



Stimulation of drawing expression to strengthen character learning

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ABSTRACT

This study investigates the implementation of a value-based expressive drawing model within the framework of Cultural Education and National Character Building (PBKB) in elementary schools students. The objective is to explore how this model can enhance emotional intelligence and instill moral values in students through creative expression. To align with government policies, the study was conducted with 3rd graders at Cisarua 1, 2, and 3 Elementary Schools located in Bandung Barat Regency. The study examined: (i) the school's vision and mission supporting Cultural Education and National Character Building (PBKB); (ii) the application of character education through value-based expressive drawing to enhance emotional intelligence in elementary school; (iii) the impact of this educational approach on students' values and personalities, as reflected in their learning outcomes; and (iv) changes in students' attitudes, analyzed through children's drawings. The experimental methods aimed to improve lesson plans, teaching processes, instructional media, and the analysis of values in children's visual symbols. Results indicated positive shifts in students' attitudes and character values, as evidenced by progress reports over two semesters. Various national character traits were identified in children's expressive drawings, notably through the visualization of symbols of honesty, thereby demonstrating the effectiveness of value-based expressive drawing model in character education.

Keywords: character education, emotional intelligence, value-based expressive drawing, elementary education, attitude change

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INTRODUCTION

Educating children is the cultivation of shared aspirations (Wagino et al., 2024; Suryani & Mulyani, 2025; Marxabayevna, 2025; Widiana & Harwanto, 2025; Homdijah et al., 2022; Menge et al., 2025; Azizovna et al., 2025; Obafemi et al., 2023). Children are national assets who must be shaped with various forms of knowledge and exemplary behaviors that will benefit their future. In the global era, intellectual competency and character must be balanced, meaning the ability to sustain human life on Earth should coexist with harmony and peace. This is a form of ecological conscience, an awareness that all living beings, including humans, share the same environment, or biosphere (Morin, 2024; Cojocari-Luchian, 2022). The emergence of General Education that integrates character education reflects a commitment for the holistic development of healthy individuals, both physically and mentally. In light of this phenomenon, some researchers (Shade & Stewart, 2001; Lestari et al., 2024) discuss the concept of General Education, emphasizing its focus on humanistic educational practices that prioritize the development of individuals within society. This approach considers people as "human beings" and aims to foster emotional, moral, and intellectual growth in an integrated manner. Consequently, General Education is fundamentally concerned with nurturing individual character.

Some researchers (Thompson, 1997) highlight the significant role of Art Education in elementary schools, asserting that when implemented effectively, it can enhance mental health. Art Education provides children with opportunities to channel internal pressures that may be difficult to express verbally, thereby functioning as a form of therapy.

Art Education, as an integral component of a child's overall development, consists of three crucial foundations: intellectual development (enhancing cognitive skills), moral development (fostering ethical understanding), and physical development (improving sensory-motor skills). Artworks not only refine emotions but also sharpen the mind, enhance moral sensitivity, and present sensory beauty that can provide information or bring pleasure to others.

Artworks resulting from creativity involve elements of human potential such as intellectual capacity, emotional intelligence, and skills that are shaped through experiential processes involving habituation and drills, which evolve over time (Groves & Thompson, 1970). The development of a cultural and national character education model through value-based expressive drawing stimulation is considered important, given that education through the arts is an integral part of the national curriculum. This effort is one of the government's initiatives, which must be supported to channel students' desires positively through artistic creation and appreciation. Furthermore, education is not merely about delivering information but also about fostering changes in attitudes, mentality, morals, behavior, a sense of peace, and local cultural values. State, education, culture, and peace for all humankind are inseparable (Goulah, 2012; Gur-Ze'ev, 2001).

The development of this model, within the context of local culture, integrates values taught in daily activities, including learning routines based on the curriculum. This value-based learning model, with an emphasis on the development of emotional intelligence (Salovey & Mayer, 1990), includes aspects of artistic expression and appreciation, namely: (i) awareness; (ii) emotion management; (iii) productive use of emotions; (iv) empathy; and (v) relationship building. Another nurturing effect from various experiences will be used for enrichment by exploring key personal and social values.

