

Visual Culture-Based Learning for K-2 Children in Bandung: A Relevant Implementation Study

Mohamad Helmi Ismail¹, Nurul Hidayah², Ririn Despriliani³

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; helmiismail@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; nurulhidayah@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; ririndespriliani@upi.edu

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ABSTRACT

Early Childhood Education (ECE) often lacks integration of visual arts, which are critical for fostering holistic development and promoting children's engagement as active citizens in their communities. This study addresses the relevance of a visual arts-based learning model in kindergarten education. Employing a descriptive case study with an embedded single-case design, the study examines the integration of visual culture in the curriculum of a second-grade kindergarten class. Grounded analysis and pattern matching techniques were utilized to assess the learning model's relevance. The findings indicate that the visual culture-based learning model aligns with the developmental needs of K-2 students, addressing both cognitive and socio-emotional growth. The model facilitates an inclusive approach that enhances the overall kindergarten learning experience. The theoretical model developed through this study provides foundational insights for further research in the underexplored area of visual arts in ECE. It challenges traditional views that often regard visual arts-based learning as problematic at this level, offering a reconceptualization that aligns with children's developmental needs. This research underscores the necessity of integrating visual arts into kindergarten education, providing an empirical basis for future studies and reconsidering current pedagogical practices. The constructed model serves as both a practical framework and a theoretical contribution to early childhood education literature.

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Corresponding Author:

Mohamad Helmi Ismail

Universitas Pendidikan Indonesia, Bandung, Indonesia; helmiismail@upi.edu

1. INTRODUCTION

This study explores the relevance of visual culture-based learning for K-2 children in Bandung, focusing on the integration of theoretical constructs from Quantum Learning, Visual Culture Arts Education, Art and Cognition, Culturally Relevant Pedagogy, and Creative Cognition. The inquiry aims to address challenges in kindergarten education, particularly those related to fostering children's creative behaviors and visual symbolization skills, which are critical to visual arts-based learning. These

objectives gain significance in the context of contemporary global digitalization, which perpetuates materialistic values shaped by global trends. For instance, Yang (2023) highlights how certain advertisements normalize violence against women by portraying it as a sign of masculinity, while McNaught (2021) and Mehta and Bharadwaj (2021) discuss the targeting of children in consumer advertising. These advertisements convey visual codes and messages that influence societal perceptions of beauty, intelligence, and popularity.

This phenomenon aligns with Kracauer's (1995) concept of "mass ornament," which celebrates a spectacle detached from reality, as further examined by Garoian and Gaudelius (2004) and Ismail et al. (2023). Baudrillard's theories (Firat et al., 2013; Ismail et al., 2023) on consumerism suggest that individuals are often drawn into these spectacles, using consumption as a signifier of social status and personal identity. Such conditions highlight the urgency of addressing the pervasive influence of visual culture on young learners and underscore the importance of designing visual arts-based learning approaches that counter these tendencies by promoting critical and creative engagement with visual messages.

An increasing number of individuals are pursuing socially constructed images, which, over time, shape specific habits and systems of social interaction. This phenomenon can lead to the establishment of new forms of discrimination through collective agreements that validate certain images and behaviors. In Indonesia, these trends have reached a critical point, as evidenced by the rising prevalence of bullying among schoolchildren. According to UNICEF (2020), 40% of 15-year-old teenagers in Indonesia have experienced bullying. Utami (2019) reports that UNICEF representatives on Java Island highlight Jogjakarta as having particularly high rates of bullying, affecting 20% of children and adolescents in the region. Dewi (2020) notes that bullying perpetrators often derive satisfaction from exerting control over their peers, gaining recognition as powerful figures. Similarly, studies by Raguindin (2020), Kennedy (2018), and Valenzuela-Zambrano et al. (2016) reveal that in the Philippines, children who differ from their classmates are frequently targeted for bullying and ridicule. These conditions place children in a vulnerable state, as social networks play a significant role in shaping their perceptions, behaviors, and values through peer interactions (Supsakova, 2020). This underscores the urgency of addressing bullying as a pervasive issue deeply rooted in social and cultural dynamics.

