



Teachers' Strategies in Enhancing experience and Creating Fun Art Learning For Children Aged 3-6 years in PAUD Jabal Rahmah Yogyakarta

Khapiatul Aeni ^{1✉}, Joko Pamungkas²

^{1,2}Faculty of Education and Psychology, Universitas Negeri Yogyakarta, Indonesia

ABSTRACT:

The To optimize children's art development in art learning activities, teachers must have the right strategy. Therefore, it is not only the right techniques and resources that are needed to enhance children's art development. The teacher's method of preparing for learning, as well as methods, media, and other elements, greatly affect the child's learning process. The purpose of this study is to provide an explanation of the methods teachers use to make art learning fun for students in kindergarten. The research was conducted in one month, during April 2024. The location of this research was conducted in one of the PAUD in Yogyakarta, namely Jabal rahmah PAUD. This qualitative descriptive study was designed as a case study. Data collection involved observation, documentation, and interviews. Presenting data, reducing data, and drawing conclusions were part of the data analysis conducted using the Miles Huberman model. The discussion of art learning strategies in early childhood at Jabal Rahmah PAUD shows that these strategies are quite different: direct and collaborative learning strategies with group and centre models proved to be fun and improved children's art skills. based on this, children are used to working together and are confident in their respective fields. in addition, teachers use art learning as part of teaching and learning activities, while extracurricular teachers conduct art form activities such as music, fine arts and dance. This is due to the difference between classroom teachers and teachers who teach outside the classroom, who have greater professional experience gained through arts education.

Artikel History

Submission : November 18, 2024

Received : November 30, 2024

Accepted : November 30, 2024

Keywords:

Teacher Strategies, Art Learning, Early Childhood

Doi:

<https://doi.org/10.21009/jpud.v18i2.49900>

Creative Commons Attribution 4.0 International License.



1. Introduction

Child development is the process by which a child changes gradually (Armeth Daud Al Kahar & Anjani Putri, 2023). It encompasses the entire timeframe and all aspects of development. Child development describes how children grow and change. An understanding of child development is necessary to support and provide stimulus effectively. In addition, it can also provide teaching with good planning and evaluation based on professional knowledge (Istiana & Pamungkas, 2023).

Art development in early childhood consists of six aspects: cognitive, social emotional, language, religion and morals, physical motor, and art. Art development in early childhood also includes the ability to explore, express oneself, imagine with movement, music, drama, and other arts, as well as the ability to give appreciation to works of art, movement, dance, and drama (Jang et al., 2020). Art development in children at an early age is certainly as important as physical development. Optimal art development must also be considered so that it can develop optimally without inhibiting other developments (Sari, 2020).

The development of art aspects in children is very important especially during their early developmental period (Azyanti et al., 2013). Art activities that involve children's senses can support children's creativity. Learning art can also train cooperation between children with each other (Mustari et al., 2024). (Mustari et al., 2024). Learning strategy is the proper and effective optimization of all elements involved in the learning process, such as media, methods, goals, teachers, students, learning environment, and evaluation (Sari, 2020). It ensures that learning takes place effectively and efficiently. To optimize early childhood art development, teachers must understand appropriate and effective approaches to adapt to children's developmental stages and the way they learn to learn. Then what strategies can be done to optimise children's development, especially in the field of art? Departing from these problems, the researcher is interested in conducting this research to provide an overview of what activities can be given to children in the field of art and how strategies can be carried out to optimise the artistic development of each child.

The development of adult art skills is different from the level of art development of early childhood. Children's brain development during early childhood is very rapid, reaching 80%. This development reaches 25% at birth in the world, 50% at the age of 4, and 80% at the age of 8 (Fatmawati & Muhammad Abdul Latif, 2019). Thus, the most promising potential will emerge and develop rapidly during this sensitive period. Demonstration and performance approaches in early childhood or kindergarten learning approaches are considered as fun and engaging art learning objectives according to researchers (Jang et al., 2020). The most suitable method or pattern for art learning strategies can help to develop art learning in the best way at PAUD Jabal Rahmah Yogyakarta.

