

Art Innovation Learning Guidance For Kindergarten Teacher

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Abstract.

The purpose and scope of this guidance activity are to provide kindergarten teachers in Sukun District, Malang City, the knowledge and skills about designing and implementing early childhood integrated art innovation learning to improve the effectiveness and quality of children's art learning process in kindergarten as part of their job. Guidance and training methods that will be used in this activity are 1) delivery of material and discussion about the development of early childhood art skills and early childhood integrated art innovation; 2) guidance and practice in groups to discuss innovation and designing one learning material package of early childhood integrated art including art, dance, music, and drama literature; 3) Demonstration and simulation to demonstrate the early childhood integrated art innovation learning activity as a part of art class in kindergarten; 4) discussion and evaluation to get feedback both about the process and results of guidance and practice activities. The results obtained are 1) Non-Physical results; from the evaluation of the final results, it can be concluded that 90% (out of 40 participants) have understood the knowledge and skills about making early childhood integrated art innovation to improve the effectiveness and quality of children's art learning process in kindergarten as part of their job; 2) Physical Result; obtained by the participants from the guidance and training activities are products in the form of early childhood integrated art innovation learning types about various themes and titles. In general, this guidance and training activity is considered successful because, at the end of the activity, all participants have the knowledge and skills about designing and implementing early childhood integrated art innovation learning to improve the effectiveness and quality of children's art learning process in kindergarten as part of their job.

Keywords: *Learning guidance; innovation; integrated art and early childhood.*

I. INTRODUCTION

Kindergarten teachers, as professional educators who act as facilitators in learning, must be creative in developing learning activities to teach their students quality (Bautista & Ho, 2021). To be good facilitators, kindergarten teachers must equip themselves with insights and skills to innovate in active and exciting art learning activities for children so that teachers can perform their roles well (Kilgour et al., 2015). Kindergarten educators will be better able to do their jobs if they are given the resources they need to innovate in order to create engaging, operational, learning activities for their students (Ferri et al., 2020). (Serholt et al., 2017) defines innovation as the creation of anything novel through the use of novel ideas, methods, products, or services, or through the adoption of novel patterns from other companies. (Artacho et al., 2020) defines innovation as "the use of novel approaches, combinations of existing elements, or introduction of new elements to improve performance.". Various art activities are needed to support the freedom to explore the abilities and creativity in children, one of which is through integrated AUD art innovation learning to achieve overall art learning goals (Tambunan et al., 2022). Art learning innovation in the realm of early childhood education is very broad (Saracho, 2023). Art education can be developed through various exploration activities where teachers provide facilities for children (Simamora, 2020)(Asmus, 2021). This dramatically affects how children's creativity, imagination and expression are formed through the activities (Hoffmann et al., 2019). However, the reality in the field is shown by research conducted by (Sahronih et al., 2019) which states that learning media and how teachers teach influence early childhood art development.

This is because limited facilities can hinder children's exploration of children (Evridawati et al., 2020), so the development of children's creativity is also limited to certain aspects (Kim et al., 2019). Therefore, to improve art development in early childhood, an educator must be able to think of various ways to use the media available at his school to maximize children's development (Wagner et al., 2021). Educators still use a method where children are asked to imitate what is taught (Cahyo et al., 2021). This method is

undoubtedly inappropriate because it inhibits children's creativity (Tabiin, 2020). Art education in early childhood is directed at shaping creativity and aesthetics in children so that creative attitudes, appreciation, and critical thinking are formed in children as a whole (Thompson et al., 2019). This can be realized by providing training and direction to educators so that they can provide space for children to explore their environment even though the media at school is limited (Gucyeter & Camci Erdogan, 2020). Often, educators feel confused about using repeated media for different teaching methods (Prestridge, 2019). Research conducted by (Brown et al, 2020) shows that limited learning media is not an obstacle to improving children's development. This means that by using makeshift media in the school environment, educators can still enhance children's creativity by using suitable learning media (Yildiz Cicekler & Aral, 2020). Therefore, educators need guidelines on how to improve the quality of their art learning (Chappell et al., 2016).