The various forms of spectacle celebrations that make up a series of spectacle productions will provide the children with behavioral references that celebrate cultural stereotypes, and materialistic, nihilistic, and unhealthy creative behaviors. More importantly, the teachers seemingly do not have a reliable reference model to provide a good cultural foundation within a student-centered learning system, which allows the cultivation of good values in children's creativity and visual arts activities. Those problems reduce the role of art in ECE (Early Childhood Education), which should be able to provide greater benefits, as mentioned by Terreni (2016), where arts is considered as one of the best means to encourage children's creativity, which includes social aspects, emotions, environmental recognition, and social justice. Similar problems were also stated by Lindsay (2021; McArdle, 2012; Probine, 2017) that the practice of visual arts-based learning in Australia continues to be a problematic case because there is no clarity on definitive provisions and best practices that can be applied by teachers. A stronger statement from Lindsay (2021) was cited by Suzanne, Wu, & Li (2023), describing that art education has been neglected, sacrificed, and has become a missing puzzle in the scope of early childhood education. These declines are also confirmed by preliminary observations conducted in two kindergartens in the Jember area by Emyus et al. (2020: p. 183), which describe how children tend to be passive and less creative in their learning. Those problems are mostly caused by teacher-centered practice, and children do not have many opportunities to explore independently and develop their creativity.

In many cases, most teachers rely heavily on instructional media applications to deal with children's learning problems. However, the learning media alone is not enough to encourage children's active participation in the class to achieve good competence in visual arts, creativity, and the necessary cultural foundation. Kusnadi & Ismail (2020) describe that children find it difficult to be pragmatically

stimulated in problem-solving activities, even though they were given thinking tool templates in their creation process. Instead of facilitating the thinking process, it inhibits children's participation and spontaneity in their creation processes. The problem can appear even more critical if it is associated with the children's sociocultural state regarding the social spectacle issues stated earlier, which stated by Gong et al. (2023), that people with high power distance, where they tend to have a strong hierarchical awareness of their low social-cultural status, tend to lack initiative and uniqueness of thinking because worrying about the response of the authority or teachers.

Fundamental changes are needed in the teaching and learning practices, not only to integrate visual arts into early children's learning but also to build a good cultural foundation to prepare them for the various challenges in their future. The learning process must also encourage the children to express their thoughts, conduct the cultural exchange process, build their understanding through the visual symbolism exchange, and connect their social and cultural conditions. Research that was conducted by Güler (2021), using the Practitioner Inquiry Method states that the application of Visual Culture Art Education (VCAE) involving pre-service teachers in upper-grade elementary and secondary school children can improve children's competence in critical thinking, awareness of the relationship of daily social issues and art, better ways of expression, and inquiry skills. This approach is also can be considered as an important aspect of building children's HoTS readiness, which also leads to the super smart society development agenda, as mentioned by Deguchi et al. (2020), that a person is expected to be able to make balanced judgments and critical solutions amid information complexity. However, the previously conducted literature review research by Ismail, Hidayah, Despriliani, & Tasya (2023) found that the most successful VCAE application can only be found at elementary school level and above. The global conceptions of early children's learning that should be conducted by playing and integrating various subjects might be the reason for the lack of visual culture-based learning research in the Kindergarten setting.

Due to the lack of VCAE empirical proof that studies the VCAE relevance in the Kindergarten setting, this conceptual investigation effort is considered to have high importance not just as to verify the theoretical construct in developing the lesson plan for the next research phase but also in exploring the possibilities of visual art-based learning practice, VCAE possible applications in Kindergarten, and initiate a good cultural foundation for the children. Furthermore, these conceptual explorations and verification also lead to an initial theoretical ground base to reconsider the common visual arts-based learning practices that usually bounded in the product creation process to various possibilities of visual arts engagement in children's daily activities by emphasizing the Visual culture and creative cognition approach.

