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# Creativity of Elementary School 1 Pekanbaru Teachers in Learning Cultural Arts and Craft (SBDP)

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## Abstract
This study employed a qualitative research method and a descriptive approach to data collection. The mural decorations and the teachers in the school served as the study's subjects, while the study's objects included the subject matter of the mural decorations, the shape of the symbol, the color, and the composition of the mural art. The research and interviews were conducted in classrooms I through VI of SDN 1 Pekanbaru, which totaled 15 classes; of these, a sample of three classes was taken. Observational methods, in-depth interviews, and visual documentation all contributed to the collection of research data. Methods of qualitative and descriptive analysis were utilized in the study of the data. The findings revealed that the appreciation of mural art was due to the creativity of the teacher in terms of shape, color, line, illustration, and the theme that was raised. Specifically, the following was the theme that was raised: first, a teacher at SDN 1 Pekanbaru characterized a simple form of the elements of natural balance as a mural object. One of them is about the image of freshness and coolness given by nature, and the importance of preserving the surrounding natural environment, such as in the mural "Come on, Preserve Nature", which is on the wall decoration for class VI-B, and the mural art for class VB is entitled "Let's Respect and Appreciate Each other's Mural Art.

**Keywords:** *creativity; cultural art; class mural art.*

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## Introduction
The riches of cultural arts in Indonesia possesses a very high historical significance and is characterized by a very wide variety of forms (Salazar, 2011). As a component of national identity, numerous motifs, works of art, forms of dance, and even types of music need to be maintained and cultivated (Setyawan & Dopo, 2020). The government is making an attempt to incorporate arts and culture into the educational curriculum as one of its priorities. This is in accordance with article 3 of the National Education System Law No. 20 of 2003, which stipulates that the job of national education is to acquire skills in order to educate the life of the nation and mold the character and culture of a dignified people (Rusilowati & Wahyudi, 2020). In other words, the purpose of national education is to educate the life of the nation. cultivate your potential. Students develop into human beings who have a religious and pious relationship with God Almighty, have a noble character, are healthy, competent, capable, creative, and independent, and go on to become citizens of a democratic and accountable state.

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These efforts need to be supported by progressively enhancing the quality of educational resources, as well as their integration and implementation, in order to fulfill the requirements and requirements of development. In response to the issues described above in the field of education, the government has undertaken a number of initiatives, including the modification and development of curricula at numerous levels, levels, pathways, and types of education. When the new curriculum is implemented, there will, of course, be alterations and improvements made in comparison to when the previous curriculum was used. In particular, the changes that have taken place encompass a variety of elements with regard to arts education. These aspects include the material, the time of execution, and the position of the art itself.

The purpose of art education is to provide pupils with all of the information necessary to develop students who have creative intellectual ability (Makri et al., 2021). The necessity of an instructional program that is organized to provide assistance to lecturers and parents in adapting the instructional program as well as the norms of the school to the academic capacities and potential of the students (Behnamnia et al., 2020).

The SBDP requires students to have some exposure to the arts during elementary school (Pratama et al., 2020). Education in the arts and crafts, also known as SBDP, is typically taught in schools with the primary goal of heightening students' aesthetic awareness in order to foster in them an attitude that is critical, appreciative, and creative (Regina & Wijayaningputri1, 2020). Only by providing students with a succession of process activities—which encourage them to participate in all artistic acts, whether they take place in the classroom or elsewhere—can this mindset be nurtured to its full potential.

A learning design is an educational activity that is programmed in a learning design (Mamun et al., 2020), which includes resources, procedures, evaluation tools, and so on, so that students can learn actively in the pursuit of accomplishing the aim of growing knowledge and learning abilities (Su et al., 2019). According to (Lesort et al., 2020) learning is a process that requires collaboration between teachers and students in order to make full use of all available resources, both potential and actual. In the meanwhile, evidence suggests that (Defliyanto et al., 2021) is an effort that is carried out deliberately by educators which can cause students to carry out learning activities.