Providing art learning guidelines is also required in several schools, including in Sukun District, Malang City. Sukun sub-district is located in the centre of Malang city, bordered by Malang district to the south and west, Kedungkandang sub-district to the east, and Klojen sub-district to the north. The Sukun sub-district area consists of 11 villages, namely Gadang, Ciptomulyo, Kebonsari, Bandungrejosari, Sukun, Tanjungrejo, Bandulan, Mulyorejo, Bakalankrajan, Pisangcandi, Karangbesuki. Sukun sub-district is not only a trade and industrial area but also an educational area with a very high population density. In the UPTD of the Sukun sub-district education area, which includes 15 clusters, there are 112 PAUD institutions consisting of 67 kindergarten institutions, including TK Negeri Pembina III in Bakalankrajan sub-district, 24 playgroup institutions, 21 Pos Paud (PP) institutions, most of which are under the auspices of foundations. In the Sukun sub-district, the number of PAUD teachers is 530 people, consisting of 354 kindergarten teachers consisting of permanent foundation teachers (GTY) and DPK teachers, 93 KB teachers, and 83 Pos Paud caregivers. Initial observations and brief interviews with several kindergarten teachers, kindergarten principals and IGTKI administrators in Sukun sub-district show that kindergarten teachers generally experience difficulties improving the quality and effectiveness of learning in their respective kindergartens. This is because teachers need more insight and skills to innovate in designing art development activities that can activate children in learning activities. The teachers are interested and want to be given guidance and training by the implementation team on integrated AUD art innovations to improve children's art skills so that the quality and effectiveness of learning in their respective kindergartens can increase. Based on the situation analysis results, the Integrated Early Childhood Art Innovation Learning Guidance for Kindergarten Teachers in Sukun Sub-district, Malang City, was carried out. The goal of this mentoring and training is to equip kindergarten teachers in Sukun District, Malang City with the skills necessary to implement integrated AUD art innovation, thereby improving the quality of active and enjoyable learning in the field of children's art at kindergartens in the area.

II. METHODS

In order to accomplish the goals of this multifaceted AUD art innovation learning guidance activity, the following steps are taken: 1) The group began by reviewing the available literature on theories of innovation and the theory of art education for children; 2) The Task Force enriches the knowledge of children's art products through observations in the market about the treasury of existing children's fine arts, music, dance and literary arts products, then plans new techniques in the form of modifications of existing ones and pure creativity of their own creation; 3) The Task Force observes the target community to inventory various possible materials and tools that exist in connection with the possibility of making the most effective and efficient children's art innovations; 4) The Task Force makes a prototype of integrated AUD art innovations that are representative and qualified for learning and playing media in kindergarten; 5) A total of 40 kindergarten teachers in Sukun Sub-district, Malang City, including kindergarten teachers (Taman Kanak-Kanak) from 15 Clusters of 2 each, a total of 30 people, four kindergarten heads and 6 Sukun Sub-district IGTKI administrators who are strategic intermediate target audiences are given guidance and training according to an agreed schedule; 6) Training participants together with the task force, calculate and reduce production costs for each integrated AUD art innovation product package to be made as an alternative if it will be made a business by participants; 7)

Participants, with the help of the task force, create designs for and prototype a variety of integrated AUD art innovations with performance guidelines; 8) Groups of teachers from participating kindergartens and the task force conduct field tests of integrated AUD art innovations as a means of fostering artistic development in young children. The results of this trial are used as material for evaluating the effectiveness and validity of applying the results of integrated AUD art innovations. The methods used in guidance and training are as follows: 1) Lectures and questions and answers to convey material on the development of early childhood art skills and integrated AUD art innovations; 2) Workshops to discuss innovation materials in the fields of fine arts, dance, music, and literature-drama; 3) Demonstrations to demonstrate the stages of making integrated AUD art innovations; 4) The assignment of exercises in groups to create a package of integrated AUD art innovations covering fine arts, dance, music, and literature-drama; 5) Simulation to test integrated AUD art innovation activities in real art learning in kindergarten; 6) Talk about the successes and failures of your most recent community service endeavors.

