



THE CAPABILITY OF DEVELOPING ARTS AND CULTURE LEARNING IN INCREASING THE CREATIVITY UNDERSTANDING OF BAMBAN VILLAGE PRIMARY SCHOOL CHILDREN

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Abstract

Art as a field that is based on beauty has a significant role in future arts education. The concept of art education in elementary school is basically directed at forming attitudes, so that there is a balance of children's intellectual, intelligence, mental, physical and moral qualities, because at elementary school age, children's mental and physical development is at a high stage of development so as to optimize their creativity then art education is one of the right methods to use. Therefore, arts education should be a forum or means for children to develop and express their creativity. The creativity of children at elementary school age still varies greatly according to their level of maturity and brain development. To improve the development of children's creativity so that they grow optimally, arts education plays a very important role, namely as a means of facilitating children in expressing their thoughts and souls. Arts and Culture learning has an important role in developing creativity and cultural appreciation in students. This journal discusses the importance of arts and culture education in the context of modern education. We explore effective strategies and approaches in integrating arts and culture into the curriculum, as well as their impact on student development. In this journal, we also examine several challenges faced by arts and culture education and provide recommendations for overcoming these problems. Through a deep understanding of the importance of arts and culture education, it is hoped that we can create a learning environment that enriches and motivates students.

Keywords : Arts and Culture Learning, Creativity, Elementary School

Introduction

Art is a man-made tool to cause psychological effects on other humans saw it (Mundro in Tumurang, 2006: 6). Art can be learned through the educational process (learning about art) or as a means of achieving educational goals (learning through art). Education curriculum Indonesia calls the concept with education art which implemented at the elementary to upper education levels. Arts education at the elementary education level (school base) held Because uniqueness, meaningfulness, And its usefulness in meet the developmental needs of students, namely providing a deep aesthetic experience form activity expression/creation And appreciate. Education art own objective develop participant educate so that can understand draft art culture And Skills, displays attitude appreciation to art culture And Skills, displays creativity through arts and culture and skills, and displaying participation in arts and culture and skills in level local, regional and global (Ministry of National Education, 2006). The function of art education in elementary schools is: 1) as a medium of expression, 2) as a medium communication, 3) as a medium for playing, 4) as a medium for developing artistic talent, 5) as a medium creativity, 6) as media development ability think, And 7) as media Forobtain aesthetic experiences (Tumurang, 2006: 31-39).

Arts education in elementary schools is categorized into arts and culture subjects skills or SBK with several scopes as described in Law no. 22 Year 2006 concerning content standards education. Room scope the is : (a) Art appearance, covers knowledge, Skills, And mark in produce work art form paintings, sculptures, engraving, printing, and etc (b) Art music, covers ability For control exercise vocal, play tool music, appreciation work music (c) Art dance, includes movement skills based on exercise with and without stimulation sound, appreciation to dance movements (d) Art drama, covers Skills staging with combine art music, art dance And role (e) Skills, covers all aspect proficiency life (life skills) Which covers Skills personal, Skills social, Skills vocational And Skills academic. Fine art is a branch of art that is related to visual stimulation (Purwanto, 2016: 21). Salam (2001) believes that fine art is an activity and the result of a statement beauty man through media line, color, texture, field, volume, And room Which the embodiment can be in the form of two-dimensional works (drawings and paintings) or three-dimensional (sculptures, furniture, decorations, and accessories) (Sumanto, 2006: 7-8). Work art appearance can generated through process work art appearance, that is technique Which used in creating a type of fine art work according to the media used. Process Fine art works that can be practiced by elementary school children are drawing, sculpting, printing, etc designing.