The core problem of this research lies in the lack of teacher creativity in efforts to implement cultural education and national character building. Therefore, it is essential to address this problem by testing a value-based expressive drawing stimulation learning model with a systemic strategy that is easy for teachers to implement and yields optimal results. This learning model can be effectively utilized by teachers as facilitators and by students as learners. After identifying the problem, the author formulates the following questions: i) What vision and mission are developed by the school to support the Education of Culture and National Character?; ii) What obstacles does the school face in the strategy of developing PBKB (Cultural Education and National Character Building) that are integrated into the SBK (Arts and Crafts) subject?; iii) How is the PBKB learning model, through value-based expressive drawing stimulation with an emphasis on emotional intelligence, implemented in elementary schools?; iv) Is there any influence of the experimental learning of value-based expressive drawing stimulation on changes in values and personality, as measured in student performance reports?; v) Are there any changes in attitudes and how children express themselves visually, as analyzed through their drawings and visual language?

Research objectives are expected to contribute to building national character through a value-based expressive drawing learning model, as outlined below i) To explore alternative methods of value-based expressive drawing learning, identifying various human values that can be applied in national character education through art in an interactive and interdisciplinary manner. Ultimately, this provides an overview of the tendencies in character education through effective and appropriate Art Education; ii) To analyze emotional expressions related to human values through children's expressive drawings. This will help children reflect on and internalize values, express those values in relation to others or society, and even for the world (internalizing values); iii) To evaluate the learning process and reconstruct the methods of Art Education as one of the spearheads of national values and character education in elementary schools; iv) To verify or prove that Art Education can be an effective medium for national character education in internalizing national cultural values. This also includes examining the implementation of Art

Education in elementary schools, which encompasses Cultural Education and National Character Building (PBKB).

To develop a value-based expressive drawing learning model as a contribution to character building in elementary school students. This aims to motivate educators to view education as a means of instilling real-life values in students

METHOD

This research employed a qualitative approach with a phenomenological design to explore the implementation of the *Value-Based Expression Drawing Stimulation Model* within the framework of Cultural Education and National Character Building (PBKB) in elementary schools. The phenomenological approach was selected to capture students lived experiences, emotional responses, and symbolic interpretations as expressed through their drawings, reflecting the internalization of character values (Susilawati et al., 2025).

The study was conducted at three public elementary schools, SDN Cisarua 1, 2, and 3, located in Bandung Barat Regency, Indonesia. The research focused on third-grade students, totaling 257 participants across seven classes (3A to 5B), over two academic semesters (2010/2011). The intervention was integrated into weekly Arts and Crafts (SBK) lessons, typically held once per week.

Data collection employed a multi-instrument qualitative strategy, including: 1) Expressive drawing portfolios, resulting in 8,224 individual artworks analyzed for their embedded value expressions; 2) Classroom observation sheets, capturing teacher-student interactions, instructional methods, and classroom climate; 3) In-depth interviews with both students and teachers, used to interpret the emotional and moral meanings within the drawings; and 4) Document analysis of school vision-mission statements, lesson plans, and student progress reports to contextualize value integration within institutional frameworks.

The learning model emphasized value-based expressive drawing, closely linked with emotional intelligence development. Instructional stimuli used to evoke moral reflection included: 1) Storybooks containing character-building narratives; 2) Nursery rhymes; 3) Visual media such as films and illustrations, and 4) Environmental observations.

