

“Sparking the Flame”: Nurturing Indonesian Student Creativity through Contextual Artistry with Emotional Intelligence

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Abstract: In the increasingly interconnected world of the 21st century, the ability to create and innovate has become a vital skill for students, enabling them to generate groundbreaking ideas. This necessitates a paradigm shift in mathematic learning. This study investigates the profound impact of contextual art-based learning on fostering creativity among elementary school students, focusing on incorporating emotional intelligence. By exploring how teachers can positively influence their students' creative potential, we aim to uncover viable solutions to this pressing issue. Through an extensive analysis of relevant literature and empirical findings, our research highlights the significant role of cooperative and democratic teachers in classroom management as they enhance students' creativity. This research identifies effective learning strategies that stimulate creativity and cultivate emotional intelligence. These strategies encompass 1) involving students in the assessment process to foster autonomy and self-reflection, moving beyond sole reliance on teacher evaluation; 2) providing intangible rewards, such as recognition, encouragement, and support, which deeply resonate with students' emotions; and 3) offering opportunities for students to exercise agency by selecting topics or engaging in learning activities to a certain extent. This research explores assessment methods that embrace emotional intelligence while nurturing students' creative growth. These methods include: a) assigning tasks that elicit multiple perspectives, devoid of a single correct answer; b) fostering acceptance of unconventional answers, encouraging divergent thinking and emotional expression; c) prioritizing the learning process, valuing personal exploration and experimentation alongside the outcome; d) empowering students to independently interpret their observations of knowledge or events, fostering emotional engagement and critical thinking; and e) striking a delicate balance between structured approaches and spontaneous/expressive modes of learning. By integrating emotional intelligence into arts education in math learning, we can unleash Indonesian students' creative potential, equipping them with the skills needed to navigate the complexities of the 21st century.

Keywords: student creativity, contextual artistry, emotional intelligence

I. INTRODUCTION

The 21st century has brought about significant changes in philosophy, direction, and educational goals, driven by advancements in science and technology. These advancements, particularly in cognitive science, bio-molecular research, information technology, and nano-science, have characterized the interconnected nature of the modern world (Lin et al., 2015). This interconnectedness has led to several key characteristics of the 21st century, including a shift towards a knowledge-based economy, a greater focus on the creative and cultural industries, and the mutual influence of culture and technoscience (Lin et al., 2015). To thrive in this new era, individuals must possess competencies such as critical thinking, communication and collaboration skills, creativity and innovation skills, information and communication technology literacy, contextual learning skills, and information and media literacy skills (Lin et al., 2015).

Creativity and innovation skills are vital in the 21st century, as individuals are expected to generate innovative breakthroughs. Art education aligns with these goals by fostering affective, creative, expressive, and honest values (Wrigley & Straker, 2017). The goals of art education, as recommended by the National Education Association, include developing visual talent, appreciation of beauty, imitation skills, creative abilities, and the cultivation of professional artists (Hausman et al., 2019). Art education can be categorized into two approaches: art in education, which focuses on inheriting and developing various art forms, and education through art, which utilizes art to achieve educational goals and cultivate positive values (Sampurno, 2023).

However, the Indonesian education system needs help promoting student creativity, including a heavy emphasis on rote memorization, standardized testing, and a teacher-centered approach. Limited resources, infrastructure, and teacher training opportunities further hinder the integration of creative practices in the classroom (Prameswari et al., 2020; Sampurno, Prabandari, et al., 2020; Wiratmoko & Sampurno, 2021). Innovative approaches such as contextual artistry

are needed to address these challenges and foster student creativity. In addition to the importance of art education, pedagogical content knowledge (PCK) plays a critical role in enhancing students' understanding through diverse instructional approaches. PCK as the intersection of content knowledge and pedagogy, encompassing subject matter content, pedagogical practices, and curriculum design (Brinkley-Etzkorn, 2018). It requires a deep understanding and a combination of skills to create tailored learning experiences that integrate content and pedagogical knowledge in specific classroom contexts. Further developments in PCK have incorporated an understanding of students' characteristics, educational contexts, goals, and values, as well as teaching strategies to address learners' difficulties and foster meaningful learning experiences (Chua, 2011).

