
Integrated learning strategy in arts and culture learning**Heni Kusumawati*, Drijastuti Jogjaningrum, Panca Putri Rusdewanti, Fu'adi Fu'adi**

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ABSTRACT

This research aims to determine the creativity of arts and culture teachers in integrating two different aspects of art. Art education has two kinds of concepts: first, art education, which is related to the artistic expression of art, and second, art education, which is related to the direction of education. For this reason, teachers need strategies to be able to optimally actualize and express students' abilities in exploring their talents in the field of art. This research uses qualitative methods through a digital ethnographic approach. Data collection through observation, questionnaires with forms, and documentation. The research results show that creative teachers will have a great sense of curiosity, be open, take initiative, and have high loyalty in carrying out their duties. This cannot be separated from internal and external factors that can encourage teachers to continue to develop themselves. The form of teacher creativity in exploring music, dance, fine art, or theatre material is realized in the form of collaboration between the arts. With these results, it is hoped that Arts and Culture learning can be optimized to develop aesthetic, artistic, critical, appreciative, and creative feelings in students.

Keywords: creativity, arts and culture, integrated learning**Strategi pembelajaran terpadu dalam pembelajaran seni dan budaya****Abstrak**

Konsep pendidikan seni pada dasarnya ada dua macam yaitu konsep pendidikan seni yang berkaitan dengan aspek ekspresi artistik dan konsep pendidikan seni yang dikaitkan dengan tujuan Pendidikan. Untuk itu diperlukan strategi dari guru agar dapat mengaktualisasikan dan mengekspresikan secara optimal kemampuan peserta didik dalam mengeksplorasi bakatnya di bidang seni. Seorang guru yang kreatif akan memiliki rasa keingintahuan yang besar, bersikap terbuka, inisiatif dan memiliki dedikasi yang tinggi dalam menjalankan tugas. Hal ini tidak lepas dari factor internal dan eksternal yang dapat mendorong guru untuk terus mengembangkan diri. Pembelajaran Seni Budaya diharapkan dapat menumbuhkembangkan kepekaan rasa estetik dan artistik, sikap kritis, apresiatif, dan kreatif pada peserta didik, sedangkan bentuk kolaborasi antar aspek seni menjadi pembelajaran terpadu (integrated learning) merupakan bentuk kreativitas guru dalam mengeksplorasi materi seni music/tari/rupa/teater dengan seni yang lain. Tujuan dari penelitian ini adalah mendeskripsikan upaya guru dalam mengembangkan potensi peserta didik pada mata pelajaran Seni Budaya, mendeskripsikan strategi konseptual yang dilakukan guru seni budaya dalam memadukan 2 aspek seni, dan wujud kreativitas guru seni budaya dalam mengintegrasikan 2 aspek seni yang berbeda.

Kata kunci: kreativitas, seni dan budaya, pembelajaran terpadu**Article history***Submitted:**18 September 2023**Accepted:**29 October 2023**Published:**31 October 2023***Citation:**

Kusumawati, H., Jogjaningrum, D., Rusdewanti, P. P., & Fu'adi, F. (2023). Integrated learning strategy in arts and culture learning. *Imaji*, 21(2), 198-204. <https://doi.org/10.21831/imaji.v21i2.66087>.

INTRODUCTION

Arts and Culture lessons at school have the aim of developing awareness of art and beauty in general. The emphasis of Arts and Culture Education is to shape students to act and behave creatively, ethically, and aesthetically. Apart from that, arts and culture lessons also play a role in developing multiple intelligences, including intrapersonal intelligence, interpersonal intelligence, visual-spatial intelligence, verbal-linguistic intelligence, musical intelligence, and physical-kinesthetic intelligence (Hartono, 2007).

Arts and culture education is oriented towards the process of "education through art." This shows that student's potential is not only in the area of arts but also in other subjects. In the process, students can develop their potential and creativity through learning arts and culture. Skills in the arts, including painting, singing, dancing, and so on, need to be taught to students in order to develop and preserve them. In this case, educational institutions and educators play a role in continuing to pass on, develop, and strive to preserve various types of art for students. The concept of education through art is considered the most appropriate to be taught in schools. Art lessons are used in schools to encourage maximum development in students to create a balance between rational and emotional. The essence of arts education is an effort to process human formation through art. In general, arts education functions to develop children's (students') abilities in finding self-fulfillment in living life, transmitting cultural heritage, expanding social awareness, and as a way to increase knowledge (Syakhruni, 2018).