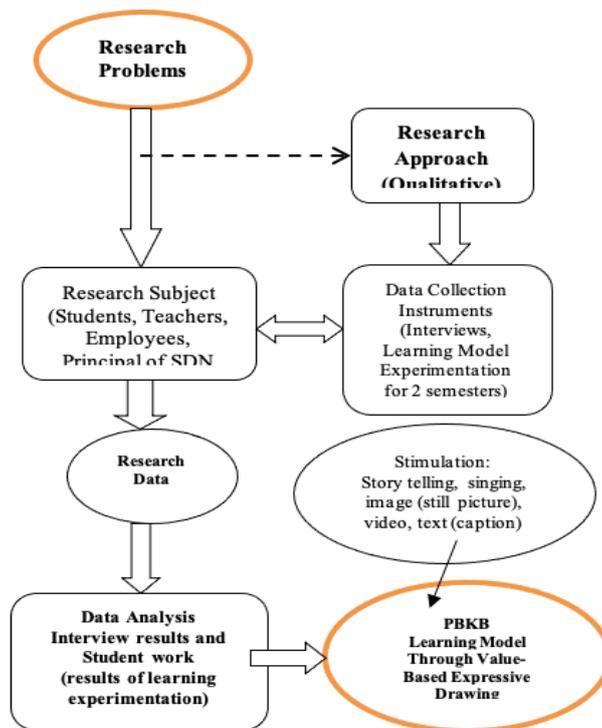


Figure 1. Research method process

Each drawing session was followed by reflective discussions, where students were encouraged to articulate the meanings behind their drawings. Teachers acted as facilitators, guiding interpretation and highlighting key values such as honesty, empathy, and responsibility. For data analysis, the study employed Miles and Huberman's interactive model, encompassing: 1) Data reduction – filtering salient visual and verbal responses; 2) Data display – categorizing themes based on value types and emotional expressions; and 3) Conclusion drawing and verification – validating interpretations through triangulation of drawings, interviews, and observation data.

Additionally, Peircean semiotic theory supported deeper interpretation of the visual data by decoding icons, indices, and symbols, allowing insights into students' emotional and moral development. Interpretation reliability was enhanced through member checking with teachers and iterative reflection sessions with students.

This approach aligns with Gilgun (2015), who states that theory building, interpretation, and rich description are core to qualitative inquiry, while generalization and evaluation are more challenging. The nature of expressive, symbolic language makes phenomenology particularly well-suited to this study. The findings offer a systematic, data-driven narrative that organizes, clarifies, and interprets the core research questions. A visual representation of the methodological flow is presented in Figure 1.

FINDINGS AND DISCUSSION

Findings

The research data presented here are from the entire experiment. A total of 8,224 expressive drawings were collected over two semesters during the 2010/2011 academic year, from seven classes, with 257 students: 3A (30 students), 3B (33 students), 3C (35 students), 4A (38 students), 4B (41 students), 5A (51 students), and 5B (39 students).

Data collection was conducted over two semesters, with an average effective implementation time of four months per semester. The classroom experiments were conducted approximately once a week, typically on Saturdays. The overall data serves as a comparison, while the core data focuses specifically on third-grade students.

Image reading: Honesty icon in children's drawing

An icon is a sign in which the relationship between the signifier and the signified is naturally similar in form (Landsberg, 1980). In children's drawings, this phenomenon occurs because the simplest experience for a child is imitation. However, the imitation performed by children is not a direct optical capture of reality. Children often modify shapes according to their own feelings. Additionally, the use of unconventional tools by children makes their drawings more authentic. This phenomenon is referred to as children's honesty in expressing their feelings. Therefore, children honestly attribute value to their own works. The following is an analysis of their works based on the research findings.



Figure 2. A drawing made by Diana Nur Aprilliana, 9 years old, class 3A

In the work above (Figure 2), the child displays an extraordinary expression, where a mother's love is something deeply desired. The warm bond between mother and child is portrayed through the iconic symbol of a comforting mother's embrace. Additionally, the text features the phrase "I love you, Mom," which is short yet profoundly meaningful for the child.

The values conveyed through drawings like this demonstrate that children can directly express positive values without being constrained by technicalities. Through the symbols in their drawings, children are essentially communicating the values they wish to share with others. The form or manifestation of the drawing is expressed through unique signs. Each child has a different imaginative capacity, and according to Peirce, a sign is something that stands for something else in some respect or capacity. The function of the sign depends on the actual existence of the object or event that the sign represents. In other words, the sign, conveyed through its form, holds significant meaning for the artist who creates it (qualisign).

Children as creators of metaphoric signs

In a similar case, children create and process expressive signs that are inherently metaphorical (see Figure 4) (Roberts & Philip, 2006). Children produce these signs based on their whims or inner feelings. These signs are self-created symbols that children understand intrinsically. Misinterpretations of children's drawings can occur if we do not understand their world. The simplest way to uncover the meaning is to ask the children about their creations and observe the process. In some instances, children also write texts related to their works, which facilitates easier interpretation of their emotional expressions.

A case in which sign-making was demonstrated by a three-year-old boy who drew a car with wheels. In this case (see Figure 3), the child expresses this through interviews, or more accurately, conversations with the child. The wheel mentioned is not in its actual form but has become a new sign created by the child. Each child will draw a car differently, and the signs they create produce different messages. This is the uniqueness of children's drawings as creators of expressive signs.



Figure 3. Sign-making drawing by a three-year-old child

Value-based expression drawing stimulation

The Cultural Education and National Character Building (PBKB) learning model, through expressive drawing, can be initiated by reading children's storybooks, listening to nursery rhymes, observing educational films, and exploring the surrounding environment, among other activities (Kohm et al., 2016).