This study seeks to address the critical gaps in early childhood education by examining the potential of Visual Culture Art Education (VCAE) in kindergarten settings. Despite its proven success in fostering critical thinking, cultural awareness, and creative expression at the elementary and secondary school levels (Güler, 2021), the application of VCAE in early childhood remains underexplored. Current practices in kindergarten often emphasize product-oriented visual arts activities, limiting children's opportunities for independent exploration, creativity, and cultural exchange. These challenges are further compounded by reliance on instructional media that fails to engage children actively in problem-solving or developing visual symbolism skills (Kusnadi & Ismail, 2020).

Given the pressing need for early interventions to counteract materialistic and hierarchical societal tendencies, this study provides a conceptual investigation into the relevance of VCAE for K-2 learners. It aims to verify theoretical constructs, develop lesson plans for future research, and explore innovative visual arts-based learning practices that emphasize cultural foundations and creative cognition. By reimagining visual arts education beyond product creation, this research intends to lay the groundwork for pedagogical approaches that integrate visual culture into children's daily lives. Ultimately, these efforts contribute to addressing the broader challenges of cultivating critical thinking, cultural

sensitivity, and creativity among young learners, preparing them to navigate the complexities of a rapidly evolving global society.

2. METHODS

The research described in this article represents the initial phase of a mixed-method study employing a sequential exploratory design. The qualitative stage focused on identifying key issues, understanding the diverse learning needs of children, and analyzing the relevance of the constructed learning model through a descriptive case study approach. Data were collected from multiple sources, including observation forms, interviews, field notes, and documentation from kindergartens in Cibiru and RA in Baleendah. Additionally, literature reviews and internal test notes were examined to build a comprehensive understanding of the research context, aimed at establishing a theoretical foundation for the constructed learning model.

Data collection was guided by the concept sampling technique, as outlined by Creswell (2012), to generate, identify, or refine theories based on the analysis of collected documents. This technique was applied to compile and analyze various documents to construct an initial theoretical framework supporting the relevance of Visual Culture-Based Learning for second-year kindergarten children (K-2). The research adhered to the case study procedures proposed by Creswell (2013), encompassing the selection of a suitable approach, determination of the case type, data collection methods, data analysis, and interpretation.

An embedded single-case design, as recommended by Yin (2018), was utilized to organize and analyze multiple units of data within a single case. This design facilitated a comprehensive understanding of the case by synthesizing diverse data sources, enabling a nuanced evaluation of the learning model's relevance. This methodological framework ensured that the study's findings were robust, reliable, and theoretically grounded.

Data collection efforts were carried out based on qualitative methods using a checklist sheet to analyze various existing documents such as observation sheets that contained initial children's performance of creative activities, interviews with the teachers in the kindergartens and expert statement during the internal test, documentation is used to capture children's artworks, field notes, and the literature studies. The obtained data set was then analyzed qualitatively using the ground-up analysis technique. Based on the description of Yin (2018), the ground-up analysis strategy with a focus on inductive analysis, where certain conception might emerge from the data that later on can lead to other conceptions. The emerging conceptions that arise from the related patterns found in the documented data from the Kindergarten, literature review, and expert judgment are being sought as interrelated conceptions that might answer the investigated research questions. As for the details of the analysis carried out on existing data, this research applies the pattern-matching analysis techniques. Concerning the efforts to maintain data credibility in qualitative research, Based on Yin's (2018) suggestions, this research strengthens the construct validity by analyzing data from several sources like the observational form in 2 Kindergarten in Bandung, literature review report, and the expert judgment note. Those techniques then ensure the validity of the claim regarding the inappropriate practice of visual arts-based teaching, the VCAE relevance, and its necessities. Meanwhile, internal validity is being conducted within the pattern analysis process in studying the collected documentation. To maintain data reliability, based on the Yin (2018) case study applications, this effort can be done by applying a good protocol and data recording system while studying the documents.