Combining the insights from the characteristics of the 21st century and the importance of PCK in teaching, it becomes evident that art education and pedagogical content knowledge can play complementary roles in nurturing student creativity and preparing them for the demands of the modern world. Integrating innovative art-based approaches and effective pedagogical strategies can help overcome the challenges faced in the Indonesian education system and provide students with the skills needed to thrive in the 21st century

II. LITERATURE REVIEW

The importance of emotional intelligence and creativity in education has gained significant attention, particularly in fostering student development and preparing them for the demands of the 21st century. The interconnected nature of the modern world, driven by advancements in science and technology, has led to a shift in educational goals towards competencies such as critical thinking, communication and collaboration, creativity and innovation, and contextual learning skills. In Indonesia, the education system needs help promoting student creativity due to rote memorization, standardized testing, and limited resources. Innovative approaches are needed to address these challenges and nurture student creativity effectively.

The relationship between emotional intelligence and the practice of organized physical-sport activities in children found that children engaged in organized sports demonstrated better interpersonal and intrapersonal abilities, adaptability, mood states, and overall emotional intelligence (Şeftalici, 2009). This suggests that incorporating organized physical-sport activities into educational settings in Indonesia could nurture students' emotional intelligence and enhance their creativity. Another study explored the influence of maternal emotional intelligence and reading habits on children's reading competence (Bae et al., 2019; del Río Guerra et al., 2020). The findings indicated that girls with higher emotional intelligence and mothers with higher reading habits had children with higher reading competence. This highlights the importance of emotional intelligence and the role of mothers in fostering children's reading abilities. By promoting emotional intelligence and encouraging reading habits among Indonesian mothers, there is a potential to nurture creativity and enhance students' contextual artistry through improved reading comprehension.

The significance of social and emotional learning was emphasized in another study (Hoffer, 2020; Howell & Saye, 2016; López-Faican & Jaen, 2020). It highlighted that social and emotional skills predict academic and career success better than IQ. This implies that integrating social and emotional learning strategies into Indonesian educational systems can contribute to nurturing students' creativity and supporting their emotional intelligence development. By providing students with the necessary tools to understand and regulate their emotions, educators can ignite the flame of creativity within Indonesian students.

Additionally, a study focused on early education care and its practitioners' engagement and life satisfaction (Macintyre, 2010). It emphasized the importance of providing early intervention professionals with emotional tools and strategies to carry out their activities and ensure sustainability effectively. This finding has implications for nurturing creativity among Indonesian students, as engaged and satisfied educators can create an environment that fosters student creativity and encourages the development of emotional intelligence. Two study explored the relationship between Waldorf Education and Multiple Intelligence (MI) theory in the context of neuroeducation (Agnoli et al., 2016; Hendy, 2020). Waldorf Education emphasizes creative and artistic activities and integrates imagination-based teaching methods to support the holistic development of students. The study found correlations between the pedagogical practices of Waldorf schools, MI-compatible teaching practices, and neuroeducation. This suggests that incorporating aspects of Waldorf Education and MI theory into Indonesian educational settings could nurture student creativity and support the development of emotional intelligence and cognitive skills.

Another study proposed a Student-Self Oriented Learning Model (SSOL model) as an effective paradigm for education in the knowledge society (Almaguer et al., 2020). The SSOL model focuses on self-cognition and self-construction through acquired knowledge and life experience. The study highlighted the role of emotional intelligence in this learning model and described successful implementations such as the system of emotional-imaginative teaching (EIT system) and art cognitions. The EIT system incorporates methods for developing figurative thinking, creativity, and communication culture. By implementing similar approaches within Indonesian educational contexts, it is possible to foster student creativity, emotional intelligence, and cognitive engagement. Both studies provide insights into nurturing Indonesian student creativity through contextual artistry with emotional intelligence. They suggest that integrating Waldorf

Education principles, Multiple Intelligence theory, and student-centered learning models can create an educational paradigm supporting holistic development, creativity, and emotional intelligence in Indonesian students.