To shape character, efforts are needed to instill values through various creative means. The following are the various process patterns employed by the author in the research.

Value-based expression drawing stimulation model through story illustrations

This approach can be easily implemented by teachers due to its simple techniques, such as cropping, duplicating, or enlarging images, which are sufficient to capture children's attention. The selection of moral themes should be grounded in everyday behaviors rather than imaginative concepts. Tools, such as the examples provided, are images chosen by the teacher to stimulate creativity and instill moral values. The effectiveness of stimulus images is analyzed through children's visual language and is confirmed through interview results (Figure 4).

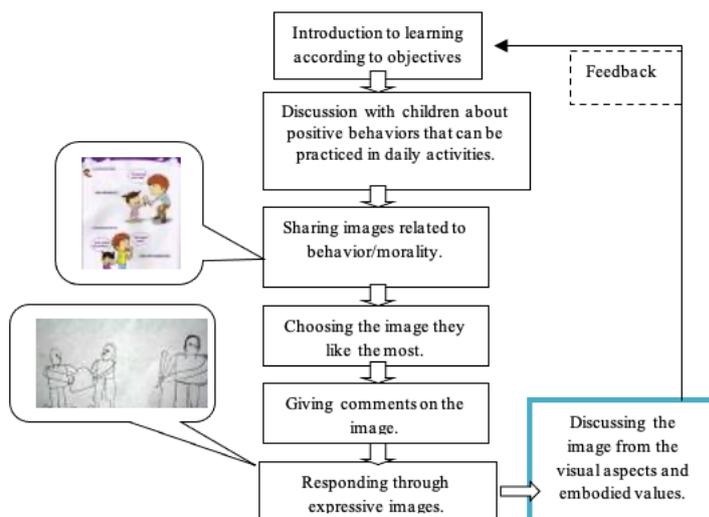


Figure 4. Value-based expression drawing stimulation model

Expression-based value-stimulation model through storybooks

This stimulation model is presented in the research as follows: In this model, students are encouraged to develop a love for reading, observe behavioral examples through story illustrations, and retell these stories according to their emotional sensitivity. The books used are part of the researcher’s collection, which has been tested not only in Grade 3 (3 classes) but also in Grade 4 (2 classes) and Grade 5 (2 classes). The reliability of this model has been demonstrated, resulting in approximately 8,224 value-based expression drawings.

In this learning model, book selection criteria include choosing books that are not excessively lengthy, as thick books may hinder students' comprehension of the story. Illustrations in the books remain a significant advantage, children tend to prefer images over text psychologically. This type of instructional model reflects a teacher's behavior from a perspective that generates new insights. In practice, teachers must be able to adapt with the curriculum, and thus instructional changes or innovations should be implemented based on classroom experimentation (Bhukhanwala et al., 2017; Cain & Nislev, 2018)

Discussion

Figure 5 illustrates the theoretical framework that informs the development of research actions and their interrelationships.

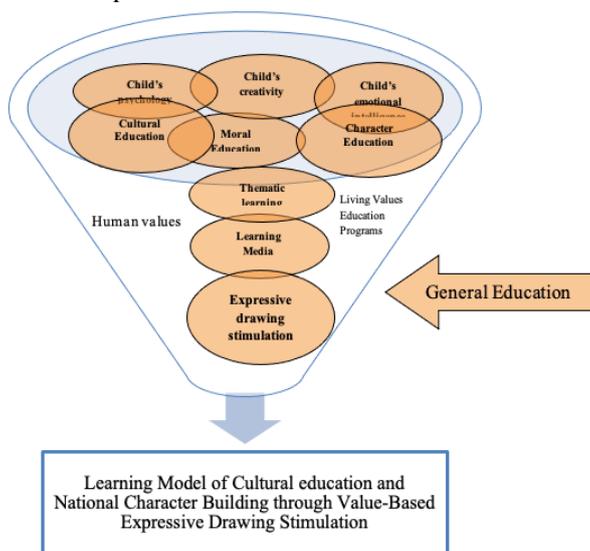


Figure 5. Theoretical foundation for research to construct an integrated value-based learning model for PBKB

Art education and emotional intelligence

Teachers are central to national education, contributing significantly to shaping Indonesia's human resources, especially in fostering artistic creativity and fine arts (Oreck, 2006). Understanding child psychology is crucial for educators, as it plays a significant role in achieving educational goals (Hoy, 2020). The implications of these theories are as follows: "The nature of a child is essential to the psychological study of children, and the teacher's attitude in observing the child's behavior as a reflection of understanding the child's psyche is fundamental to the implementation of education."