Therefore, during this period it is very important to develop all aspects of child development. However, in some early childhood education institutions, it is found that the development of art when compared to other developments, children are considered not very important (Lubis et al., 2022). In addition, the lack of teacher knowledge in developing artistic creativity in children so that in some institutions only prioritize reading, writing and counting activities.

This is not the case with one PAUD in Yogyakarta. In order to maximize all aspects of child development and play needs, Jabal Rahmah PAUD provides a lot of structured extracurricular art activities. Jabal Rahmah PAUD is an Islamic school with a full day school and regular system. Art activities taught at school are painting, karate, dance, public speaking, drumband, swimming, and modeling. Art activities are included in extracurriculars which are divided into compulsory and optional extracurriculars. In the compulsory extracurriculars there are painting, karate, dance, public speaking, drumband. As for the optional extracurriculars, there are swimming and modeling.

Children's art development at an early age is different from adult art development because there are limitations in some aspects of their development (Turhusna & Solatun, 2020). For example, early childhood cognitive development continues to grow, which causes the development of their knowledge and experience in expressing art, and the development of physical motor skills, especially fine motor skills, is still not fully developed, which causes

early childhood's ability to create imperfectly (Turhusna & Solatun, 2020). (Turhusna & Solatun, 2020). So, teachers' efforts to help children learn fine arts must be tailored to their abilities.

Art learning is very important for young children in kindergarten because it can be useful to help them express what they already know and feel through art (Mujiyem & Pamungkas, 2022). According to some opinions, art can be used as a tool to express feelings, ideas, ideas, and what children think (Citrowati, Endang, 2019). In addition, children have the ability to communicate or convey their lives, hopes, and world in a unique way through art (Mayar et al., 2022).

Appropriate learning strategies must be owned by teachers in carrying out the above activities so that they can optimize children's art development. Therefore, to improve children's art development, not only the right techniques and media are needed but the teacher's approach in structuring learning, approaches, resources, and other factors greatly affect the child's learning process. therefore, teachers must have accurate ways to maximize children's learning process. based on this, the researcher aims to find out the teacher's strategy in creating fun art learning for students at paud jabal rahmah Yogyakarta.

2. Method

This research is descriptive qualitative and designed using case studies, in accordance with the problems studied. The purpose of this study is to explain the methods teachers use to make art learning fun for students in kindergarten. This study was conducted for one month, during April 2024. The principal, art coordinator, and classroom teachers were the subjects of this study. This research was conducted at PAUD jabal rahmah by directly observing each centre and extracurricular class that has been scheduled. in addition to interviewing extracurricular teachers, researchers also conducted interviews with art teachers at school, class teachers and also the principal to harmonise the results of research on the strategies used, the challenges faced, and how schools face challenges in optimising children in the arts. To collect data, observation, interview, and documentation were used. Reducing data, presenting data, and drawing conclusions are the three components of data analysis using the Miles Huberman model. (Sri Annisa & Mailani, 2023). In addition, sources and triangulation techniques were also used in testing the validity of this study's data.

3. Result

This study aims to explain how teachers design fun art learning for children at an early age in kindergarten. Data on the implementation of art-related learning activities were obtained from interviews with teachers and principals. These results were then validated and cross-checked through data from documentation such as syllabi, schedules, and photos of each activity to ensure that they were relevant. (Fitriani, 2017). Since teachers are the real actors in the center learning activities, researchers should conduct interviews with teachers if they want to get accurate information. Documentation is used as a reference to obtain documents related to the implementation of art learning in Jabal Rahmah PAUD, such as data, syllabus, schedule, or pictures of activities.

PAUD Jabal rahmah institution is an Islamic school with a full day school system. The curriculum used by Jabal Rahmah Integrated PAUD is the Merdeka curriculum which is based on Islam. so all learning theme activities are integrated with religion. Although using the independent curriculum Jabal rahmah PAUD has a special advantage with the educational program provided. Jabal rahmah PAUD has advantages in educational programs including: tahfidz, tasmi' al-qur'an & Hadith, introduction to Indonesian, Javanese, English, and Arabic. Life skills and special days that are varied & innovative.

