

The Role of Teachers in Teaching Arts, Culture, and Crafts (SBdP) to Grade V Students at SD Negeri 8 Bontoramba

Aderia Latipah¹, Yun Ratna Lagandesa²

^{1,2}Universitas Tadulako, Indonesia

Article Info

Article history:

Received 2025-09-12

Revised 2025-10-25

Accepted 2025-10-27

Keywords:

Arts and Culture Learning

Elementary Education

Teacher's Role

ABSTRACT

This study aims to examine the role of teachers in implementing Arts, Culture, and Crafts (SBdP) learning for fifth-grade students at SD Negeri 8 Bontoramba. The research addresses the problem of how teachers contribute to planning, implementing, motivating, and evaluating SBdP learning in accordance with educational objectives. This study employed a qualitative descriptive method, with data collected through observation, interviews, and documentation. The results indicate that teachers play a central role in optimising SBdP instruction. As planners, they design teaching modules and select media that not only enhance cognitive skills but also foster creativity, positive attitudes, and an appreciation for art. As facilitators, they apply interactive methods such as demonstrations, discussions, and hands-on practice, while utilising the surrounding environment as a learning resource. As motivators, they foster student confidence and creativity through encouragement and rewards. As evaluators, they conduct comprehensive assessments of knowledge, skills, and attitudes using tests, portfolios, and performance evaluations. Challenges encountered include limited media, varying student abilities, and insufficient facilities for art activities. Despite these constraints, teachers demonstrate adaptability by creatively utilising available resources. These results suggest the need for improved school facilities and continuous teacher training under the Merdeka Curriculum.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Aderia Latipah

Faculty of Teacher Training and Education, Universitas Tadulako

Email: aderialatipah@gmail.com

1. INTRODUCTION

Education originates from the word didik (to educate), and the prefix "me-" added to it forms the word "mendidik," which means to provide teaching or training. Education is not only a human right but also a strong driving force for development. By providing broad access to education, we can create a healthier, gender-equal, peaceful, and stable society. In a global context, education not only provides individual benefits but also contributes to economic growth, innovation, institutional strength, and social cohesion [1].

Education is a deliberate effort made by educators to guide, direct, and develop students' potential, enabling them to navigate life's complexities and cultivate a well-rounded personality in accordance with social and cultural values. This view emphasises that education is not only knowledge-oriented but also focuses on the formation of students' character [2]. Essentially, education is a process that extends beyond traditional teaching and learning activities in schools, encompassing all conscious efforts made to develop human potential and face life's challenges. Through education, students are expected to develop their potential optimally in cognitive, affective, and psychomotor aspects. In this regard, teachers play a crucial role as educators, facilitators, motivators, and role models in the learning process at school.

Teachers, as educators, are one of the primary components in the field of education, playing a crucial role in determining the quality of learning. A teacher is not only an instructor but also an educator, mentor, facilitator, and example for students. The success of education is primarily determined by how professionally a teacher can perform their role. The teacher's role is essential in education. The quality of education depends on how a teacher delivers and imparts knowledge and life values that can lead students to realise their aspirations for themselves, their families, their communities, and their nation [3]. It is emphasised that teachers are key factors in achieving educational goals. They are responsible for creating a learning atmosphere that is enjoyable, creative, and meaningful. Thus, teachers play a crucial role in shaping students' intellectual, emotional, and spiritual development [4].

In the context of primary education, the teacher's role functions as a facilitator who helps children develop basic abilities through various subjects, one of which is Arts, Culture, and Crafts (SBdP). Arts, Culture, and Crafts is one of the subjects taught in elementary school to develop students' potential, creativity, and appreciation for national art and culture. SBdP encompasses various fields of art, including visual arts, music, dance, and practical crafts. Through this subject, students are not only directed to master technical skills but also instilled with cultural values, aesthetics, cooperation, and creativity. Arts, Culture, and Crafts serve as a learning medium that sharpens sensitivity, fosters imagination, and trains students' motor skills [5].