Drawing is the process of creating images by scratching objects sharp on field flat. Draw is process Which integrated from see, visualize and express images. The drawing process can not only be done with imitate. Somebody can produce picture from process imagine And creativity (Syakir and Mujiyono, 2007: 7). There are various types of drawing, including: ; 1) draw a shape is realize impression from something form object Which seen, 2) draw ornaments/decorations is activity make picture Which shaped decoration field or decorate object, 3) Illustration drawing is a way of drawing with the aim of explaining or explaining something story, 4) draw imagination is make picture Which give chance on child Forexpress their imagination, and 5) drawing expressions is the expression of feelings and emotions through drawing activities (Sumanto, 2006: 53-70). Drawing activities require media to create works. Media in pictures consists on material, tool, And technique. Material draw can form paper, cloth, ceramics, And field other flat. Drawing tools include pencils, crayons/pastels, pens and ink, charcoal, brushes, paint water, cutter or sharpener. Drawing technique consists on : (a) Technique linear, ie technique draw use pencil or pen with produce the shading create value dark light and texture (b) Technique dussel, ie thicken picture with rub powder color (c) Technique stipel, ie thicken picture with form dot, dot, dot Which be repeated (d) Sweep technique, namely a drawing technique with how to apply color liquid with brush, and (e) Mixed technique, namely drawing by combining or using 2 types dye (Syakir And Mujiyono, 2007: 21-30). Process work art appearance can taught in accordance with stages development child, Good development psychological nor artistic. Implementation of fine arts learning can shape students' creativity if selected learning materials and strategies are appropriate to the participants' psychological and artistic development educate. Child age school base aged between 6 until approximately 13 year or in term psychology are at the end of childhood. At this time, psychologists call it "age." creative", is a period that determines whether children will become conformists or become creator of new and original works. During this period, the basics of ability in creative activities develop in a way perfect (Hurlock, 2012: 147-148). The intellectual period at elementary school age is divided into two phases, namely the lower class period Elementary school (around 6-9 years old) and high school elementary school (around 9-13 years old). The characteristics that showed on child age high grade is exists attention to life practical daily who is concrete, realistic, curious, wants to learn, has an interest in things or subjects certain. (Tumurang, 2006: 97-98). The development of children's art in the field of fine arts was expressed by Lowenfield (1982). summarize periodization children's pictures through 5 stages, viz ;

1. The smearing period (2-4 years), is the initial period of self-expression. At this time, The image created does not yet form an expression of the object and still has a purpose For imitate the actions of older people
2. Pre-chart period (4-7 years), during this period, children begin to recognize patterns of objects on the picture and start can control Skills his hand
3. Chart period (7-9 years), children begin to discover more schematic forms Excellent And ability manage color start grow up with fast
4. In the false reality period (9-11 years), children begin to create influenced images his observations to environment. Draft picture become the more clear And approach reality, and
5. The pseudo-natural period (11-12 years), children increasingly try adjust the shapes of the images they create are based on natural shapes. At this time, children's creativity experience decline Because fairness And spontaneity activity draw disturbed with consideration sense (Purwanto, 2016: 117-121).

Learning own understanding something process Which contain series deed Teacher And participant educate on connection lead come back Which taking place in situation educative For reach specific goals (Usman, 2013: 4).

Another opinion regarding learning was expressed by Knirk and Gustafson (in Sobandi, 2008: 152-154) who explains that learning is a process systematic through the stages of design, implementation and evaluation, while art learning Art has the meaning of efforts to provide basic knowledge and experience of artistic creative activities appearance with apply draft art as tool education with create condition interesting and fun learning in a creative play atmosphere (Sumanto, 2006: 20). The implementation of fine arts learning involves various components, both living components (Teacher And participant educate) nor component dead (media, model, objective, etc) And own channel process or stages that can be divided into initial, core and closing activities. Learning components art appearance can described as following : (a) Objective learning, is something target Which want to achieved by activity learning, ie objective instructional special Which made benchmark in measuring learning success (Riyana, 2008: 8). The objectives are listed on RPP document Teacher (b) Subject matter is the content of the curriculum, namely in the form of subjects or field of study with topic or sub topic and details. Study material in Fine arts learning is conceptual material (art insight, art history, basics and principles of art, types of art), art appreciation (art criticism and appreciation), and practice/creation art (work art pure And applied) (c) The learning model is a design designed in compiling the curriculum, arrange participant educate, And give instruction to teacher in class in designing teaching. Election model learning, need consider objective, characteristics participant educate, material lesson, And etc so that model the can works maximally. Creativity broadly has the meaning, attitude or character of a person which is based on encouragement within oneself and supported by the environment that allows oneself to experience the process give birth to an idea or idea so that it can create something new or something that doesn't exist yet Which useful for himself, public, nor nation And Country as well as can studied or developed through learning.

