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The Influence of Arts Education on the Formation of Adolescent Cultural Identity

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Abstract: Article about the analysis of the influence of identity formation and art education on cultural identity. The purpose of this writing is to build a hypothesis about the influence between variables that can later be used for further research. The research method used is descriptive qualitative. The data used in this descriptive qualitative approach comes from previous research that is relevant to this research and is obtained from online academic media such as Taylor & Francis, Scopus Emerald, Web of Science, Sinta Journal, DOAJ, EBSCO, Google Scholar, and digital reference books. The results of this article are: 1) Identity formation has an influence on cultural identity; 2) Art education has an influence on cultural identity.

Keyword: Art Education, Formation of Adolescent, Culture Identity.

INTRODUCTION

The difficulties facing arts education are become more complicated in this digital age. Technology can make it easier to obtain cultural material from around the globe and provide a variety of conveniences, but it can also make it more difficult to distinguish between local and global cultures. Without losing sight of its primary objective—forming a strong, locally rooted cultural identity in teenagers—arts education must keep up with technological advancements. One approach to overcoming this difficulty is to include technology into arts education. Examples of this include using digital platforms for art exhibitions, virtual theater performances, or online music education. To ensure that teenagers can comprehend and assimilate the meaning of the art they are learning, it is equally crucial to maintain the centrality of local cultural values in the arts education process (Nofrialdi 2022).

The difficulties in preserving regional cultural identity are growing along with the powerful currents of industrialization and globalization. As the next generation, adolescents frequently have to balance two conflicting realities: they must preserve their own local cultural identity while also being susceptible to the impact of global culture, which permeates society through a variety of media, technological advancements, and social interactions. In

this case, arts education can serve as a bridge that facilitates cross-cultural communication while assisting teenagers in maintaining a connection to their cultural heritage. In addition to developing technical or artistic abilities, arts education helps adolescents assimilate cultural values that are generated by the society in which they are raised (- and - 2023).

When compared to other subject areas like language, science, or math, arts education in schools is frequently undervalued. Adolescents' soft skills, such as character development, emotional intelligence, and the capacity to relate to their social and cultural surroundings, are very greatly influenced by art. Due to the fact that art may foster in teenagers an increased sense of aesthetic sensitivity, imagination, and critical thinking abilities, arts education has long been seen as an essential component of comprehensive education in many nations (Sutrisno 2020). Given the significance of arts as a vehicle for introducing and preserving regional cultures throughout the archipelago, arts education ought to be given more weight in Indonesia's national education curriculum, a country known for its vast cultural diversity.

One of the main obstacles to efforts to conserve local culture is the reduction in teenage interest in traditional arts. Teenagers' considerable exposure to popular culture, particularly that of other countries, frequently piques their interest in contemporary and international forms of cultural expression. Adolescents' cultural identities can really be shaped by arts education that emphasizes regional traditional arts. Teenagers can have a deeper understanding of their identity and origins by learning about the history, traditions, and values of their community through traditional arts. Teenagers who receive an arts education that emphasizes local culture are more likely to feel proud of their cultural background, which helps fortify their cultural identity against the effects of globalization (Ningsih 2018).

In actuality, though, arts instruction still faces a number of challenges in many Indonesian institutions. One issue that frequently comes up is the dearth of suitable facilities and resources to aid in the process of teaching the arts. The absence of proper training for art teachers in schools frequently results in subpar art instruction. Furthermore, compared to other disciplines, art subjects frequently receive a smaller percentage due to time and financial constraints. In actuality, art may be a potent tool in helping shape teenagers' cultural identities provided art education is handled properly. Adolescents can express themselves more freely through a variety of artistic endeavors, including dance, music, theater, and visual arts, while also learning about the cultural values that are present in each kind of art. Additionally, adolescents' sense of community and social solidarity can be fostered through art education. Cooperation and teamwork are key components of art activities, which educate teenagers how to function in groups and value the contributions of others. In the context of culture, this collaboration can also assist teenagers in comprehending and appreciating the various social divisions, be they racial, religious, or cultural. Thus, in a multicultural society, art education contributes to societal cohesion as well as the development of individual cultural identities (Ramandha Rudwi Hantoro, Rosnawati Rosnawati, Saripuddin Saripuddin, Milasari Milasari, Lias Hasibuan 2022).