Learning must be supported by conventional learning components, namely objectives, learning materials, learning and learning activities, methods, learning tools, tools (media) (Puspitarini & Hanif, 2019). This is in accordance with the view of (Ramayulis et al., 2022) that the learning components include: (1) Learning objectives are a specific statement expressed in behavior or appearance that is manifested in written form to describe the expected learning outcomes. So, learning objectives are one of the aspects that need to be considered in carrying out learning, (2) Educators in the Teacher and Lecturer Law No. 14 of 2005, teachers are professional teachers whose main task is to train, teach, direct, guide, train, evaluating, and evaluating preschool, elementary, and secondary education students. Training. Teachers have a central and strategic position in creating a conducive and enjoyable learning environment that guides students to achieve goals optimally (Suri & Chandra, 2021). Therefore, educators are a central figure in the process of developing learning strategies (Miranda et al., 2021), as well as providing students with training and direction in such a way as to make possible a dynamic and cutting-edge method of teaching and learning (Ramirez, 2020). (3) Students are members of society who desire to grow as individuals through the process of education that is provided at different levels, in different pathways, and through a variety of educational institutions. (4) The educational content or material may take the shape of facts, observations, data, observations, cognition, or problem solving. This content or material would have originated from human thoughts and experiences, and it would have been regulated and arranged in the form of facts, ideas, conceptions, generalizations, principles, or problem solving (Erbil, 2020). (5) Learning method is a method used by educators in establishing interaction relationships with students during the learning process. The method is a

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component that determines the success of achieving learning objectives (Liang et al., 2021) and (6) Learning environment situation is the situation and condition of all facilities used for daily learning activities (Sukma, 2020). A conducive learning environment is able to grow and develop good and productive learning motivation (Rohmawati & Pahlevi, 2023). (7) Learning method is a method used by educators in establishing interaction relationships with students during the learning process.

The study of art and culture offers students the chance to participate in a variety of experiences that foster appreciation and creativity (Gralewski, 2016), ultimately leading to the production of works in the form of real items that are helpful to the students' lives on both an individual and a social level (Mehl & Pennebaker, 2003). Students experience creativity in their lives through interacting with craft materials and the technology that is all around them in this topic (Ratto, 2011). As a result, students have creative experiences in their lives.

Art is closely related to creativity (Brem et al., 2016). The research conducted by (Henrickson, 2020) in the title Development of Creativity in School Children through Art stated that creativity in children can be developed through art (Sawyer, 2022) stated that creative teachers will inspire students. Creative teachers will create creative learning. Creative learning is learning that requires teachers to motivate and bring out creativity in students (Ferrari et al., 2009).

Art education in elementary schools is included in the SBDP subject. Arts and Crafts Education (SBDP) is given to elementary school students to increase students' love for Indonesian art and culture. This love can generate interest, creativity in children and appreciate the nation's art and culture. PP No. 19 The 2005 National Education Standards emphasize that arts and culture education covers various aspects of life. The core competencies of local content related to arts, culture and crafts are integrated in the Arts, Culture and Crafts (SBDP) theme. Arts and culture education positions students as heirs to the nation's culture.

## Methodology

The researcher used a qualitative descriptive approach, according to (Subastyan et al., 2022) explained that a research approach where the data collected is in the form of words, pictures and not numbers. The steps for data collection were carried out by: 1) Observation was a method taken in direct observation of the object of research; 2) Interview through the process of collecting data or information through face to face between the questioner and the answering party; 3) Library Studies to collect data with reference materials from books, documents, references related to the problem being researched; 4) Documentation by collecting and analyzing documents both written documents, pictures, and electronics.

## Results and Discussion

The teacher is an important component in the success of a lesson. Creative teachers have a way to implement their creativity in learning. Creative teachers show characteristics when implementing their creativity that a teacher who has creativity always optimizes his knowledge and expertise. Teacher's creativity was needed in every lesson, especially SBDP learning so that learning is successful. SBDP learning is learning that requires creativity and imagination from teachers and students so that learning objectives were achieved.

The success of the learning process is not just dependent on the things that the educator brings to the table. To improve the overall quality of the learning process, one of the most important factors to consider is the creation of a comfortable and conducive learning environment. The classroom has been designed by the instructor to encourage creative thinking through the creation of learning murals on the classroom walls.

Every instructor possesses a certain approach or demeanor when engaging in the creation of murals inside the school setting. Every location possesses a distinct structure and motif that aligns with the surrounding environment or the intended function of the space, so fostering a conducive climate for learning. These features may manifest as icons or characters,

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as well as items that have a decorative and realistic purpose in the creation of murals. The educational environment, such as a school, typically encompasses a mural that possesses distinct characteristics, presenting a lucid and comprehensible visual representation with the primary objective of fostering student motivation towards learning. The primary purpose of incorporating class mural art inside the learning environment is to foster a pleasant and accommodating atmosphere that facilitates aesthetic expressions, art appreciation, and the cultivation of a distinct visual identity for each classroom.

**Mural Art Technique**

The art form known as mural painting involves the utilization of walls as a medium for artistic expression. The technique employed in mural painting is akin to that of painting on canvas, with the primary distinction being the choice of media. In order to achieve a satisfactory outcome, it is imperative for the artist, who in this instance assumes the role of a teacher, to possess a comprehensive understanding of the wall's character or texture prior to its painting. This understanding significantly influences various aspects of the artistic process, including the selection of appropriate paint or dye, brushes, and other supplementary tools. Furthermore, the application of paint plays a crucial role in preserving the longevity of the mural.

