

Dynamics of Traditional Visual Arts Learning in Elementary Schools in the Virtual Arts Era

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ABSTRACT

The background of this article is the need to preserve traditional fine arts in line with technological developments. The purpose of this article is to present insights into the dynamics of traditional fine arts to be taught to elementary school students in the era of virtual art. The writing method uses literature study by exploring reference sources and reviewing research journals relevant to the topic. The data analysis method uses content analysis that links the content and information from reading previous research journals. The results of this article describe the content of knowledge and concepts that can be used and considered as discourse in traditional fine arts learning for elementary school students.

Keywords: education, traditional visual art, virtual art era, visual arts learning

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Introduction

Art is an important sector in the development of education and the goal of education itself. Based on the information obtained, with arts education, future generations can continue to learn to preserve cultural traditions, encourage innovation among the new generation, increase art appreciation, and support the growth of the arts and culture sector

[1]. The government is now intensifying efforts to instill cultural traditions by launching the National Curriculum, which continues to include elements of art as part of the learning. According to Pranoto et al. [2], the curriculum development carried out by the National Education is based on several perspectives and principles of the One Almighty God. It can be seen that the relationship between arts education and the views of various schools of educational philosophy, such as Perennialism, Essentialism, Progressivism, and Reconstructivism, appears to be more influential on the education curriculum development system in Indonesia [2].

Innovation in arts learning in Indonesia is inseparable from these philosophical perspectives and curriculum design. Elementary arts curricula that implement the “Kurikulum Merdeka” principles emphasize student-centered learning, creating opportunities for free thinking, creativity, and self-expression. Arts education encourages students to explore their creative potential through enjoyable and valuable activities. However, many elementary schools still struggle to implement the principles of the “Kurikulum Merdeka” in arts learning and face various challenges, such as insufficient training for arts teachers, limited learning media and facilities, poor integration of local cultural values in arts teaching, limited time allocation, and assessments that do not thoroughly prioritize students' creative processes and expressions [3]. Local cultural values include traditional arts, visual arts, music, dance, and theater/drama.

Traditional art in Indonesia is part of local wisdom that needs to be preserved for its existence for local communities as a form of expression of feelings, ideas, and creativity of a group in the form of positive symbols (beautiful and good) passed down from generation to generation, which naturally reflect the collective ideas of society or culture of a community [4]. The existence of art in the era of technological advancement not only influences the way artists or creators work but also changes people's views on works of art and their values. Digital innovation and various new media, such as digital art, interactive installations, and technology-based works, significantly change how art is viewed. Nowadays, technology is used as a creative tool to convey deeper and more complex messages about life, identity, and human experience in the digital era [5].

The challenge of education in the era of globalization is the weakening of local cultural identity among the younger generation. The influx of foreign information and culture through digital media has made children more familiar with global popular culture than their native cultures. Nevertheless, technological breakthroughs are unavoidable, and one step that can be taken is to integrate technology into traditional arts learning in Indonesia. One medium that can be used is virtual art. Virtual art is closely related to digital art or the

digitalization of art. According to Setiaji [6], digitalization has also transformed the world of art, commonly known as *digital art*. Digital artwork is a work that relies on advances in digital technology in its creation process, resulting in a digital-based art product. Creating digital art utilizes computer media at every stage, from sketching ideas to final results to exhibition presentations. Furthermore, an understanding of the virtual world is beginning to be explored to address these problems. Various kinds of software or applications that offer virtual gallery designs are popping up, from free to paid. Many super-sophisticated explorations are offered to gallery users. Virtually interested in using it [7].

The digital art phenomenon has also touched traditional and visual art. Traditional arts developing in Indonesia are beginning to experience a shift in value and function due to the influence of globalization in terms of the use and development of virtual media technology. In this millennial era, people increasingly choose instant methods to find any goal, such as facilitating information retrieval in education, health, arts, and culture [8]. According to Setiaji [9] In today's education sector, educators and students can meet and communicate virtually through the internet and digital technologies such as e-learning. This proves that many activities in the real or physical world can now be accessed and carried out through the digital world.

Traditional art in Indonesia is part of local wisdom that needs to be protected and preserved. Traditional art is important to society and must be recognized as part of the nation's heritage. Traditional values within a community take the form of oral stories, which are part of folklore and cultural heritage. Traditional art has a broader scope than just physical works of art. The manifestation of thought can be developed in physical forms that are seen or heard and in the form of thoughts or conversations formed through dialogue [10][11].