3. FINDINGS AND DISCUSSION

3.1. Findings

The exploration of various document records from investigations in two kindergartens in the Bandung area was intended to explore the relevance of the problem and the trends in learning practices that have been carried out by the teachers. Within several observations, the teachers in both Kindergartens were asked to perform an art-related teaching practice where visual arts creations and creative processes became the main activity in children's learning. Within those activities, the children were being observed regarding their initial creative cognition occurrences, while their symbolization skills were being observed through their documented artworks. Within the framework of visual culture art education, teachers were observed during their teaching practices and interviewed to investigate their initial knowledge regarding the conceptions and the usually experienced difficulties in visual art-based teaching. Those documents are then analyzed along with the literature review and expert judgment notes to identify the relevant answers to the research questions.

3.1.1. Field-Related Data Units of Kindergarten in Cibiru and RA in Baleendah

Based on the collected data that were obtained through observations, interviews, and documentation, several conclusions can be drawn about the state of visual arts-based learning at kindergartens in the Cibiru area and the RA in Baleendah, Bandung within the framework of visual culture-based learning.

Table 1. Data Summary on K-2 in Cibiru & RA Baleendah

Unit Group	Field-related data of visual arts-based learning
TK in Cibiru	Underdeveloped creative cognition and visual symbolization skills, ineffective teaching practices, and a lack of familiarity with visual culture-based learning or visual arts.
RA in Baleendah	Underdeveloped creative cognition and visual symbolization skills, unsuitable teaching methods, and limited familiarity with visual culture-based learning or visual arts.

In kindergarten in the Cibiru area, children's creative cognition ratings tend to be low because teachers rarely design lessons that encourage children to solve problems collectively in groups and based on real-life problems. The creative cognition problem is not the only problem that was found as teachers also experience a general problem in integrating visual arts into children's learning in kindergarten. That condition results in the rare occurrence of children's creative cognition and symbolization skills due to teachers' unfamiliarity with the concepts of visual culture and appropriate visual arts and creativity encouragement efforts. While in RA in Baleendah, there was a lack of creativity development, visual arts-based learning, and culturally relevant teaching. Teachers tend to dominate the learning process, which is the only option for teachers due to the inefficiencies in the learning environment. In some cases, children tend to be good at writing and reading but on the other hand, children seem to be less independent and less interested in learning, which indicates a poor picture of their overall development and foundation for their future behavior. Another aspect that was being analyzed was the children's ability to make visual analogies and metaphors, based on the analysis result their drawings still tend to be simple with less-managed symbolization efforts. From the collected data during the qualitative study that was conducted in the two investigated kindergartens, there are many symptoms of art-based learning practices that are not suitable to maximize the role of visual arts

in children's learning. The visual arts-based learning that is carried out also shows the separation of art from children's lives, the sociocultural elements of art, and various other relevant competencies.

3.1.2. Literature Review

Based on the findings of a comprehensive literature review conducted in 2023 (Ismail et al., 2023), approximately 30 references were identified to provide insights into the implementation of visual culture-based learning in kindergarten. These references included books, journal articles, conference proceedings, and organizational policies. The reviewed materials explored various aspects of visual culture education, such as its application in kindergarten settings, its connection to creative cognition, and its influence on children's visual symbolization skills.

The study highlights a promising link between visual culture studies, creative cognition, and visual symbolization skills, suggesting that visual culture-based learning has the potential to enhance cognitive and creative development in young children. However, the practical application of these principles in kindergarten presents challenges due to the complexity of learning materials required for effective implementation within the framework of Visual Culture Arts Education (VCAE). The primary challenges arise from the theoretical underpinnings of the VCAE approach itself. As noted by Basak (2021), referencing Paul Duncum's work, VCAE principles emphasize critical concepts such as power, ideology, representation, seduction, gaze, intertextuality, and multimodality. These advanced theoretical constructs often demand nuanced application and adaptation in early childhood education.

To address these complexities, Duncum (2015) advocates understanding visual culture as a rhizomatic structure—interconnected, dynamic, and linked to historical and contemporary issues, diverse cultural expressions, social struggles, and various media influences in daily life. This perspective underscores the need for educators to adopt flexible, context-sensitive approaches that integrate the multifaceted nature of visual culture into the kindergarten curriculum, thereby fostering critical and creative engagement among young learners.

