



Art Event and Social Media as A Brand for Art Learning and Introducing Local Wisdom in Kindergarten

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Abstract: The development of art in early childhood education is an important area to pay attention to. The existence of digital technology that can be used in the education field can help educators optimize art activities with local wisdom themes to maximize children's art learning. This research uses a qualitative approach. Data was collected through observation, interviews, and documentation. The research results show a close correlation between art events and efforts to preserve local wisdom. Local wisdom that is preserved includes extracurricular angklung, vocals with traditional song themes, and dances accompanied by traditional Javanese songs. Schools provide facilities for children to learn about various arts through school contributions to art competitions and events that amaze local wisdom. Schools also actively document every art activity on social media. Based on the research that has been done, it can be concluded that art events and social media are a brand of art learning and a bridge to introduce local wisdom. Social media containing various children's art events can also provide positive value for school institutions and increase the school's market value among the community.

Keywords: art event; art learning; local wisdom; social media

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INTRODUCTION

Activities that are fun for children are included in art learning. Art provides space for children to communicate and actualize ideas and what is within the child in their way. Art in education has a significant role (Leung et al., 2023). Art can provide opportunities for children to develop their creativity and imagination, especially regarding their abilities and potential. Generally, academic potential has a wider scope in formal education than in art development. This can be caused by the desire to excel in non-academic fields that are mastered. Art can be integrated into various fields, such as classrooms, nature, or others. Art integrated with nature is one of the tools to engage children with low interest in the environment (Moula et al., 2023). Arts are one of the bridges to provide multisensory stimulation with nature (Walshe et al., 2022). Art practiced or collaborated with nature can positively impact children's well-being. Art can increase children's self-confidence and self-esteem, as in a study conducted in Ireland on using art in forest schools (Murphy, 2018; Walshe et al., 2022). Involvement in art can create prosocial behavior and influence changing the norms and cultural values adopted by some communities (Arbuthnott & Sutter, 2019).

Early childhood education has a development aspect of art, which is a challenge for teachers to master art learning. Most teachers still have few art education skills and need to be optimized (Cameron et al., 2024). Most schools even provide art development facilities through extracurricular activities that experts directly train. This raises two views that need to be reviewed further: whether teachers in schools do not provide direct training in art activities or school do want art activities to be fostered directly by experts due to the lack of educators. However, teachers must have art skills because these skills will affect teachers' ability to provide learning and fun activities for children. In its implementation in schools, teachers still have limited art knowledge, especially visual arts (Leung et al., 2023). With this gap, it can provide a view that art is something that teachers must master. Teachers must have knowledge related to the history and theory of art in order to be able to implement artwork with children (Rochovská & Šváblová, 2021). Educators can take training specifically in art to overcome the less-than-optimal mastery of art. Teachers with a history of training in art can positively impact learning so that teachers can be more straightforward and skilled in teaching (Cameron et al., 2024).

Arts education has various roles that can positively impact children's growth and development. Arts education can play a role in children's psychological fulfillment. Art collaborated in school interventions can first aid in psychological assistance for children, including children in immigrant or refugee areas (Beauregard et al., 2024). The psychological needs that can be fulfilled from arts education are beauty and aesthetic values for children's spiritual and emotional reasons (Sugiatiningsih et al., 2022). Art activities can simulate aspects of development in children, such as cognitive, religious, and moral values, language, physical motor skills, and

social-emotional skills. Arts integrated into learning can provide social and emotional space for cognitive processes to develop. Arts can also positively impact children's learning (Anderson et al., 2020; Pitts et al., 2018). A form of art activity that can train children to manage their emotions is when children express their feelings through works like drawings or paintings. Drawing or painting activities can use various tools and media. Teachers can perform artistic activities by playing musical instruments or singing to stimulate children's language development. Art activities related to language aspects, namely introducing Javanese to children. Introducing Javanese is a way to add new vocabulary for children and preserve Javanese culture from an early age. Art activities such as dancing can stimulate children's physical motor development. Fun dance activities will positively impact children's motor skills because children will actively move when dancing. In physical dance activities, children will actively move to observe movement patterns and repeat movement patterns (Li et al., 2021).

