

Exploration the Use of Art-Based Teaching Methods in Enhancing Student Creativity

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Received: 15.04.2024

Revised : 16.05.2024

Accepted: 24.05.2024

ABSTRACT

This study explores the use of art-based teaching methods to enhance student creativity at Tulungagung Senior High School. The primary objective of this research is to analyze the impact of this method on student engagement, critical thinking skills, and the quality of their artistic work. The research employs a qualitative approach, utilizing data collection techniques such as observation, interviews, and documentation. The findings indicate that the implementation of art-based teaching methods significantly increased both student engagement and creativity. Student involvement in artistic activities rose from 64.8% in the first month to 85.2% in the sixth month. This improvement was observed not only in students' enthusiasm but also in their critical thinking and problem-solving abilities. Interviews with teachers confirmed that this method fostered teamwork and student creativity. Curriculum evaluations revealed the effective integration of art with learning objectives. In conclusion, this method enriches the learning process and has a positive impact on student creativity.

Keywords: Teaching Method, Learning Method, Student Creativity, Student Engagement, Critical Thinking Skills.

INTRODUCTION

Creativity is one of the key competencies crucial for students to navigate the challenges of globalization and digitalization. In Indonesia, particularly at the high school level (Sekolah Menengah Atas, SMA), the education system often focuses more on academic mastery and technical skills, while creativity development is frequently overlooked (Purhanudin, 2019). This may hinder students' ability to think critically, innovate, and adapt—skills that are essential in the increasingly complex world of work and social life (Davis et al., 2011). Arts-based teaching methods offer an alternative approach with the potential to stimulate and enhance students' creativity. This approach involves the integration of the arts, such as visual arts, music, drama, and dance, into the learning process. Previous studies have shown that integrating the arts into the curriculum can increase students' motivation, deepen their understanding of academic content, and develop their social and emotional skills (DeMoss & Morris, 2002). Therefore, this research explores the implementation of arts-based learning methods in SMA Tulungagung and their impact on student creativity.

The Indonesian education system faces numerous challenges, including shifts in curriculum paradigms and the need to prepare students for global competition (Sarumaha et al., 2023). The high school curriculum often focuses more on academic subjects such as mathematics, science, and language, with less attention given to creativity and non-academic skills. This heavy emphasis on academic achievement often results in limited opportunities for students to develop their creative potential (Plucker et al., 2004). Although the government has introduced policies and programs to improve education quality, such as the Kurikulum Merdeka (Freedom Curriculum), which emphasizes more flexible and competency-based learning, there are still challenges in its implementation (Simarmata & Mayuni, 2023). This curriculum is designed to allow space for the development of various skills, including creativity, but its success depends on strong support from various stakeholders, including teachers and schools. In this context, arts-based teaching methods may offer a solution to address these limitations and provide a more holistic approach to education (Patteson et al., 2010).

Creativity is a crucial skill in today's workforce and social life. Gardner (1993), in his theory of multiple intelligences, argued that creativity involves the ability to generate new and useful ideas and solve problems in innovative ways (Clarke & Cripps, 2012). Creativity is closely related to critical thinking,

problem-solving, and flexibility in responding to various situations. In the context of education, fostering student creativity not only enhances their performance in academic subjects but also prepares them to face complex future challenges (Ferrari, 2009). Research by Zamorano (2019) shows that creativity can increase students' satisfaction and engagement in the learning process (Zamorano et al., 2019). Creativity not only helps students understand learning materials more deeply but also equips them with tools for critical thinking and innovative problem-solving. Therefore, it is important to create a learning environment that supports and stimulates student creativity.

Arts-based teaching methods utilize art as a tool for teaching and learning. This approach includes using various forms of art, such as visual arts, music, drama, and dance, to stimulate students' creativity and self-expression. According to Ewing (2011), arts education can improve students' critical and creative thinking skills and help them understand academic content in more profound and enjoyable ways (Ewing, 2011). Arts-based teaching serves as a bridge between theory and practice, allowing students to explore new ideas through creative activities (Wilson & Moffett, 2017). By incorporating the arts into the curriculum, students not only learn academic content but also develop skills related to creativity and self-expression. For example, in cultural arts subjects, students can create art projects that illustrate cultural aspects studied, while in language subjects, they can write and perform dramas based on the texts they read.