This aligns with Suryana [6], who emphasises that learning Arts, Culture, and Crafts can provide a balance between students' cognitive and affective development, making it an effective tool for character education. This subject holds a strategic position because it fosters creativity, appreciation of arts and culture, and practical skills valuable in daily life. Arts, Culture, and Crafts not only teach theory but also emphasize hands-on experience, self-expression, and creative processes that enhance confidence and innovation. Therefore, the quality of SBdP learning is primarily determined by how well teachers play their roles in planning, implementing, and evaluating learning.

However, previous studies have generally focused on academic or cognitive subjects, while limited research has explored how elementary school teachers manage SBdP learning amid limited facilities, varied student abilities, and minimal learning resources. Few have examined the strategies teachers apply to keep students motivated and creative in such conditions. Hence, this study seeks to fill that gap by analysing the teacher's role in implementing SBdP learning within a resource-limited school environment.

Initial observations at SD Negeri 8 Bontoramba, particularly in the fifth grade, revealed that teachers attempted to play various roles in SBdP learning, including those of guide, mentor, and facilitator. Teachers not only deliver material but also involve students in practical activities, including visual arts, music, and simple crafts. However, the learning process still faces challenges, such as limited supporting facilities, differences in student interests, and teachers' skills in developing varied teaching methods that suit the characteristics of elementary students.

Given these conditions, an in-depth analysis of the teacher's role in SBdP learning at SD Negeri 8 Bontoramba is needed. This study aims to analyse how teachers plan, implement, and evaluate SBdP learning in Grade V, as well as to identify the challenges they face and the strategies used to address them. The results of this study are expected to provide theoretical insight into the role of teachers in creative learning and practical recommendations to improve the quality of Arts, Culture, and Crafts learning in elementary schools.

2. METHOD

This study used a descriptive qualitative method. According to Nana [7], descriptive research is a study that systematically, factually, and accurately describes and illustrates phenomena. Therefore, this research aimed to portray the real situation regarding the teacher's role in learning Arts, Culture, and Crafts (SBdP) for fifth-grade students at SD Negeri 8 Bontoramba.

The research was conducted at SD Negeri 8 Bontoramba, a public elementary school located in Dusun Karampuang, Datara Village, Bontoramba District, Jeneponto Regency, South Sulawesi Province. The school is situated in a rural area, serving students from nearby villages with limited educational facilities but strong community involvement. The study took place during the odd semester of the 2025/2026 academic year, specifically on August 23, 25, 28, and 29, 2025.

The participants consisted of one fifth-grade homeroom teacher and 23 fifth-grade students. These participants were selected purposively because they were directly involved in the SBdP learning process and could provide relevant information regarding the teacher's instructional roles and strategies.

Data were collected through three main techniques: observation, interviews, and documentation. Observations were conducted to examine teacher and student activities during SBdP lessons. Semi-structured interviews with the teacher and several students were conducted to gain a deeper insight into the implementation of learning and classroom dynamics. Documentation supported these data sources, including teaching modules, students' artworks, assessment records, and photographs of learning activities.

Data analysis followed Miles and Huberman's (1994) interactive model, which involves three concurrent stages: data reduction, data display, and conclusion drawing/verification. Data reduction was conducted by organising and simplifying relevant information. The data were then presented in both descriptive narration and tabular form to reveal patterns and relationships. Finally, conclusions were drawn by interpreting the data comprehensively to describe the teacher's role in SBdP learning.

To ensure research integrity, ethical considerations were observed throughout the study. All participants, including both teachers and students, were informed about the research objectives, provided their consent to participate, and assured of confidentiality and anonymity.

3. RESULTS AND DISCUSSION

3.1. Results

This research was conducted over four days, specifically on August 23, 25, 28, and 29, 2025, at SD Negeri 8 Bontoramba, Bontoramba District, Jeneponto Regency, South Sulawesi Province. The research subjects consisted of the Arts, Culture, and Crafts (SBdP) teacher and fifth-grade students. The main objective of this study was to gain an in-depth understanding of the teacher's role in the learning process of Arts, Culture, and Crafts for fifth-grade students at SD Negeri 8 Bontoramba. During the study's implementation, data were collected through three techniques: observation, interviews, and documentation, aiming to obtain a factual and comprehensive understanding of the teacher's role as a planner, implementer, and evaluator in the learning process.

