

## When Elementary School Art Education is not in the Hands of Experts

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### Abstract

Art education applies expression, imagination, and creativity in the learning process compared to theoretical studies. Art education provides space for students to develop students intelligence optimally. Art education still needs to be given more attention by the government. Some schools have never taught art education in class and only rely on free drawing skills without any exact knowledge from the teacher. Art education in elementary schools is still minimal and focuses less on art. The method used in this research is qualitative with interview techniques from several sources in the school. Apart from that, they also conduct field observations to obtain valid data and a comprehensive picture of the situation at school. The results of this study found several conclusions. Art education is not only about drawing and drawing, but also has strategies for learning, starting from developing ideas or self-expression, observing, and appreciating. Art education must be considered again because art has a role for students in forming a more creative and imaginative self-character. Support in the process of learning arts education is not only about the curriculum but also reviewing the facilities and infrastructure as well as teachers who deserve more attention in the process of success in art in elementary schools. The art teacher at SDN 2 Gayam does not have variety and lacks innovation in their learning. The teacher is only guided by the curriculum without having artistic skills so the results make it difficult for students to unleash their potential and creativity. Therefore, art education needs to be evaluated again in the learning process, both by schools, teachers, and the learning media used.

**Keywords:** Art Education, Elementary School, Teachers, Art Experts

### 1. INTRODUCTION

Education is something that all people in Indonesia must obtain. According to [1] in article 6 paragraph 1, every citizen aged seven to fifteen must attend primary education. Programs from the government require studying for twelve years and are still going well. Although only a few children still have difficulty getting primary education due to obstacles to their economic needs or social life, the government will not remain silent and will try to create new programs that can educate children equally because children are the nation's next generation.

The achievement of a good education must have infrastructure that supports learning. One of the most important is the teacher. Educator or teacher is a central role where. The teacher is a determining factor in successful learning at school. The teacher is a profession which means a position that requires the unique expertise of a teacher and cannot be done by just anyone outside the field of education [2]. Teachers can be containers for creativity for their students—for example, art teachers in elementary schools. Art education in elementary

schools can be interpreted as minimal and less focused on art, even though art education can provide provisions for students both in work competence and appreciation.

## **2. METHOD**

The method used in writing is qualitative by searching data through interview techniques. Qualitative research is research that produces and processes descriptive data, such as interview transcripts, field notes, pictures, photographs, video recordings, and so on [3]. In addition to interviews, the authors also reviewed various reference sources, ranging from research results to the thoughts formulated by the authors.

## **3. DISCUSSION**

### **3.1. Art Education**

Art education applies expression, imagination, and appreciation. Art education is structured, starting with students realizing ideas from their creativity, then developing them according to students' abilities, and will be recognized in visual works. According to [4], the function of learning fine arts is to attract students' interest and increase their potential both from their cognitive, psychomotor, and affective abilities. Art learning can make students more imaginative in thinking and able to construct meaning in art well. Art education is very well taught from an early age; for example, in Kindergarten (TK), educators in Kindergarten painstakingly teach their students to draw, color, and combine several objects to form an imaginative work. This education is excellent and will be implemented in further education from elementary, middle, and high school to tertiary institutions.

Art education has two basic concepts: art in teaching and education in art. The idea of art in education aims to develop and preserve various arts for students according to their artistic talents. In contrast, the concept of art in education has the goal of art as an educational facility and infrastructure that emphasizes to students how the art process is not just a result so that it can create a rational balance in students' thinking.

Three aspects of arts education manifest in different activities, although often inseparable, namely self-expression, observation, and appreciation [5]. The aspect of expression is an aspect that is needed in every student, which is a reference in him to express and express the feelings that exist within him through a work of art, this feeling; at this stage, the teacher will direct his students to work only, the rest of the students will do it according to the emotions that will be expressed in a visual work freely without doubt.

The second aspect is the observation made by students by looking at and observing the surrounding conditions, which will support them in making a visual work. They will record this aspect through their five senses by explaining conceptual knowledge and memory, and they can apply it in practical activities. The third is the appreciation aspect, in which students will respond to individuals with various expressions according to their feelings. This aspect of appreciation uses their personal experience to create an emotion by observing the visual artwork that has been completed.

### **3.2. Lack of Knowledge of Art Education in Elementary School**

Education is currently applying its material to the independent curriculum. The government designs this curriculum more straightforwardly and in-depth, developing a relevant and interactive learning system. Learning in the independent curriculum uses project-based learning to develop soft skills and character according to the Pancasila student profile. In the subject of art in elementary school, the independent curriculum is still the same as the previous curriculum. However, there are still several schools that lack art education or even no art subjects, and this is a problem that needs to be addressed. Art is a fundamental part of primary education [6].

It has yet to be known why some elementary schools still do not teach art subjects. The importance of art education being taught fundamentally is developing the potential of these students. Art is not only about drawing; many things are inscribed in art education. According to [7], art has several functions, namely in the form of media of expression, communication media, play media, media for developing artistic talent, and media for developing thinking skills so that the press gains aesthetic experience.