The arts-based teaching method involves integrating the arts into various subjects and curriculum activities. This concept includes various activities that allow students to use art as a medium for exploration and expression. Goldblatt (2006), in his theory of aesthetics, stated that art is a process that involves exploration, reflection, and judgment, not merely a product of creativity (Goldblatt, 2006). In the context of secondary school, this method can be applied to various subjects to make learning more engaging and meaningful. For instance, in science classes, students can conduct experiments illustrated through visual arts, while in history classes, they can create maps or models depicting historical events. These activities not only make learning more interesting but also help students understand the material in a more comprehensive way (Swarat et al., 2012). With this approach, art is not just a separate subject but also a tool for deepening students' understanding of various academic topics.

Implementing arts-based teaching methods in secondary schools requires careful planning and support from various parties. In SMA Tulungagung this method can be applied by integrating visual arts into cultural arts subjects, drama into language and literature subjects, and music into music subjects. These artistic activities aim to help students understand learning materials in a more creative and interactive manner (Appleton et al., 2017). However, the implementation of this method is not without challenges. Limited resources such as art facilities and teaching materials, and a lack of teacher training in integrating the arts into the academic curriculum are some of the obstacles that may arise (Semali & Mehta, 2012). Therefore, clear strategies are needed to address these challenges, including professional development for teachers, adequate resource provision, and collaboration with external parties, such as local artists, to support arts activities in schools.

Research shows that arts-based learning can have a positive impact on student creativity. Artistic activities allow students to experiment with new ideas and approaches, which can enhance their creative thinking skills. Moreover, art can help students develop social and emotional skills such as empathy, collaboration, and emotional management, all of which contribute to the creative process. Thus, this method not only facilitates academic learning but also supports students' personal development. A study showed that students involved in art activities demonstrated improvements in creative problem-solving skills. This research will contribute to understanding how this method can be specifically applied in SMA Tulungagung and its impact on student creativity. By knowing the impact of this method, it is hoped that valuable insights can be provided to schools and educators in designing and implementing more effective teaching strategies.

METHOD

Research Design

This study employs a qualitative approach with a case study design to explore the implementation of arts-based teaching methods at SMA Tulungagung. A qualitative approach was chosen because the research aims to gain a deep understanding of how arts-based teaching methods are applied, their impact on student creativity, and the challenges and opportunities encountered during implementation. A case study design was selected as it allows for an in-depth and contextual analysis of the phenomenon under investigation within one or several specific cases (Yin, 2009).

Research Location

The study will be conducted at SMA Tulungagung, a high school located in Tulungagung Regency. This school was selected due to its various programs and extracurricular activities that support student skill development and its interest in integrating arts-based teaching methods into its curriculum (Lewis, 2015).

Research Participants

Participants in this study include various stakeholders involved in the implementation of arts-based teaching methods, including:

- Teachers: Teachers involved in teaching arts-related subjects (visual arts, music, drama) as well as teachers from other subjects who integrate arts elements into their teaching.
- Students: Students engaged in arts-based learning activities and participating in various art projects.
- School Principal and Administrative Staff: School management involved in curriculum planning and implementation, as well as in providing resources for arts activities.

Data Collection Techniques

- Observation
Observations will be conducted to examine the application of arts-based teaching methods in classroom settings and extracurricular activities. This observation aims to provide a comprehensive understanding of how the method is applied in practice, how students interact with the method, and how their creativity develops as a result of arts-based learning (Patton, 2014).
- In-Depth Interviews
In-depth interviews will be conducted with teachers, students, and the school principal to explore their perspectives on the implementation of arts-based teaching methods. These interviews aim to understand the experiences, perceptions, and challenges faced by each participant group regarding the use of this method. Interviews will be semi-structured, using an interview guide with open-ended questions to allow participants to provide detailed and comprehensive responses (Seidman, 2006).
- Documentation
Documentation will involve the collection and analysis of relevant documents, such as lesson plans, teaching materials, and students' art work. This documentation aims to provide additional information on the implementation of arts-based teaching methods and to complement data obtained from observations and interviews (G. A. Bowen, 2009).