Arts, Culture, and Skills education have a scope that includes abilities as follows: a) musical arts: students master vocals, play musical instruments, and appreciate musical works; b) fine arts: includes knowledge, skills, and values in producing works of art such as paintings, sculptures, carvings, etc.; c) dance arts, including physical exercise skills and appreciation of dance movements; and d) drama arts, including staging skills by combining music, dance, and acting (Hartono, 2007).

There are four aspects of the Arts and Culture subject which require schools to implement a minimum of two aspects of the arts, with a time allocation of three JP per week. Problems that arise in arts and culture learning, especially in the field of music, include: (1) there is still a lack of adequate facilities, (2) there is still a lack of teacher understanding of students' conditions, and (3) the artistic competencies possessed by teachers and those taught are different. For example, teachers with music competency must teach fine arts/dance/theater or vice versa. With these challenges and obstacles, arts and culture learning cannot be implemented optimally. On average, arts and culture teachers only have one area of competence, for example, competence in the field of music or dance. At the same time, students' talents are very diverse, so to produce students who have aesthetic experiences and understand their culture, arts, and culture, teachers are really needed who are creative, professional, and competent in their field.

Problems that arise in Arts and Culture subjects create new problems for teachers who are not competent in other arts fields. For this reason, the right strategy is needed so that these four aspects of art can continue to support each other. One effort that teachers can make is to implement integrated learning strategies. This learning activity tries to use a learning model by integrating the four fields of art in an activity that covers various aspects, namely cognitive, language, social-emotional, religious values, physical motor, and artistic aspects. All activities in integrated learning involve direct experience (hands-on experience) and provide an understanding of the surrounding natural environment, thus enabling students to combine skills and knowledge into a new experience.

Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards, arts, and culture are not only found in one subject because culture itself covers all aspects of life. In Arts, Culture, and Skills subjects, cultural aspects are not discussed separately but are integrated with the arts field (Widaningsih, 2012).

Arts and culture education also has a role in the formation of students' personalities while still paying attention to developments in achieving multi-intelligence, which includes interpersonal, intrapersonal, visual, spatial, musical, linguistic, and so on. The field of Arts and Culture consists of the fields of fine arts, music, dance, and theater, each of which has its characteristics in accordance with scientific principles. The artistic activities in each field of art are expressed by providing experience in developing concepts, appreciation, and creation through exploration in the cultural context of society (Widaningsih, 2012). Educators or teachers are obliged to provide students with experience on how to express themselves, how to appreciate an artistic work well, how to be creative, and how to form a series of harmonies, thereby giving rise to beauty (Prabawa, 2021).

The strategy that can be used to overcome problems in learning Arts and Culture is the Integrated Learning model. Freudenberg (2010) explains that what is called integrated learning is an effort to combine various aspects, namely attitudes, knowledge, and skills. Integrated learning provides the widest possible opportunity for students to develop thinking skills and process skills so that it can provide meaningful experiences for them and have a scientific attitude. Integrated learning uses themes to connect several subject contents with students' real lives. House (2004) explained that the integrated learning model can provide students with motivation to learn and develop scientific character.

Freudenberg (2010) also believes that integrated learning places more emphasis on children's involvement in the learning process or actively directing children to be involved in the learning process and decision-making, so that the integrated learning model places more emphasis on the application of learning by doing concepts. Chen (2012) explains that integrated learning is the application of learning strategies based on an integrated curriculum approach that aims to create a relevant and meaningful learning process for students. Papanastasiou & Zembylas (2004) explain that in the inquiry-based integrated learning model, students are involved in planning, exploration, and brainstorming, and student competence is measured from the results of learning activities.

