

DEFINING AN UNDERSTANDING OF ART ISSUES FROM A CROSS-CULTURAL TEACHING PERSPECTIVE

Muhamad Firdaus Ramli

Faculty of Arts, Sustainable and Creative Industries
Sultan Idris Education University
35900 Tanjong Malim, Perak, Malaysia

firdaus.ramli@fskik.upsi.edu.my

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ABSTRACT

Articles placement on session of Vol. 11 No. 1, (2023): *KUPAS SENI: Jurnal Seni Dan Pendidikan Seni* is composed from the seven (7) institutions are within Malaysia. Among the authors are from Maahad Tahfiz Al-Quran Terengganu, Kompleks Pengajian Al-Quran Terengganu, Kampus Padang Midin, 21400 Marang, Terengganu, Malaysia. Secondly (2), Sekolah Menengah Kebangsaan Lutong, Jalan Pantai, 98100 Lutong, Miri, Sarawak, Malaysia. The third (3) is from the Fakulti Seni, Kelestarian dan Industri Kreatif, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, Malaysia. The fourth (4) from SMK Penanti, Kubang Semang, Pulau Pinang, Malaysia. The fifth (5) from Sekolah Menengah Kebangsaan Bingkor Peti Surat 115, 89007, Keningau, Sabah, Malaysia. The sixth (6) is from the Fakulti Psikologi dan Pendidikan, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia. The final institution is from the Fakulti Perubatan dan Sains Kesihatan, Universiti Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia.

Keyword: calligraphy, Storybooks, instruments, pictorial application, Flashcards, gadget content

BACKGROUND

The article that was specified and meet for Vol. 11 No. 1, (2023) represents six (6) study topics namely as the Color Elements in Arabic Calligraphy by Mohd Abidin (2023). The second (2) article is Integration of Art in English Teaching Through Storybooks to Readers by Douglas (2023). The third (3) article is mentioned to the Validity and Reliability of a Needs Analysis Questionnaire Instrument for The Development of DiD-Art Applications for Drawing Art in Secondary Schools by Salleh, Khairani and Mohd Rafee (2023). The fourth (4) article is Contribution of Pictorial Application in Enhancing Primary School Students' Writing Skills by Abd Ghani (2023). The fifth (5) article is Challenges faced from Enhancing ESL Vocabulary Acquisition with Flashcards and Arts Integration by Patera Podoroh (2023). The sixth (6) article The Influence of the Use of Gadget Content Types on Children's Problematic Behavior: A Conceptual Framework by Lagga, Mohamed and Kiong (2023)

ARTICLE DISTRIBUTION

Mohd Abidin (2023) have shared that the article aims to discuss colour as a fundamental element in the production of a work of art as the purpose of using each colour carries a different meaning. Since ancient times, Arabic calligraphy or khat is often known for its use of black and white colour. This study aims to see how much change can be brought about by applying

colour elements to the art of calligraphy by Islamic artists and creators. The method used to obtain research information is from authoritative sources of journal articles and websites as well as online libraries. The results of the study found that the colourful artwork of Arabic calligraphy has attracted the interest of art lovers from all walks of life. This shows that with a bit of a touch of colour, an artist is able to produce the greatest work.

In addition, Douglas (2023) have experienced studies about an overview of the integration of art in English teaching through storybooks to readers in an ESL classroom. It encompasses the definition of storybooks, their purpose in teaching English, the issues associated with their use, the implementation strategies for incorporating storybooks into English instruction, and the significance of storybooks for both teachers and readers. The integration of art into English teaching through storybooks offers a valuable approach to engaging readers in ESL classrooms. While there may be challenges to using storybooks, implementing appropriate strategies can address these issues. By leveraging the power of storybooks, teachers can enhance language learning outcomes and create a positive and inspiring learning environment for their readers.

Moreover, Salleh et. al (2023) shared the focus on examining the validity and reliability of the instrument to evaluate the questionnaire used in the study. The questionnaire instrument that was built was adapted from a preceding study. Each item is modified according to the suitability of this study which is to evaluate the development needs of the DiD-Art application for the Drawing Art topic in secondary schools. Face validity and content validity are determined through the distribution of questionnaires distributed to experts. Five experts were involved in giving feedback on the items developed from the aspects of word, language and sentence selection and verifying each domain of the content developed. The research instrument was evaluated by five experts and a pilot study was conducted on 20 Visual Arts Education teachers. The Statistical Package for Social Science (SPSS) version 26.0 software was used to find Cronbach's alpha reliability coefficient values for each item. Findings show that Cronbach's alpha coefficient value is at $\alpha = .976$. This shows that all the items built have gone through the measurement phase, have a high-reliability value and are suitable for use as a measurement tool in assessing the development needs of the application to be developed.