Art learning can be a forum for introducing the cultural diversity that exists in Indonesia. Indonesia has diversity not only limited to ethnicity and religion but also race, language, and customs (Agung et al., 2024; Antonio et al., 2022; Pangalila et al., 2023). Art learning in schools has been placed in the curriculum and integrated into learning (Syafdaningsih & Pratiwi, 2022). A curriculum that includes arts activities and an introduction to cultural diversity will support achieving arts education goals. Arts education aims to develop an attitude of respect for expression, art, and creativity because children are equipped with diverse knowledge. One form of applying art in learning activities is the cultural topics raised in schools. Introducing culture through topics will provide insight and information to children that Indonesia is diverse. Introducing cultural diversity in early childhood is also a form of preserving and maintaining cultural diversity in Indonesia so Indonesian children will be proud to have a diverse cultural identity in the future. Local wisdom can be an efficient approach to knowledge and identity. Art that collaborates with the theme of local wisdom can provide children with supplies related to future skills in the world of work (Asmayawati et al., 2024). The ethnopedagogical approach is one approach that can be used in learning activities as an effort to increase children's awareness of building character and maintaining local culture (Sakti et al., 2024).

It is imperative to develop art in early childhood. The four functions of art in children's art education are communication, expression, creativity, and talent development (Sari, 2020). Art learning is an appropriate forum for developing and functioning communication aspects for children in channeling ideas and stories through creatively actualized media. The creativity that a person masters can be seen based on how they solve problems, goals, autonomy, and social competence (Martyniv et al., 2021). The expression function can be implemented through rhythmic movements carried out in dancing activities. Children's expressions will be trained to make dance movements more agile and expressive. Creativity is an idea born from mental processes formed within a person (Jelita et al., 2024). Art has a subfocus: displaying, creating, and appreciating a form of art (Fajarwati et al., 2022). Fine art activities commonly implemented in learning include collage, making works of art *clay*, meronce, *finger painting*, drawing, coloring, painting, and other activities. Art activities cannot be separated from activities carried out in kindergarten and the child's environment. Interesting materials are needed in art activities carried out by children. Natural materials are one of the choices that can be used in artistic activities. Materials from nature are concrete, so they can stimulate children to create creative and innovative works.

Implementing arts activities in learning depends on school management continuing to develop and increase the value of the arts activities. Art activities can be carried out by involving parents, children, school institutions, and audiences who have an interest in art. Art activities can strengthen relationships between children and between children and adults. Emotional relationships will be established when children and adults are in a creative process together (Shih, 2024). The emotional relationships that can grow are mutual respect, understanding, and collaboration between created generations. The activities displayed in the art can be visual arts, including drawings/paintings, dance, vocals, music, and others. Improved art activities can provide positive value for schools and meaning for children. Apart from the facilities and infrastructure schools provide to support arts activities, schools can also involve institutions in arts performance activities (Váradi, 2022). Children's participation in performing arts activities will be a valuable experience for them. Performing arts can be a place for children to develop their potential and abilities, especially in art. Performing arts provides opportunities for children to build their courage and self-confidence to perform in front of many people. Children with self-confidence and courage will be equipped to communicate and adapt to their environment. Children's creativity can be accommodated by performing arts activities in which children participate. Performing arts can motivate children's enthusiasm to continue developing their abilities. Performing arts is an opportunity for institutions to promote its existence. School institutions that regularly participate in arts activities such as art performances will have positive value for society and become increasingly well known. Research conducted in Slovenia revealed that early childhood teachers prioritize arts learning in the fields of music, cultural heritage, and performing arts and pay less attention to the purpose of arts education as a form of awareness of cultural identity and expressing the culture of their own country (Kafol et al., 2015). The study results provide an implementation gap related to the essence of arts education as a way to express a country's cultural identity.

Technology is a field that is developing very rapidly at the moment. Technology influences various

aspects of education, both of which have positive and negative impacts. The positive impact of technology in education is one of the factors that supports the progress of teaching and learning activities in schools. The negative impact of using technology lies in incorrect management, such as using gadgets that exceed my time limit without being useful. Technology makes communication and dissemination of information easier. Communication using media that is done digitally or online is also called social media. Social media has become a forum and means of communication that can overcome the limitations of space and time. Social media can be a means for sharing information, such as sending messages, files, images, videos, or voice notes. The Indonesian Internet Service Providers Association (APJII) explains that in Indonesia, there were 210.30 million social media users in the 2021-2022 period (Prasetya & Rahman, 2024). This indicates that the number of social media users in Indonesia is fantastic. In education, every school institution currently uses social media. Social media can have both positive and negative impacts. One of the positive impacts of social media is that it is a promotional medium related to what has been uploaded on social media. However, the digital divide is a challenge in implementing social media. Moreover, not all schools are actively involved in social media. Based on the gaps that have been described related to art learning in early childhood, two main points will be discussed in this study: the form of art learning activities implemented in kindergarten and what is the role of art events and social media as a brand for art learning and introducing local wisdom in kindergarten.