On the first day (August 23, 2025), the researcher conducted an initial observation of the implementation of Arts, Culture, and Crafts learning in the fifth grade. The teacher opened the lesson by giving an introduction and clearly explaining the learning objectives to the students. The learning medium used was a teaching module, which contained learning steps and materials relevant to the topic. During the learning process, most students demonstrated enthusiasm and active participation, although some remained passive in their responses. The teacher appeared well-prepared, from lesson planning and selection of learning media to time management strategies. This observation indicates that the teacher demonstrated readiness in designing and organising learning activities relevant to the characteristics of elementary school students.

On the second day (August 25, 2025), the research activities focused on interviews with the teacher and the collection of supporting documentation. The teacher explained that Arts, Culture, and Crafts learning was designed to develop students' creativity through a simple craft activity, namely making flower decorations from straws. The teacher also revealed several obstacles faced during the learning process, including limited time, inadequate practice facilities, and differences in students' abilities to complete assignments. Despite these limitations, the teacher strived to create an enjoyable learning atmosphere using simple but interesting media that could easily be found in the surrounding environment. At this stage, the researcher also collected documentation of learning activities, including photos of the process and students' artwork, as supporting evidence for observation data.

On the third day (August 28, 2025), the researcher conducted a follow-up observation, focusing on the teacher's role as the implementer of learning. The teacher actively involved students in creating works from recycled materials, such as colourful straw flower decorations. The teacher provided examples, guided students through the creation process, and motivated them to express themselves and be creative. The results of the observation showed an increase in students' activity and confidence compared to previous

sessions. The classroom atmosphere became more conducive, enjoyable, and enthusiastic. The teacher also succeeded in fostering a spirit of cooperation among students through group activities. This activity demonstrated that the teacher effectively played the role of a facilitator, not only delivering material but also guiding and motivating students in artistic practice.

On the final day (August 29, 2025), the research focused on evaluating students' learning outcomes and conducting a closing interview with the teacher. The teacher assessed the students' work based on three aspects: creativity, neatness, and conformity to the learning theme. The evaluation encompassed not only the final product but also the process of its creation. Additionally, the teacher reflected on the overall learning process, assessing the effectiveness of the methods and media used, and identifying areas that required improvement. The teacher stated that, in general, the learning process had gone well, although more varied media and integration of local cultural values were needed to make the SBdP learning more relevant to students' lives. The teacher also emphasised the importance of adequate facilities and infrastructure to support art practice activities, ensuring the learning process could run more optimally and effectively.

The findings from observations, interviews, and documentation over four days of research are summarised in Table 1 below:

Table 1. Research Findings Based on Implementation Time

Date	Research Activities	Focus of Research/Interview	Research Findings
August 23, 2025	Observation of Arts, Culture, and Crafts learning	Teacher activities and the learning process. Use of media and learning strategies.	The teacher began the lesson with an introduction and explained the learning objectives clearly. The learning media used were teaching modules. Most students were active and enthusiastic, although some were still passive. The teacher demonstrated readiness in planning the lesson.
August 25, 2025	Interview with the teacher and documentation	The Teacher's Role in Arts, Culture, and Crafts Learning. Challenges faced by the teacher. The teacher's efforts to overcome learning obstacles.	The teacher explained that Arts, Culture, and Crafts learning aimed to develop students' creativity. The challenges included limited time and practice facilities. The teacher overcame these challenges by using simple media and enjoyable learning activities. Photographic documentation of learning activities was also collected.
August 28, 2025	Follow-up observation of learning implementation	Implementation of Arts, Culture, and Crafts learning in the classroom. The teacher's role as a facilitator. Student participation.	The teacher involved students in making artworks from recycled materials. Students appeared more active, confident, creative, and cooperative compared to previous observations. The classroom atmosphere was collaborative and enjoyable. The teacher played an active role in guiding students throughout the activities.
August 29, 2025	Evaluation of learning and follow-up interview	How the teacher assessed students' learning outcomes. Reflection and Evaluation of the Learning Process.	The teacher assessed students' work based on creativity, neatness, and relevance to the theme. The evaluation was conducted objectively. The teacher concluded that the learning process had gone well, although improvements were still needed in the use of varied media and the integration of local cultural values.