3.1.3. Internal test unit

Based on the internal validation test results involving the chosen expert, the various components in the constructed lesson plan within an interview session. Several components that are being analyzed are related to the developed creative cognition indicators for early children, visual symbolization skills, and the learning approaches that combine several perspectives, including VCAE, cultural relevant, creative cognition, art and cognition, and the adaptation of project-based learning strategy. The main revision that need to be made regarding the constructed lesson plan is changing the project-based learning strategy with the Quantum Learning strategy where in DePorter's theory (2004; Rohmalina, Anggorowati, Saputra, 2018) this learning strategy contained several stages of activities such as growing children's interest, experience the situations, define, demonstrate, repeat, and celebrate. The other components in the constructed lesson plan like the implemented approach noted as having a good relevance. The constructed creative cognition behavior and the visual symbolization skill indicators also have being confirmed its surface validity, where further validity testing can be conducted empirically before the quasi-experiment schedule.

3.1.4. The Emerging Data Patterns

Based on the analyzed data set, the patterns related to the problems found in the field, the conducted literature study, and the internal test judgment from the expert can be seen. The various patterns can map the relationship between the problem, the learning construction, and the expected results.

Table 2. Visual Culture-Based Learning Relevance in K-2

Unit data	Data Pattern Regarding the Case				
	<i>Creative Cognition</i>	<i>Visual skills</i>	<i>Symbolic</i>	<i>Teaching-Learning</i>	<i>Case Relevance-Visual Culture-Based Learning</i>
Kindergarten, Cibiru	Problematic	Problematic		Unfamiliar with	Required
RA, Baleendah	Problematic	Problematic		Problematic	Required
Literature Study	Relevant	Relevant		Requires Adjustment	Relevant
Internal test notes	Relevant	Relevant		Quantum Learning	Required, Relevant, Strategy adjustment

From the collected data in observation documents, interviews, and children's work documents, it can be seen that some problems are related to the children's development agendas carried out by the school that do not touch on the aspects of children's creative behavior and visual symbolization skills because teachers are not used to it, not familiar with it, or for several other reasons. All of these cases lead to the conclusion that the variety of problems found in the two investigated locations shows the same pattern of problems in developing creative behavior, visual symbolization skills, and relevant learning processes that should be experienced by the children. Meanwhile, based on the results of the literature study that has been conducted, the four teaching approaches that will be used as a framework for visual culture-based learning have interrelated conceptual intersections, even though no empirical evidence has been found that the VCAE, Creative Cognition, and Art and Cognition approaches are relevant to be applied in kindergarten. Although the literature review findings might represent the various challenges in implementing the constructed teaching approach, the internal test has resulted in a promising possible success when the teaching approach is combined with the quantum learning strategy.

3.2. Discussion

The findings from the interconnected analysis of field-related problems, literature reviews, and internal validation tests reveal several critical insights into the challenges of integrating visual arts-based learning into early childhood education (ECE). The results highlight a persistent trend: the marginalization of visual arts in ECE, characterized by an underdeveloped role and its insufficient integration into the curriculum. This inadequacy has led to deficits in the development of visual symbolic skills, creativity, and other associated competencies in children. These challenges are often rooted in the absence of relevant pedagogical approaches tailored to young learners, the lack of effective integration of visual arts in the ECE curriculum, and teachers' limited understanding of visual arts as a democratic and enriching learning medium that can enhance both the educational process and children's subjective thinking.

A recurring issue in visual arts-based learning is the disconnect between art and children's lives, as well as the omission of sociocultural and competency-based elements inherent in the arts. This problem is not unique to Indonesia; similar challenges are observed in Singapore. Bautista et al. (2017) identify a significant gap between the written and enacted curriculum in Singapore's preschool arts education, echoing earlier findings by Gadsden (2008) and Todd (2010). This gap is largely attributed to practical constraints where teachers struggle to implement child-centered approaches, such as those outlined in Singapore's Nurturing Early Learner (NEL) framework (Leggett & Ford, 2013; Bautista et al., 2017).