This is based on the opinion of Rhodes (1961) who formulated the definition of creativity to in four categories, personal definition, process, product, and "press". Creative personality is the point a typical meeting between three psychological attributes, namely intelligence, cognitive style , and personality or motivation. Process creative is process from; 1) sensitivity to difficulty, problem, gap information, element Which is lost, something Which questionable, 2) make alternatives And formulate a hypothesis about the shortage, 3) evaluate and test alternatives and hypothesis, 4) possible revise And test repeat alternative And hypothesis the, And final 5) communicate the result Which expressed by Torrance (1988). Creative products are the ability to produce or create something new. The final definition is "press" or encouragement that can come from within (internal). or from outside the individual (external). Encouragement from outside, for example the environment. The environment No value imagination or fantasy, too emphasize on tradition, And not enough open to matter just can't form creativity someone (Munandar, 2014: 20-22). Creativity related to teaching is divided into several meanings, namely 1) creativity as a form of learning, namely creativity as a tool for interpreting concepts abstract Which will help inform learning other, 2) representation, ie creativity as a means of self-expression or artistic expression, 3) originality, namely a type of creativity Which related with make connection or linkages Which No normal, idea isolated, Which previously not connected to each other, 4) think creatively, this aspect allows people who currently finish problem For bring up solutions Which different And Which was not visible clear, 5) natural Which own understanding as encouragement Which involve interaction emotional between individuals and the environment, 6) productivity, which is creativity that produces products creative (Beetlestone, 2011: 2-6). Creativity in learning art appearance interpreted as ability find, creating, creating, redesigning, and combining new and old ideas into combination new Which visualized into the composition something work art appearance with supported his skilled abilities. The skill of creating fine art itself is related to ability somebody in; 1) process media said in accordance tool Which used time work, 2) accuracy in creating ideas into works of art, and 3) dexterity or hand skills in apply creative techniques art appearance

Boden explain 3 form creativity, ie creativity Which born in form combination, ie combine ingredients Which Already There is Good form idea or product so that giving birth to new things, creativity that is born in the form of exploration, that is, trying to give birth something new from something that has not been seen before, and creativity that is born within transformational form, namely changing from an idea to a practical action (Sudarma, 2013: 25-27). Forms of fine arts creativity for elementary school children can be divided into two, namely practice work creative And explore through media art appearance. Practice work creative art appearance school base can shared become two type of activity, ie activity art appearance two dimensions And three dimensions. Activity art appearance two dimensions includes; draw free, paint with finger, draw techniques simple batik, color play, coloring pictures, drawing expressions or drawing free, mosaic, montage and collage applications, printing/graphic arts, paper crafts and crafts webbing. Three-dimensional art activities include; form/make toy models freely, forming cubes, arranging/arranging, decorating objects and so on. Explore through fine arts media, namely students are

introduced to types of fine arts media (practice materials) and The next technique for using it is that students are allowed to creatively explore, try and discover the use of art media which is realized in various forms of fine art. An example is free drawing using various types of tools such as colored pencils, crayon, whiteboard marker color, and the like (Sumanto, 2006: 36). Treffinger (1981) said that creative individuals are usually more deeply organized action. Creative students usually have a high sense of humor, can see view problems from various angles, and have the ability to play with ideas, concepts, or imagined possibilities. In general, creative students have a number of characteristic as following: (1) Be open to new experiences, namely seeing things from different angles look, value results work Friend, brave take risk, have initiative or initiative, and always curious (2) Flexible in thinking, namely producing original work, thorough and persistent in doing task, No fast separated hope, And organized in action (3) Be free to express yourself, that is, not afraid to make mistakes and take ownership establishment (4) Values fantasy, i.e. imaginative, high performing, passionate, and Act with complete surprise (5) Interested in creative activities, namely liking hobbies and interesting activities, interested Doing things new, And interested in matter complicated one (6) Believe to idea Alone, ie believe self, brave different And stand out (7) Independent in give consideration, ie No Afraid For make error And put forward opinion they although Possible No Approved by person other (Munandar, 2014: 35-37).

Formation Creativity Through Learning Art Appearance in School Base Creativity is a skill that can be formed. This formation can be done through design learning that teachers apply. The reason why it is important to foster creativity in students is based on opinion Gardner Which state creativity is component Which important And need developed Because without creativity, learner only will Work on level cognitive the narrowest, namely memorization (Beetlestone, 2011: 28). Munandar (2014: 31-32) formulate reason formation creativity is; 1) with creative people can actualize themselves, thus basic needs at the level highest man can fulfilled, 2) creativity or think creative Still not enough noticed in education, whereas think creative is ability For see many kinds of possible solutions to a problem, 3) busy yourself in creative ways not only beneficial for oneself and the environment but also provides individual satisfaction, and 4) The quality of human life will increase with creativity. Welfare and glory of society and the State depends on the development of creativity in the form of new ideas, technology and inventions Which will improve quality life. Fine arts learning can shape students into creative individuals if implemented under conditions that support students' freedom to be creative. Creation These supporting conditions involve various components. Form of fine arts learning Which can shape participants' creativity educate is :