Schools must have an essential strategy in the process of art education. Cultural arts learning is a culture-based art education [8]. According to one of the Teaching Campus students who was the interviewee on the interview topic at SDN 2 Gayam, Kediri, art education is carried out with a structured strategy by the curriculum implemented by the government. However, the educators there are still lacking in variety and lack of innovation. Teachers at SDN 2 Gayam are only motivated by the material provided by teaching materials. This results in students needing to be more innovative and think broadly. The learning process needs to be revamped to improve the quality of art education at SDN 2 Gayam even better. Art education at SDN 2 Gayam is not only about drawing but is interspersed with practice in several classes from grades four to five. Procedures carried out in learning start from making "batik jumput" and collages.

Using a practice system like this is an operational strategy that schools carry out well because it can trigger students to develop their theoretical understanding. After carrying out this practice, the students at SDN 2 Gayam should have continued with an appreciation of their work. Still, according to the students of Kampus Mengajar who teach there, their students were not invited to take an appreciation approach, which culminated in the value of the work. This appreciation approach is very influential on students' learning process, who will pay attention to the results of each piece of their friends according to their abilities. For primary education, an uncomplicated appreciation can only cover three things: cleanliness, neatness, and beauty. This appreciation can encourage a sense of artistic sensitivity in their souls and positively affect the development of imagination and creativity in students.

### **3.3. Lack of Elementary School Facilities and Infrastructure for Art Education**

Educational facilities are equipment and supplies that are directly used and support the educational process, especially teaching and learning processes, such as buildings, classrooms, tables, and chairs, as well as teaching tools and media [9]. Facilities and infrastructure are the essential components in optimizing the learning process. Facilities and infrastructure are owned by each school, provided by the government, and self-procured by the school. This support is very much needed, especially in art education, where the learning process more or less always uses a practical system.

Bad things will happen if the existing infrastructure at the school needs to be improved. It can disrupt the learning process, as is felt by students who live in remote areas that are difficult to reach. There will be many problems that arise, one of which is the gap in the quality of education in the area. Certain infrastructure facilities exist in each subject to support the quality and performance of teachers in the learning process of their students at school. The more complete the facilities and infrastructure will make it easier for teachers to carry out their educator duties.

The facilities and infrastructure needed in art education are to support students in their work. The learning media used is not only a textbook but also tutorial books on how to make art. For elementary schools, it is usually in the form of collage-making books, coloring books, how to draw animals, fruit, and so on. Only basic books will trigger students to have an artistic soul.

At SDN 2 Gayam, the facilities and infrastructure for art education are considered adequate but could be more innovative. According to students from the Teaching Campus, art learning uses thematic book learning media without any other additional media. Teachers at

SDN 2 Gayam are considered less creative in forming artistic character in students. During the practice of learning jumputan batik material, the students brought the material independently. It is better if both teachers and schools can facilitate these practical learning activities, bearing in mind that lessons like this will not only be repeated once or twice, but each generation will also go through a practical learning process like this.

### 3.4. Art Education in Expert Hands

The successful and quality implementation of art education is supported by the curriculum, learning programs, facilities, and infrastructure that support an essential thing: educators or teachers teaching in the classroom. The teacher is a position or profession with unique expertise as a teacher, and only some people can do this work with special skills [10]. The teacher has a massive role in the learning process. Besides that, the teacher can also be a place for student consultation, designing the learning process, managing it, and implementing the curriculum. The method of learning arts education involves more taste studies than thinking studies because art learning is more of a complementary factor in the educational process that develops the creativity and imagination of students.

Elementary school teachers are more focused on class, meaning that every class in elementary school must have one teacher who can teach all subjects except for religious issues. Some schools still need teachers. Things like this are indeed a crucial problem. In art education in elementary schools, the teacher is the class teacher who may only be able to teach arts and culture by the material in printed book learning media that has been agreed upon for its use. Lack of more knowledge about art makes elementary school teachers teach students according to existing abilities or can only explain orally without practice if the teacher is not proficient in art material. Things like this should need to be addressed by not only schools developing strategies for the learning process, but teachers also need to be more creative in learning activities in class.

The purpose of art education in the hands of experts is about how art is taught purely and, more broadly, is not only focused on the material that has been compiled. Why is this necessary because it can make students work without being focused on one thing and can expand their ideas widely.

## 4. CONCLUSION

From the discussion above, arts education in Indonesia is still considered minimal and less innovative. This situation is factored in by the lack of adequate facilities and infrastructure, teachers who still teach in the classroom lack expertise in the arts, and inadequate facilities and infrastructure in schools that pay little attention to how art education is in the learning process in class.

## 5. SUGGESTION

Art education needs more evaluation in the learning process. Schools also need always to ensure how activities are carried out in other schools as evaluation material. The teacher does not need to race on the material in the learning media; the teacher can develop his teaching method in the classroom to be unique, where students can participate casually and carefully in the learning process. Art is not just drawing.

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