



The Role of Educators and Parents in Developing Children's Appreciation of Fine Arts

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Abstract

Appreciation of fine arts involves physically observing a work, which can then be internalized, understood, enjoyed, and appreciated for its aesthetic values and artistic principles. The process of appreciation itself is often neglected, highlighting the importance of cultivating it from an early age with the support of educators and parents. In line with this, the research aims to address the following problem statements: 1) What is the essence of children's fine arts education? 2) How do children develop the ability to appreciate fine arts? 3) What role do educators and parents play in fostering children's appreciation of fine arts? This research utilizes a qualitative method to gather descriptive data from secondary sources, such as collections of books, scientific journals, e-books, and other relevant sources. The results of this research are as follows: 1) Fine arts education for children is highly important as it contributes to the holistic development of the child's personality. 2) Developing children's appreciation of fine arts in a multifaceted manner is crucial, as it enhances sensory, cognitive, attitudinal abilities, and motor skill development, thereby benefiting the child's overall life and development. 3) Collaboration between educators and parents can facilitate an appropriate approach to guide children in the process of appreciating fine arts.

Keywords: *Children's Visual Arts; Art Appreciation; Educators; And Parents*

Introduction

Discussing artistic activities may feel familiar, as we often engage in visual arts activities in our daily lives. However, we may not always realize that these activities can lead to an appreciation of art. Unconsciously, we frequently engage in inner debates when making choices, which is one-way appreciation manifests. It involves evaluation, leading to understanding and aiding us in selecting the best aspects based on our individual preferences. In everyday life, fostering an explorative attitude within ourselves encourages independence in seeking the meaning of art through experiences, discussions, and problem-solving.

Art is defined as the result of expressing human feelings and thoughts that possess an aesthetic quality. This definition emphasizes that art is the product or outcome of artistic work (M. Kristanto & Haryanto, 2014). Additionally, it is formulated that art is a human activity that creates expressive forms. This interpretation highlights that artistic activities possess uniqueness and imagination.

Meanwhile, the term "apresiasi" itself is derived from the Dutch word "appreciatie" or the English word "appreciation," which means to evaluate, understand, and appreciate. Appreciation involves fully understanding, comprehending, and recognizing the intricacies of a work of art, and becoming sensitive to its aesthetic aspects, thus being able to enjoy and evaluate the work appropriately, (Soeldarso, 2006). Generally, art appreciation is a form of self-awareness that involves evaluating a work of art through various stages of appreciation. Additionally, in more detailed terms, art appreciation entails evaluating art by first appreciating, then recognizing, valuing, and respecting a work of art, according to (Gulnara, 2020)

In the realm of visual arts, appreciation is an activity linked to the sense of sight, entailing the physical observation of a work. This observation can then be internalized, understood, enjoyed, and valued for its aesthetic values and artistic principles. It's important to acknowledge that each individual's perspective and interpretation vary, influencing their attitude toward appreciation; not everyone perceives art in the same way. Art enthusiasts, in the context of visual arts, endeavor to fully grasp and comprehend the meaning, significance, or intention behind a work. This process allows them to be deeply moved and become more attuned to its aesthetic elements. Ultimately, through the appreciation of visual arts, individuals derive inner pleasure and glean insights from their evaluation and appreciation. Through art appreciation, one gains a deeper understanding of the underlying aspects, including the intent and message conveyed by the work.

Certainly, in the development of visual arts, both in terms of artistic refinement and the appreciation process, nurturing these aspects from an early age is essential. By consistently stimulating and creating a comfortable environment for children, opportunities for their overall growth potential will be enhanced (Apopi et al., 2023). Early childhood education offers a high degree of diversity in assimilating understanding, insights, and skills, making the application of appropriate teaching models crucial (Pratama & Sari, 2023). According to (Helndri & Wullandari, 2022), children's visual arts should be reviewed gradually and continuously in accordance with contemporary contexts and future developments. With the advancement of science and technology, increasing homogeneity, and issues of equality and quality demanding equal rights for all children regardless of context, it is important to consider what children's visual arts are and how they should be approached.

The cultivation of visual arts in children will be more complete and comprehensive if their artistic activities are balanced with art appreciation activities (M. Kristanto & Haryanto, 2014). By practicing art appreciation, a child will develop good sensitivity, leading to a foundation of sensitive feelings that foster more perfect aesthetic experiences. The appreciation process in children naturally enhances intelligence, as they are trained to be attentive to the intricacies of art or the artwork itself. By instilling and nurturing an appreciation spirit in children, their inner sensitivity towards evaluation will mature, and the stages of appreciation will be based on positive and concrete values.