METHOD

This literature review was written using the descriptive qualitative method. technique for gathering data via a review of the literature or an analysis of pertinent earlier studies. The descriptive qualitative approach uses data from prior research that is pertinent to the current study as well as from digital reference books, Taylor & Francis, Scopus Emerald, Web of Science, DOAJ, EBSCO, and Sinta Journal, among other online academic media. It can also be acquired through e-library on well-known university campuses, such as the libraries at Harvard, Cambridge, and Oxford. Thanks to the present literature review, researchers can find gaps in the literature, choose the best methodological approach, and discover how the

research issue has been studied previously. As a result, the research issue becomes more narrowly focused and pertinent, and new findings will undoubtedly greatly expand the field of study already in existence. The primary rationale for utilizing qualitative analysis is the exploratory character of this research project (Ali, H., & Limakrisna 2013).

RESULTS AND DISCUSSION

Results

Based on the background of the problem and the formulation of the problem above, the results of this study are as follows:

Cultural Identity

Refers to the ideals, manner of life, and social standards that a group of teenagers in a community have chosen. Teenagers' popular choices in music, style, language, conduct, and even social activities are frequently reflections of this culture. Since teenagers are a demographic that is greatly impacted by media and trends, youth culture is subject to rapid and dynamic change. Teens can feel that they are a part of a wider group with shared interests and beliefs thanks to this culture, which fosters a sense of solidarity and collective identity. Furthermore, youth culture frequently represents a type of revolt or rejection of adult-specific standards as a means of demonstrating youth autonomy and independence. Globalization has a significant impact on youth culture as well since it allows ideas and trends from around the globe to travel swiftly and shape the attitudes and actions of teenagers in other nations (Ainanur and Tirtayasa 2018).

Indicators or dimensions contained in the Cultural Identity variable include: 1) Language: An essential component of cultural identity is language. Language serves as a bridge to a culture's beliefs, customs, and past in addition to being a tool for communication; 2) Social Values and Norms: Every culture has social norms and values that provide the basis for its members' conduct. These values are a reflection of the values, ethics, and practices that are intrinsic to a community or cultural group; 3) Art and Symbolism: A culture's visual or creative expressions, artwork, and symbols are ways to convey its identity.

Cultural Identity has been studied by several researchers, including: (Christian 2017), (Utami 2018), (Pawestri 2020), (Suliyati and Yuliati 2019).

Identity formation

The complicated process of adolescence is when people get to understand and form concepts about who they are. Adolescence is a time when people start reflecting about basic issues such as their identity, values, and desired public persona. Interactions with classmates, family, the social environment, and organizations like schools help to shape one's identity. Adolescents typically experiment with new social positions, try out alternative lifestyles, and look for organizations that align with their ideals throughout this period. Other elements that impact identity formation include social class, gender, religion, and culture. Finding a balance between one's feeling of social group membership and individual independence is a crucial part of identity creation. Identity confusion can result from a lack of a cohesive identity and affect one's psychological health (Subianto 2013).

Indicators or dimensions contained in the Identity Formation variable include: 1) Social Roles: A person's identity is shaped in part by the roles they play in society, such as that of a family member, friend, student, or member of a group; 2) Peer Influence: Social interactions with peer groups have a significant role in the development of an identity. In order to blend in with their social group, adolescents frequently copy the attitudes, behaviors, and fashions of their peers; 3) Life Experiences: People's perspectives on the world and themselves are shaped by their own experiences, including obstacles and setbacks.

Identity formation has been studied by several researchers, including: (Sakti and Yulianto 2018)

Art education

The process of learning that goes into creating knowledge and abilities in a variety of artistic mediums, including fine arts, music, dance, theater, and new media, is called art education. Along with learning technical skills, students in art education are encouraged to explore self-expression, creativity, and a love of art and culture. Students who study art are better able to comprehend aesthetic values and gain a deeper understanding of many social, cultural, and historical viewpoints. Through a profound understanding of the meaning found in artistic creations, art education also creates space for students' intellectual and emotional growth. Art education is a commonly employed tool in educational institutions to foster creativity, develop empathy, and bolster analytical and problem-solving abilities (Permatasary and Indriyanto 2016).

Indicators or dimensions contained in the Arts Education variable include: 1) Creative Expression: One key sign of a successful arts education is the capacity to convey concepts or emotions using artistic mediums; 2) Creativity and Problem Solving: Critical and creative thinking are frequently taught in arts education; 3) Emotional and Social Development: Arts education fosters pupils' emotional growth in addition to their creative abilities. In addition to serving as a medium for emotional expression, art can foster a greater sense of empathy and compassion for the experiences of others.