From Table 1, it can be concluded that the implementation of Arts, Culture, and Crafts (SBdP) learning in the fifth grade of SD Negeri 8 Bontoramba proceeded according to the planned stages. The teacher demonstrated an important role as a planner, implementer, and evaluator of learning. At the planning stage, the teacher prepared learning tools, including teaching modules and learning media, relevant to the subject matter. At the implementation stage, the teacher actively guided students, using demonstration, discussion, and hands-on practice methods that involved active student participation. Meanwhile, at the evaluation stage, the teacher conducted a comprehensive assessment covering knowledge, skills, and attitudes through written tests, performance assessments, portfolios, and practical demonstrations.

In addition to identifying the teacher's role in these three aspects, this study also discovered several challenges and improvement efforts made by the teacher during the teaching and learning process. These findings are summarised in Table 2 below:

Table 2. Research Findings Based on Learning Constraints and Improvement Efforts

No.	Challenges Faced by Teachers in Arts, Culture, and Crafts Learning	Efforts or Aspects to Be Improved for More Optimal Learning
1.	Limited facilities and infrastructure, such as musical instruments, craft materials, and learning media.	Add learning facilities and equipment for SBdP, such as simple musical instruments, visual art materials, and engaging audiovisual media.
2.	Lack of training or workshops for teachers related to SBdP learning based on the <i>Merdeka Curriculum</i> .	Conduct training, workshops, or mentoring sessions for teachers to enhance their competence in developing creative and innovative learning methods.
3.	Limited time management for art activities that require long processes (such as performances or craft creation).	Design more efficient learning plans that adjust activities according to available time and provide follow-up tasks beyond class hours.
4.	Lack of support from schools and parents for cultural and art activities.	Strengthen collaboration among teachers, schools, and parents to foster appreciation and continuous support for SBdP activities.
5.	Lack of digital learning media suitable for the characteristics of elementary students.	Develop and utilise technology-based media such as learning videos, digital art applications, and interactive educational platforms.

Based on Table 2, several significant challenges are faced by teachers, including the limited availability of learning facilities and infrastructure, such as musical instruments, craft materials, and other supporting media. In addition, teachers also stated that the lack of specific training or workshops on SBdP learning based on the *Merdeka Curriculum* has become one of the obstacles in developing innovative methods. The limited time for teaching also poses a challenge in carrying out art activities that require long processes, such as performances or craft-making projects. To overcome these challenges, teachers made several efforts, including utilising simple materials from the surrounding environment, creating efficient lesson plans, and building cooperation with schools and parents so that SBdP activities could receive better support. Teachers also strived to use technology-based media, such as instructional videos and digital art applications, to make learning activities more engaging and relevant to the characteristics of 21st-century students.

Overall, the findings of this study indicate that teachers have carried out their roles effectively in teaching Arts, Culture, and Crafts to fifth-grade students at SD Negeri 8

Bontoramba. Teachers acted as lesson planners by preparing modules and selecting appropriate media, as learning implementers by actively guiding and motivating students in practice activities, and as evaluators by assessing students comprehensively across cognitive, psychomotor, and affective aspects. The challenges faced by teachers did not diminish their enthusiasm for creating enjoyable and meaningful learning experiences. Through creativity and the effective use of available resources, teachers successfully optimized their roles to develop students' potential, foster creativity, and instill cultural and aesthetic values within learners.

3.2. Discussion

The findings of this study indicate that teachers play essential roles as planners, implementers, and evaluators in Arts, Culture, and Crafts (SBdP) learning for fifth-grade students at SD Negeri 8 Bontoramba. Observations and interviews conducted on August 23, 25, 28, and 29, 2025, indicate that the teacher effectively carried out these roles, despite encountering several challenges related to time limitations and limited learning facilities.