These studies provide valuable insights into pedagogical content knowledge, instructional practices, and the integration of emotional intelligence and contextual artistry in fostering student creativity. By contextualizing and incorporating these findings within the Indonesian educational system, educators and researchers can create a nurturing environment that promotes creativity and emotional intelligence among Indonesian students.

III. METHOD

This research is classified as quantitative descriptive research. This study aims to describe and analyze the emotional intelligence level of students' self-perceptions in the context of fostering creativity through contextual art activities in mathematics education. This study will use a survey method to collect participant data, and descriptive statistics will be used to analyze and interpret the data. This study aims to provide insight into the participants' level of emotional intelligence and its implications for the development of creativity in the education system in Indonesia.

The participants in this study will be Indonesian college student from educational institutions were 75 people. A purposive sampling technique will be employed to select participants who have experience with art in mathematics education and are currently enrolled in institutions where contextual artistry is implemented. The selected participants will represent diverse backgrounds and educational settings to ensure the findings represent the population. Schools and educational institutions that have implemented contextual artistry in their curriculum will be contacted to seek permission for participant recruitment. The survey responses will be collected and recorded securely and confidentially. The identity of the participants will remain anonymous to ensure privacy and confidentiality.

Data will be analyzed using descriptive statistics that will be conducted to examine the respondents' self-perceived emotional intelligence levels. The survey responses' mean, standard deviation, and frequency distributions will be calculated. This analysis will provide an overview of the participant's perceptions of their emotional intelligence and identify any trends or patterns.

IV. RESULTS AND DISCUSSION

Contextual Learning for Children through Contextual Art in Mathematics learning

Contextual learning (Contextual Teaching and Learning) is a teaching and learning concept in which a teacher presents a real situation in the classroom and involves students fully to find the material to be studied (Maryani et al., 2022). This concept aims to encourage students to make connections between their knowledge and its application in everyday life as a provision to solve problems in students' lives as members of society. In contextual learning, the teacher tries to provide something that is not abstract but something real by the environment around the child so that the knowledge that the child obtains through the teaching and learning process in the classroom is the knowledge that is built and owned by himself. This concept creates a connection with the application of everyday life that can be used as a basis for solving life's problems.

The principles of implementing contextual learning are as follows on Figure 1: (1) planning learning according to social-mental reasonableness, (2) forming interdependent groups, (3) providing an environment that supports independent learning, (4) considering student diversity, (5) considering students' multiple intelligences, (6) use questioning techniques to enhance student learning, problem development, and higher-order thinking skills, and (7) apply authentic assessment (Abu-Arqoub et al., 2020; Pandian, 2019).

In today's global developments, two sides of a dilemma are difficult to accommodate in today's art and culture education. On the one hand, the community's strong interest (local and global) interest in the importance of understanding local (local) culture; on the other hand, the current art education system still needs to address this interest. This discrepancy occurs because art education teaching materials have not been contextualized in the diversity of local cultures that are spread all over the country. It must be admitted that our current education system is a legacy of the colonial government (Keenan, 2019). Therefore, the approach is based on Western European perceptions, even though the material is different. In general and exact sciences, this is not a problem because the basis for scientific measurements comes from the West and needs to be culture-specific. However, in the field of culture, the problem is more difficult. If the subject of cultural arts taught in schools is based on the principles of Modern Western art (which is often mistaken for 'universal' or 'standard' such as in the field of science), then these principles will deal with the specific values in each local culture. This can result in local art being considered 'low-quality art' or non-art.

In the end, many of our noble cultural arts, which can be utilized in all aspects of life, are uprooted from their roots and fall one by one. For this reason, arts and culture education must be repositioned by its actual place and function, based on the artistic and cultural context of the community where the school is located, so that students are not uprooted from their 'cultural roots'. Currently, the Indonesian nation is a nation that has lost its identity because it did not develop from strong cultural roots. The old cultures have faded, and the new culture has not solidly formed. There is only a formless floating culture, except for pop culture, which likes to imitate (imitation and consumptive culture) (Sorto, 2017).

