachers are collaborating specifically in the field study of elementary school arts education..

METHOD

This research is a classroom action research. Action research is a research that improve the quality of learning and provide the quality of learning in the classroom (Rayan et al., 2023). Teaching the elementary school students' is an experience for developing the quality of students as a prospective teacher or a teacher in the future in elementary school. Action research is cyclical research that starts with a statement and ends with a question. Action research is a research that prioritizes the process of finding or inquiry the right way of teaching and learning for students in understanding the practical of arts.

Action research contains various things in inquiry, investigation, reflection, interpretation and creativity in developing knowledge. Duckworth (1983) describe that action research also delivery the new points of view and actions that can develop knowledge (Jacob 2008: 8). Strickland (in Khasinah: 201) narrates several parts in the action research stages, are: 1. identifying research problems and interests, 2. Searching for knowledge, 3. planning an action, 4. implementing the action, 5. observing the action, 6. Reflecting on the results of actions, 7. concluding. Classroom action research in the context of this research is centered on activities in the classroom and tries to analyze the learning activities.

Allwright and Bailey give a description of action research in (Khasinah: 108) the interactions that occur in learning activities are well. This research is between teachers and students in classroom. This research was made in several steps which were done during teaching and learning activities. First, Planning the form of identifying problems in partner schools in arts learning. Researchers plan to carry out student teaching activities directly at school on a regular basis. Identify by asking questions how the students of Elementary School Teacher Department as prospective teachers can teach, develop and improve understanding of arts subject matter in the classroom. Second, Design learning according to the school curriculum and materials prepared by the class teacher. Students can develop material using learning media. Learning media in the form of pictures, crayons, colored pencils, picture paper, origami paper, musical instruments, folk songs, and YouTube channels. Learning that prioritizes art practice is made by prospective teachers using learning methods. The learning method used is free to use various methods, namely demonstration methods, simulation methods, movement and song methods, singing methods and others. Third, data was obtained through art practice with students in class. Elementary School teacher Department students are teaching the arts. Making photos during activities, coloring, reading song notations, drawing geometric shapes, by paying attention to student participation in the activities

or practices carried out. Prospective teachers as a future to observe and record activities together and take turns teaching each other. Reporting on student teaching activities at school is an activity that really helps prospective teachers learn to understand the student learning environment in the classroom. Fourth, The implementation of this research uses action research or special actions for art learning activities in class with students (Vanluyten et al., 2023). Teachers make changes and improvements in subjects and the quality of learning in arts practice. The art learning carried out is based on students' experiences and the students' learning environment. For example, students need to learn the art of East Nusa Tenggara regional songs, of course teachers need to include regional song material in the Learning Experience Plan.

The steps in Classroom Action Research

Planning in the form of identifying problems in partner schools in arts learning. Researchers plan to arrange student teaching activities directly at school on a regular basis. Identify by asking questions how Elementary School Teacher Department students' as prospective teachers can teach, develop and improve understanding of arts subject matter in the classroom.

Design learning according to the school curriculum and materials prepared by the class teacher. Students can develop material using various media used. Learning media in the form of pictures, crayons, colored pencils, picture paper, origami paper, musical instruments, folk songs, and

YouTube channels. Learning that prioritizes art practice is carried out by prospective teachers using various learning methods. The learning method used is free to use various methods, namely demonstration methods, simulation methods, movement and song methods, singing methods and others.

Data was obtained through art practice activities with students in class. PGSD students carry out teaching activities by taking photos during activities, practicing coloring, reading song notations, drawing geometric shapes, by paying attention to student participation in the activities or practices carried out. Prospective teachers observe and record activities together and take turns teaching each other. Reporting on student teaching activities at school is an activity that really helps prospective teachers learn to understand the student learning environment in the classroom.

The implementation of this research uses action research or special actions for art learning activities in class with students. Teachers make changes and improvements in subjects and the quality of learning in arts practice. The art learning carried out is based on students' experiences and the students' learning environment. For example, students need to learn the art of East Nusa Tenggara regional songs, of course teachers need to include regional song material in the Learning Experience Plan.

Teachers can teach regional songs creatively. Teachers can also provide regional song material through regional dances so that students understand regional songs better and can get to know regional dances. Teachers who teach arts and culture need to implement action research to enhance unique and focused student learning experiences. Classroom action research specifically in the

context of arts learning is a way to understand the problem of teaching arts in elementary schools by prioritizing joint learning between teachers and students in the classroom.

Population and Sample

This research is classified as qualitative research because the data got from students' report compiled after teaching activities at school. Qualitative data through form of observations and projects. There is an observation data during learning activities at school. The population in this study were partner schools from the Faculty of Teacher Training and Education, Nusa Cendana University. The partner schools in question are public and private elementary schools, which schools require to cooperation and collaboration between students and teachers.

Partner schools and schools are the targets of teaching projects in schools. Approximately, there are 44 Inpres elementary schools as partner schools around the city of Kupang. that are found in Kotaraja sub-district, Kota Lama, Kelapa Lima, Oebobo and Maulafa sub-districts. Non-partner schools are private schools. It is 77 private schools in Kupang City. Partner schools are the main goal of this project so that alumni from Elementary School Teacher Department, Faculty Of Education and Teacher Training. Prospective teachers understand and learn to practice fine arts, musical arts and develop creative arts and culture materials for elementary schools.

This research uses snowball sampling. The sample selection based on a large number of quality informants or sources so that it can produce more quality data. The partner schools in this sample were selected according to the closest distance and were easy for students to reach. The sample for this research is schools that are places for teaching activities. These schools are SD Inpres Perumnas Grade 3, SD Negeri Oesapa Kecil 2, SD Inpres Grade Kelapa Lima 1, SD Inpres Fatufeto 2, SD Negeri Oetete 1, SD Inpres Oepoi, SD Negeri Kuanino, SD Inpres Oebobo. SD Inpres Oepura 1.