METHODS

This research uses a qualitative approach. A qualitative approach examines a topic in a study that can produce descriptive inferences (Caggiano & Weber, 2023). Data collection was carried out through interviews, observation, and documentation. The research was conducted in two schools, the UGM Campus Mosque Kindergarten and the ABA Karangmalang Kindergarten, located in Sleman Regency, D.I Yogyakarta. The objects in this research were school principals, teachers, and children. Researchers are the key to carrying out research using this qualitative approach. Data collection methods were carried out through observation, interviews, and documentation. Research data was obtained from two sources, namely primary and secondary. Primary data was obtained from interviews and observations based on question instruments. Secondary data comes from observation and documentation related to the variables studied, namely art activities carried out at school and art events that the school has documented through YouTube and Instagram.

Interviews were conducted with the principal and class teachers. The research results are descriptive data originating from interviews and observations by researchers, so they do not go through statistical procedures like the quantitative approach. Researchers conducted interviews to collect narrative information related to school art activities and art events the school participated in. After conducting interviews, researchers carried out observations as a form of further data collection, accompanied by documenting activities and supporting other sources of information. The data analysis model used in this research is the interactive data analysis model described by Miles and Huberman (Kafomai & Ramlah, 2023). Data analysis includes the process of collecting data, reducing data, presenting data, and drawing conclusions. Data collection is obtained from interviews, observations, and documentation. Researchers prepare field notes to support the findings during the research. The data that has been collected will then be reduced. The researcher will sort and select data based on the category of needs. Data from the reduction is presented in paragraph form based on the main discovery points during the interview, observation, and documentation process. To obtain data results in the form of main points and their descriptions, it is done repeatedly in order to obtain accurate data until finally conclusions can be drawn based on the research that has been done.

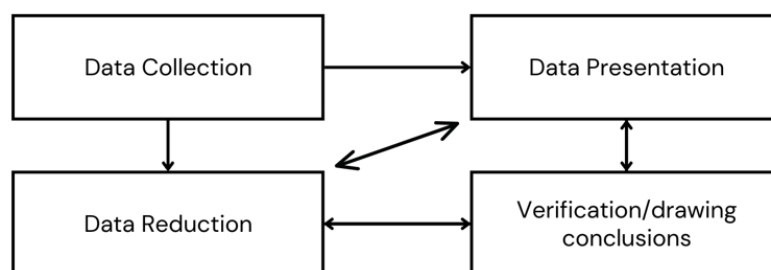


Figure 1. Flow of Research Implementation.

RESULT AND DISCUSSION

The art activities implemented by the UGM Campus Mosque KB/TK are divided into intracurricular and extracurricular activities. In intracurricular activities, arts development is integrated into every lesson, especially on the cultural theme. Arts development activities in the UGM Campus Mosque KB/TK extracurricular activities

are divided into five activities: drum band, angklung, vocal, painting, and dance. Extracurricular activities in both schools carried the theme of Javanese culture, especially Yogyakarta. The schools did this to introduce children to the unique culture of their area. Drumband activities are carried out every Monday in three training groups: the bass group, the band group, and the color guard group. Trainers carry out angklung activities in extracurricular rooms. Painting and dance activities are carried out in the school hall. ABA Karangmalang Kindergarten applies intracurricular art activities in an integrated manner in learning and on the learning theme, namely culture. Extracurricular activities provide activities to develop the arts, namely drumband, dance, and painting. Drumband activities are also divided into three parts. Depending on the trainer, painting and dance activities are carried out in flexible spaces. To introduce Javanese, ABA Karangmalang Kindergarten is holding a communication program using refined Javanese, which teachers must use every Friday when teaching.

The art learning process at the UGM Campus Mosque KB/TK and ABA Karangmalang Kindergarten occurs during extracurricular hours. The UGM Campus Mosque KB/TK carries out art activities 5 days a week with different activities each day, while the ABA Karangmalang Kindergarten carries out art activities 4 days a week. The art learning process in drumband and painting activities at the UGM Campus Mosque KB/TK and ABA Karangmalang Kindergarten began when the new school year started with an estimated first month of activities to introduce children to the tools that must be played and used. After the introduction in the first month, it continues with direct practice using the tools. The arts learning process at both schools takes place according to the schedule and distribution, so there are no clashes between intracurricular and extracurricular activities.