Substantially, the cultural arts education approach is still based on the principles of Western art. A fundamental example is the starting point for classifying art, such as music, dance, theater, and visuals. Disc discrepancies will be found when the categories of artistic disciplines deal with local phenomena. Wayang art in Java (a performing art whose performers tell stories, sometimes sing, play gamelan music, joke with the audience, and are supported by wayang works that are rich in aesthetic ideals) is one example that cannot be grouped into the four categories. Thus it is necessary to synchronize between branches of the arts in arts and culture education through an integrated approach through 'themes/topics' so that the understanding of art and culture becomes more holistic (holistic) and meaningful.

In learning arts and culture for children, contextualization is impossible to separate from regional culture, considering art is a cultural product. On the other hand, cultural-based art learning will create more meaningful learning, and children will not be uprooted from their cultural roots. The importance of contextual arts education are every learning is related to a certain context (Linton et al., 2015). That is, providing aesthetic experience should ideally be related to the sociocultural context surrounding it.

Cultural arts content, as mandated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, exists not only in one subject because culture covers all aspects of life (Indonesia, n.d.-b, n.d.-a). In arts and culture subjects, cultural aspects are not discussed separately but are integrated with art. Therefore, the subject of cultural arts is culture-based art education. In this context, the conception of art must be built/constructed through the provision of children's experiences, which are shaped by their cultural context.

Cultural arts education for children also has multilingual, multidimensional, and multicultural characteristics (Mccallum, 2018). Multilingual means developing the ability to express oneself creatively in various ways and media, such as visual language, sounds, movements, roles, and combinations thereof. Multidimensional means the development of various competencies, including conception (knowledge, understanding, analysis, evaluation), appreciation, and creation by harmoniously integrating elements of aesthetics, logic, kinesthetics, and ethics (Kewalramani et al., 2020). The multicultural nature implies that art education develops awareness and the ability to appreciate the various cultures of the archipelago and abroad.

In arts and culture education, artistic activities must accommodate this uniqueness in providing experience in developing conception, appreciation, and creation. All of this was obtained through an effort to explore the elements, principles, processes, and techniques of work in the cultural context of a diverse society (Hoffer, 2020; Singer et al., 2006). Judging from the relevance of art as a medium for the development of creativity, the characteristics of imagination and play inherent in art emphasize freedom of imagination and in the form of expression. Art discipline is a discipline that 'liberates', a discipline that is always better than undisciplined and strict discipline without conscience. That is why arts education is placed as part of children education in general.

At the social level, aesthetic expression in children education should make students aware that the visual forms they create help express their identity and their membership in a group/society. Visual forms also, in many ways, mark important events in his life and reflect everyday life's physical and expressive needs. The task of the teacher is to help students become aware of the various forms of form so that they can form and express their feelings in the context of the social and cultural resources that become their environment.

Related to examine the emotional intelligence levels of respondents in the context of fostering creativity through contextual arts in mathematics education. Emotional intelligence plays a crucial role in the creative process, as it involves understanding and managing emotions, developing interpersonal skills, and cultivating empathy. By assessing respondents' self-perceived emotional intelligence, we gain valuable insights into their abilities to navigate emotions and interact with others effectively.

Of the 75 respondents who can be identified as emotional intelligence using emotional intelligence instruments that have been developed by Indra Darmawan SE, M.Si (table1) into 3 categories, namely the high category with an interval of 56-90 values, the medium category with an interval of 36-55 values and a low category with an interval of 0-35 values.

Table 1. Tables and figures should be valuable, relevant, and visually attractive

Emotional Intelligence Category	Interval (value)	Frequency		total	Prosentase %
		F	M		
High	56 - 90	35	3	38	50,6
Medium	36 - 55	34	1	35	46,7
Low	0 - 35	2		2	2,6

Diagram 1. Various aspects of emotional intelligence

For number = 6,7,8,9,10,16,17,18,19,20 and 26 if answer often = 0, answer sometimes = 1, answer rarely = 2, answer never = 3. For other numbers, answer often = 3, Answer, sometimes = 2, answer rarely = 1, answer never = 0



Description: series 1 describes 0, series 2 describe 1, series 3 describe 2 and series 4 describe 3

The analysis of the survey data provides valuable information about the respondents' perceptions of their emotional intelligence about fostering creativity (Table 1). It identifies their strengths and areas for improvement, enabling educators and practitioners to tailor their approaches to better support the development of emotional intelligence within the context of arts education.