The discourse on the development of art appreciation shapes a more complex concept of visual arts in children, which can be directed towards sensory, cognitive, attitudinal, and motor skill development, ultimately benefiting their life and growth. Therefore, it is essential to recognize that nurturing children's visual arts should focus on more directed optimization efforts, allowing caregivers—whether parents, teachers, or mentors—to support children fully, ensuring their creativity and imagination are maximized and sustained.

Art education can be carried out through formal, non-formal, and informal learning. Formal art education can be conducted through educational institutions at various levels, including early childhood education (PAUD), kindergarten, elementary school, middle school, and high school. Non-formal art

education can be facilitated by directing children to learn through studios, organizations, or related communities outside formal education. Informal art education can take place within the family environment, allowing children to develop through interactions with their closest relatives. However, it is important to note that this fundamental nurturing process requires a mentor, as children need guidance to achieve optimal results. Educators (teachers, mentors, trainers) and parents play a crucial role in the appreciation development process. Therefore, involved parties must establish interactive and cooperative relationships to create a more optimal appreciation nurturing environment.

Children's visual arts education needs to be a focal point of interest and attention. As we know, the significance of art is highly regarded by many, so it's crucial to grasp its true essence. In this context, a fundamental aspect of the developmental process is learning to understand visual arts, viewing them from various perspectives, discerning each conveyed message, and being able to make assessments. These activities are integral to the art appreciation process. However, it's essential to deeply comprehend this appreciation process in terms of its true significance for children, ensuring that every step taken is based on justifiable grounds and guided by educators and parents. Aligned with the above description, the research questions in this study are as follows: 1) What constitutes the essence of children's visual arts education? 2) How do children develop the ability to appreciate visual arts? 3) What roles do educators and parents play in fostering children's appreciation of visual arts?

Method

When conducting research, it is advisable for a researcher to determine the steps or strategies to address a problem. Therefore, the appropriate course of action for a researcher is to choose a suitable method for the research, identify the problem to be studied, and find its resolution within a specific context. In this case, the research titled "The Role of Educators and Parents in Developing Children's Appreciation of Visual Arts" encompasses various aspects, including historical, emotional, and action-based elements, best explained through a qualitative method. This study employs a qualitative approach, which yields descriptive data in the form of written or spoken words from observed individuals and behaviors (Sulgiyono, 2017).

The data sources for this research are gathered from a collection of textbooks, scientific journals, e-books, and other relevant sources (Nazir, 2014). The literature used discusses the role of educators and parents in developing children's appreciation of visual arts. The data obtained involves reading, reviewing, understanding, studying, and noting literature related to the issues discussed in this research.

Results and Discussion

The Essence of Children's Visual Arts Education

Art is the result of expressing human feelings and thoughts that possess beauty. In this definition, art emphasizes that it is a product or outcome of artistic work (M. Kristanto & Haryanto, 2014). Additionally, it is stated that art is a human activity that creates expressive forms. This can be interpreted to mean that artistic activities offer several imaginative and unique advantages.

According to Nooryan Bahari (Bahari, 2017), visual arts are a form of human creation that can be perceived through the sense of sight and are broadly divided into two categories: fine arts and applied arts. Fine arts prioritize aesthetic value over practical purposes and include painting, sculpture, and printmaking, which do not directly pertain to everyday life. In contrast, applied arts serve functional purposes while also carrying aesthetic value, such as interior design, textile design, graphic design, visual communication design, and industrial product design.

Another opinion by (Soeldarso, 2006), suggests that art is part of culture, encompassing its conceptual aspects (conceptual art), the execution of these concepts (happening art), and the results of these processes (the art). Generally, the understanding of art leans more towards the concept of "the art," as it encompasses the outcomes of artistic activities and includes unique ideas that foster originality in an artist. From the above descriptions, it can be concluded that art is a human creation expressing emotions, feelings, and thoughts, perceived through the senses of sight and touch, resulting in original works.

Art education is a form of creativity development and essentially an effort to develop an individual's personality, encompassing functions of the psyche such as imagination, sensitivity, creativity, and expression (M. Kristanto & Haryanto, 2014). Meanwhile, according to (Prayoga & Sulnaryo, 2024), art education is a conscious effort to prepare students through guidance, learning, or training activities to master the ability to create. Through art, we can educate and nurture an individual's creativity, thus art can be used as an educational tool. The presence of visual arts education can raise awareness, enable self-actualization, and develop imagination in the field of art.