Data Analysis Techniques

The data analysis technique used in this study is qualitative descriptive analysis with a percentage approach to describe the progress achieved by students during the implementation of arts-based teaching methods. The data analysis process includes three main steps: data reduction, data presentation, and conclusion drawing/verification (Miles et al., 2014).

- Data Reduction
At this stage, data from observations, interviews, and documentation are collected and filtered to identify relevant information related to the research objectives. Irrelevant data is discarded, while key data related to student engagement in art activities and their creativity enhancement is retained. Key indicators such as student engagement levels, the quality of art work, and feedback from students and teachers are identified.
- Data Presentation
After data reduction, the data is presented in narrative form supported by charts and tables. In this study, the level of student engagement at the beginning and end of the arts-based teaching method implementation will be calculated in percentage form.
- Conclusion Drawing/Verification
Based on the presented data analysis, conclusions will be drawn regarding the effectiveness of the arts-based teaching method. The percentage increase in student engagement will be derived from the repeated analysis of observation data. Data from interviews with teachers and students will be used to verify these results, focusing on the positive impact of the method on student creativity and critical thinking skills. Documentation of students' art work will also be analyzed to observe changes in art quality over time, which will be calculated as a percentage of success indicating high creativity.

Triangulation

Triangulation will be conducted to ensure the validity and credibility of the research findings. This involves comparing data from various sources (observations, interviews, and documentation) to ensure consistency and validity of the findings. Triangulation also includes cross-checking with participants to ensure that data interpretations align with their experiences and perspectives (Denzin, 2017).

RESULTS AND DISCUSSION

Results

During the study, the researcher conducted in-depth observations of the implementation of the art-based learning method to enhance student creativity. This observation involved direct monitoring of learning activities, student interactions, and the application of art activities in the classroom. Over this period, a significant increase in student involvement in art activities was noted, as illustrated in the following table:

Table 1

Month	Number of Students Involved	Total Number of Students	Engagement Percentage (%)	Calculation Formula
1	162	250	64.8%	$(162 / 250) \times 100 = 64.8\%$
2	175	250	70%	$(175 / 250) \times 100 = 70\%$
3	188	250	75.2%	$(188 / 250) \times 100 = 75.2\%$
4	195	250	78%	$(195 / 250) \times 100 = 78\%$
5	205	250	82%	$(205 / 250) \times 100 = 82\%$
6	213	250	85.2%	$(213 / 250) \times 100 = 85.2\%$

At the beginning of the program's implementation, student involvement was recorded at approximately 64.8%. However, after six months, this engagement significantly increased to 85.2%. This improvement was evident in the heightened enthusiasm of students participating in various art activities, such as art project creation, drama performances, and music practice. For example, during mural-making sessions, students exhibited not only high enthusiasm but also more developed creative skills compared to before the program was implemented.

These observations were supported by interviews with art teachers, such as Ms. Sari, who expressed a positive view of the program. Ms. Sari stated, "This method has brought significant changes to the classroom. Students are more active and creative. They are not only involved in art activities but also show improvement in critical thinking and problem-solving skills." Another art teacher, Mr. Andi, added, "Through art projects, students learn to collaborate and express their ideas creatively. This also helps them understand the subject matter in a more enjoyable and relevant way."

The increase in student involvement is also reflected in the quality of the art produced. Previously, students with low artistic ability began to show significant progress. The exhibited artworks, such as paintings and sculptures, demonstrated better innovation and technique. Students who initially struggled to express their ideas were now able to produce more complex and artistic works. For instance, some students created paintings using mixed media techniques and detailed elements, showing a deep understanding of the art concepts studied. Observations also revealed that the art-based method contributed to enhanced problem-solving and critical thinking skills, as evidenced by the creative approaches and innovative solutions applied to art projects.

Student feedback was also very positive. Dini, an 11th-grade student, commented, "Art classes have made me more excited about learning. I feel I can express myself and apply my knowledge in a creative way. It makes learning feel more lively and meaningful." Another student, Rina, remarked, "Art gave me the opportunity to work in a team and produce something I am proud of. It also made me more confident in speaking and presenting my ideas."