1. Teacher's Role as a Learning Planner

The observation conducted on August 23, 2025, revealed that the teacher demonstrated thorough preparation by developing teaching modules, selecting appropriate learning media, and designing lesson procedures aligned with students' characteristics. This supports Sanjaya [8], who stated that learning planning is a systematic process involving the determination of objectives, selection of materials, and arrangement of strategies and evaluations to achieve effective learning.

Furthermore, the teacher adapted the lesson plan to the Merdeka Curriculum, which emphasises student-centred learning, competence development, and creativity [9]. This reflects strong pedagogical readiness and alignment with the current national curriculum framework.

Recent studies have shown that the quality of lesson planning and teachers' preparedness positively correlate with students' creative achievements in arts and culture learning [19]–[21]. Wijayanti et al. [19] found that pedagogical creativity among arts teachers significantly enhances students' active engagement and imaginative expression. Similarly, Yang et al. [22] reported that teachers' professional quality and creative orientation are predictors of professional growth in art education.

Thus, the teacher's role as a planner extends beyond technical preparation; it embodies the ability to design learning experiences that stimulate active participation, creativity, and independent thinking among students.

2. Teacher's Role as a Learning Implementer

The observation on August 28, 2025, indicated that the teacher effectively implemented interactive and enjoyable learning activities. Students were encouraged to create artworks using recycled materials, engage in group discussions, and freely express their creative ideas. According to Rusman [10], the teacher's role in learning implementation is not merely to deliver material but also to act as a facilitator and motivator who fosters a conducive and engaging classroom environment. Mulyasa [4] similarly emphasised that

professional teachers should design creative and innovative strategies to ensure meaningful learning experiences.

This finding aligns with LaJevic [20], who observed that art integration in general classrooms is often undervalued due to teachers' limited understanding of art and time constraints. In contrast, the teacher in this study demonstrated adaptability and enthusiasm in applying varied methods, including demonstrations, discussions, and practices, to promote students' participation and collaboration.

Moreover, a study by Pramesti and Ary [21] found that teacher competence, school facilities, and classroom atmosphere directly influence students' creativity in SBdP (Arts, Culture, and Crafts). Likewise, Uptitis [23] argued that effective art learning engages the "whole child," integrating emotion, cognition, and imagination. Therefore, the teacher's implementation practices in this study illustrate a high level of pedagogical artistry combining structure, freedom, and joyful engagement.

3. Teacher's Role as a Learning Evaluator

On August 29, 2025, the teacher conducted a comprehensive assessment of students' artworks, evaluating creativity, neatness, and thematic coherence. The evaluation considered both the creative process and the final product, accompanied by constructive feedback. Sudjana [11] asserted that evaluation is a systematic process to determine the extent to which learning objectives are achieved. In SBdP, assessment should encompass not only outcomes but also students' artistic processes and attitudes.

The teacher also engaged in reflective evaluation to analyse the effectiveness of teaching methods and media used. As stated by Slameto [12], teachers must continually conduct self-evaluation to enhance teaching quality. This aligns with findings from recent studies showing that teacher reflection significantly improves instructional effectiveness and students' creative performance [24], [25].

For instance, Muhammad and Susanto [25] demonstrated that multimedia-based reflection enables teachers to assess artistic understanding more holistically, improving both motivation and conceptual comprehension. Therefore, the teacher's evaluative practice in this study exemplifies an integrated approach combining formative assessment, feedback, and reflection to strengthen students' creative growth.

4. Challenges and Teacher Adaptation

Interviews conducted on August 25 and 29, 2025, revealed challenges including limited practice tools, inadequate learning materials, and restricted instructional time. However, the teacher successfully adapted by using simple materials from the school environment and encouraging collaborative student activities. Suryana [6] emphasised that creative teachers can transform limited resources into opportunities for innovation.

Research in Indonesian elementary schools supports this finding: significant barriers to SBdP learning include limited media, low motivation, and insufficient environmental support [26]. Pramesti and Ary [21] observed that teacher creativity and school facilities are the strongest predictors of student engagement. Furthermore, Millatina et al. [27] found that

using video-based learning media in SBdP significantly improved students' artistic literacy by nearly 30%.