The development of art education was initially proposed by essentialists, who fundamentally believed that art should be considered a necessary subject or discipline that is crucial to be conveyed to individuals or society (A. Kristanto, 2017). Art education aligns with the view of education as a process of enculturation, aimed at passing down or instilling cultural values across generations. It is important to understand that art education is very significant as it plays a role that can be observed at every educational level. Thus, when education is conducted through art (education with art), individuals begin to understand the meaning of the creative process and its outcomes.

Certainly, in art education, it is essential to start its development from childhood, as this period is crucial when properly nurtured. Children's visual arts education revolves around fostering personality development. This developmental process can enhance both logical and emotional abilities, through activities such as creating, expressing, appreciating, and simply exploring to produce complete works of art. Within the realm of education, visual arts teach cognitive factors, which involve understanding various aspects of art, affective factors that inspire appreciation and sensitivity, and psychomotor factors that train imagination and skills in creating art using media and techniques suitable for children's abilities. Visual arts education for children emphasizes the ability to comprehend objects comprehensively and in detail, which is a facet of visual intelligence. This process encompasses stages of observation, understanding, imagination, and appreciation (Kiraniawati et al., 2024) The inclusion of visual arts in education fosters experiences that can lead to new and innovative creations, thereby bolstering self-confidence (Salam, 2001).

(Richard J Delasy, 2004), stated that the importance of art experiences in children's development is nearly undeniable, as it is a universally shared experience. For children, engaging in visual arts entails more than just producing artwork; it involves using various means to communicate their inner meanings and intentions. Aspects that require attention in children's visual arts education include uniqueness, complexity, productivity, group awareness, and creativity, thereby allowing art education to enrich their creative development. The objective of imparting visual arts skills to a child is to enhance their ability to express their thoughts and feelings about themselves and their environment. According to (Pamadhi & Sulkardi, 2018), children's visual arts education offers various benefits, including: 1) Art as a medium for play, 2) Art as a medium for communication, 3) Art as an expression of activities, 4) Art for conveying ideas, thoughts, and dreams.

From the aforementioned descriptions, it can be concluded that children's visual arts education is crucial as it nurtures their overall personality, enhancing their physical motor skills, cognition, language, social skills, emotional development, and independence, thereby fostering various forms of creativity. When the spirit of creativity is nurtured from an early age, it naturally facilitates developmental processes and strengthens the inherent values that may not have been previously refined in the child.

The Importance of Children's Visual Arts Appreciation

In artistic endeavors, engaging in art appreciation is crucial, as it constitutes the most fundamental aspect of artistic understanding. Appreciation involves comprehending and assessing the characteristics of an object that forms a work of art, determining whether it merits admiration or not. However, this assessment is subjective, as each individual's systematic evaluation varies (Rondhi, 2017a). Art appreciation entails understanding, comprehending, assessing, and appropriately valuing art studies. It entails enjoying art on a deeper level, recognizing its value at a certain level or higher. Appreciation serves as the foundation for individuals who possess insight into exploring higher realms of value, enabling them to perceive and recognize values accurately and respond wisely with certain principles, as stated by Delrlan in (Sobandi, 2008). Thus, it is important to understand that the appreciation process goes beyond forming judgments, as values raise awareness that the excellence of value is not quantifiable by a single digit but is meaningful, with the perceived work being far more important (Seltiawan et al., 2021). The presence of art appreciation fosters a process of appreciation, enjoyment, observation, and recognition of artworks (Gulnara, 2020). Engaging in art appreciation activities involves enthusiasts appreciating artworks to acknowledge the results of artistic endeavors (Rondhi, 2017).

The growth of visual arts appreciation necessitates a process of appreciation, involving communication related to visual language with its own system (Md Noor & Khairani, 2019). Visual arts appreciation involves understanding, recognizing, and providing an aesthetic response in the form of judgment and appreciation towards visual artworks (Tarsa, 2016). In visual arts appreciation activities, the primary motivation arising from experiencing artwork is the desire to seek aesthetic experiences (Antosa, 2014). Hence, it is essential to realize that visual arts shape the appreciation process and vice versa, as this aspect is the vital peak where artistic activities come to life.