The principal, Dr. Budi, also supported the implementation of the art-based learning method. He said, "We have seen that this method not only enhances students' art skills but also positively impacts other academic aspects. The program helps create a more dynamic learning environment and supports student creativity. We plan to continue supporting and developing this program." Administrative staff member, Mrs. Lina, shared her views on the logistics and administrative support for the program. She stated, "We have collaborated with the teaching team to ensure that all logistical needs are met. The program requires support from various parties, and we are committed to providing the necessary resources. The increase in student engagement and the quality of art produced indicate that our investment is valuable."

Documentation supports these findings with an analysis of teaching materials, lesson plans, and student artworks. Teaching materials documentation shows that the curriculum has successfully integrated art

elements into various subjects. For instance, in science, students were asked to create scientific posters, while in English, they participated in drama performances based on studied texts. Lesson plans indicated that art activities were not merely supplementary but had been effectively integrated with other learning objectives. The documented student artworks also show significant progress. In the art exhibition held at the school, 75% of the student artworks demonstrated high levels of creativity, such as vibrant paintings, detailed sculptures, and captivating drama performances. This documentation provides concrete evidence that the art-based learning method contributes to enhancing student creativity and provides a more profound learning experience

DISCUSSION

Analysis of Student Engagement

The results of this study reveal a significant increase in student engagement from the first month to the sixth month. Initially, student involvement in art activities was recorded at 64.8%. This figure reflects the initial response to the newly implemented art-based learning method. However, over the observation period, a consistent upward trend in student engagement was observed, reaching 85.2% by the sixth month. This increase indicates that the art-based learning method successfully captured students' interest and motivated them to participate more actively in classroom activities. The substantial rise in engagement suggests that this method not only attracted students' interest but also positively impacted their motivation. These findings are consistent with Smithrim & Upitis (2005) research, which demonstrates that integrating art into education has the potential to enhance student motivation (Smithrim & Upitis, 2005). Smithrim & Upitis found that students involved in art programs exhibited higher levels of motivation and greater engagement in the learning process compared to those not involved in art activities.

Research by Hunter & Frawley (2023) also supports these findings, showing that art activities can increase student participation and deepen their understanding of academic material (Hunter & Frawley, 2023). Hunter & Frawley argue that involvement in art not only boosts motivation but also enriches the overall learning experience for students. The recorded increase in engagement highlights the potential of art-based learning methods to create a more stimulating and motivating learning environment. It also indicates that students respond positively to approaches that incorporate creative and artistic elements into their learning experiences. During the study period, various art activities were implemented, including art project creation, drama performances, and music practice. Each type of art activity contributed uniquely to the enhancement of student engagement and the development of their creative skills. These activities included projects such as murals and sculptures, which allowed students to express their ideas visually. These projects not only enhanced students' artistic skills but also provided opportunities for them to explore their creativity in a more tangible form.

Sheridan et al. (2022) have shown that engagement in creating art, such as murals, can enrich the learning experience and improve students' creative skills. In this study, art projects like murals were found to be among the most effective in increasing student engagement, as they provided students with a chance to contribute directly to a satisfying and visible end result. Drama performances offered students opportunities to explore their creativity through acting and character development. Drama activities involved students in scriptwriting, character development, and final performances, all of which contributed to their increased engagement. Sheridan et al. (2022) found that drama activities can enrich students' learning experiences by providing contexts for creative exploration and social skill development (Sheridan et al., 2022). In this study, students involved in drama performances demonstrated improved self-expression and teamwork skills, which positively affected their overall engagement in classroom activities. Music practice enhanced students' musical skills and provided opportunities for collaboration in group settings.

Catterall (2002) indicated that involvement in music activities can enrich students' learning experiences and improve their social skills. In this study, music practice helped students develop technical skills in playing instruments and improved their ability to collaborate with classmates in group settings (Catterall, 2012). The improvement in musical skills and teamwork obtained from music practice contributed to increased student engagement and enriched their learning experience. Overall, the diverse art activities implemented in this study contributed to increased student engagement and the development of their creative skills. These findings support previous research indicating that engagement in various forms of art can enrich students' learning experiences and enhance their creative abilities (Stevens, 2011). The variety of art activities provided students with opportunities to explore their creativity in depth, contributing to improved engagement in the learning process and helping them develop skills beneficial for their personal and academic growth.