Drumband activities at the UGM Campus Mosque KB/TK occurred in three areas. The first area in the musical equipment room is for practicing bass, which contains tenor and bass instruments. On different days, this first area is also used for angklung activities. The second area is in front of the classroom, which can be flexibly moved to another area. The second area is used for spiritual practice. The third area is in the hall for color guard practice. For extracurricular arts activities, vocal, dance, and painting are usually carried out in the hall on different days for each activity according to the schedule. Karangmalang ABA Kindergarten drum band activities are carried out in the schoolyard, and dance and painting activities are carried out in the hall according to the scheduled day. The drum band trainer provides training to the children by introducing them to musical instruments and then training them to recognize the notes that must be played. After the children are introduced and memorize the movements and notes, they practice using the instruments, and with instructions from the trainer, they play the drumband instruments. Training like that lasts long and is repeated so the child can remember the memorization. The trainer also carries out strategies to demonstrate movements that the child must memorize, and the teacher also directly corrects the child's wrong movements so that the child can perform the movement correctly and repeat the movement.

KB/TK Masjid Kampus UGM and TK ABA Karangmalang facilitate human resources (HR) for extracurricular teachers from experts in their fields so that teachers are not burdened with teaching extracurricular arts activities. Teachers only act as companions for children during extracurricular activities. The interview results found that besides not burdening teachers with the task of teaching arts activities in extracurricular activities, the principal prefers trainers who are experts in specific art fields with the aim that children can optimize their abilities with the art experts. The lack of teaching staff also hinders teachers from filling or teaching art activities in extracurricular areas. The tight schedule and lack of educators require schools to employ trainers in extracurricular activities. The materials and media needed for the arts activities are also entirely handed over to the trainers. The two principals did this because they did not have expertise in teaching arts. Although the layout of the methods and materials were handed over directly to the trainers, the activity report before the activity began was submitted by the trainer to the principal for review. Both schools facilitate children who have high talents and interests in art activities to participate in competitions. Various competitions participated by the two schools have made the school's name known to the public, in addition to the many awards that have been received, which are one of the attractions for parents to send their children to school in the two schools. Both schools utilize social media as a forum to spread the school's excellence in terms of achievements and promote the school.

Developing art in children is important for educators and school institutions to pay attention to. Art learning can improve children's ability to appreciate better a work of art (Alsaggar & Tubaishat, 2021). Arts development can be implemented in arts activities at school. School arts activities provide space for children to hone their talents and creativity. Art activities for children provide benefits, namely as a visual language, stimulating mental growth, training visual intelligence, and being useful as a medium of play for children. Children can create aesthetics in art through visuals and environmental awareness (Hilmawati et al., 2023). Children can express their feelings in learning, which is integrated with play activities. Formal and non-formal education can be a factor that inherits artistic talent in children, so art education is an effort to pass on artistic abilities and talents to transform cultural diversity from the previous generation to the next generation (Yasmin & Mayar, 2023). Art activities through extracurricular activities such as fishing, drumming, dancing, and painting with local cultural themes are one of the efforts to preserve local culture and introduce cultural identity to

children from an early age.

Teachers have an important role in supporting art learning in schools. Teachers' strategies in managing, fulfilling, and supporting art learning can significantly impact children's desires and abilities in mastering the art field they are interested in. Teacher support can be provided by providing facilities and infrastructure, providing prizes, selecting topics for art activities, or utilizing the media needed (Sari et al., 2024). Teachers' mastery of art knowledge is one of the supporting factors in implementing art learning in the classroom. Recent findings in Hong Kong revealed that kindergarten teachers already perform well in pedagogical knowledge, but each lacks content knowledge related to visual arts and still faces challenges in providing visual arts teaching to children effectively (Leung et al., 2024). Visual arts that can be applied to early childhood education include paintings, drawings, paper cuttings, and craft tactics. This aligns with recent research results, which explain that early childhood education teachers still have difficulty implementing visual activities (Leung & Choi, 2023; Vasilaki, 2024). The scarcity of art practices and pedagogical skills also occurs in early elementary school teachers due to a lack of confidence, competence, and social support (Brooke et al., 2024). In addition to teacher strategies, knowledge in the arts field is needed to optimize learning to improve children's potential, especially in art. Another option if teachers have constraints related to their mastery of art in optimizing children's talents is for schools to provide facilities, namely trainers who are experts in specific fields of art. However, even so, teachers must still master knowledge in the field of art through teacher training programs (Bautista et al., 2024; Oliver-Barcelo et al., 2024; Vasilaki, 2024). Teacher training programs must provide sufficient provisions to increase their self-efficacy and release their artistic potential in the classroom.