Jabal Rahmah PAUD has a vision to give children an understanding of Islam that is kaffah, morally kharimah, independent personality, Achievement from an early age. From this vision, a mission is made as a step to achieve what is the school's goal including: Always instill in students to love Allah and His messenger and be proud of the Qur'an and Al-Hadist as a guide to life, Creating a sustainable religious life between physical, spiritual and intellectual aspects, Fostering motivation to love worship and do good deeds, Exploring potential from an early age, prioritizing quality and reducing costs, and innovating in contemporary learning.

Based on this, PAUD Jabal Rahmah hopes to create an Islamic generation with character and culture, help parents provide the stimulation needed by early childhood in accordance with child development, help parents commit to religious child education, explore the potential of intelligence interests according to the level of developmental achievement and ability, and foster a spirit of competition.

4. Discussion

The In Jabal Rahmah PAUD, art learning is combined with the development of cognitive, social and emotional skills, physical motor skills, language, and religious and moral values. According to the Directorate of Early Childhood Education, integrated learning processes in early childhood education should be a top priority as children have different types of potential that should be maximized in various abilities that will help them overcome problems in the future. Apart from that, Jabal Rahmah PAUD continues to pay attention to individual differences in art learning. Learning activities in the arts at school are aligned with the interests, abilities, age and developmental stages of the child, the sex or gender of the child, and the environment around the student. (Turhusna & Solatun, 2020).

The basic guidelines for the implementation of education in Jabal Rahmah PAUD are prioritizing children's needs, game-based education, a conducive learning environment, an emphasis on improving abilities, the use of various learning resources and media, and slow and repetitive implementation.

Jabal Rahmah Integrated PAUD has a special teacher from outside for all its art activities. The drum band teacher at Jabal Rahmah Integrated PAUD is Mr. Ahyar. Public speaking teacher named m. fatana. Fine arts teacher named Mr. Suyanto, as for the dance teacher named Mrs. Wiwin. The delivery of drumband music learning materials at the beginning was carried out with the introduction of drumband musical instruments and how to use them, then continued with the introduction of children's songs, folk songs, religious songs to national songs. It is very important to choose the right song, namely the song must be in accordance with the abilities and characteristics of the child. Art educators first provide number notation then children are told to sing songs with number notation together continuously until the child memorizes, after that, the use of hand code is then applied to the child.

Fine Arts learning in Jabal Rahmah Integrated PAUD is carried out through coloring, drawing and collage art activities by making simple collages with pieces of paper, cloth, painting and other materials. For coloring activities and those related to fine arts are carried out in the morning according to the topic determined by the school and accompanied by extracurricular teachers. In music art learning at Jabal Rahmah Integrated PAUD is carried out through extra activities, namely there is extra drumband which is directly accompanied by the extra teacher.

Craft learning in Jabal Rahmah Integrated PAUD is carried out with various activities including making simple origami, making simple woven works, painting on natural materials such as stones, leaves, or wood. The media provided by the school in art activities are of various kinds as well. Among them: painting / drawing or scribbling play tools, crayons, color paints, chalk, markers, painting boards, origami paper, dance-supporting properties such as fans, drambund tools and angklung.

The dance learning program in kindergarten refers to a physical development program that has the aim of developing gross motor skills in students in exercising the body to help their growth and health. Dance learning at school has the aim of introducing various arts, one of which is dance to children so that children feel interested in learning it. then can express their creativity through movement, from creative to useful for their level of development. (Mahmudah & Rohmah, 2020). The material given to children is rhythmic body movements, creative movements, and the development of dance skills through songs and games in accordance with the theme of the learning while playing activity program.