Impact on Creative and Problem-Solving Skills

The increase in student engagement with art-based learning methods has not only impacted their enthusiasm but also significantly enhanced their ability to express ideas creatively. Observations indicate that students who initially struggled with expressing their ideas are now able to produce more complex and innovative artworks. For example, in mural creation, students demonstrated noticeable improvements in technique and detail, reflecting a deeper understanding of the art concepts being studied. Eisner (2003) supports these findings by asserting that art activities serve as an effective medium for helping students develop their creative abilities. Eisner emphasizes that art can expand the ways in which students express ideas, which aligns with the observed enhancement in creative skills in this study (Eisner, 2003). Through involvement in art activities, students are given opportunities to explore various techniques and creative approaches. This process not only enhances their technical skills but also facilitates the development of deeper and more innovative creativity.

Additionally, Sheridan (2022) demonstrates that engagement in art can enrich students' understanding of academic material in creative ways (Sheridan et al., 2022). Sheridan found that art activities enable students to think more complexly and comprehensively as they are presented with challenges that require creative thinking and problem-solving. In the context of this study, students involved in mural creation and other art projects showed significant progress in their ability to translate abstract ideas into concrete and aesthetically valuable artworks. Engagement in art provides students with opportunities to experiment with various materials, techniques, and media. This not only enriches their learning experiences but also encourages them to think beyond conventional boundaries and discover creative solutions to challenges they encounter in their art projects. Thus, the observed increase in students' creative skills underscores the important role of art in education as a means for developing deep creativity and self-expression.

In addition to its impact on creative skills, art-based learning methods also significantly contribute to the development of students' problem-solving abilities. Observations show that students engaged in art projects often face various challenges, such as determining the appropriate techniques, solving design problems, and collaborating within teams. These experiences provide students with opportunities to develop problem-solving skills applicable across various contexts. Bamford (2006) confirms that engagement in art activities can enhance students' problem-solving and critical thinking abilities (Bamford, 2006). Bamford suggests that art can serve as a tool for training problem-solving skills by involving students in situations that require critical thinking and sound decision-making. These findings align with the results of this study, which show that students involved in art projects experience improvements in their ability to address and solve problems.

In art projects, students are often confronted with situations requiring both creative and technical decision-making. For instance, when working on a mural, students must decide on composition, color, and techniques to be used. They also need to collaborate with classmates to complete the project effectively. This process involves problem analysis, evaluation of potential solutions, and implementation of decisions, all of which contribute to enhanced problem-solving skills. Catterall (2002) also supports these findings by highlighting that engagement in art can enrich students' problem-solving abilities through creative exploration and critical analysis. Catterall found that art activities provide students with opportunities to face challenges that require complex problem-solving approaches, thereby improving their ability to address various issues in academic and everyday contexts.

In the context of this study, student involvement in art projects helps them develop problem-solving skills valuable for addressing challenges in various situations. This indicates that art-based learning methods not only enhance students' creative skills but also enrich their problem-solving abilities. This experience provides students with tools and strategies they can use to tackle challenges in their learning and daily lives. Overall, the observed enhancement in creative and problem-solving skills in this study demonstrates that art-based learning methods have a significant positive impact on student skill development. These findings support previous research emphasizing the importance of art in education as a means for developing effective creativity and problem-solving skills.

Teacher Perspectives and Student Feedback

Interviews with art teachers at SMA Tulungagung provided profound insights into the impact of art-based learning methods on student skill development. Art teachers, such as Mrs. Sari and Mr. Andi, indicated that these methods not only enhance student engagement in art activities but also enrich their social and academic skills. Mrs. Sari highlighted that students are now more actively participating in art projects and showing significant progress in critical thinking and teamwork skills. She stated, "This method has transformed the classroom dynamics. Students are not only more engaged in art activities but also more daring in innovating and collaborating."