Tradition as goods results from past creations passed on to the next generation. In contrast, tradition as services is an activity carried out by the community in a particular type and way (cave paintings and wayang beber, sculpture such as temple statues and reliefs, and handicrafts such as woven cloth and ceramics). In education, art learning has changed from traditional to modern art with digitalization, so students get a quality art learning experience enhanced by technological developments [12][13]. This article discusses the dynamics of traditional fine arts learning in elementary school education units amidst the development of virtual arts. It refers to several relevant references from previous research related to the same topic.

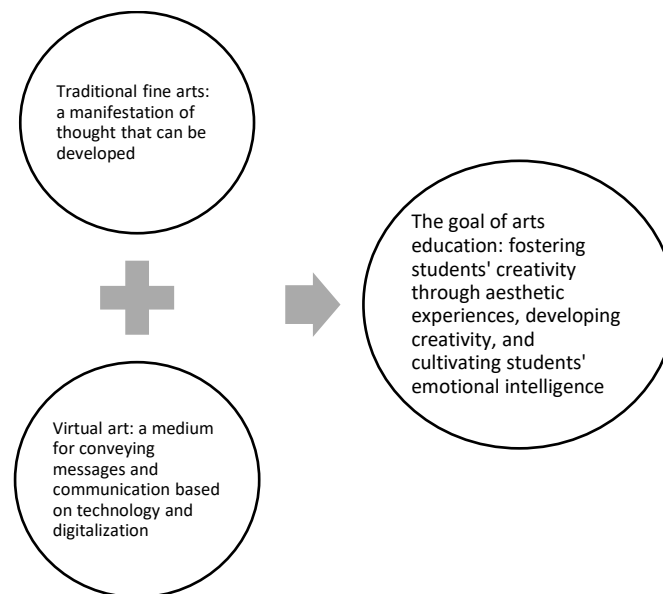


Fig. 1. The Relationship between Traditional Visual Arts and Virtual Arts with the Goals of Art Education in Elementary Schools

Methods

The writing method used involves a literature study (literature analysis or literature review), which includes various activities such as reading, taking notes, and organizing sources related to the data collection method from the library. The main activity here is assessing existing literature, which also serves as a tool for solving problems in the literature study. A thorough understanding of the topic and references is crucial to the literature study process, often referred to as a literature review [14].

Data obtained from the literature review were analyzed using content analysis. This method analyzes text from various literature sources to extract data relevant to the research objectives [15]. The analyzed data were obtained from journal articles with similar and relevant topics or themes from 2023 to 2025.

Content analysis was conducted using a descriptive qualitative approach by grouping data based on themes relevant to the research topic, namely traditional fine arts, fine arts learning in elementary schools, and the virtual era. In addition, this analysis was also carried out by examining documents to ensure the results found were valid and reliable by comparing data from various literature sources, such as journals related to fine arts learning in elementary schools, virtual arts, and traditional fine arts in the context of art education at the elementary school level [16]. The journals analyzed consisted of five articles with a writing period of 2023-2025. The analysis results are presented in table form by displaying the research sub-themes, author names, and the year of publication of the journal. The author presents a summary of the content of the journal articles reviewed.

Results

The author reviewed five articles relevant to the topic or theme of learning traditional fine arts in the virtual era, as presented in Table 1.

Table 1. A Comparative Review of the Literature on Traditional Visual Arts Learning in Elementary Schools and Virtual Arts

Ref.	Visual Art Learning in Elementary School	Traditional Visual Art	Virtual Art
Reference 1	Supporting students in honing visual skills, understanding space, and solving problems. It also enhances cultural and social aspects because it involves thinking and visual expression that can create collective understanding [17].	Visual arts are part of traditional arts, which are closely identified with local cultural wisdom [18].	Virtual art perpetuates the culture of shallowness and lack of commitment often associated with technology. It looks like a distraction, a way of avoiding the true importance of art and the human experience it can provide [19].
Reference 2	Arts education encourages the development of creativity in students at the elementary school level. Art has an introduction to fine arts through drawing and painting activities, which are a means of self-expression and a means of developing critical and imaginative thinking skills [20].	Traditional visual arts include all aspects related to the values in a particular community that are preserved and maintained in their authenticity from one generation to the next [21].	Combining art and technology, advancing the significance of computer technology, the usage of smartphones and the internet, and aesthetics that address creative engagement on a larger and more intimate level. Interactive aesthetic spaces, built for active contact with the audience and its creative participation, and dynamic aesthetic spaces, intended only for showing [the works of virtual art] as virtual objects of aesthetics, for visiting and perceiving them [22].
Reference 3	Explore and develop the potential of students to have aesthetic value. It is developing superior human resources to face competition on the global stage, specifically in the field of applied arts and visual arts, with the potential to play a very strategic role [23].	Traditional art is part of a hereditary culture that allows humans to express their sense of beauty within themselves. This results from the expression of human desire for beauty, which is always rooted in the traditions or cultural systems of the society that created and owns them [24].	From illusory representation to immersive experience, the artists and practitioners of performing arts have adopted and adapted to digital technology in their works. It has present history; readers can see how technology has become integral to modern performing art expression [25].
Reference 4	Visual arts learning can be combined with various other disciplines so that children can see the connection between art and everyday life, which can trigger interest and a desire to create [26].	Traditional arts are an inseparable part of cultural heritage. reflects the identity and values of a nation. It is one of the traditional arts with deep moral, philosophical, and spiritual values [27].	Virtual art, also known as digital art, is a form of artistic expression that is created or presented using digital technology. AR, VR, and MR create a new paradigm in a more immersive and interactive art experience [28].