In other side, mural art technique is a form of street art that involves painting or drawing on large surfaces such as walls, buildings, or bridges (Xyntarianos, 2017). This technique is often used to convey a message or tell a story, and can be done in a variety of styles and colors. Muralists may choose to create their works based on personal expression or for the benefit of the community (Wilkie, 2018). The process of creating a mural involves several steps, including planning, sketching, and painting (Alter-Muri, 2017). Muralists may use a variety of tools and materials, such as spray paint, brushes, and stencils, to create their works. The finished product can be a stunning and impactful addition to any urban landscape.

**The Pattern Style of the Mural Wor**k

The mural pattern in the school is more realistic, aims to invite students to study more diligently and depicts illustrations with the theme of Pancasila Students.

The pattern style of mural work refers to the use of repeating shapes, lines, or colors to create a cohesive design. This technique can be used to create a sense of movement or depth in the mural, and can also be used to convey a message or tell a story. The pattern style can be seen in many different types of murals, from abstract designs to realistic depictions of nature. Muralists may use a variety of tools and materials to create their patterns, such as stencils, brushes, or spray paint. The finished product can be a stunning and impactful addition to any urban landscape.

The pattern style employed in mural art is a method utilized to establish a unified design by the repetition of patterns, lines, or colors. The utilization of this technique facilitates the establishment of a perceptible illusion of motion or dimensionality inside the mural, while concurrently serving as a means to effectively communicate a message or narrate a tale. Mural artists employ a diverse range of techniques and materials in order to fashion their patterns, including stencils, brushes, and spray paint. The final outcome has the potential to be a visually striking and influential enhancement to an urban environment. The pattern approach is seen in a wide range of mural compositions, encompassing both abstract motifs and faithful representations of the natural world. Patterns are a fundamental aspect of art and design, constituting one of the seven principles with balance, contrast, emphasis, movement, rhythm, and unity/variety. The use of patterns is also seen in other art forms such as Batik painting, which is a traditional Indonesian art form that uses wax and dye to create intricate patterns on fabric. The concept of Notan, which refers to the balance between light and dark elements, can also be used to explore different arrangements or patterns of light and dark elements in a painting or mural.

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**Functions of Mural Works**

Within educational institutions, murals serve as a conduit for fostering an appreciation of art, so stimulating students' inclination to comprehend the underlying meaning and value inherent in the muralistic creations. Within educational institutions, murals that depict the topic of Pancasila Student Profile hold significant value as they serve to inspire and encourage students to strive for academic excellence.

**The Visual Form of the Mural Work**

**Figure 1. Class VI-B Mural Art**
**Theme: Come On, Preserve Nature**
Source: Lindasari (Teacher of Class VIb SDN 1 Pekanbaru)

**Mural Art**

The mural created by class VI-B showcased a display of vibrant flower icons, which were chosen to establish a visual connection with the flowers found in the nearby mushroom garden area. The use of vivid colors closely mirrored the overall image and identity of class VI-B. An icon of this nature assumes the role of a customary class symbol, serving as a distinctive marker for a specific classroom. Regarding the interpretation of the mural, its purpose is to rejuvenate the surroundings without necessitating the elimination of its original presence. Instead, efforts are made to preserve it as an emblem or representation of an Indonesian locality, so upholding the equilibrium of the natural environment and fostering an affection for nature akin to self-love.

**Shape/Symbol**

Photographs depicting natural landscapes have a high degree of realism, capturing many elements such as trees, clouds, mushroom-shaped structures, small avian species, the sky, and other aspects of the natural environment. In order to get an optimal aesthetic outcome, it is imperative to incorporate more arboreal elements that depict the equilibrium inherent in the natural environment. The concept of creating the appearance of spontaneous green grass is further accentuated through the utilization of repetition or the implementation of bold formatting.

**Color**

The utilization of several colors is evident in the depicted image. The color blue is typically associated with cool hues and is often perceived as conveying a sense of tranquility and enhancing feelings of longing or aspiration. The color green is commonly associated with

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the concepts of nature, health, luck, and balance. The color green has the potential to induce relaxation as it possesses the ability to soothe the mind. The color green is classified within the category of chilly or cold colors. Yellow is a member of the warm color category. The color yellow is commonly associated with emotions of enjoyment, sociability, honor, loyalty, cooperation, and optimism. The color yellow has been found to have a stimulating effect on brain activity and is known to capture attention. The subsequent hue to be discussed is pink, which serves as a representation of affection, harmony, serenity, and aesthetically pleasing emotions. Pink is classified as belonging to the warm color category.

