

## Art Education Influences Towards Children's Cognitive and Psychology Development

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### ABSTRACT

Art education is one of the subjects that helps to develop and build artistic skills through drawing activities, producing crafts, music, dance and so on. Art Education in Malaysia is divided into visual arts, music, and dance. This study aimed to discover how art education affects children's cognitive and psychological development and its importance to learning. The study was conducted on 80 respondents consisting of parents, teachers, and early childhood education students living around the Kuantan district. In addition, this study uses qualitatively through the survey method using a questionnaire as a research instrument. Findings and analysis of the study were obtained descriptively through SPSS analysis to see the frequency, percentage, standard deviation, and mean value. So, it can be concluded that Art education significantly influences children's learning and cognitive and psychological development.

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## 1. Introduction

### 1.1 Introduce the Problem

Art education is an inseparable subject from children because, from an early age, they often explore artistic learning activities such as drawing, building, crafts, music, movement, etc. This is because creative activities not only bring fun to children but also help children's learning process in terms of cognitive, socio-emotional, social, and physical support. Through these activities, they can engage in situations related to specific topics or areas to learn more meaningful activities (Cetin, 2021).

In art education, children also learn how to express their opinion, idea, and feelings through art to communicate with people. That gives a reason why art is usually used in psychology that relates to children so they can share by using art methods like drawing. This shows that art can benefit children's development when they play and learn the skill.

### 1.2 Explore the Importance of The Problem

Even though arts give many advantages to children, many parents and teachers still need help to accept and understand the importance of learning art because art is not a core subject in Malaysia. Moreover, some teachers sometimes need to pay more emphasis to art education in the learning curriculum in schools. Therefore, some teacher who teaches art subject in school does not qualify as the subject and give less emphasis on art subject.

Some parents also questioned the effectiveness of learning art since some thought that art is considered a subject that does not bring a bright future for their children and wastes money to buy art equipment and tools.

According to Berita Harian, parents deliberately ignore Visual Arts Education (PSV) as it cannot be offered due to expensive artistic equipment and too many tools and materials used, apart from the fact that it is trivial to prepare according to the curriculum. This happened online or through home teaching and learning (PDR) during the school system as the country was hit by the COVID-19 pandemic.

Therefore, this study was conducted to correct the perspectives of teachers and parents on art subjects by providing exposure to the influence of art education on learning development and its importance to children. I was indirectly raising the prestige of Art Education in schools.

### *1.3 Objectives and Their Correspondence to Research Design*

This study allows parents and teachers to know more about the influence of art education on children's development. This can change the perception and view of parents and teachers about Art Education so they can understand why this subject should be addressed and emphasise improving children's learning. Knowing the importance of art to children from various aspects, a teacher can use suitable teaching methods when giving children lessons to achieve the learning objective and enhance children's learning development.

## **2. Literature Review**

### *2.1 Art Education*

Art is known to be one of the approaches to learning that allows a person to create something exciting and creative in the form of ideas, expressions of feelings or physical condition. Art education in Malaysia was officially introduced at the elementary school level. Art education was created to support the balanced individual development of physical, emotional, spiritual, intellectual, and social aspects by the National Philosophy of Education. Art in Education is something new and combines three essential art elements: visual arts, music, and movement arts.

### *2.2 Cognitive Development*

Cognitive development is an internal process of the mind related to a person's ways and abilities to solve problems, absorb information, and evaluate information. According to Piaget, children go through the same stages of cognitive development but differ by age (Mok Soon Sang, 2009). The level of cognitive development is closely related to the ability to think, and biological elements influence its development. In addition, children also build knowledge by slowly but continuously adapting to reach a higher level of understanding.

Cognitive learning theory encompasses mental processes that affect human behaviour (Kamarudin, 2003). The process occurs in the brain to enable a person to master thinking skills that focus on phenomena such as preparedness, perception, motor control, attention, memory, learning, and reasoning. From the cognitive theory, it is unsurprising that arts education is so essential that, through arts education activities, children can develop intellectual development and aesthetic and sensory values.

### *2.3 Psychology Development*

Regarding communication, children experience the situation visually when describing a topic (Mahsan, 2021). According to Ida Puteri Mahsan (2021), applying arts education to children's teaching and learning will help them know themselves more deeply, be sensitive to feelings, and develop a self-concept. Because every work of art produced has personal emotions and observations when applying an art psychological approach. In addition, arts education is a multidisciplinary subject that, beginning in preschool, includes math, science, language, and special education (Penketh, 2016). Because most artistic activities that are carried out require commitment and very detailed meticulousness, this can indirectly shape an upbeat personality in children when learning art.