In this context, the teacher's adaptive strategies, such as recycling materials, promoting group work, and improvising tools, demonstrate the practical embodiment of pedagogical creativity. This mirrors patterns reported by Wijayanti et al. [19] and local craft education studies emphasising innovation through contextual learning and the use of local resources [28].

Hence, adaptability emerges as an essential teacher competency ensuring that SBdP learning remains engaging, relevant, and meaningful even in resource-constrained environments.

5. Theoretical and Practical Implications

Theoretically, this study reinforces the notion that teacher creativity is the central driver of effective art-based education. A teacher's ability to design, implement, and evaluate learning in an innovative manner significantly contributes to students' cognitive, affective, and psychomotor development, echoing Uptis [23], who highlights the transformative role of creativity in holistic education.

Practically, the findings underscore the importance of strengthening school infrastructure, ensuring access to adequate art materials, and providing continuous professional development for teachers. Yang et al. [22] confirmed that teachers' professional competence and creative style are vital predictors of teaching quality. Additionally, Millatina et al. [27] proved that well-designed multimedia can enhance both engagement and conceptual mastery in arts learning.

Therefore, institutional support through improved facilities, curriculum alignment, and sustained training should be prioritised to optimise the implementation of the Merdeka Curriculum in SBdP education.

In summary, teachers at SD Negeri 8 Bontoramba effectively fulfil their roles as planners, implementers, and evaluators in SBdP learning. They demonstrate creativity and adaptability in optimising limited resources to enhance students' engagement and artistic growth.

This study reinforces that teacher creativity serves as the driving force for successful arts-based education. It also suggests the need for stronger institutional support through adequate learning facilities and ongoing professional development for teachers. Future research may explore comparative studies across different schools to identify best practices in SBdP implementation under the Merdeka Curriculum.

4. CONCLUSION

Based on the findings of this study, it can be concluded that teachers hold a crucial role in facilitating effective Arts, Culture, and Crafts (SBdP) learning in elementary schools. Their ability to plan, implement, and evaluate learning processes not only influences students' creativity and motivation but also supports the development of their cognitive, affective, and psychomotor competencies.

The results of this study suggest that enhancing teacher competence in SBdP instruction is crucial for the effective implementation of the Merdeka Curriculum. Schools need to provide adequate learning facilities and promote continuous professional development to enhance teachers' pedagogical and artistic skills. Furthermore, collaboration among teachers, school administrators, and parents plays a key role in creating a supportive environment for creative learning.

This research was limited to a single public elementary school in a rural area of Jeneponto Regency and focused only on fifth-grade students. Therefore, the findings may not be representative of all school contexts or grade levels.

Future research could expand by involving more diverse schools, including urban and private institutions, and by exploring other grade levels or art-related subjects. In addition, quantitative or mixed-method approaches could be used to measure the impact of teacher roles more comprehensively on students' creativity and learning achievement.

The contribution of this study lies in highlighting the strategic function of teachers as creative facilitators within the framework of the Merdeka Curriculum. These insights can serve as a reference for educators, policymakers, and curriculum developers in improving the quality and relevance of arts education in Indonesian elementary schools.