In Indonesia, the challenges are compounded by structural deficiencies in teacher training programs. Most ECE undergraduate curricula allocate minimal credit hours to Art Education, which severely limits teachers' comprehensive understanding of art, creativity, education, and culture. This

lack of foundational knowledge hampers teachers' ability to integrate visual arts effectively into their practices, further exacerbating the disconnect between visual arts and early childhood learning. Addressing these systemic and pedagogical issues is critical for enhancing the role of visual arts in fostering creativity, cultural awareness, and cognitive development in ECE.

The integration gap between visual arts and the learning system in Early Childhood Education (ECE) often results in developmental challenges for children. These challenges manifest as reduced creativity, low motivation, distractibility, and limited self-expression. Such conditions are closely tied to the quality of children's cognitive processes, which, when underdeveloped, lead to broader creativity issues and learning barriers during early childhood development. Within the theoretical framework, particularly for Kindergarten 2nd-year children, visual culture-based learning has a significant connection to creative expression. This connection is shaped by the sociocultural influences present in a child's environment, which shape behavior patterns and cognitive tendencies. Efland (2002) highlights that reality is less about individual perceptions and more about the shared social agreement on what is considered true.

The sociocultural impact on creativity is further supported by research from Mizuno and Xu (2022), who found that Japanese creative tendencies are deeply influenced by cultural norms, language, and environmental factors. Similarly, Simner (2022) emphasizes that social variables such as peer group dynamics, age, and gender strongly influence children's artistic expression. These perspectives align with the creative cognition concept, which prioritizes behavioral activities and processes during creation rather than the final product. In the context of ECE, this approach is particularly relevant since young children's creativity cannot be meaningfully assessed through a product-oriented lens.

Focusing on the creation process through a sociocultural cognitive framework allows for the encouragement of subjective activities in learning. Artistic expression, whether through creative activities or appreciation, serves as a medium for children to engage with their environment and develop their cognitive and emotional faculties. This approach aligns with Shulha et al. (2021), who emphasize the importance of viewing creativity as the capacity for innovative actions in dynamic social contexts. Given the unpredictable and fast-changing nature of contemporary society, such an understanding is crucial.

Moreover, Yilmaz, Yilmaz, and Demir-Yilemaz (2019) underscore the role of visual culture as a vital environmental factor in social learning. They argue that visual culture helps children comprehend and adapt to the transformations and drivers of human behavior in the 21st century. Integrating visual culture-based learning into ECE, therefore, not only supports creative expression but also equips children with the tools to navigate and make sense of their evolving sociocultural landscapes.

In addition to the creative cognition theory, this study also highlights children's ability to produce visual symbolization. Efland's (2002) view of art and cognition is considered highly relevant in examining the interrelations of concepts of visual symbolism. Efland considers visual symbolization in the form of analogies and metaphors to be essential components of imagination (cognition). With the activation of these devices, a person can think about, communicate an idea, and conduct a knowledge exchange in the process of cultural exchange. This exchange process is also confirmed by several described research where Sugiarto's research (2014), further proves with the findings that the variety of imagery made by children is influenced by attitudes, behaviors, and values in the living environment of coastal children. The same thing is also reported in the research results from Cortez & Cobos (2018), who taught 6-year-old children to make metaphorical language expressions. At the stage before training, children understand metaphors in the form of images better than verbal instructions. Those were described regarding the results of previous research confirm the relevance of efforts to develop visual symbolization skills carried out in kindergarten at the K-2 level.