RESULT AND DISCUSSION

There are two factors that can encourage creativity in arts and culture learning in elementary schools. Students' attitudes are the thing that encourage people to learn and collaborate in a group. Students need support system in a group for prospective teachers in the Elementary School Department. The subject of Fine Arts Education, Elementary School Music Arts Education, Elementary School Dance and Drama Education, and Elementary School Arts and Culture Creativity Development can be learned by the teachers on teaching projects(Choiriyah, 2023; Sáez-López et al., 2023). The students teachers are collaborating specifically in the field study of elementary school arts education..

The activities in group are an active way of learning that provides opportunities for students to discuss teaching material with others. It divided in two and three classes between all group members in a group. The student teachers organize material with learning strategy and media. It is

a fun atmosphere as form of freedom to learn and to apply play. It means that elementary school students are doing the activities in the classroom. It provides fun and remain serious in learning so that creativity in the classroom can support the emotional intelligence.

Students of Elementary School Department are practicing teaching for music arts courses, arts and culture development, dance, drama and fine arts. Teaching at school is a way for students to carry out teaching practice and gain teaching experience. It provides a student to be a teacher. Teaching practice is a good way to discover oneself the problems of becoming a prospective teacher, learn to manage a class, experience the school atmosphere so that you can learn to understand the difficulties of teaching arts and culture lessons by practicing music, dancing, fine arts and developing arts and culture materials. Practicing of teaching arts and culture at school helps students have plan to take part in teaching campuses or as preparation for taking the Introduction to the School Field. Teaching practice also provides students with experience. They can equip themselves with artistic creativity both holistically and thematically.

In general, creativity occurs in the classroom. Learning activities can be carried out by a group of students who teach students in elementary school. All cooperation in thought, action and interaction occur simultaneously. Teaching and learning take place simultaneously and all students have their own roles and contributions in teaching. Students divide tasks into groups and each student must teach and be an observer so that they can be evaluated properly and improve their teaching activities. This can be a good way to learn with the teacher to be able to collaborate and discuss through lesson plans that have been prepared as lesson material.

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student must teach and be an observer so that they can be evaluated properly and improve their teaching activities. This can be a good way to learn with the teacher to be able to collaborate and discuss through lesson plans that have been prepared as lesson material.

Generally creativity occurs in encounter time and accidentally, in such a manner that all members in one group have contribution and interaction dynamically in presentation the result. On the other hand emergence is affected by mixture of phenomenon; in addition always a whole of things is higher than components. As a result, learning environments must be designed to grow cooperation and collaborative activities for improving students' creativity, so it has many pedagogical and disciplinary efficient (Sawyer, 2006). In collaboration creativity, individuals can learn from each other by teaching what they know (John-Steiner, 2000). New ideas, new solutions, new sparks and even new knowledge come from learning. From a practice perspective, viewing innovation as learning that results in changes in communities' interpretive views, the interest is in looking at learning as the bridge between working and innovating (Brown & Duguid, 1991). Learning within and between members of a community therefore serves as a bridge and as a cycle of mutual sharing. Learning is a shadow, an influence and an explicit process in creativity.

CONCLUSION

This research aims to change the understanding of elementary school teachers and prospective teachers that art learning in schools must be taught to students. Arts and culture lessons in a theme and sub-theme must be given with arts and culture practice. Apart from that, we want to increase the understanding of the community, schools and teachers that art lessons in schools are also the same and parallel to other subjects (Hurwitz & Vanacore, 2023). Apart from being staged during lesson evaluation, art lessons can hold performances and exhibitions. The previous orientation of teachers and schools was that art lessons were synonymous with performances at the end of the semester and students' final graduation exams as well as competitions between schools. Therefore, teaching activities at school need to be programmed into a learning evaluation on campus so that students can understand that togetherness between teachers and students can be improved through learning arts and culture in the classroom.

Developing art learning in elementary schools can be done by increasing creativity in art practice in the classroom. Development in learning the art of music can be done by practicing singing with movements and songs by making movements and changing song lyrics to sing together. Fine arts learning can be learned by drawing shapes, and making an advertisement with messages about educational issues. Student can study about creating designs and creating stories. Students can teach music instrument, fine arts and artistic creativity and culture of East Nusa Tenggara. Traditional arts and culture can also be used in advertisement to love NTT culture, for example by telling about the meaning of motifs so that students can learn more about traditional culture.

Students of Elementary School Teacher Department can use art as a medium in providing lesson material in one theme and sub-theme. The art of music as a medium for learning Indonesian, for example using songs for grade 1 and grade 2. Students can sing while swinging the body so the

student of Elementary Schools can sing and move or sway to the rhythm of the song(Culp & Davis, 2023; Rasimi & Gerbeshi Zylfiu, 2023). Learning Bahasa can use fine arts and another art subject, for example grade 6 students can create stories through existing images and advertisements. Images that can be found in books and on the internet are connected and can be made into a series of stories.

This research is to develop art learning that can be carried out in schools in art materials and other subject matter. The limitation of this research is to provide information and provide an understanding of teaching activities or projects at school for students taking courses in elementary school music arts learning, elementary school dance learning, elementary school fine arts learning and developing elementary school arts and culture creativity(Relmasira et al., 2023; Xiao et al., 2023). This project is very beneficial for schools and teachers because students can learn various materials about art that prioritize the practice of musical arts, for example reading block notation, singing while making movements, drawing and coloring, making advertisements through pictures, and understanding the meaning of NTT ikat motifs.

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