REFERENCES

- [1] A. Arsyad, *Media Pembelajaran*, Jakarta: Rajawali Pers, 2020.
- [2] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2016.
- [3] A. Fitri, *Psikologi Pendidikan Anak*, Bandung: Alfabeta, 2015.
- [4] A. Harefa, *Etika Profesi Guru: Menjadi Pendidik yang Profesional di Era Digital*, Jakarta: Rajawali Pers, 2020.
- [5] S. Hamdayani, "Peran guru dalam meningkatkan motivasi belajar siswa di era digital," *Jurnal Pendidikan Dasar Indonesia*, vol. 7, no. 1, pp. 45–56, 2022.
- [6] M. Hidayat, "Pengaruh model pembelajaran berbasis proyek terhadap hasil belajar siswa sekolah dasar," *Jurnal Pendidikan Dasar Indonesia*, vol. 9, no. 2, pp. 101–115, 2022.
- [7] J. Iskandar, *Metodologi Penelitian Pendidikan dan Sosial*, Jakarta: Rajawali Pers, 2020.
- [8] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Seni Budaya dan Prakarya: Buku Siswa untuk SD/MI Kelas V*, Jakarta: Kemendikbudristek, 2021.
- [9] A. Kumandar, *Metode Pembelajaran Efektif untuk Sekolah Dasar*, Bandung: Alfabeta, 2015.
- [10] E. Mulyasa, *Implementasi Kurikulum 2013 Revisi*, Bandung: PT Remaja Rosdakarya, 2019.
- [11] Nurha, *Metodologi Penelitian Pendidikan*, Jakarta: Prenadamedia Group, 2023.
- [12] R. Nugraha, "Pengaruh model pembelajaran berbasis proyek terhadap kreativitas siswa," *Jurnal Pendidikan Dasar Indonesia*, vol. 9, no. 1, pp. 77–89, 2021.
- [13] D. Pusparini, *Psikologi Perkembangan Anak*, Jakarta: Prenada Media, 2012.
- [14] W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana, 2019.
- [15] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, Jakarta: Rineka Cipta, 2012.
- [16] N. Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, Bandung: PT Remaja Rosdakarya, 2010.
- [17] Sumanto, et al., "Peningkatan kreativitas siswa melalui model pembelajaran berbasis proyek," *Jurnal Pendidikan Dasar Indonesia*, vol. 8, no. 2, pp. 77–85, 2017.
- [18] D. Susilawati, *Pengantar Ilmu Pendidikan*, Bandung: Widina Media Utama, 2024.
- [19] E. Wijayanti, S. Setiawan, and D. Suryana, "Pedagogical Creativity of Arts Teachers in Enhancing Student Engagement in SBdP Learning," *Jurnal Pendidikan dan Kebudayaan*, vol. 9, no. 2, pp. 88–102, 2024.
- [20] M. LaJevic, "Arts Integration: What Is Really Happening in the Elementary Classroom?," *Journal of Early Childhood Research*, vol. 11, no. 1, pp. 94–108, 2013.
- [21] R. Pramesti and S. Ary, "Teacher Factors, Facilities, and Environment Influencing Students' Creativity in

- SBdP Learning," *International Journal of Elementary Education*, vol. 6, no. 4, pp. 422–433, 2023.
- [22] Y. Yang, X. Wang, and Q. Zhou, "Professional Quality, Creative Style, and Professional Development of Art Teachers," *Frontiers in Psychology*, vol. 13, no. 1032989, 2022.
- [23] R. Upitis, "Arts Education for the Development of the Whole Child," *Education Canada*, vol. 56, no. 2, pp. 14–18, 2016.
- [24] A. Zainuddin and M. Abdullah, "Reflective Teaching Practice in Arts and Design Education: Implications for Teacher Growth," *Asia Pacific Journal of Education*, vol. 43, no. 3, pp. 350–366, 2023.
- [25] F. Muhammad and H. Susanto, "Enhancing Art Learning through Multimedia-Based Reflective Assessment," *International Journal of Learning, Teaching and Educational Research*, vol. 22, no. 4, pp. 65–79, 2023.
- [26] S. Rahayu, "Barriers and Strategies in Arts, Culture, and Crafts Learning in Indonesian Elementary Schools," *Jurnal Pendidikan Dasar Indonesia*, vol. 10, no. 1, pp. 45–59, 2022.
- [27] N. Millatina, D. Rukmini, and Y. Supriyadi, "Improving Students' Literacy and Engagement through Multimedia in SBdP," *International Journal of Instructional Technology and Learning*, vol. 12, no. 3, pp. 102–117, 2024.
- [28] I. Sari and A. Prasetyo, "Local Craft-Based Art Education and Innovation in Vocational Schools," *Journal of Art Education Research*, vol. 15, no. 2, pp. 133–147, 2024.
-