Early childhood is a crucial developmental stage for children as it is the process of shaping their personalities, which influences their experiences later on (Rohamah et al., 2021). Therefore, the process of enhancing appreciation can be initiated early on through simple activities such as observing and evaluating their own creations or exemplary works. This involves observation, emotional engagement, and discussions based on interesting elements of a piece. Moreover, by granting children the freedom to explore further in the appreciation process, such as determining their preferred concepts, required media, and preferred standards of value, it becomes a multitask value for them. Additionally, the development of art appreciation should prioritize practical aspects rather than theory alone. Children can be guided and nurtured in discussing their own works as well as the works of others, allowing for a deeper engagement in the process of art appreciation activities.

In developing sensitivity and perceptual abilities as well as sensory skills in children, a supportive integration is needed to enhance their development and artistic experiences. The development of perceptual abilities, where children are required to refine and process their inner selves to stimulate substitution thinking or enable reaching a goal in various ways, allows for a variety of perspectives to emerge in individual interactions with the environment. A child's experience of art appreciation is a psychological matter that needs to be discussed in relation to aesthetics. Courage in creating and continuing what a child has produced can already be considered good, as the stages in the process of appreciation prove to be time-consuming. The more frequent the appreciation, the more the child's sensitivity to aesthetics (beauty) will naturally be trained (Hulsein, 2017). This raises the question of how a child can respond to and understand a work through observation and eventually form an assessment. A child who receives praise for a work is indirectly assisted in achieving aesthetic praise (beauty), which is a collaboration between subjective attitudes and the ability to create a perception or opinion complexly needs to be understood fundamentally as an aesthetic experience is a result of the interaction process between the artwork and its audience. The interaction process will not occur without supportive situations and conditions so that the process of capturing the values of art appreciation can be intellectually and emotionally understood (Bahari, 2017). In the process of appreciation carried out from an early age, it is

certainly not easy, but children need to learn and habituate themselves to conditions and environments that support them to learn about the process of art appreciation so that they can gradually understand it deeply. The existence of appreciation activities for children is also expected to understand the values inherent in their cultural heritage, thus stimulating the soul, morals, and personality to instill values in daily life (Ayul, 2019). From the discussion above, we can understand that the development of art appreciation in children needs to be done more comprehensively so that it can be directed towards sensory, cognitive, and attitudinal development, as well as the development of motor skills, which will be beneficial in their lives and development.

The Role of Educators and Parents in Fostering Children's Appreciation

In every learning process, interaction between educators and learners is essential. Through learning, learners gain a multitude of experiences, insights, assistance, skills, and attitudes. In the learning process itself, someone who can serve as a reference point is needed, hence an educator, teacher, mentor, or guide plays a crucial role in the learning process. An educator is expected to provide guidance, stimuli, motivation, education in the developmental and growth process of children; thus, an educator must understand the importance of their role in child development counseling (Mawarni Pulnemasari & Na'imah, 2020). Educators become surrogate parents during the learning process outside of informal education. According to (Kiki Yelstiani & Zahwa, 2020), educators themselves play significant roles in the learning process, including: a) Educators as a source of learning, b) Educators as teachers, c) Educators as facilitators, d) Educators as guides, e) Educators as demonstrators, f) Educators as managers, g) Educators as advisors, h) Educators as innovators, i) Educators as motivators, j) Educators as trainers, k) Educators as evaluators. It can be understood how crucial the role of educators (teachers, trainers, mentors) is in the learning process, including in the development of ongoing activities such as art appreciation activities. In the process of art appreciation activities, the role of educators is necessary in cultivating appreciation for beauty and understanding through a piece of artwork. The stages of art appreciation must be accompanied, starting from observation, understanding the work, followed by assessment and evaluation, until the observer can provide criticism or suggestions in the final stage. With optimal guidance provided by educators, art appreciation activities can run smoothly, allowing learners to maturely appreciate a piece of artwork.

The presence of educators in the process of art appreciation greatly influences children because educators can boost self-confidence, stimulate students to be more creative and innovative, shape competitive and supportive attitudes. The steps educators take to instill appreciation in students can be done by: a) Introducing and teaching art to children from an early age, b) Creating a supportive environment (creative and innovative) by providing real examples of appreciation for various artworks, c) Through quality learning, educators can relate art to everyday life, d) Educators should familiarize students with artworks, e) Stimulating students through discussions and reflections on art appreciation, f) Encouraging students to express themselves creatively to generate ideas and express feelings. With the assistance of active educators, mentors, and coaches, there will be a positive impact on the development of art appreciation, especially visual arts for children. Education will lay a strong foundation in the development of art, especially visual arts for children. It is essential to understand that the role of an educator is crucial in the process of art appreciation activities to foster a love for continuous learning.