Child education through art education

Efforts to develop children's potential are challenging if limited to the home environment, although the home does play a significant role in a child's growth and development. Educating a child has unique challenges, which can only be addressed by 'certain' individuals (Whitehurst & Lonigan, 1998). The family environment alone cannot provide all the resources needed for a child's development. Therefore, children require a new social environment, particularly educational institutions, to fully develop their potential."

The role of teachers in character education

Teaching involves delivering knowledge, while learning is the reception of that knowledge (Bakhurst, 2020). In this sense, teaching refers to the activity of providing information to learners, who function primarily as recipients of that information. This traditional teaching approach is no longer aligned with the current era. Moreover, teachers are expected to fulfill their professional roles (Reeve, 2006): teachers as facilitators and motivators in the educational process are responsible for the orderliness of thought (logic), feeling (aesthetics), will (ethics), and work (practicality), adhering to the philosophy of 'Tut Wuri Handayani,' which is humanistic and upholds the harmony of life. According to this perspective, teachers are role models who ensure their students exhibit positive behavior. The implementation of Cultural Education and National Character Building (PBKB) is quite feasible, as elementary school students often imitate the teacher's behavior, leading to significant behavioral changes. Two key points that teachers should focus on are: a) The essence of good teaching lies in the teacher's deep knowledge of the subject matter; b) It is essential for the teacher to genuinely enjoy the subject they teach.

Cultural education and national character building through art education

In the educational context, art serves as a medium to achieve educational goals. The primary objective of Art Education is to instill character values that align with the child's development. Education forms the foundation of discipline and morality (Covaleskie, 1992). Education is the cornerstone of life on Earth; without it, the world would be in disarray. Read adds that discipline and morality are essential characteristics that students must possess as fundamental assets for social engagement. The inclusion of art in education functions as a medium to fulfill the developmental needs of children, both physically and mentally, due to the nature of art: creative, individual, expressive, permanent, and universal. This quantitative research aims to provide predictive and deterministic data analysis that aligns with the findings. The study employs a theoretical framework with a clear and definitive structure to thoroughly analyze the research issues and objectives. The research process is qualitative, founded on a phenomenological approach characterized by flexibility and openness, with an emphasis on inductive analysis. The qualitative method is used for three main reasons: first, its adaptability to multiple realities; second, its ability to directly present the relationship between the researcher and respondents; and third, its sensitivity to various influences and value patterns (Oun & Bach, 2014).

RQ1. What vision and mission are developed by the school to support the education of culture and national character?

The vision and mission developed by the school to support the Education of Culture and National Character (PBKB) play are pivotal in shaping the educational environment and guiding the implementation of character education initiatives. The findings indicate that the school's

vision emphasizes the importance of fostering a comprehensive educational experience that integrates cultural values and national identity into the curriculum. This aligns with previous studies that highlight the significance of a well-defined vision in promoting character education (Mustari & Nurhayati, 2024).

The mission statement, as articulated by the school, demonstrates a commitment to nurturing students not only academically but also morally and socially. This dual focus is essential, as it addresses the need for students to develop both intellectual competencies and ethical values. The integration of cultural education into the school's mission is particularly relevant in the context of globalization, where students are exposed to diverse influences that may challenge their understanding of national identity and cultural heritage.

From the perspective of previous studies, aligning the school's vision and mission with the principles of character education is fundamental for fostering a supportive learning environment. Schools with clear character education goals are more likely to implement effective programs that positively influence student behavior and attitudes (Martinez & Partin, 2023). The findings suggest that the school's vision and mission serve as a solid foundation for developing a curriculum that promotes cultural awareness and character development, thereby enhancing students' emotional intelligence and social responsibility.

Moreover, the implications of these findings extend beyond the classroom. By embedding cultural values and national character into the educational framework, the school not only prepares students to navigate their immediate social environments but also equips them with the skills necessary to engage as responsible citizens in a global society. This holistic approach to education supports the notion that character development is a lifelong process that requires consistent reinforcement through various educational experiences (Richards, 2018).