Teaching and learning activities carried out include three stages, namely opening, explanation, and closing. The opening begins with arranging the children to line up neatly, saying greetings and telling stories about the material to be given (apperception) accompanied by questions and answers aimed at inviting children to imagine or imagine about the theme of the dance. The provision of material is carried out by demonstrating movements by the teacher from the youngest stage to the difficult stage, from footwork to the head, from starting with a count to accompanied by music which is carried out with patience, poebuh and attention. After the children can perform the movements accompanied by music, the teacher dances with the children while correcting inappropriate movements. The teacher also gives children the opportunity to rest for a while. The closing stage is done to end the lesson by summarizing the material given, and providing evaluation by asking children to come forward in turn.

The facilities needed for learning dance are a place that has enough space to be able to move, tape recorders, cassettes, in PAUD Jabal Rahmah For dance activities carried out every 10.30 or 11.00 on a predetermined day. And this dance activity is carried out after finishing the KBM. Evaluation is carried out along with the teaching and

learning process, not in the end result. Besides providing material, the teacher also observes the children's activeness in participating in learning.

In Jabal Rahmah Integrated PAUD, the main character of the children is based on Islam. However, the school still facilitates children to develop and not race on things that smell Islamic only. Supporting facilities in musical arts activities at Jabal Rahmah Integrated PAUD are dozens of drumband musical instruments that are always used by children in musical arts training and competitions. In addition, Integrated PAUD also has a special room (hall) that children use for musical arts training and others every week. The art learning process at Jabal Rahmah Integrated Preschool is carried out in line with the independent curriculum. For art activities carried out according to the schedule, namely dance activities carried out on Monday, coloring carried out every Friday, public speaking carried out every Wednesday. Meanwhile, drumband is held on every Thursday. This art extracurricular activity is carried out after completing KBM activities, namely every 09.00-10.30.

Gunawan also defines music as a form of delivery consisting of a series of tones and or sounds that can make the presenter and the audience happy. According to Pasaribu, music represents speech and soul. Music seeks satisfaction. According to Yuni Krisdayanti (Krisdayanti, 2020) According to Yuni Krisdayanti (Krisdayanti, 2020), music is the first language used by the brain and the first type of music is singing. (Yani et al., 2023). In turn, music is a component of art, and between them are inseparable activities. A child's experience consists of music. Playing music will make you feel happy and joyful.

Drumband is a tubular musical instrument that can be used by beating or drumming. However, the term "band" refers to a group or set of musical instruments that serve as the melody in a song. (Yani et al., 2023).. Wind instruments, pitched percussion instruments, and symbols are examples. Angklung is one of the most commonly used musical instruments in drumband to play melodies (Susilowati et al., 2015). (Susilowati et al., 2021).. In addition, there are additional supporters, such as Gita pati or mayoret, as well as flag dancers. Overall, it can be concluded that drumband is a musical activity. (Nasution, 2016). This activity is divided into two main parts: musical and visual. These two activities are an interrelated whole. In addition, enthusiasm during drumband activities is very important because it will give each child or member confidence and this is very supportive in every performance.

This drumband activity is very important for the development of musical arts for children. This is because playing with musical instruments is very fun, even though the teacher's instructions are often outweighed by the laughter of the children. (Ahmad Afandi, 2021). At least from here researchers can find that playing using musical instruments is able to increase the ability to communicate more often between peers when they are practicing together, by adjusting the tone, sound, and regular beats to make the rhythm of the song pleasing to the ear. Playing drumband has many advantages. besides improving musical art in children, it can also train motor, social and emotional skills, cooperation, cohesiveness, discipline, concentration, and coordination. (Armeth Daud Al Kahar & Anjani Putri, 2023).. In addition, the use of this musical instrument helps children become more disciplined. To see the abilities possessed by children, direct practice and question and answer are the methods used.