In addition to the role of educators, the learning process must be supported by the role of parents so that the burden of learning is not solely on teachers, mentors, or coaches. Education outside the family environment does not mean that parents have no responsibility in their child's learning process; it is based on the limitations of knowledge and insights they possess because knowledge continues to evolve and upgrade over time (Ulmar, 2015). The role of parents is one of the external factors that can influence the learning process of students, as they can motivate learning through their role (Sari, 2017). Parents are the primary foundation in developing all the potential within their child. Parents are the ones who best understand the characteristics of their child. In addition to recognizing abilities as positive values, parents

also understand the weaknesses in their child, so parents are expected to be more sensitive, attentive, and caring in responding to their child's development and fostering their potential.

The potential of a child is a significant investment for parents where it needs to be nurtured from an early age. The role of parents is crucial as educators, motivators, facilitators, and role models for children. This is aimed at ensuring the child's proper development. The role of parents or caregivers in the emotional and environmental intelligence development is highly influential. It can be said that the role of parents is the primary key to all forms of child development and enhances the likelihood of the child having social competence. Daily activities in life are undoubtedly better understood by parents, thus it cannot be denied that the child's first teacher is the parent.

The role of parents in the development of artistic appreciation is highly essential, especially when the development starts from an early age. This is because aspects of artistic appreciation are often encountered in daily life, particularly within the family environment. It is within the family where early education begins, and the most dominant teaching and parenting patterns are found. Parents play a significant role in the process of artistic appreciation activities. For example, children are asked to choose items they like, give judgments on their choices, comment on certain items; these small activities can be considered as appreciation activities. Children begin to observe objects, internalize and interpret them, give judgments, and evaluate them until they can express their opinions by providing criticism. Although we understand that a child's criticism is not as specific as that of an adult, they usually can express whether something is good, bad, or average, based on their observations. The assessments given by a child certainly require maximum support, and parents must play a role in the development process. The steps or roles of parents in the process of developing artistic appreciation in children include: 1) Providing motivation, 2) Giving praise, 3) Providing a special space, 4) Communicating and discussing with the child, 5) Listening to the child's opinions, 6) Interacting with the child.

From the description above, can we understand that the family is the birthplace and the beginning of the learning process, while schools/studios/organizations are spaces where children can develop through education taught in accordance with existing culture and methods. An educational process that relies solely on all forms of learning deemed correct by educators is indoctrination, which can result in cognitive rigidity among learners, thereby hindering relative development and obstructing higher-level thinking (Sulpriyanto, 2016). Therefore, parents have a primary role in child development, especially in implementing formal and non-formal education. Parents are expected not only to accompany their children to school but also, more importantly, cooperation between parents and educators is crucial in the learning process. Active communication between educators and parents is essential so that the learning process can be maximized. Whether the child is at home or in the educational environment directly, it is hoped that they can cooperate with each other (Tull & Sulgito, 2022). Communication between educators and parents regarding the delivery of information in order to find common ground is necessary (Roykhan et al., 2022).

Active and positive collaboration between parents and educators will undoubtedly ensure the success and adaptation of the educational program developed by the school (Sulkiman, 2016). The success of this learning process largely depends on how the child's environment supports and assists them; both educators and parents play crucial roles in helping children learn about well-being more effectively (Ningsih, 2024). Regarding collaboration, it usually involves task allocation, where each person has different responsibilities according to their job description to achieve goals. In the process of educating a child, parents cannot always assist with the child's complaints, especially due to limitations in time, knowledge, energy, and inadequate facilities. Therefore, the role of educators is needed in continuing education within the family environment. As for the parents' role in the development of appreciation during their time at home, for example, linking the stages of appreciation with daily activities, fostering communication to make the child more open in this appreciation process, maintaining motivation, and providing full support in decision-making. Once the parents' tasks are fulfilled at home,

the role of educators is needed during formal and non-formal activities, such as highlighting the meaning of this appreciation itself, methods, techniques, and innovations that may be better understood by an educator based on their educational background. Additionally, things that may need to be considered during this collaboration process to ensure the optimal development of appreciation include:

1. Communication between Parents and Educators Is Essential

The existence of communication between parents and educators is crucial because it is the key to helping successful learning experiences that can have a positive impact on a child's development. The importance of strong communication collaboration between both parties is to overcome factors that hinder the learning process. Furthermore, good communication between educators and parents enables them to understand the behavior of students both at school and at home.