In music education, the concept of creativity is divided into two meanings: (1) as a means of improving musical skills (education in music) and (2) instilling positive values that exist in a particular social institution (education through music). Efforts to realize these two meanings are supported by one thought, namely creativity. Experiences in the context of educational activities generally involve listening to music, singing, playing musical instruments, moving to music, reading, and writing (Cook, 2018). When paired with creativity, it will experience an expansion of meaning. Hagata et al. (2016) assess that creative music learning does not only emphasize theoretical aspects but also practical aspects. Both must work together and complement each other.

The aspect of creativity is defined as the ability to create. In a broader context, *creativity* can be defined as the ability to respond to problems and ideas and think quickly. Runco & Guilford (2007) explain that creativity in courage is to present different ideas (Kaufman & Sternberg, 2006). This basic idea is reinforced by Paul Torrance's statement that creativity is influenced by personality, motivation, and environmental factors that surround it (Sternberg, 2006).

Authentic assessment can be carried out in the context of assessing creativity in students. The measure is the extent to which students get aesthetic and musical ideas in the learning process. Music education based on creativity is an integration of various elements, such as educators, musicians, historians, researchers, and learners who have an interest in the field of music, especially in children (Hidayatullah, 2020). Tan et al. (2018) explained that creativity in children lies not in how good they are at playing an instrument but in the simple ideas they create, for example, through simple rhythmic patterns. Music education based on creativity is more humanistic.

METHOD

This research is qualitative. The data source in this research is the results of answers to questionnaires given by the research team. Secondary data sources come from document data, photos and videos, and other written data. Observations were carried out by asking general questions to the resource persons so that they were free to provide opinions via a Google form, which was sent randomly to various regions in Indonesia. The questions asked included various questions related to teacher creativity in learning arrangements and how this is done in arts and culture learning involving teachers, music lecturers, and music practitioners (arrangers). The digital ethnography chosen in this research is an adaptive attitude during the COVID-19 pandemic, which is still ongoing. This is also in accordance with the opinion of Denzin and Lincoln (2018: 1152), who state that, at least currently, ethnography in the post-internet era is at a level where many people are rethinking the processes and products of investigation.

The data validity techniques in this research are through (1) triangulation of sources, time); (2) member check; (3) extending the research period; (4) clarifying existing biases from researchers; (5) presenting different or negative information; (6) question and answer with fellow researchers. The next step is to analyze qualitative data, namely, (1) processing and preparing the data to be analyzed, (2) reading the entire data, building a general sense of the information obtained, and reflecting on the meaning contained as a whole; (3) coding all data, namely organizing data by collecting pieces (text and images) and writing categories; (4) applying a coding process to describe the data (Creswell, 2018).

FINDINGS AND DISCUSSION

Findings

After carrying out a series of analyses on the creativity and integrated learning strategies carried out by arts and culture teachers, the following research results were obtained: The results of a questionnaire via Google Form filled out by 92 arts and culture teachers in several regions of Indonesia

show that the creativity and integrated learning strategies carried out by arts teachers Diverse cultures. Some combine music and fine arts, music and dance, or a combination of these three fields of art. From the results of the questionnaire via Google Form, the following data was obtained:

How teachers develop students' potential in arts and culture lessons based on the results of the questionnaire distributed obtained answers that arts and culture teachers: (1) provide arts and culture material that suits the students' character (28 people as much as 30.4%), (2) invite students to express themselves through art (62 people as much as 67.4%), and (3) combining several different ideas (fine art, music, dance, and theater) into a concept in the field of arts and culture with the hope that children will learn better and more meaningfully (44 people as much as 47.8%). This can be seen in the following diagram:

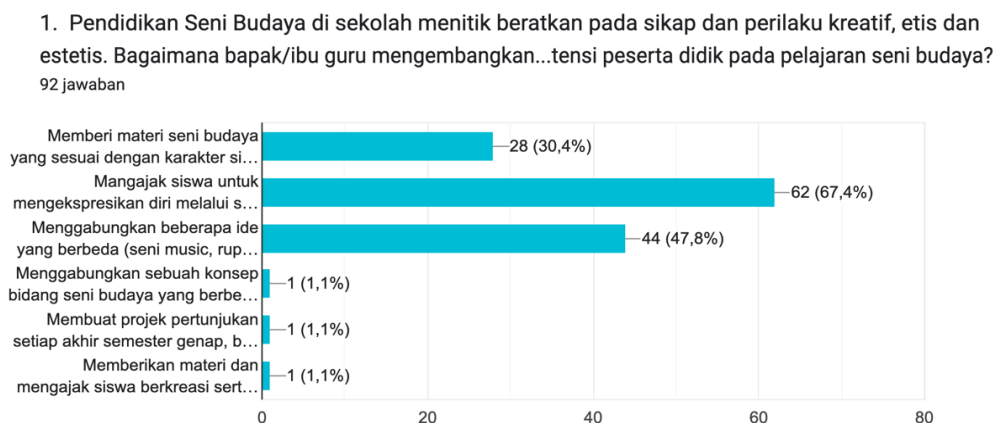


Figure 1. the results of the questionnaire

The integration between arts disciplines (fine arts, music, theater, and dance) shows that the majority of teachers choose to combine the fields of music and fine arts, then combine music and dance. The aim of arts and culture teachers in implementing integrated learning in arts and culture subjects shows that the majority of arts and culture teachers develop creativity in the field of arts and culture and aim to shape the character of students to be more creative by introducing cultural diversity in Indonesia.

Aspects that support integrated learning are using PjBL, PBL, and CTL learning models, while arts and culture teachers' creativity in integrating two different aspects of art, especially those related to music, is by making musical arrangements to be integrated into other fields of art, making musical illustrations. For dance, making musical illustrations based on pictures and creating songs based on stories or pictures.

The obstacles faced by teachers in integrating integrated learning in arts and culture subjects showed that 46 (50%) experienced obstacles. Meanwhile, 40 (43.5%) other teachers did not experience any problems. These obstacles are caused, among other things, by inappropriate teacher backgrounds, which are caused by the absence of arts and culture teachers at the school, so those who teach are teachers from other fields of study who do not have an arts background.

Forms of creativity in integrated learning in arts and culture subjects that have been implemented in schools include: a) utilizing technology that already exists on YouTube by creating dance collaborations as background dancers, theater role-playing according to the story in the song being sung, and fine arts creating led backdrop designs system or stage properties, b) dividing student study groups in class based on the aspects of art they are interested in and mastering, so that students have a sense of responsibility for the choices they have made, c) making musical poetry or composing songs with certain themes, d) visualizing the lyrics children's songs/regional songs into pictures or doodles, the point is learning, e) Creating musical performances outside of school such as collaborating with malls, creating dances through folklore, creating drama through folklore and creating music in dance.

The strategies that have been implemented in integrated learning for Arts and Culture in schools include the following: a) linking appreciation of musical arts with Indonesian language subjects, b) grouping students into music and dance sections so that they collaborate according to their respective sections. -respectively, c) create an integration of drama, dance, and music using holistic arts learning, d) optimize the school art studio as a forum for students to develop talents and interests whose output

is implemented in the form of performing arts, e) approaching teachers in various fields of study, to be creative musical poetry and craft activities as a form of collaboration with fine arts, and with dance teachers in making dance music, and f) collaborating with PJOK and music arts subjects to create musical illustrations of gymnastic movements.

Discussion

Based on the answers submitted by arts and culture teachers via Google form, some arts and culture teachers encounter problems in implementing integrated learning. This can be observed in the pie chart below:

6. Apakah bapak/ibu mengalami kendala dalam mengintegrasikan pembelajaran terpadu mapel seni budaya di sekolah?

92 jawaban

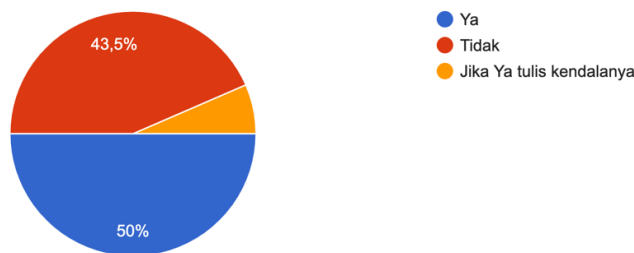


Figure 1. Obstacles to integrated learning

The obstacles experienced by arts and culture teachers include teacher competence that is not in accordance with arts and culture teaching materials. For example, music teachers are expected to be able to teach fine arts, and dance teachers must be able to teach music. This can be observed in arts and culture subjects taught by teachers who have an educational background in only one field of art.