Therefore, Abd Ghani (2023) have experienced the employment of pictorial applications as a tool to improve the writing abilities of primary school students is examined in this article. A fundamental ability that is essential to a student's academic development is writing. Students can express their ideas, show that they grasp concepts, and engage in critical analysis through writing. Many young students have trouble writing their ideas down clearly, which could affect their overall academic growth. The purpose of this study is to determine whether including visual elements in writing can help students in primary school express themselves more clearly and creatively while also increasing their understanding of the material.

Subsequently, Patera Podoroh (2023) have shared the work explores the use of flashcards as an effective tool for vocabulary acquisition, with a specific focus on the integration of visual arts. The effectiveness of flashcards in facilitating vocabulary learning is highlighted, emphasizing their simplicity, interactivity, and customizability to individual needs. The benefits of flashcards include promoting active retrieval practice, enhancing memory retention, and supporting systematic vocabulary practice. Additionally, their portability enables learners to incorporate vocabulary learning into their daily routines. The integration of visual arts into flashcards is discussed as an additional technique to enhance contextual understanding and memory retrieval. Several studies conducted in and outside Malaysia are cited to support the effectiveness of flashcards and visual arts integration in vocabulary learning. Overall, this literature writing underscores the value of flashcards and their potential to enhance vocabulary acquisition in language learning settings.

Besides, Lagga et. al (2023) have shared that the development of the Fourth Industrial Revolution and the emergence of the COVID-19 pandemic have accelerated the world's move towards digitalization. This has resulted in the normalization of the use of learning content, social media, games and entertainment, which can lead to abnormal behaviour among children. Although previous studies have discussed these issues, researchers believe that contextual factors, such as family and individual characteristics, might be a significant simplification of these issues. Parental intervention is seen as effective in helping children interact with technology. Meanwhile, the differing needs and choices in the usage of content types between boys and girls may also be a crucial factor. Therefore, this study aims to provide a conceptual framework to identify the influence of gadget content types on children's problematic behaviour and to determine the extent to which parental mediation and child gender mediate this relationship. This could serve as a roadmap in shaping an appropriate approach to integrating the education system towards digitalization. Furthermore, the idea of a conceptual framework is considered to have its own value for future studies.

CONCLUSION

Mohd Abidin (2023) believe that various colour elements are widely used to make it easier for people to communicate in order to reach an agreement through the reading of the colour system. The value found in the use of colour elements can not only be understood and then used effectively, but human perception of colour is better for him to see with the naked eye. The role of colour in the objects we see and use every day makes everyday tasks easier. However, this advantage cannot be fully used by humans, especially for those who suffer from colour blindness or are only able to see one colour. Arabic calligraphy art is also used as a medium of worship and da'wah aimed at glorifying the name of Allah and as an inspiration to the public towards Islam.

According to Douglas (2023) have shown that integrating art in English teaching through storybooks provides an engaging approach for ESL classrooms. Storybooks, with their combination of written text and visual imagery, serve multiple purposes, including facilitating language acquisition, developing vocabulary and comprehension skills, promoting cultural awareness, and fostering a love of literature. While there may be challenges such as the limited availability of suitable storybooks, linguistic complexity, and potential mismatches with reader interests, implementing effective strategies can address these issues. Teachers can select age-appropriate and culturally relevant storybooks, pre-teach vocabulary, use interactive reading techniques, incorporate related art activities, and encourage reader participation. Storybooks hold significance for both teachers and readers. They offer valuable resources for teaching language skills and promoting cultural understanding. Additionally, storybooks inspire creativity, foster empathy, and enhance social-emotional development. By integrating art and language, readers engage in enjoyable language learning experiences that develop critical thinking, creativity, and linguistic abilities. In conclusion, integrating art through storybooks enriches ESL classrooms, captivating readers' interest, enhancing language acquisition, and cultivating a strong foundation for their academic and personal growth.