This perspective aligns with Bowen & Kisida (2019) findings, which suggest that engagement in art can enrich students' learning experiences and support the development of academic and social skills (Bowen & Kisida, 2019). Bowen & Kisida explains that art provides a space for students to explore new ideas, enhance their creativity, and develop social skills such as cooperation and communication. In this context, art teachers at SMA Tulungagung observe that art-based learning methods create a dynamic learning environment that supports comprehensive student skill development.

Research by Catterall (2012) also supports this view, showing that the integration of art in education can contribute to improvements in students' critical thinking and social skills (Catterall, 2012). Catterall found that students involved in art programs made significant progress in social and academic skills compared to those not engaged in art activities. These findings reinforce the argument that art-based methods not only increase student engagement but also support the development of social and academic skills.

Feedback from students provides a positive perspective on the implementation of art-based learning methods. Students such as Dini and Rina reported that art lessons increased their enthusiasm for learning and provided opportunities for creative self-expression. Dini, an 11th-grade student, expressed, "Art lessons make me more excited about learning. I feel I can express myself and apply my knowledge in a creative way. It makes learning feel more vibrant and meaningful."

Rina added, "Art gives me the chance to work in a team and produce something I'm proud of. It also makes me more confident in speaking and presenting my ideas." This feedback reflects the positive impact of art-based methods on students' self-confidence and their ability to collaborate.

Catterall's (2012) research supports these findings by showing that engagement in art can enhance student motivation and enrich their learning experiences (Catterall, 2012). Catterall identified that students actively involved in art activities demonstrate higher levels of motivation and greater engagement in the learning process compared to those not involved in art. This research indicates that art not only enriches the learning experience but also contributes to students' personal development.

These findings are also consistent with research by Kabanda & Sen (2007), which indicates that engagement in art can boost student motivation, enrich their learning experiences, and support the development of social and emotional skills (Kabanda & Sen, 2014). Feedback from students at SMA Tulungagung confirms that art-based methods contribute to increased motivation, self-confidence, and collaborative abilities, supporting the significant benefits of integrating art into education.

Teacher perspectives and student feedback indicate that art-based learning methods not only enhance student engagement in classroom activities but also contribute to the development of their social and academic skills. Previous research supports these findings and underscores the importance of art in creating a dynamic learning environment that fosters comprehensive student skill development.

Curriculum Evaluation and Art Integration

The curriculum evaluation at SMA Tulungagung demonstrates that art elements have been successfully integrated into various subjects in a significant manner. For instance, in science classes, students are tasked with creating scientific posters that incorporate visual elements to clarify scientific concepts. These posters serve not only as tools for data presentation but also allow students to explore their creativity in conveying information (Ozdamli & Ozdal, 2018). Additionally, in English classes, students engage in drama performances adapted from literary texts, providing them with opportunities to interpret and present texts creatively (Hişmanoğlu, 2005).

This integration of art elements not only adds a new dimension to learning but also ensures that art-based methods become an integral part of the curriculum. This finding aligns with Russell (2007), who emphasized that integrating art into the curriculum can enrich students' learning experiences and enhance their understanding of subject matter (Russell, 2007). The study indicates that this approach helps students connect concepts from various subjects in a more creative and profound manner. Art integration in the curriculum also facilitates interdisciplinary learning, enabling students to see the connections between art and other fields of study, thereby enhancing their critical and analytical thinking skills (Bautista et al., 2016).

Documentation of student artwork at SMA Tulungagung reveals significant progress and substantiates that art-based learning methods have a positive impact on student creativity. During the school art exhibition, 75% of student artworks exhibited a high level of creativity. These artworks included paintings with innovative use of color, sculptures displaying detailed techniques, and captivating and expressive drama performances. The enhanced quality of these artworks reflects the advancements achieved by students in terms of technique and creativity (Zimmerman, 2009).