Mata Pelajaran yang diampu

92 jawaban

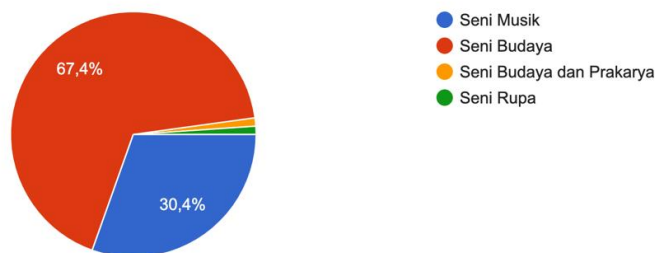


Figure 2. Educational background

The way teachers develop students' potential in arts and culture lessons shows that the efforts made by teachers in integrating arts and culture learning are by inviting students to express themselves through art (62 people as much as 67.4%) and combining several different ideas and ideas (art, music, dance, and theater) has become a concept in the field of arts and culture with the hope that children will carry out the learning process better and more meaningfully (44 people as much as 47.8%).

Several integration models between arts disciplines (fine arts, music arts, theater arts, and dance) show that the integration of music and fine arts fields is most widely used by arts and culture teachers, namely (35.9%). In comparison, the arts integration model Nearly 25% of arts and culture teachers use music and dance, and 17.4% use an integration model between the three, namely music, dance, and visuals.

The aim of arts and culture teachers in implementing integrated learning in arts and culture subjects shows that 68.5% of arts and culture teachers strive to shape students' characters to be more creative, and 57.6% introduce the cultural diversity that exists in Indonesia. This aims to enable students to preserve the culture that exists in Indonesia.

Supporting aspects that support the implementation of integrated arts and culture learning are the selection of appropriate learning media, project-based learning (PjBL) or Problem Based Learning models, as well as the use of appropriate learning methods. With these aspects, integrated learning in the field of arts and culture can be accommodated well and create students who are creative, skilled, and efficient in society.

A manifestation of the creativity of arts and culture teachers in integrating 2 different aspects of art related to the field of music is by making musical arrangements to be integrated into other fields of art, such as making musical illustrations for dance, making musical illustrations based on pictures, creating songs based on stories/pictures, and making illustrations. Music for theater.

The forms of creativity in integrated learning in arts and culture that have been implemented in schools include creating simple designs but including all important aspects, such as musicality and creativity. Divide student study groups in class based on the aspects of art that they are interested in and master so that students have a sense of responsibility for the choices they have made.

An integrated learning strategy in the field of arts and culture is carried out by a) Creating an integration of drama, dance, and music using holistic arts learning, b) involving all school parties in the activities to be carried out, c) optimizing the school art studio as a place for students to channeling their talents and interests whose output is implemented in these activities in the form of performing arts, d) creating production management in the class which includes a management structure for producing performances/performances (drama, dance, music, and art). All aspects are carried out by students in the areas of funding, training, etc., using the PBL, PjBL, and cooperative learning models in learning to work together to create an art performance.

CONCLUSION

The strategy practiced by teachers in the integrated learning model for arts and culture in schools is by creating simple designs covering all important aspects related to musicality and creativity, which are realized in the form of collaboration between the fields of fine arts, dance, and music. A concrete example is grouping students into music sections and dance sections and then collaborating according to their respective sections. Another form of integrated learning is by combining several areas of art in one assignment. For example, music and fine arts are packaged in a combination of images and sounds. Making musical instruments by making musical instruments that are similar to local, regional musical instruments that have historical value so that children are interested in studying the history of the surrounding culture. With this integrated learning, teachers who only have a background in music or dance, fine arts, or theater can collaborate with fellow arts or other fields such as Indonesian, English, Crafts, and others.

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