Art learning in early childhood is closely related to local wisdom. Local wisdom is even integrated with art activities developed by schools. Local wisdom is included in art activities for children, such as introducing traditional songs, dances, and instruments from the surrounding area. The existence of local wisdom integrated into art learning is a form of preserving local wisdom. Local wisdom integrated with arts learning in schools is usually included in activities or parades. Introducing traditional clothing is a form of maintaining local wisdom. Usually, schools involve children in traditional costume exhibition activities such as Kartini Day celebrations, theme peaks, or youth oath commemorations. Local wisdom can be integrated into dance activities. The perch dance is one of the dances taught at PAUD institutions in Wonosobo to maintain Wonosobo's local wisdom (Novyana et al., 2023). In Yogyakarta, one form of preserving local wisdom is the existence of a PAUD institution, which has extracurricular activities, including the traditional angklung musical instrument (Gumilar, 2024). Angklung is one of the extracurricular activities implemented in most kindergartens in Yogyakarta, including one of the schools where the research occurred. The existence of angklung extracurricular activities included or displayed in an art event is an effort to introduce early childhood art learning while preserving local culture to the community. Art is a space for children to channel their talents and creativity. Art activities created in an educational environment can impact children, allowing them to produce new ideas, master problem-solving, and develop the courage to take creative risks. Six categories can measure a person's creativity: sensitivity to a problem, elaboration, flexibility, fluency, originality, and redefinition (Merlin & Duh, 2024; Tomljenovic, 2015). Children who can develop their creativity early will grow into creative and innovative individuals. In addition to improving their creative abilities, children can improve their aesthetic abilities through the arts education they receive (Zhang, 2019). The importance of space for children to be creative is one thing that parents and educators must pay attention to. The support and attention from adults around the child will make it easier for children to optimize their talents, especially in the arts. Efforts to support children in optimizing their creativity and talents can be made by inviting them to see exhibitions, participate in competitions, and perform arts or art events. This is done because children tend to be inspired when they see abstract paintings and other children's paintings (Ishiguro, 2024). Various art events in the form of competitions, art performances, and drama performances can provide new insights for children and introduce various cultural diversities that children will know. The diversity of art events themed on local culture for early childhood can be a branding that art learning for early childhood can be applied while providing a view that preserving local culture can be done from an early age through art learning.

Children will gain meaningful experiences when directly involved in artistic activities such as dancing, singing, or expressing themselves in drama activities. Children involved in art activities will influence their level of intelligence and impact children's development and growth (Setiawan et al., 2022). The world of children cannot be separated from playing activities because playing is the real world of children. The learning strategies to develop art activities must be fun and integrated with play activities. Entertaining and fun learning can make it easier for children to carry out art learning, making it a meaningful experience for them. Art events are a forum or platform for children to express and display their talents in art without fear. Art events can motivate children to continue to be enthusiastic about training and developing their talents. The existence of art events will make the importance of art learning in early childhood better known to parents, the community, and the audience, who will enjoy the series of activity events. The digital era has influenced and impacted every field, including education. A trend that correlates art with technological advances and creates an arts education

experience is the integration of motion sensing technology (Nurmalena et al., 2023). Motion sensing technology produces objective assessments of movement expression and precision, especially in dance movements, so this could be an opportunity to create more enjoyable dance activities. Various innovations in art have emerged and provide positive branding. Virtual exhibition activities clearly show that current technology has become a solution to space and time limitations (Rahmah & Jassica, 2022). Various art activities in early childhood can now be seen through technology, one of which is social media and other software applications. Social media is a platform that can provide opportunities for schools to improve their branding in society. Besides improving school branding, social media can also improve the branding of arts learning. Art learning that can be marketed through social media can provide a new perspective to the public that children can become little artists if they are facilitated and given the right space.

CONCLUSION

Art learning implemented through intracurricular activities and various extracurricular activities in kindergartens in Yogyakarta has produced research findings. First, art learning included in intracurricular activities with a local cultural theme is an effort by the school to introduce Yogyakarta culture to children from an early age. Second, art learning packaged in various extracurricular activities such as angklung, drum band, vocals, dance, and painting with a Javanese culture theme, especially Yogyakarta, has become a means for children to express their talents and abilities in the arts they are interested in. Third, the school's efforts to facilitate children's participation in competitions and art events are a form of school support, as well as the school's efforts to introduce local culture and as a brand for art learning for early childhood. Fourth, schools utilize social media to expand networks and promote institutions and, of course, become a means of branding for art learning in early childhood. When art learning is combined with the participation of a school institution in art events or competitions, it will positively impact the school. It can increase the branding of art learning to be known by the broader community while increasing the school's branding. Social media today also plays an important role in disseminating information and increasing the appeal of art learning and schools. This study provides insight into the importance of using arts events and social media as a brand for arts learning and introducing local wisdom in kindergartens.

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