Ref.	Visual Art Learning in Elementary School	Traditional Visual Art	Virtual Art
Reference 5	Art subjects teach students to be able to awaken and hone their imagination, inspiration, and creativity in expressing themselves, namely visualizing art in two-dimensional and three-dimensional forms [29].	Traditional arts is a national heritage that is quite precious. As national heritage, traditional art has enough meaning and importance for traditional and social life because It contains the value of trust. Traditions and history of a local community [30].	Virtual art is related to virtual platforms that will become elements in a network of communication systems that connect artists, artworks, and their fans. Appreciating beauty in the virtual world will provide a unique psychological effect for the appreciators [31].

Based on Table 1, the ongoing efforts to teach traditional visual arts to elementary school students require expertise or mastery of digital instruments. Traditional fine arts themes can still be taught and packaged more modernly with virtual art technology. Students are allowed to explore ideas and are introduced to the realities of life in a digital space.

The concept of virtual art by Chibalashvil & Tymofiienko [22] is a condition of artistic life wrapped in digitalization. It is closely related to using new and sophisticated media compared to previously existing technology. Media acts as a communication tool between the creator of the work of art and the art connoisseur. The communication space created has two perspectives: the process and semiotic perspectives. The process perspective is the stage of conveying a message (through visual images or objects in a work of art). In contrast, the semiotic perspective occurs when the communicator and the communicant are not in an equal position and do not have full power in controlling the media. The message conveyed does not have a fixed meaning but can have many meanings (polysemy) depending on the context of the work of art created [32]. This analysis strengthens the literature sources presented in Table 1 regarding the concept of virtual art that uses technology to convey the aesthetics, messages, and creativity of the creators of works of art, especially visual art.

Based on Kristanto's concept [11], the position of traditional art has value within a community. It takes the form of oral stories, which form part of folklore, a cultural heritage, and a symbol of a community's cultural expression. These values are depicted in objects or characters created by their creators through creative techniques and digitalization-supported ideas. Traditional art is not only a matter of value but also of techniques in creation. Some works may be created that must follow the canons so that the position of digitalization is placed on the presentation effort in the exhibition. The character in traditional

artworks manifests in the form of designs, sketches, or patterns adapted to the basic elements of art. The object's character is indeed to explain, introduce, and inform about the types of traditional art that contain elements of folklore, historical objects, and certain symbols (semiotics). Traditional artworks are created through several stages: pre-design, design, embodiment, and presentation. In the era of virtual art, the embodiment stage lies in creating designs or sketches of objects in traditional art, for example, the stylization of specific regional motifs using applications[33]. Meanwhile, the presentation stage, digitalization of traditional fine arts in the era of virtual art, lies in the packaging of virtual exhibitions.

Learning traditional fine arts in elementary schools is related to integrating local wisdom values that include creative methods in teaching traditional arts and approaches that can strengthen character education through local wisdom [34]. Traditional arts are a national identity and should be preserved and passed down [35]. Creative methods can use virtual media such as AR, VR, and MR to produce more modern and sophisticated works.

Conclusion

Virtual art can be an alternative to traditional art instruction for students. It provides material and insight into traditional art and allows for the synthesis of various art forms in a more modern and engaging way.

Limitations and Suggestions

The limitations of this article lie in its literature-based research method. It is hoped that future research on traditional visual arts and the use of technology and learning can continue to be expanded through other types of research. Suggestions for further research related to traditional visual arts and virtual arts can be carried out in more depth using qualitative research methods on traditional fine arts education in elementary school fine arts learning and broader research objects.

Conflict of Interest

The authors declare no conflict of interest.

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