2. Two-way Feedback

Two-way feedback is necessary to create harmonious feedback. If parents build full trust in educators, educators will also strive for the achievement of goals. In the development process of appreciation in children, much assistance is needed from both parents and teachers to maximize a child's development. This appreciation activity process brings great hope from parents, thus formal and non-formal education is expected to be responsive and continue progress and changes for the better.

3. Voluntarism

For example, in formal and non-formal education, several activities are held, so educators (teachers, mentors, coaches) provide opportunities for parents to volunteer and participate in the preparation process for these activities, such as preparing works to be exhibited, assisting in activity preparation, and participating in discussions in the appreciation process with children. With this cooperation, communication can be established, and cooperation can be built well.

4. Conducting Visual Arts Workshop Activities

In the learning process, it is not just theory given to children, but real action is also needed in the context of appreciation development. One activity that supports the development of appreciation is participating in workshops. Usually, parents will gain insight and learning through workshops, and many of the materials provided during the workshop are beneficial and applicable to children.

5. Participatory

By involving educators and parents in various activities, improvements in the development of appreciation in children can be made. For example, educators assign tasks that require parental assistance, indirectly involving parents to work together with children. Participants not only perform tasks in planning but also contribute to utilizing and enjoying the results. Participants are needed because they are part of the joint effort between educators, students, and parents repeatedly to achieve common goals.

In developing collaboration from both sides, an educator certainly appreciates parents who are always willing to engage and collaborate in the learning process both at home and at school, making the desired goals easier to achieve (Pulnana sari et al., 2022). The collaboration between educators and parents is not intended to educate children to become art experts but to provide opportunities for children to develop their natural expressive instincts in a guided manner. Thus, the collaboration between educators and parents can facilitate the appropriate approach in accompanying children in this appreciation activity process.

Conclusion

Conclusion Based on the research and discussion in accordance with the formulated problem, it can be concluded that children's visual arts education is a concept of education involved in the holistic

development of children's personalities. The developmental process can enhance logical and emotional abilities in line with activities of creating, expressing, appreciating, and exploring simple artistic creations. Children's visual arts education is crucial as it develops the overall personality of children by enhancing physical motor skills, cognitive abilities, language skills, social skills, emotional skills, and independence, thus enabling the emergence of creativity. When the soul of creativity has been nurtured since early age, it will certainly facilitate the artistic process, especially in shaping values in children that have not been honed before. Then, in the field of visual arts, it will be more comprehensive when complemented by the process of art appreciation. The process of art appreciation itself is the most fundamental form often encountered in daily activities. However, even though this appreciation activity is not uncommon, this process needs to be nurtured as early as possible. In the process of appreciation carried out from an early age, it is certainly not easy, but children need to learn and get accustomed (*habitus*) to the conditions and environment that require children to be sensitive to the process of art appreciation so that they can gradually understand it deeply. The development of visual art appreciation in children must be done in a more complex manner so that it can be directed towards sensory abilities, cognitive abilities, attitudes, and motor skill development, which will be beneficial in the child's life and development. And finally, it should be acknowledged that the most fundamental process of nurturing visual arts, stemming from appreciation activities, requires a guiding figure, wherein children need direction for optimal results. Educators (teachers, mentors, coaches) and parents play a crucial role in fostering appreciation. Collaboration between educators and parents is highly necessary as it concerns the development necessary for the appreciation process in children. The guidance from educators and parents is not intended to make children experts in art but to provide opportunities for children to develop their natural expressive instincts in a guided manner. Thus, the collaboration between educators and parents can facilitate the appropriate approach in guiding children through the process of visual arts appreciation activities. As for the writer's suggestions in this study, it is hoped that the role of educators and parents can always collaborate in enhancing children's appreciation of visual arts. Good communication, two-way feedback, voluntarism, workshop activities, and participatory approaches involving educators and parents will undoubtedly bring about changes in the development of children's appreciation of visual arts. When the collaboration can succeed, surely the desired goals of both parents and educators will be achieved. Therefore, in essence, the role of educators and parents is highly needed for mutual sustainability.

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