Emotional Intelligence: The respondents' average scores for the statement "I believe I possess strong emotional intelligence" were relatively high, namely 44 respondents or 59%, indicating a positive self-perception of emotional intelligence. This suggests that they possess the foundational skills necessary for fostering creativity in the context of arts education. The respondents' emotional intelligence levels indicate that 59% of them believe they possess strong EI. This is important because emotional intelligence is the foundation for creativity. In the context of contextual art, the ability to understand and manage one's own emotions and those of others can assist students in their creative processes, such as in artistic expression and collaboration with others.

Self-awareness and Emotion Regulation: Respondents generally exhibited moderate self-awareness and emotion regulation. They acknowledged their ability to connect physiological signs with different emotional states (average score:

2) and manage their emotions in high-pressure situations (average score: 2). This self-awareness and emotion regulation can contribute to the development of creativity by enabling individuals to understand and regulate their emotional states during the creative process. Respondents generally have moderate self-awareness and emotion regulation. The ability to connect physiological signs with various emotional states and manage emotions in high-pressure situations can help students in the creative process. Contextual art activities involving creative tasks in mathematics can become more effective if students can regulate their emotions, especially when facing challenges or failures in the creative process.

Interpersonal Skills: The respondents indicated varying levels of interpersonal skills. At the same time, some expressed difficulty understanding others (average score: 1), while others demonstrated an understanding of the consequences of their behavior towards others (average score: 3). Developing strong interpersonal skills is essential for collaboration, constructive feedback, and empathy, all of which contribute to a nurturing and supportive arts education environment. Respondents showed varying levels of interpersonal skills, with some having difficulty understanding others and others demonstrating an understanding of the consequences of their behavior towards others. In contextual art, strong interpersonal skills are crucial as art often involves collaboration and feedback. Students who can work well with others and provide and receive constructive feedback are more likely to succeed in creative projects.

Motivation and Resilience: Respondents generally displayed a positive attitude towards motivation and resilience. They expressed motivation to study despite personal issues (average score: 2). They maintained their motivation to succeed even when faced with obstacles (average score: 3). This motivation and resilience are crucial for creative endeavors as they help individuals persevere through challenges and setbacks. Respondents showed varying levels of interpersonal skills, with some having difficulty understanding others and others demonstrating an understanding of the consequences of their behavior towards others. In contextual art, strong interpersonal skills are crucial as art often involves collaboration and feedback. Students who can work well with others and provide and receive constructive feedback are more likely to succeed in creative projects.

Emotional Expression and Empathy: The respondents exhibited varying emotional expression and empathy levels. At the same time, some struggled to identify and express their emotions accurately (average score: 2), while others demonstrated empathy towards others' sadness (average score: 2). Developing emotional expression and empathy can enhance the creative process by facilitating effective communication, understanding diverse perspectives, and fostering a supportive arts community. The varying levels of emotional expression and empathy among respondents indicate that there is room for further development in this area. The ability to accurately express emotions and demonstrate empathy can enrich the creative process. In contextual art, understanding and responding to one's own and others' emotions can help create deeper and more meaningful works and foster a supportive and collaborative environment.

Educators can design contextual arts education programs that address specific growth areas by understanding the respondents' self-perceived emotional intelligence levels. Emphasizing self-awareness, emotion regulation, interpersonal skills, motivation, resilience, emotional expression, and empathy can foster creativity and enrich students' artistic experiences.

By understanding the respondents' perceived levels of emotional intelligence, educators can design contextual art education programs that address specific areas of growth. Emphasizing self-awareness, emotion regulation, interpersonal skills, motivation, resilience, emotional expression, and empathy can foster creativity and enrich students' artistic experiences.

Fostering Creativity through Contextual Arts Education

Creativity is intricately connected to an individual's thinking, intelligence, and capacity to create or discover new things. It involves solving problems through various alternatives and generating new creations that result in innovative forms. However, it is often misunderstood, particularly in the context of children, who are sometimes labeled as 'naughty' or 'strange' due to their creative tendencies. Elementary school children who score high on creativity tests are frequently associated with derogatory labels such as 'silly,' 'naughty,' or 'wild' by their teachers (Gregus et al., 2021; Whitlock & Brugar, 2019). Unfortunately, this perception of creativity can hinder the emergence of children's creative ideas.