These findings support the research by Schmidt & Charney (2018), which suggests that student art outputs can reflect the development of their creative skills (Schmidt & Charney, 2018). Schmidt & Charney argue that engagement in the arts not only affects students' artistic skills but also supports their cognitive

and emotional development. The documentation showing increased quality and innovation in artworks highlights that art-based learning methods act as effective tools in stimulating student creativity and providing a deeper learning experience (Srivastava et al., 2019). This also indicates that students are not only learning about art techniques but also how to express their ideas in original and innovative ways. Curriculum evaluation and documentation of student artworks indicate that art-based learning methods can be effectively integrated into the school curriculum and have a tangible positive impact on student creativity and understanding. A well-integrated approach between art elements and other learning objectives enriches students' learning experiences and supports the achievement of better learning outcomes (Dell'Erba, 2019).

Challenges and Opportunities in Implementing Art-Based Methods

Although this study demonstrates the positive impact of art-based learning methods, several challenges need to be addressed to ensure their effective implementation. One of the primary challenges is the need for adequate resources and logistical support. Implementing art-based methods requires various art supplies, such as paints, brushes, musical instruments, and visual media, as well as appropriate spaces for art activities. Additionally, teacher training is crucial to ensure that educators possess the necessary skills and knowledge to effectively apply these methods (Creemers et al., 2013). Roschelle & Singleton (2008) notes that limitations in resources and administrative support often pose significant barriers to the implementation of art-based methods (Roschelle & Singleton, 2008). Many schools struggle to provide adequate facilities and equipment for art activities. Without sufficient logistical support, the implementation of these methods may become ineffective and inconsistent. This underscores the need for attention from school administrators and policymakers to address these constraints by allocating appropriate budgets, providing teacher training, and ensuring the availability of necessary facilities (Darling-Hammond & Sykes, 2003).

Furthermore Ferrari (2009) emphasizes that inadequate administrative support and insufficient training can hinder the integration of art into the curriculum (Ferrari, 2009). Therefore, strategies to overcome these challenges include enhancing collaboration between schools, support providers, and policymakers to ensure that all logistical and training aspects (Jhurree, 2005). Despite these challenges, the implementation of art-based learning methods also opens up various opportunities for further development. One major opportunity is the expansion of these methods to include a broader range of art activities and more extensive integration with other subjects. For example, incorporating art into science, mathematics, or language lessons can enrich students' learning experiences and enhance their understanding of various academic concepts (MacComas, 2014) (Eisner, 2002; Hetland et al., 2007).

Taylor & Ladkin (2009) highlights that art-based approaches can develop significantly with appropriate support and ongoing development (Taylor & Ladkin, 2009). Professional development for art teachers, including training and workshops on the latest teaching methods, can improve the effectiveness of these approaches. Additionally, enhancing logistical support, such as providing better equipment and more suitable spaces, can help address some of the challenges faced. Research by Beagle (2021) also indicates that the success of art-based methods heavily relies on effective integration with the curriculum and sustained support (Beagle, 2021). By leveraging opportunities to develop and expand these methods, schools can strengthen their impact on student education. These opportunities include developing more flexible curricula, increasing collaboration between art teachers and other subject teachers, and exploring innovative uses of art as a learning tool. Overall despite the challenges that need to be addressed, the implementation of art-based learning methods offers significant opportunities for fostering a more creative and effective educational experience. Adequate support, ongoing training, and broad integration with the curriculum will enable these methods to provide greater benefits for students and enhance their overall learning experiences.

CONCLUSION

This study reveals that the art-based learning methods implemented at SMA Tulungagung have a significant positive impact on student engagement, creative skills, and problem-solving abilities. Student engagement increased substantially, from 64.8% in the first month to 85.2% in the sixth month, reflecting the effectiveness of these methods in capturing student interest and motivating their participation. The application of art methods also enriched students' creative skills, as evidenced by the improved quality of their artwork, and enhanced their problem-solving abilities through the various challenges encountered during the art-making process.

Positive feedback from teachers and students further underscores the benefits of this approach. Teachers reported improvements in critical thinking and teamwork skills, while students experienced increased confidence and enthusiasm for learning. Despite challenges related to resources and logistical support,

the potential for further development offers opportunities to optimize these methods. In conclusion, art-based learning methods not only enhance student engagement and skills but also provide a more holistic and in-depth learning experience, offering valuable insights for the advancement of more effective educational practices in the future.

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