Future research directions may include exploring how the implementation of the school's vision and mission manifests into specific teaching practices and student outcomes. Additionally, longitudinal studies could provide insights into the long-term effects of character education initiatives on students' personal and social development. Investigating the perspectives of teachers, parents, and the community in relation to the school's vision and mission could also yield valuable information on the collaborative efforts needed to support cultural education and national character building.

RQ2. What obstacles does the school face in the strategy of developing pbkb (cultural education and national character building) integrated into the sbk (arts and crafts) subject?

The findings reveal several obstacles that schools encounter in their efforts to develop Cultural Education and National Character Building (PBKB) integrated into the SBK (Arts and Crafts) subject. These challenges can be categorized into three primary areas: resource limitations, curriculum constraints, and teacher preparedness.

One of the primary obstacles identified is the lack of adequate resources, including instructional materials and artistic supplies. Schools often struggle to provide the necessary tools that facilitate creative expression and the effective teaching of cultural values. This limitation hinders the implementation of engaging and interactive lessons that are essential for fostering students' understanding of national character. Previous studies have shown that access to quality resources significantly affects the effectiveness of arts education (Sabol, 2013). Without sufficient materials, teachers may resort to traditional methods that fail to fully engage students or promote critical thinking.

Another significant challenge is the rigidity of the existing curriculum, which may not adequately accommodate the integration of PBKB into the SBK subject. The curriculum often prioritizes standardized testing and academic performance over creative and character-building activities. This emphasis can lead to a narrow interpretation of educational success, where the arts are undervalued. Research indicates that a flexible curriculum that integrates cultural education can enhance students' learning experiences and promote a deeper understanding of their identity and values (Zalli, 2024). The findings suggest that schools should advocate curriculum reforms that prioritize the arts as a vital component of character education.

Additionally, the findings also highlight the issue of teacher preparedness and professional development. Many educators may lack the training or confidence needed to effectively integrate PBKB into their teaching practices. This gap can result in inconsistent implementation of character education initiatives and a failure to fully leverage the potential of arts education. Studies have shown that ongoing professional development is essential for equipping teachers with the skills and knowledge required to foster a culturally rich and character-driven learning environment. Schools must invest in comprehensive training programs that empower teachers to adopt innovative teaching methods and effectively integrate cultural education into their classrooms.

RQ3. How is the PBKB learning model through value-based expressive drawing stimulation with an emphasis on emotional intelligence implemented in elementary schools?

The implementation of the PBKB learning model through value-based expressive drawing stimulation, with a focus on emotional intelligence, has yielded promising results in elementary schools. The findings demonstrate that this model effectively engages students in a creative process that not only enhances their artistic skills but also fosters their emotional development and moral understanding.

The emphasis on emotional intelligence within the PBKB model is particularly crucial. By encouraging students to express their feelings and thoughts through drawing, the model facilitates a deeper exploration of their emotional landscapes. This highlights the importance of emotional intelligence in educational settings, suggesting that students who are emotionally aware are better equipped to navigate social interactions and develop empathy. The findings support this notion, as students demonstrated increased emotional expression and understanding through their artwork.

The practical implementation of this model involved various strategies, including the use of storybooks, nursery rhymes, and visual stimuli that resonate with students' everyday experiences. Teachers played a key role in facilitating this process by selecting appropriate materials that align with the students' developmental stages and interests. The findings suggest that active engagement from teachers in discussions about students' drawings not only enhances comprehension but also reinforces the values being taught.

Despite the positive outcomes, the implementation of the PBKB model faced challenges. Teachers reported difficulties in integrating the model into the existing curriculum, particularly in balancing the demands of standardized assessments with the creative freedom required for expressive drawing. This echoes findings from previous research that curriculum constraints can hinder innovative teaching practices (Roberts & Philip, 2006). However, teachers adapted by incorporating value-based drawing activities into existing lessons, demonstrating flexibility and creativity in their instructional approaches.

The successful implementation of the PBKB learning model highlights the need for continuous professional development for educators. Training programs that focus on integrating emotional intelligence and creative expression into the curriculum can empower teachers to adopt innovative teaching strategies. Furthermore, future research could explore the long-term effects of this model on students' emotional and social development, as well as its effectiveness across diverse educational contexts.

RQ4. Is there any influence of the experimental learning of value-based expressive drawing stimulation on changes in values and personality as measured in student performance reports?