Creativity fundamentally refers to the ability to generate something new, whether in the form of ideas or tangible works that deviate from commonly known concepts. Five essential factors in the abilities of creative individuals: fluency, flexibility, originality, elaboration, and redefinition (Botella et al., 2013). Children typically exhibit strong creative traits before entering formal schooling due to the ample opportunities for creative expression. However, as they progress through school, their creativity often diminishes. This decline can be attributed to the constrained nature of classroom environments, where spontaneous and uninhibited expressions and thoughts receive less attention. Curiosity, wonder, imagination, and the joy of inquiry are frequently stifled in the school setting. Instead, students are expected to receive information passively from teachers, memorize it diligently, and reproduce it accurately. The more precisely they replicate what is taught, the higher their scores on report cards. Unfortunately, this rigid approach hinders the natural development of their creative talents. To foster creativity, a conducive environment that nurtures creative potential is essential.

Using arts and culture in math learning plays an important role in fostering children's creativity. These teachers themselves must be creative, as it is challenging to cultivate creative students without a creative teacher. Hence, the teaching methods employed by teachers should provide students with more flexible answers and methods. Instead, these teachers should equip students with thinking skills and attitudes that enable them to face future challenges creatively and innovatively (Simon et al., 2022). Teaching children how to learn and emphasizing the learning process is more important than merely imparting knowledge. The subject matter presented in class may not always directly apply to a child's future. However, a child who has learned how to learn will be equipped to seek relevant information when needed. The phrase "the world is my class" reflects the idea that the entire world, with all its facets, serves as a platform for human learners to expand their knowledge and competence. Seeking knowledge is not confined to the walls of a classroom. Therefore, art and culture teachers must adopt the role of facilitators, mentors, and companions who guide students through the learning process. In certain contexts, teachers and students learn together through interactions while discussing art and culture-related topics. Moreover, teaching and learning activities should extend beyond the classroom, enabling students to interact with the arts and culture environment using diverse methodologies.

Recognizing that every individual is unique and possesses their talents, art, and culture, teaching methods should accommodate the diverse learning styles of each student. Models of learning that emphasize individual characteristics and diversity, such as Problem-Based Learning (PBL), Personal Learning Plans (PLP), and Performance-Based Assessment (PBA), should be developed and implemented (Jonas, 2010). Additionally, cooperative-based learning models that enhance interpersonal competence and social skills, such as Cooperative Learning, Collaborative Learning, and Meaningful Learning, should be emphasized. The arts and culture teacher's primary responsibility is to ensure that through these developed learning mechanisms, each student can unlock their full potential and become a successful, creative individual.

Teachers play a pivotal role in shaping students' learning experiences in education (Linton et al., 2015). Regarding subjects like arts and culture, educators need to go beyond merely imparting subject matter knowledge. Instead, they should emphasize creative ways of learning that encourage active participation and exploration rather than passively accepting and reproducing information. By doing so, teachers can nurture students' creative thinking abilities and foster a deeper understanding and appreciation of the arts.

Emotional intelligence encompasses the ability to recognize, understand, and manage both one's own emotions and those of others (Bae et al., 2019; López-Faican & Jaen, 2020). Regarding creativity, emotional intelligence plays a significant role in providing a supportive and conducive environment for students to express themselves artistically. Creating an emotionally supportive classroom environment involves valuing and validating students' emotional experiences related to the arts. Teachers can encourage students to explore and express their emotions through artistic mediums, allowing them to tap into their creative potential. By acknowledging and appreciating diverse emotional responses, educators can promote emotional well-being and encourage students to embrace their unique perspectives in their artistic endeavors.