Based on the expert suggestion regarding the VCAE implementation design for Early Children is quantum learning, which perceived to be relevant in facilitating the children's creativity, democratic learning, and scientific thinking process. The Quantum teaching facilitates a learning process that can bring out Children's natural abilities and talents through an effective learning process. Based on the

Rohmalina, Anggorowati, & Saputra (2018), The Quantum Teaching model emphasizes self-improvement techniques and the process of realizing one's potential. Some of the principles in quantum learning, when compared with the designed VCAE learning scheme, tend to have many similarities and allow an adaptation effort that integrate the formulated VCAE approach with the Quantum Learning strategy. Quantum learning principles that are oriented towards democratic learning is well aligns with the sociocultural cognition concept, which considers the genuine reality is constructed through some social agreements. This will provide a breadth of learning where, in the visual culture study, visualization is an intersection of appearance and social forces that build the truth value of a visual event rather than a common visual composition. This shows the interrelationship of art that extends to a wide range of social issues beyond its visual appearance. This definition, according to Jameson (1991; Freedman, 2004: p. 2), makes art a fundamental aspect of the cultural transformation discourses, social interactions, and cultural identities.

The various data explorations that were conducted in this descriptive case study have led to a resolution regarding the constructed visual culture-based learning that has good potential to help the development of K-2 children. This view emerges regarding the findings of logical links between the problems commonly found in kindergarten and the designed visual culture-based learning. Although the basic construction of learning derived from Visual Culture Arts Education is usually considered too complex for kindergarten children, the integration carried out with Quantum Learning promises a good logic to be applied. This finding is important because the efforts to design learning that integrates visual arts into early childhood education systems often pretense inadequate relevant footholds, which usually oversimplifies the study of visual arts and creativity and leads to poor learning outcomes. Moreover, based on the previously conducted literature review, the successful application of VCAE is only found in studies that involve elementary-level children and above. This finding is important as an initial stage in finding empirical proof of the VCAE relevance in kindergarten when there isn't any literature that has been found so far that describes its actual applications. This VCAE approach assumed not just encouraging children's visual arts and creative development but also liberating children's expressions, and initiate the cultural foundation in their learning process. This approach also emphasize the aesthetic experiences and visual event in Visual Culture theory and creative behavioral processes in cognition theory that encourage art activities to extend beyond the product-based art creations which usually occurs in art project creation or project-based learning. Those formulated conceptions can also becoming an initial theory to reform the usually problematic practices of visual arts-based learning in Kindergarten.

Despite the findings, the application of Visual Culture Education will tend to experience the superficiality of learning material related to several principles of study such as power, ideology, representation, seduction, gaze, intertextuality, and multimodality, as mentioned by Chin (2015). However, the problem of learning material complexity, which is also often becoming the reason for putting aside the study of visual arts, actually depends on the learning design done by the teacher. The cultural relevant approach for instance, it usually considered too complex for kindergarten children. However, an ethnography study conducted on teachers, caregivers, and child and parent data in America by Durden, Escalante, and Blitch (2015) found that there is no problem with the relevance of the application of the culturally relevant approach. With the obtained findings in this descriptive case study research, the learning constructions that involve several approaches like the VCAE, Art and Cognition, Cultural relevant, and Creative Cognition are concluded to be relevant to the usually occurring problems of visual arts-based learning in early childhood education in Bandung. In addition, the quantum learning integration as the learning strategy will enhance the constructed approach that can facilitate the formulated VCAE learning.

4. CONCLUSION

This study found that children in the two investigated kindergartens in Bandung exhibited low creativity and visual symbolization skills, largely due to ineffective visual arts practices that

disconnected children from sociocultural contexts. Teachers' limited familiarity with visual culture-based learning (VCAE) further hindered its implementation. The findings suggest that adopting VCAE, which emphasizes sociocultural and sociopolitical representation, could transform art-making into a more flexible, process-oriented activity that fosters creativity and holistic development. Integrating VCAE with Quantum Learning offers a promising alternative by combining democratic, relevant, and stimulative approaches to teaching. However, implementing these methods poses challenges, highlighting the need for better teacher training and support. This study provides a theoretical foundation for developing learning plans that can be tested in future quasi-experimental research to validate the effectiveness of VCAE in improving creativity and visual symbolization. Future research should explore practical strategies for integrating VCAE into early childhood education while addressing limitations such as teacher preparedness and resource availability to ensure broader applicability and impact.

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Conflicts of Interest: we hereby declare that we have conducted our research based on the research ethic principles that proves our aims to be eligible and there will be no conflict of interest regarding the research and the publication efforts.

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