The findings of this research provide strong evidence that the experimental learning of value-based expressive drawing stimulation significantly influences changes in students' values and personality traits, as reflected in their performance reports. The data show that students who participated in this model exhibited notable improvements in emotional intelligence, empathy, and moral reasoning.

This influence can be interpreted through the lens of previous studies that highlight the role of creative expression in personal development. For instance, research has shown that engaging in artistic activities fosters self-awareness and emotional regulation, which are critical

components of emotional intelligence. The act of drawing allows students to externalize their feelings and thoughts, facilitating a deeper understanding of their own values and those of others.

The integration of value-based education within the expressive drawing framework aligns with the principles of constructivist learning theories, which emphasize the importance of active participation in the learning process. By allowing students to express their interpretations of moral values through art, the model encourages them to internalize these values more effectively. This supports findings from previous studies that suggest experiential learning enhances retention and application of ethical principles.

The performance reports corroborate these findings, showing that students not only improved in their artistic skills but also demonstrated enhanced social interactions and a greater sense of responsibility towards their peers and community. This holistic development underscores the potential of the PBKB learning model to cultivate well-rounded individuals who are not only academically proficient but also socially and emotionally competent.

RQ5. Are there any changes in attitude and in visual expression through the analysis of children's visual language?

The findings from this research indicate that there are significant changes in both attitude and visual expression among students, as evidenced by the analysis of children's visual language. The implementation of the value-based expressive drawing stimulation model has facilitated a transformative experience for students, allowing them to express their emotions and thoughts more openly and creatively through their artwork.

The analysis demonstrates that students have developed a heightened awareness of their feelings and the ability to convey complex ideas through visual symbols. This corroborates previous studies that emphasize the role of art in enhancing emotional intelligence and self-expression. As children engage in drawing activities, they not only articulate their understanding of moral values but also reflect their personal experiences and emotions, which can lead to positive shifts in their attitudes.

The findings reveal that students exhibit greater confidence in their artistic abilities and a stronger willingness to share their work with peers. This attitude is crucial, as it fosters a supportive classroom environment where students feel valued and encouraged to express themselves. The visual language used by children has become more sophisticated and nuanced, indicating a deeper engagement with the themes presented in the drawing activities. In the broader context, these changes in attitude and visual expression underscore the importance of integrating art-based approaches in education. By providing students with opportunities to explore their emotions and values through creative means, educators can cultivate a more comprehensive learning experience that promotes personal growth and social development.

Future research directions could focus on longitudinal studies to assess the long-term impact of value-based expressive drawing on children's attitudes and visual language over time. Additionally, exploring the effects of this model across diverse educational settings and cultural contexts could provide valuable insights into its effectiveness and adaptability. Finally, this study contributes new perspectives on the approaches to educating children (Acob et al., 2023; Nurullayevna et al., 2026; Al Husaeni & Wahyudin, 2025; Nurullayevna et al., 2025; Azizovna et al., 2025), particularly character education (Ammatullah et al., 2022; Riyanto et al., 2022; Fahrannisa et al., 2022; Nabil & Nugraha, 2024; Nugraha, 2023).

CONCLUSION

This research successfully examined the implementation of the Value-Based Expression Drawing Stimulation Model within the context of Cultural Education and National Character Building (PBKB) in elementary schools. The findings demonstrate that the model not only fosters emotional intelligence and creativity among students but also significantly influences their values, attitudes, and visual expressions. The integration of expressive drawing as a pedagogical tool has proven effective in enhancing students' understanding of moral values and their ability to communicate these values through art.

The vision and mission developed by the school to support PBKB have established a strong foundation for this educational approach, emphasizing the importance of students' holistic development. However, the research also identified obstacles, such as resource limitations and curriculum constraints, that schools must navigate to effectively implement this model. Addressing these challenges is crucial for optimizing the potential of value-based education.

As proposed in the introduction, the expectation was to create a learning environment that nurtures character development through creative expression. The findings affirm that this expectation has been met, demonstrating a clear alignment between the intended goals and the outcomes observed in the research.

Looking ahead, there are substantial opportunities to further enrich these findings and extend the research. Future studies could explore the long-term impacts of value-based expressive drawing on students' character development and emotional well-being. Additionally, investigating the effectiveness of this model across diverse educational contexts and age groups could provide valuable insights into its adaptability and scalability. By continuously refining and advancing this approach, educators can further enhance the role of art in fostering national character and cultural education, ultimately contributing to the comprehensive development of future generations.

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