Emotional intelligence also extends to providing constructive feedback that fosters growth rather than focusing solely on mistakes. By framing feedback in a way that encourages students to reflect on their creative process and explore alternative approaches, teachers can help them develop resilience and learn from their experiences (O'Connor, 2016). This approach enhances students' emotional intelligence and nurtures their creativity by fostering a positive and supportive mindset toward artistic expression. In the context of arts and culture education, it is crucial to consider the impact of media and societal influences on students' cognitive processes. Media, such as television, newspapers, magazines, the internet, and radio, indirectly affect students' cognitive condition, making it easier to describe real and factual events rather than imagine abstract concepts (Alber et al., 2016; Marsudi et al., 2020; Sampurno, Kusumandyoko, et al., 2020). To address this, teaching materials in arts and culture should be adjusted to align with the cultural arts in the local region. By incorporating local and contextual elements into the curriculum, educators can help students relate their learning to their daily lives and foster a deeper understanding of their cultural heritage. This approach allows students to explore artistic expressions rooted in their cultural backgrounds, promoting a sense of cultural identity and appreciation for diversity.

Implementing such an approach requires a shift in the traditional approach to education, which tends to be subject-centered and focused on disseminating information. Instead, arts and culture education should adopt a multidisciplinary perspective that encourages students to understand artistic phenomena from various scientific viewpoints. Teaching materials contextual to local arts and culture can include examples of local art cases encountered in society, dilemmatic or paradoxical art problems, and simulations of art events in students' environments (Hartono et al., 2022). By connecting the arts to students' everyday lives, educators can help them grasp the practical applications of artistic concepts and provide them with many alternative problem-solving strategies that can be applied in real-life scenarios.

Emotional intelligence and cultural psychology are highly relevant to learning, arts, and cultural discussion. Fostering creativity in arts and culture education requires educators to consider and nurture students' emotional well-being, provide constructive feedback, and create a culturally responsive learning environment. By incorporating emotional intelligence principles, teachers can support students' creative expression and help them develop a positive mindset toward artistic

endeavors. Furthermore, cultural psychology emphasizes the importance of contextualizing arts and culture education, allowing students to explore their own cultural heritage and appreciate diversity. Educators can foster a deeper understanding of the arts by adopting multidisciplinary perspectives, utilizing teaching materials rooted in local arts and culture, and providing students with practical problem-solving skills. Additionally, assessment practices should promote creative thinking through open-ended questions, constructive feedback, and student involvement in self-evaluation. Teachers can sustain students' enthusiasm for creativity and artistic exploration by embracing intrinsic motivation and providing meaningful rewards

V. CONCLUSION

Characteristics of creative student teachers need to reflect a cooperative and democratic attitude, as well as have competence and interest in the learning process. On the other hand, the open class pattern with a structure that is not rigid fosters the development of children's creativity more than the traditional class. Classrooms can provide interesting visual stimuli. An art center, reading center, or other activity center allows children to experiment and explore various fields. Teaching strategies that increase creativity must pay attention to 1) giving an assessment not only by the teacher but if it involves children; 2) giving gifts that are intangible related to the activities being carried out; 3) giving children the opportunity to choose topics or learning activities to a certain extent (after the minimum requirements are reached).

Assessment methods that encourage children's creativity should incorporate certain principles. These include assignments that do not have a single correct answer, allowing for idiosyncratic responses and diverse interpretations. Emphasizing the process rather than solely focusing on results encourages students to explore and experiment. Teachers should also support students in navigating unclear or incomplete information, enabling them to develop their interpretations and connections to their observations. Striking a balance between structured and spontaneous/expressive approaches allows for a comprehensive development of creativity. Assessments that can encourage the growth of children's creativity can be carried out through: a) giving assignments that do not only have one particular correct answer, b) tolerating idiosyncratic answers, c) emphasizing process, not just results, d) encouraging students to try, to self-determine those whose information is unclear/complete, to have their interpretation related to the knowledge or events one observes, e) provide a balance between the structured and the spontaneous/expressive.

Nurturing creativity in education requires a shift in our approach, with a greater emphasis on emotional intelligence and the deliberate fostering of creative talents. By integrating these elements into teaching practices and assessment methods, educators can create an environment that supports and enhances students' creative thinking abilities, ultimately preparing them to thrive in the dynamic and interconnected world of the 21st century.

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