- a) Activities must be adjusted to abilities, needs and interests child. Moyles (1989) state in push creativity, Teacher must provide techniques And ingredients Which in accordance for child (Beetlestone, 2011: 155&171). For example, in fine arts learning, drawing material, students directed For draw use pencil moreover Formerly Then use pencil color, crayon, etc. Matter the Also can increase children's artistic skills gradually. The image object is also adjusted accordingly child's interest. The teacher only provides a theme so that students can be focused on it explore the idea (b) Activity creative should done in atmosphere Relax without pressure For achievement, that is, the teacher does not force students to draw exactly the same example Which given or participant educate No pressed For produce work Which according to Teacher Good. Creativity somebody can develop with Good when get encouragement (motivation) from outside. This motivation is in the form of environmental conditions who have psychological safety, that is accept each individual as he is In fact, trying to create an atmosphere in which there is no external evaluation threatening, and providing empathetic understanding, and psychological freedom, that is give chance Which wide for individual in express himself (Munandar, 2014: 33)
- b) Give students the opportunity to freely express themselves using media fine arts such as pencils, colored pencils, paper, plasticine, paint, and so on. Teachers need presenting examples of images or products to stimulate participants' visual sensibilities educate, ie For push awareness senses visual, needed media form two-dimensional displays such as paintings and drawings (Beetlestone, 2011: 155). Object- arts and crafts objects have a big driving force in create atmosphere creative (Purwanto, 2016: 163)
- c) Ask to participant educate about title, theme or story from work Which made so that Teacher can more understand expression/ expression Which He Meaning. Matter the Also can makes it easier Teacher in guide process Work in a way more directed And Teacher can understand participants' feelings education (Sumanto, 2006: 38)
- d) The product or result of creativity is not the final goal that is too important, but rather the process carried out by students with enjoyment of the work being done. Fryer (1996) disclose that feature or characteristic from person Which very creative is those who are willing to work hard to achieve goals (Beetlestone, 2011: 95-100). Fine arts learning is intended to form multiple intelligences so that work process assessment is an important and inseparable part from learning.
- e) Providing motivation and stimulation before starting creative activities, namely : related to the experience and

abilities of students. For example by discussing the work process of previous work and presenting examples example Which make He Spirit. Example picture give energy on child for imagine, courage For expression, teach various type emotion, And gave him idea For finish problem (Purwanto, 2016: 79)

- f) Provide place Which adequate For do activity get creative art appearance Goodin in room or in outside room with time Which Enough, in accordance with level difficulty of the work being created. Purwanto (2016) believes that the cause of the disappearance Children's interest in creativity is due to children's increasing opportunities and time narrow to be creative, and
- g) Display or show off results creation child on place/space class, so that child can see And evaluate in a way immediate results his creativity.

The formation of creativity can be done through learning where the teacher; 1) appreciate uniqueness personal And talents his students with No expect all do or produce things that The same, 2) create environment Which push And support development creativity, 3) give freedom to child For express himself in a way creative by providing the necessary facilities and infrastructure as well as providing time for participants to be busy in creative activities, and 4) appreciate students' creative products (Munandar, 2014: 45-46). Beetlestone (2011: 2-6) states that creativity can be formed through learning activities which develops the skills of curiosity, the ability to discover, explore, search for certainty, and enthusiastic, meets students' expression needs, involves participants' emotional interactions students with the environment, involves making, getting students used to making connections unique, No can imitated, and independent, as well as bring up solutions Which different.

Research Methodology

For investigate theme "Learning Art Culture: Push Creativity And Appreciation Culture in Learning", study This will use method study qualitative. A qualitative approach will allow researchers to gain in-depth understanding about experience and perception individual related education art culture (Sugiyono, 2017). Following is steps Which will followed in method study This:

1. Identification of Research Subjects: Research subjects will involve students from various level education, like school base, school intermediate, And college tall. It will also involve arts and culture teachers, educational policy makers, and expert art culture.
2. Data Collection: Data will be collected through in-depth interviews with participants educate, teacher art culture, and member art culture. Interview will focused on experience them in education art culture, perception them about the importance of arts and culture in learning, and its impact on creativity and cultural appreciation. Apart from interviews, direct observations will also be carried out at environment learning art culture For obtain understanding Which more details about interaction student with art culture.
3. Data Analysis: The collected data will be analyzed using an analytical approach thematic. Interview transcripts and observation notes will be sorted, analyzed, and categorized as become themes appear. Themes This will give insight into perceptions, experiences and impacts of arts and culture education creativity and appreciation culture.
4. Interpretation and Findings: The results of the data analysis will be interpreted and used For produce findings study. Findings This will give understanding Which more deeply about the role of arts and culture education in encouraging creativity and cultural appreciation in students. Research findings can also be identifying challenge Which faced And give recommendation For increase education art culture.
5. Validity And Reliability: For ensure validity And reliability study, a number of strategy will applied. First, triangulation will used with combine data from various source, like interview, observation, And relevant literature. Next, a thematic analysis will be carried out by several researchers to verify the suitability of the findings. Apart from that, there will be an inspection repeat by participant study For ensure accuracy interpretation data they.

Method study qualitative This will give outlook Which deep about importance education art culture in push creativity And appreciation culture in context education.

Result & Discussion

Integration art culture in curriculum education is process combine elements of art and culture into the learning material in the curriculum. The purpose is to provide a richer, deeper, and holistic experience to students, until them can develop skills art, understanding culture, and appreciation against art and culture (Nurdin, 2002). Here are some effective approaches and strategies for integrating the arts culture in curriculum :

1. Use of Multiple Media and Technology: Arts and culture integration may include use diverse media And

technology in learning. Matter This can covers use picture, music, film, art show, And media digital as tool For explore, understand, And value art And culture. For example, students can learn about fine arts through the use of media digital For create work art or through browsing virtual to museum art.

2. Practical and Collaborative Activities: Arts and culture integration also involves activities practical and collaborative in which students can actively participate in creating and expressing works of art. Through collaboration in groups or art projects, students can learn about different cultures, appreciate perspectives and experiences of others, and develop collaboration skills And solution problem
3. Incorporating Traditional Cultural Values: Important to maintain and respect traditional cultural values in learning arts and culture. This candone through learn art And culture traditional, understand values Which contained in inside, And push participant educate For value And preserving their own cultural heritage. In the context of increasing globalization increasing, integrating traditional cultural values also helps participants educate maintain identity culture they
4. Relate to Real Life Context: Arts and culture integration can be more effective if linked to the real life context of students. This can be done with choose material learning Which relevant with experience And interest students, relate arts and culture to actual topics or issues, or involve local community in artistic activities culture.

By involving real contexts, arts and culture learning becomes more relevant, meaningful, and can have a greater impact on students. Through the integration of arts and culture in the curriculum, students have the opportunity to develop artistic skills and creativity, expand outlook culture, And understand importance art And culture in Their life. Arts and Culture education has a significant impact on students in various developmental aspects they (Munandar, 2009).

1. The following are some of the positive impacts that can be achieved through arts education culture: Increasing Creative Skills: Through an arts and culture approach, participants Students can develop and improve their creative skills. They invited to think creatively, experiment, generate new ideas, and apply innovative thinking in the process of creating works of art. Abilityto imagine, innovate and think outside the boundaries will help participants educate in various aspect of life they
2. Development Sensitivity Aesthetics: Education art culture Also strengthen sensitivity students' aesthetics. Through direct experiences with visual arts, music, dance, theater, And shapes expression art other, participant educate Study recognize, value, And evaluate elements aesthetics like beauty, harmony, proportion, rhythm, and emotion contained in a work of art. Aesthetic sensitivitydevelop will help they become consumer art Which intelligent And create work art Which more effective.
3. Creative Problem Solving: Arts and culture education encourages students to develop Skills solution problem creative. In process creatework art, they faced on challenge and problems Which must overcome. Participant educate Study identify problem, develop various solution, Andexplore new ways to express ideas and emotions through art. This ability can also be applied in everyday life situations outside artistic context.
4. Enhancement Performance Academic: Studies has show that education artculture can own impact positive to performance academic participant educate. Throughcreative and practical approaches in arts and culture, students learn to think in a way holistic, develop ability think critical, increase concentration, as well as strengthening understanding and retention of information. Arts education culture can also help in the development of social, emotional, And cognitive Which essential For success academically whole.