On the other hand, Salleh et. al (2023) measure the validity and reliability of the items developed in the questionnaire instrument to analyze the need for the development of the DiD-Art application for the art of painting in the teaching of PSV in secondary schools. The researcher's understanding of the validity of the instrument is very important to ensure that a measurement tool is suitable. The face and content validation process involves experts in the fields involved. The experts involved gave suggestions and comments on the questionnaire instrument adapted from previous studies. The researcher carried out the process of modifying

the structure of the statement, using appropriate phrases, reducing items and adding items based on the findings from the comments of the expert panel. This is done to ensure that the instrument developed is defensible, accurate, appropriate, meaningful and usable. The analysis of the reliability test in this pilot study obtained a value of Cronbach's alpha coefficient of 0.976 which is an excellent level. This shows that the instrument developed is able to measure and can be used in the analysis of the needs of application development for PSV teaching.

Furthermore, Abd Ghani (2023) conclude the application of pictorials is indeed beneficial for teachers in enhancing primary school students' writing skills. By incorporating visual elements, teachers can provide students with visual prompts and references that stimulate their imagination and inspire their writing. Pictorials serve as a starting point for students, helping them generate ideas and develop their descriptive abilities. They also encourage students to think critically and analytically, as they analyze and interpret visual content in relation to their writing tasks. Furthermore, pictorial application facilitates engagement and active participation, as students are more likely to be motivated and interested in writing when visual aids are involved. In general, the incorporation of visuals assists educators in cultivating imagination, enhancing descriptive abilities, and fostering overall writing proficiency in elementary school students.

In addition, Patera Podoroh (2023) have stressed the cooperation from Combining flashcards with art integration offers a powerful approach to enhance vocabulary learning. Flashcards actively engage learners and assist them in recognizing, remembering, and understanding new words. Art integration, with its incorporation of visual elements and creativity, strengthens the connections in learners' minds, deepens their understanding, and maintains their engagement. Studies conducted in and outside Malaysia have supported the effectiveness of using flashcards and art integration for vocabulary acquisition, demonstrating improved comprehension, memory retention, and active learning. Educators can benefit from incorporating these techniques to create dynamic and interactive learning experiences. Further research should explore different art integration methods, their impact on diverse learner profiles, and their long-term effects on vocabulary development. By utilizing visual, interactive, and creative approaches, educators can promote meaningful vocabulary learning and enhance language skills.

Nevertheless, Lagga, Mohamed and Kiong (2023) shared the impression of the conceptual framework of this study tries to provide an understanding of the influence of the use of gadget content on children's problematic behaviour. Previous studies have shown the importance of exploring the use of different types of content and how children's behaviour is affected. Evidence from these studies shows that the use of gadget content contributes to children's behavioural changes. However, much of the literature has paid little attention to the ability of moderators to be tested for this association. Indeed, researchers feel that parental mediation and child gender are likely to be important moderators in moderating the relationship between the use of learning content types, social media, games, and entertainment and children's problem behaviours. According to the literature, the use of gadget content among children can be controlled through parental mediation strategies applied to them. Indirectly it can reduce the risk of problematic child behavior. In fact, the four strategies (active sharing, interaction restrictions, technical restrictions, and monitoring) implemented by parents have no effect on children's behavioural well-being. In addition, the difference in usage patterns associated between boys and girls can be distinguished through the selection tendency of the type of gadget content used. This gives the impression that its influence on them can be determined through individual characteristics, namely gender. Therefore, this study seeks and intends to explore whether the mediation of parent's and children's gender can moderate the influence of the use of gadget content types on children's problematic behaviour. Of course, the new findings to be discussed in this study are valuable. Especially when MoE is expected

to empower digital education as a whole in the Malaysian education system. In line with that, the study is important and beneficial in contributing scientific information to deal with the issues faced by students in this age of digitization firmly in line with the intended implementation of digital education. In the meantime, the influence of the use of gadget content on children's problematic behaviour can be used as a guide by guidance and counselling teachers in schools to implement interventions, especially in the aspect of preventive approaches. Furthermore, it is able to provide scientific information to the community, especially parents, to provide guidance in helping children adapt well to the use of technology. Finally, this study can contribute to the literature on the understanding of the relationship between the use of gadget content types and children's problematic behaviour in the Malaysian context.

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