**Figure 2. VC Class Mural Art**
**Theme: Let us Respect and Appreciate Each Other**
Source: Lindasari (Teacher of SDN 1 Pekanbaru Vib Class)

**Mural Art Theme**

The teacher's artistic ingenuity in adorning the painting within the VC classroom exemplifies the multifariousness of the Indonesian populace, hence embodying the phrase Bhinneka Tunggal Ika, denoting unity in diversity. The mural artwork conveys the notion that the preservation of the Republic of Indonesia's unity is contingent upon the cultivation of mutual tolerance and appreciation for ethnic, cultural, and religious diversity. The aforementioned image serves as a customary representation for the VC classroom, symbolizing the promotion of mutual respect and appreciation among pupils of many nationalities, religions, and cultures.

**Shape/Symbol**

The mural art pieces exhibit a high degree of realism, encompassing depictions of coconut palms, grass, as well as representations of individuals and natural scenery. Nevertheless, the aesthetic appeal of the wall décor could be enhanced by incorporating other art images into the background, namely those depicting various religious institutions of worship. The line that constitutes a circle is readily discernible, exhibiting an angle of 180 degrees, and is further accentuated through repetition or the application of bold formatting.

**Color**

This image exhibits a diverse range of colors. The color blue is commonly classified within the category of cool hues, as it is associated with feelings of calmness and tranquility. Additionally, blue has the ability to evoke a sense of want or attraction. The color green is commonly associated with the concepts of nature, health, luck, and balance. The color green is classified within the category of chilly or cold colors. The color yellow is commonly

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associated with several aspects of social interactions, such as social ties, mutual respect and admiration, loyalty, cooperation, and tolerance.

**Figure 3. Class II-A Mural Art**
**Theme: Balance of Marine Ecosystems**
Source: Lindasari (Teacher of Class VIb SDN 1 Pekanbaru)

**Creativity Class II-A**

The murals created depict vibrant sea nature symbols in order to preserve the equilibrium of marine ecosystems. The intensity of the colors closely resembles that of the image or representation belonging to class II-A. This particular icon serves as a customary class symbol denoting the physical space designated as room II-A, which is characterized by its aesthetic appeal and imaginative atmosphere. Moreover, it contributes to the enhancement of the students' enthusiasm for learning inside the confines of class II-A. Regarding the interpretation of the mural, its purpose is to rejuvenate the surroundings without necessitating the elimination of its original presence. Instead, efforts were made to preserve it as an emblem or representation of an Indonesian marine region, with the aim of upholding the equilibrium of the marine ecosystem and fostering a deep appreciation for the marine environment to ensure its long-term viability.

**Shape/Symbol**

The mural image of the marine ecosystem looks realistic; the natural environment of the sea looks perfect. Starting from the pictures of sea animals and their surroundings. However, to make it look perfect, a mural art of phytoflankton plants, phytoflankton animals, and coral reefs was added to make it look realistic. The lines in making animal drawings need to be thickened or emphasized again.

**Color**

In this image, many colors are used. Blue is included in cold colors or gives the impression of calm and brings desire closer. The green color shows the impression of nature, health, luck and balance. Green could be used for relaxation because it calms the mind. Green is included in the cool or cold color group. There was also yellow which belongs to the warm color group.

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The results of the study showed that class teachers are creative teachers who implement creativity in SBDP learning based on the implementation of the free learning curriculum such as involving students in all learning activities, providing motivation to students in a classical way in front of the class, or personally with students. Using strategies different learning in learning can make the learning process not monotonous and boring, design learning to be fun, develop learning media that was interesting and applicable, and produce innovations in learning. In addition, the teacher's creativity in creating a conducive learning environment that supports the ongoing teaching and learning process. The benefits of a conducive learning environment, namely:

One of the efforts to create a comfortable and conducive learning environment is to decorate the classroom with mural art decoration. In schools, murals with the theme of Pancasila Student Profile have meaning and meaning to motivate students to study hard, apart from having aesthetic value, they build an image or image of the class. Mural creativity that was made is a typical class icon to mark a particular classroom.

## Conclusion

The study found that class teachers are creative teachers who use the free learning curriculum to involve students in all learning activities and motivate them in front of the class or individually. Different learning styles can make learning pleasant, fascinating, and applicable, and innovative. The teacher's inventiveness in providing a supportive learning atmosphere adds to the process. A good learning environment has many benefits:Adding mural art to the classroom can help create a comfortable learning atmosphere. Pancasila Student Profile murals in schools urge students to study hard and establish the class's image. Mural art is a common classroom icon.

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