III. RESULT AND DISCUSSION

The outcomes achieved by instituting community service are 1) Non-Physical Results. As described, the participants of this activity are kindergarten teachers in Sukun District, Malang City, who are dedicated to doing their jobs at preschools and kindergartens to the best of their abilities and would like to learn more about how to improve the learning process for developing children's art through integrated early childhood art innovations. The evaluation results show that during the training process, 40 participants were severely enthusiastic about participating in the training activities, as well as 100% attendance and actively asking questions and working on exercises given by the implementing task force. From the evaluation of the final results, it can be concluded that 90% (out of 40 participants) have understood the knowledge and skills about integrated AUD art innovation to improve the effectiveness and quality of the learning process for children's art development in carrying out their duties in their respective kindergarten institutions. From the evaluation of the process and non-physical results after this training, participants may be able to develop and transmit knowledge and skills to other teachers around their place of work; 2) Physical Outcomes. The physical results obtained by participants from training activities are products of integrated AUD art innovations on various themes, including a) Group 1 Theme Plants Sub-theme Ornamental Plants Sub-sub-sub-sub-theme Various kinds of flowers. Indicator Loving God's Creation, imitating various flower movements. Areas of development: Nam, Social Emotional, Language, Physical Motoric, Cognitive, Art.

The title "My Flowers"; b) Group 2 Animal Theme. Sub-theme Animals live in water and land. Frog Breeding Sub-theme. Indicators: Understanding the process can provide information about the development of frogs and patient attitudes. Areas of Development: NAM, Physical Motoric, Cognitive, Language, Social Emotional, Art. Title "Frog METAMORPHOSIS"; c) Group 3 Theme My Homeland. Sub-theme My Country. Traditional Games sub-theme. Indicators Loving the country, imitating various conventional games. Areas of development: Nam, Social Emotional, Language, Physical Motoric, Cognitive, Art Title "Children's games"; d) Group 4 Theme of Work. Farmer sub-theme. Planting sub-theme. Indicators Recognizing work, Knowing farmer activities, Imitating various movements. Areas of development: Nam, Social Emotional, Language, Physical Motoric, Cognitive, Art. Title "FARMER"; e) Group 5 Animal Theme. Sub-theme Winged Animals. Butterfly sub-theme. Indicators Recognizing God's creation, Cooperating with friends, Imitating movements to the rhythm, Performing 3-5 commands in sequence, Recognizing the reproduction of butterflies, and Poetry. Areas of development: Nam, Social Emotional, Language, Physical Motoric, Cognitive, Art. The title "KUPU-KUPU".



Fig 1. Integrated early childhood art innovation titled "Bungaku"



Fig 2. Integrated early childhood art innovation titled "Metamorfosis Katak"



Fig 3. Integrated early childhood art innovation titled "Dolanan Anak"



Fig 4. Integrated early childhood art innovation titled "Petani"



Fig 5. Integrated early childhood art innovation titled "Kupu-Kupu"

The integrated AUD art innovation learning produced by kindergarten teachers in Sukun sub-district, Malang City, is the development of learning the usually separate fields of art, namely learning fine art, music, dance, and literature-drama, which is modified and combined according to the theme of early childhood activities. The goal of introducing and implementing AUD art innovation learning is to revitalize engaging and interactive art learning through the use of games aimed at young children. This agrees with the view of

(Ibrahim Mohammed Elfeky et al., 2022), who defines innovation as "the introduction and implementation of new practices or processes (goods or services) or the adoption of new patterns from other organizations.". Based on the results achieved during the mentoring process and after the mentoring, which include the activeness, enthusiasm, and creativity of the participants, it can be compared between the conditions before and after the training activities as follows:

Table 1. Before and After Mentoring Comparison

No.	Before Mentoring	During Mentoring	After Mentoring
1.	Researchers need more research on how to help kids reach their full artistic potential.	Gain understanding of the potential for nurturing artistic abilities in young children.	90% of participants understand the concept of developing potential early childhood art skills.
2.	Failure to innovate in the field of AUD because to a lack of knowledge and expertise.	Provided with knowledge and Innovation skills in the art of AUD in carrying out their duties	90% of participants have the knowledge and skills to innovate in the art of AUD in carrying out their duties.
3	Lack of knowledge and practical skills about learning types of integrated AUD art innovations (visual arts, dance, music, literature-drama) of various materials and tools for early childhood art skill development activities.	Provided with knowledge and practical skills about learning integrated AUD art innovations (visual arts, dance, music, literature-drama) from various materials and tools for early childhood art skill development activities.	90% of participants have knowledge and practical skills about learning types of integrated AUD art innovations (visual arts, dance, music, literature-drama) from various materials and tools for early childhood art skill development activities.

According to the results achieved before and after the guidance process in the table above in producing types of integrated AUD art innovation learning (fine arts, dance, music, literature-drama) that are creative in utilizing various kinds of materials and new tools for early childhood art ability development activities, it can be stated that the guidance activities for kindergarten teachers in Sukun District, Malang City, have been successful. In accordance with this is (Thi Ut Sau et al., 2020) definition of innovation: the novel use of existing and newly developed means to the attainment of established aims. As a supporting factor for the successful implementation of this activity, in addition to the motivation and activeness of the participants in the guidance and training, there was also support from the Chairperson of IGTKI Sukun District, the Head of PKK Kindergarten, and the Head of AGAPE Bandulan Kindergarten, who provided a place for guidance and training, namely the Hall with its equipment.

In addition, the support of the Dean of FIP, who gave permission and approved this training activity. An inhibiting factor that slightly interferes with the implementation of guidance and training is the difficulty in finding a time agreement between the implementer and the kindergarten teachers participating in the guidance because the implementation team has a busy schedule that starts with full face-to-face lectures for regular student classes and PPG Daljar and PPG Prajab classes, as well as the busyness of participants as kindergarten teachers who have carried out complete face-to-face learning activities in their respective institutions, so that the implementation of guidance and training can only be done at the end of September 2022.

IV. CONCLUSION

Based on the results of physical and non-physical activities and discussions in the form of changes in the condition of knowledge, skills, and attitudes that appear to the teachers participating in the guidance and training, it can be concluded as follows: 1) Overall impression. After completing this guidance and training activity, participants will have the skills necessary to design and implement integrated early childhood art innovation learning to enhance the efficiency and quality of the education their kindergartens provide in the area of children's art; 2) Specific conclusions. The success of this activity includes; a) kindergarten teachers in Sukun Subdistrict, Malang City, having sufficient insight into the concept of developing the potential of early childhood art abilities; b) kindergarten teachers in Sukun Subdistrict, Malang City, having the knowledge and skills to innovate in early childhood art in carrying out their duties; c) kindergarten teachers in Sukun Subdistrict, Malang City, having the knowledge and practical skills to make types of integrated early childhood art innovations (visual art, dance, music, literature-drama art) from various types of materials and tools for early childhood art learning activities

V. SUGGESTION

Based on the above conclusions, the following suggestions can be made: 1) This guidance and training activity has only produced several examples of integrated AUD art innovation as a result of group work. Therefore it needs to be followed up to guide and train integrated AUD art innovation learning individually according to the theme and class where the participants teach; 2) For IGTKI administrators, kindergarten heads, and kindergarten teachers in Sukun District, Malang City who have participated in guidance and training, it is hoped that they can disseminate the knowledge and skills of learning integrated AUD art innovations that have been possessed to other teachers around their place of work.

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