### *2.4 Importance of Art to Children*

In addition to cognitive and psychological development, art is also essential from a physical, creative, perceptual, and socio-emotional point of view. From a biological point of view, handling tools and materials offer hand muscles (psychomotor) training and hand-eye coordination. Because art equipment and materials differ depending on the industry, children can use drawing and writing implements well through doodling and sketching after practising holding pencils, brushes, and crayons. This indirectly promotes the children's language and writing skills.

### *2.5 Previous Studies*

According to Wan (2019), art is essential for children to know about themselves and the world and a bridge between children and the outside world. It allowed children to express their inner feeling through their

artworks. It is because children show unique psychological characteristics in I the aspect of emotion, will, skills, and cognition; understand, grasp, and study the characteristics of children at this stage; respect and conform to the laws of children's physical and mental development; organise and implement a series of children's art education activities, to promote the healthy and harmonious development of children's physical and mental (Wan, 2019).

### 3. Method

The focus of this research is to know the perspective of parents and teachers about the influences and importance of art education on children's development. These studies used qualitative research by observing teachers and parents through the questionnaire to achieve the study's objectives. All data received will be entered into the IBM Statistical Package for the Social Sciences 26 (SPSS 26) system to obtain frequency, mean and percentage.

#### 3.1 Population

The study was conducted on parents and teachers in Kuantan District. This means that anyone who receives clearance for the questionnaire provided by the researcher for this study can answer the distributed questionnaire. However, the population of this study focuses more on teachers, parents, and several other respondents to collect and receive research information. Therefore, the researcher distributed the questionnaire to 80 respondents, consisting of teachers and parents living in the Kuantan district, via social applications such as WhatsApp, Telegram, Facebook, and Instagram.

#### 3.2 Instrument

This research used a questionnaire form to collect data from respondents. The questionnaire is divided into sections A and B. Section A includes five demographic profiles of the respondents involved in this study. Moreover, Section B contains three questions related to the study's objectives. Furthermore, each question is further broken down by the provided explanation. Therefore, the total number of research questions in the survey was 29. Every question in Section B uses five scale Likert question for each question.

#### 3.3 Sampling Procedures

To obtain research data, 80 respondents, consisting of parents and teachers who stay in the Kuantan District, were involved in this study to achieve the study's objectives using qualitative methods. The qualitative techniques can produce valid and reliable research results if it demonstrates strong validity using numbers, as shown by the results of SPSS analysis.

### 4. Results and Discussion

#### 4.1 Demography

The number of respondents in the research survey is 80 to know the background of the respondents involved by gender, age, race, and educational level of the respondents. For gender background, 58 respondents are female, with 73% and 27% for 22 males.

#### 4.2 Statistics and Data Analysis

##### 4.2.1 Influence of art education on cognitive development

Table 1. Frequency And Percentage Influence of Art Education on Cognitive Development

	Frequency	Percentage	Mean
High	49	61.3%	1.88
Moderate	29	36.3%	1.65
Low	2	1.3%	1.41

##### 4.2.2 Influence of art education on psychology development

Table 2. Frequency and Percentage Influence of Art Education on Psychology Development

	Frequency	Percentage	Mean
High	51	63.7%	1.65
Moderate	28	35%	1.55
Low	1	1.3%	1.48

#### 4.2.3 Importance of art education in learning development

Table 3. Frequency and Percentage Importance of Art Education in Learning Development

	Frequency	Percentage	Mean
High	52	65%	1.58
Moderate	33	40%	1.43
Low	1	1.3%	1.36

#### 5. Conclusion

Overall, these studies are to know the influence of art education on children's cognitive and psychological development and the importance of art in children's learning. Most respondents agree that skill is essential and can influence children's learning and development. The influence of art education on cognitive development is that it encourages children to have higher imagination that allows them to think outside the box. This will give children freedom of thinking when they want to create or express their art. In terms of psychological development, art can promote the psychological maturity of children that can build positive character in assessing their environment. As for the importance of art education, children can apply the artistic approach learned through arts pedagogy to learning so that it will be easier for them to understand the concept of learning.

Art education has a very positive influence on children because it not only helps children serve holistic development of children but also helps them understand. Master learning using an art artistic approach. Furthermore, art is part of children's nature because it encourages them to be free to create something that has meaning and value for them.

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