In early childhood education apart from some of the activities that have been mentioned dance activities also have an important role in the developmental period of children, namely helping to supply skills to face challenges in a positive and adaptive manner. in accordance with the objectives of education in early childhood through dance children learn the ability to think, the ability to act, the ability to learn, and the ability to live together. (Nada salwa et al., 2022).. In Jabal Rahmah PAUD the art of dance is taught starting with a simple way to make it easier for children to move freely first and by using music that is commonly heard so that children easily move freely and foster a sense of pleasure towards dance activities. While practicing, children are also taught dance techniques and performance procedures with simple languages. In the process of early childhood education, it is intended to develop all the potential possessed by children. (Gunada, 2022). As such, the main music used at Jabal rahmah school is Islamic music such as Arabic, Turkish, and similar instruments. although Jabal rahmah school is based on Islam, it does not limit children to move and develop in all fields.

Through the extracurricular activity of public speaking, the children acquired the skill of speaking in front of people, so that the goal of this activity is for children to be more courageous when speaking in English and other languages with their friends. The children were eager to follow the whole activity from start to finish. Children who participate in extracurricular public speaking activities because of their wishes and the wishes of their parents. Parents want their children to express their feelings, gain confidence and dare to perform in public.

In fostering children's self-confidence, extracurricular implementation is carried out with the stages of planning, organizing, and implementing activities. extracurricular public speaking for early childhood also requires cooperation between extracurricular teachers, accompanying teachers, and students. In the implementation of this extracurricular activity, the methods used are demonstration, question and answer, and performance. The implementation of extracurricular public speaking has similarities with daily learning as in general. This extracurricular

activity in its implementation at school is entirely handled by a public speaking extracurricular teacher specifically provided by the school. That's why this extracurricular activity is more fun for children because it is guided by experts and children interact a lot with other people not just their class teacher.

From various art activities carried out at PAUD Jabal Rahmah, each activity carried out is guided directly by extracurricular teachers making art learning activities more enjoyable. facing the challenges of children who often feel bored and sleepy. the school provides various media used in each activity and different themes in each meeting. the teacher in charge gives each child to try different media or different tasks at each meeting and holds the media used directly such as drum bands, cameras for coverage, centers that have been provided at school, and various other media make children more enthusiastic to try new things every day. in the field of art children not only interact with their classmates but also with friends from other classes or groups who have the same interests. based on this, art learning is not boring and more enjoyable for children.



Picture 1. Angklung Activities



Picture 2. Drumband Competition



Picture 3. Colouring Activities and Competitions



Picture 4. Role-playing activities



Picture 5. Public Speaking Activities

From the various strategies used by PAUD jabal ahmah teachers as described above, children are always able to participate in various competition activities. so that even though religious-based schools do not limit children's space to continue to move and hone the various abilities they have, especially in the arts. providing coach facilities that are proficient in their fields supports children to appear brave and able to interact with others besides class teachers so that children also hone their full potential.

Learning assessment is the process of collecting information systematically, thoroughly and continuously to achieve the goals of activities carried out by children. In early childhood, teachers pay more attention to the process and learning experience of children than the end result of activities. Jabal Rahmah Integrated PAUD evaluates art activities by staging. So the child's ability is assessed from the child's courage to perform at the school closing ceremony. As stated by one of the educators or teachers at this institution. Apart from the children's ability to do activities every day in class, art assessment is also carried out by performing within the school to train children's initial mentality and measure the extent of their ability and courage so that children are more confident in showing their actions and when there is a competition outside the school, children become more accustomed to facing competitions.

5. Conclusion

Based on the explanation above regarding the discussion of art learning strategies in early childhood at Jabal Rahmah PAUD, it shows that this strategy is quite varied where teachers use art learning as part of teaching and learning activities, while extracurricular teachers conduct art activities such as art activities from extracurricular fields. This is due to the difference between classroom teachers and extracurricular field teachers who have superior skills and experience gained through art education. good cooperation between teachers and trainers in various art activities is one part of a good strategy in art learning. because the learning system that has been designed by the school does not conflict or contradict the material and the way extracurricular trainers train children's art so that the school curriculum and achievements in order to maximise children's potential go hand in hand so that the main objectives in early childhood education are achieved.