Through education art culture, participant educate not only develop Skills art And creativity, but Also experience enrichment culture, expand perspective they, And increase understanding of themselves and the world around them. Arts and Culture Education face a number challenge Which can influence effectiveness And implementation his approach (Hurlock, n.d.). A number of challenge Which general faced in education art culture covers :

1. Lack of Resources: One of the main challenges is lack of resources Which adequate For support education art culture. This can covers lack of budget for art supplies, materials, studio, practice space, or facility art other. Lack of source Power This can limit accessibility, quality, and sustainability of arts education culture.
2. The curriculum Limited: Curriculum too focused on academic aspects others often ignore or narrow the role of arts and culture education. Thiscan result time Which limited For art culture in timetablelearning, subtraction material, or emphasis Which No proportional onacademic evaluation. This limited curriculum can detract from the arts experience culture comprehensive and its impact to participant educate.

3. Lack of Understanding of the Value of Arts and Culture Education: Another Challenge is lack of understanding Which deep about mark education art culture in circles stakeholders, including student, person old, Teacher, And administrator school.

Some may consider arts and culture to be "optional" or less important compared to other academic subjects. This lack of understanding can influence the support, attention, and allocation of necessary resources For arts education culture. Impact from challenge This to learning art culture is as following (Aka, 2012):

1. Limited experience art culture which can enjoyed by participant educate.
2. The low motivation And interest learners to art culture.
3. Decline quality learning art culture Because limitations source Power.
4. Imbalance between education academic And development creativity.
5. Potency lost inheritance culture And tradition local in curriculum.

For overcome challenge This, following is a number of recommendation (Saut, 2009) :

1. Improving Budgets and Resource Accessibility: Government, schools, and public need invest in education art culture with give Sufficient budget for art resources, including equipment, materials, and necessary facilities. Efforts should also be made to ensure accessibility Which fair for all participant educate.
2. Developing an Inclusive Curriculum: The curriculum must recognize the values of the arts culture and include integrated arts and culture learning in the eyes lesson other. Matter This can covers hook art culture with topic other in curriculum, like science, history, or Language. Curriculum Also need give room Which Enough for creative exploration and expression self through art culture.
3. Increased Education and Awareness: Efforts need to be made to improve understanding of the value of arts and culture education among stakeholders. This can carried out through training and education for teachers, parents and administrators school about importance art culture in learning And development participant educate. Education and awareness campaigns can also help change perceptions public towards arts education culture.
4. Collaboration between Schools and Communities: Collaboration between schools and communities Local arts and culture can enhance students' arts and culture experiences. With involve artist, cultural practitioner, And organization art culture in process learning, students can have access to artistic experiences more diverse and deep.
5. Use of Technology and Digital Media: Utilization of technology and digital media in learning art culture can help overcome limitations source Power. This can covers use application, platforms on line, or source Power other digital services to expand access and enrich participants' arts and culture experiences educate.

Through sustainable and collaborative efforts, challenges in arts and culture education can be solved. By paying greater attention to arts and culture, students can develop Skills creative, increase sensitivity aesthetics, solve problem with method Which innovative, and achieving academic success in a way comprehensive.

Conclusion

Based on results Which has obtained can concluded that education art culture has an important role in student development. Through the integration of arts and culture within curriculum, participant educate can develop Skills creative, increase sensitivity aesthetics, hone problem-solving abilities, and achieve improved academic performance. Education art and culture also provide chance for students For understand and appreciate cultural heritage and increase their understanding of themselves and the world around them they. A number of suggestion Which can taken from journal This For increase education art culture:

1. Support Development Source Power: Required support Which adequate in form budget And facility For ensure accessibility source Power art culture. Investment in equipment, ingredients, And studio art Which adequate will give experience art Which richer for participant educate.
2. Increasing Education and Awareness: It is important to increase understanding about mark education art culture in circles stakeholders. Training And education for Teacher, person old, And administrator school can help change perception And increase support to art culture in learning.
3. Develop Curriculum Which Inclusive: Curriculum need confess And integrating arts and culture holistically. Expansion of arts and culture learning to in the eyes lesson other can increase relevance And enrich experience participant educate.
4. Encouraging Collaboration with the Arts and Culture Community: Collaboration with artists, cultural figures, and local arts and culture organizations can enrich artistic experiences culture participant educate.

Stage visit to museum, exhibition art, And show art can give perspective Which more broad about art culture.

5. Utilizing Technology and Digital Media: Use of technology and digital media can help expand access And enrich learning art culture. Utilization application, platforms on line, or source Power digital other can increase interactivity And involvement participant educate in exploration art culture . By implementing these suggestions, arts and culture education can become more effective in push creativity, appreciation culture, And development participant educate properly comprehensive.

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