With the results of this study, it is hoped that it can be an example for other schools anywhere by adjusting learning, culture and optimizing art activities with the curriculum that has been designed by each school. apart from providing teachers who are in accordance with their fields, it is also important for every teacher in early childhood education to take part in training in various aspects of child development. This can be a foundation for teachers to teach various fun creativity and in accordance with what is needed by children in their developmental age. because learning art is not only about drawing and coloring, it is also not only to train gross and fine motor skills but also to increase cognitive development, social emotional and train mental or self-confidence levels of children. this study still has shortcomings because it is only based on one school and one type of curriculum. therefore, it is hoped that subsequent research can be carried out with more varied samples so that various other strategies are obtained that can be used as references for other schools that have similar curricula.

6. References

- Ahmad Afandi. (2021). Peran Ekstra Drumband Dalam Mengembangkan Bakat Dan Minat Anak TK/ PAUD. *Journal of Practice Learning and Educational Development*, 1(4), 153–156. <https://doi.org/10.58737/jpled.v1i4.26>
- Armeth Daud Al Kahar, A., & Anjani Putri, R. (2023). Project Base Learning dalam Implementasi Kurikulum Merdeka di PAUD. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 4(2), 199–210. <https://doi.org/10.37985/murhum.v4i2.165>
- Azyanti, S., Husna, U., & Wahyudi. (2013). Pengembangan Program Ekstra Kurikuler. *Jurnal Pendidikan Dan Pembelajaran*, 2(4), 1–12.
- Citrowati, Endang, F. M. (2019). Strategi Pengembangan Bakat Seni Anak Usia Dini. *Estuarine, Coastal and Shelf Science*, 2020(1), 473–484.
- Fatmawati, & Muhammad Abdul Latif. (2019). Implementasi Model Pembelajaran Sentra di TK Amal Insani Yogyakarta. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 4(2), 25–34. <https://doi.org/10.14421/jga.2019.42-03>
- Fitriani, R. (2017). Perilaku Peduli Lingkungan Pada Siswa Kelas X Sma Muhammadiyah 1 Yogyakarta. *Jurnal Pendidikan Teknik Boga*, 2(2), 1–11.
- Gunada, I. W. A. (2022). Konsep, Fungsi Dan Strategi Pembelajaran Seni Bagi Peserta Didik Usia Dini. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 1(2), 109–123. <https://doi.org/10.53977/kumarottama.v1i2.383>

- Istiana, A., & Pamungkas, J. (2023). Implementasi Nilai Karakter Disiplin pada Kegiatan Ekstrakurikuler Drumband. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(5), 5863–5671. <https://doi.org/10.31004/obsesi.v7i5.5213>
- Jang, J., Purwanto, A., Purnamasari, D., Ramdan, M., Hutagalung, L., Akuba, S. F., Sulistiyadi, A., Pramono, R., & Bernarto, I. (2020). Pendidikan Vokasi BTEC UK di Indonesia: Studi Fenomenologi Esensi Pengalaman Peserta Didik. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(1), 1. <https://doi.org/10.33394/jk.v6i1.2319>
- Krisdayanti, Y. (2020). Melalui Kegiatan Drum Band Dan Angklung Skripsi Program Studi Pendidikan Islam Anak Usia Dini. https://eprints.uinsaizu.ac.id/7881/1/COVER_BAB_I_BAB_V_DAFTAR_PUSTAKA.pdf
- Lubis, J., Sintiya, Lestari, S., & Khadijah. (2022). Pola Asuh Orang Tua Dalam Mengembangkan Karakter Anak Usia Dini. *Pendidikan Dan Konseling*, 4(3), 2081. <https://core.ac.uk/download/pdf/322599509.pdf>
- Mahmudah, A., & Rohmah, U. (2020). Peran Guru Dalam Mengembangkan Kecerdasan Musikal Anak Usia Dini Melalui Kegiatan Ekstrakurikuler Drumband Di Tk Muslimat Nu 001 Ponorogo. *WISDOM: Jurnal Pendidikan Anak Usia Dini*, 1(1), 18–26. <https://doi.org/10.21154/wisdom.v1i1.2133>
- Mamonto, M., Wahidah, L., Marifuddin, P., Herman, H., & Rusmayadi, R. (2024). Pentingnya Strategi Guru Terhadap Keefektifan Belajar Anak Dalam Menstimulasi Perkembangan Karakter Anak Usia Dini. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, 3(3), 70–78. <https://doi.org/10.57218/jupeis.vol3.iss3.1141>
- Mayar, F., Fitri, R. A., Isratati, Y., Netriwinda, N., & Rupnidah, R. (2022). Analisis Pembelajaran Seni melalui Finger painting pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2795–2801. <https://doi.org/10.31004/obsesi.v6i4.1978>
- Mujiyem, M., & Pamungkas, J. (2022). Penerapan Metode dan Strategi Pembelajaran Seni pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 6198–6207. <https://doi.org/10.31004/obsesi.v6i6.3112>
- Mustari, M., Zubair, M., Kurniawansyah, E., & Sumardi, L. (2024). Analysis of the Implementation of Adaptive School-Based Management in the Independent Curriculum in West Lombok High Schools. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 10(1), 195. <https://doi.org/10.33394/jk.v10i1.10819>
- Nada salwa, Jumrah, & Rifki Ayu Rosmita. (2022). Strategi Guru Dalam Mengembangkan Seni Tari Anak Usia Dini Di Paud Ceria Desa Rempung Lombok Timur. *Islamic EduKids*, 4(1), 55–62. <https://doi.org/10.20414/iek.v4i1.5186>
- Nasution, R. A. (2016). Pembelajaran Seni Musik bagi Pengembangan Kognitif Anak Usia Dini. *Jurnal Keguruan UIN Sumatera Utara*, 4, 19–20. <http://dx.doi.org/10.30829/raudhah.v4i1.60>
- Nugraheni, T., & Pamungkas, J. (2022). Analisis Pelaksanaan Pembelajaran Seni Pada PAUD. *Early Childhood Research Journal (ECRJ)*, 5(1), 20–30. <https://doi.org/10.23917/ecrj.v5i1.18689>
- Sari, A. H. (2020). Studi Kasus Strategi Guru dalam Kegiatan Menggambar untuk Pengembangan Seni Rupa Anak Usia Dini. *Jurnal Pelita PAUD*, 4(2), 150–155. <https://doi.org/10.33222/pelitapaud.v4i2.905>
- Setiawan, D., Hardiyani, I. K., Aulia, A., & Hidayat, A. (2022). Memaknai Kecerdasan melalui Aktivitas Seni: Analisis Kualitatif Pengembangan Kreativitas pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4507–4518. <https://doi.org/10.31004/obsesi.v6i5.2521>
- Sri Annisa, I., & Mailani, E. (2023). Analisis Faktor Penyebab Kesulitan Siswa Dalam Pembelajaran Tematik. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 6469–6477. <https://j-innovative.org/index.php/Innovative%0AAAnalisis>
- Susilowati, S., Lilik, L., Chumdari, C., & Karsono, K. (2021). Nilai Karakter dalam Karya Seni Batik Ngawi Sebagai Muatan Pendidikan Seni Rupa di Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 64. <https://doi.org/10.33394/jk.v7i1.3140>
- Turhusna, D., & Solatun, S. (2020). Perbedaan Individu dalam Proses Pembelajaran. *As-Sabiqun*, 2(1), 18–42. <https://doi.org/10.36088/assabiqun.v2i1.613>
- Yani, H. P., Wiwinda, W., & Nirwana, E. S. (2023). Pengaruh Kegiatan Drum Band untuk Meningkatkan Kecerdasan Musikal pada Anak Usia Dini. *Journal of Elementary School (JOES)*, 6(1), 43–49. <https://doi.org/10.31539/joes.v6i1.6041>