Arts education has been studied by several researchers, including:

Relevant Previous Research

Reviewing related publications as a basis for formulating research hypotheses by presenting the results of previous research, highlighting the similarities and differences with the research proposal, as illustrated in table 1 below:

Table 1. Relevant Previous Research Results

No	Author (Year)	Research Results	Similarities with this article	Differences with this article	Basic Hypothesis
1.	(Mona and Yunita 2021)	Motivation influences student learning achievement	Equations in student learning achievement variables	Differences in cognitive ability and time management variables	H1
2.	(Pattiasina et al. 2023)	There is an interactive influence between learning models and cognitive styles on the ability to understand various texts in English.	Equations in cognitive ability variables	Differences in learning model variables on the ability to understand English texts	H2
3	(Muhammad Yusnan 2021)	There is a positive influence between self-efficacy and student learning motivation on time management.	Similarities in the variables of time management and learning motivation	Differences in self-efficacy variables and elementary school student subjects	H3

Discussion

Based on the formulation of the problem, research results and relevant previous research, the discussion in this study includes:

1. The influence of identity formation on Cultural Identity

The development of a person's identity is inextricably linked to the significance of numerous crucial components in their social life, including peers, social roles, and life

experiences. These components influence a person's personal identity as well as their cultural identity in terms of language, morals, social mores, and artistic and symbolic expression. A person's cultural identity is a crucial component of their social life and is shaped by their constant interactions with others in their social surroundings. People in this social function are compelled to adjust to the broader social milieu, resulting in a thorough internalization of the social group's culture and values. Intense socialization occurs throughout this process, which happens in larger social contacts in society as well as at home and at school. Peer influence can also reinforce cultural identity through common cultural actions, such as commemorating holidays or upholding customs. People have a tendency to internalize their culture as a part of who they are if they belong to a group that places a high value on it. A person's view on their own culture might be altered by interaction with people from different ethnic groups or countries.

This can foster a feeling of cultural pride in their home culture while simultaneously creating a space for cross-cultural understanding. However, different life experiences—such as those involving conflict, prejudice, or cultural marginalization—can have distinct effects on cultural identification. Individuals who encounter cultural discrimination could have a heightened awareness of the significance of maintaining their cultural identity as a means of defying assimilationist influences. Because local languages include cultural symbolism and values that may not translate into other languages, mastering the local tongue is frequently one of the most effective strategies to preserve cultural identity. People who use their native tongue in daily interactions not only communicate their ideas and emotions but also fortify their ties to the cultural identity passed down from earlier generations. All things considered, the process of forming a person's cultural identity is intricate and multi-layered, impacted by peers, societal roles, and personal experiences. Individuals' interactions with their social surroundings shape language, values, social norms, art, and symbolism—all concrete expressions of cultural identity. People develop a deeper sense of self through this process, and they also fortify their ties to the society and culture in which they reside. As a result, a person's cultural identity is dynamic and always evolving in tandem with shifts in their personal experiences and social circle.

Identity Formation Influences cultural identity, this is in line with research conducted by: (Sakti and Yulianto 2018).

2. The influence of arts education on cultural identity

An individual's or a community's cultural identity is greatly shaped by arts education. More broadly, arts education includes problem-solving, creativity, and artistic expression, all of which have an impact on social and emotional growth in addition to cognitive development. To put it another way, arts education offers a rich platform for fostering personal growth and improving a person's comprehension and relationship with their own culture. This is demonstrated by the way that art, as a creative medium, is able to capture and maintain a society's language, values, conventions, and symbolism. Through creative expression in the arts, people can communicate their individual thoughts, feelings, and viewpoints in ways that are distinct from those that can be expressed orally or in writing. Furthermore, the development of creativity is significantly influenced by arts education. Being creative involves more than just coming up with original ideas; it also involves being able to comprehend and interpret one's own cultural background.

By means of artistic endeavors, learners are extended an invitation to transcend traditional limits, fostering an investigation and alteration of prevailing cultural components, including language, principles, and hereditary symbolism. Reinterpreting or innovating with the use of cultural materials is a common aspect of creativity fostered by arts education, which ultimately contributes to the cultural evolution itself. Through the teaching and

appreciation of art and cultural symbols, arts education also has an impact on the formation of cultural identity. People are exposed to a range of classic and modern art forms that reflect their cultural history through arts education. Because it includes interrelated elements including creative expression, creativity, problem-solving abilities, and emotional and social development, arts education generally has a significant impact on cultural identity.

Arts education influences cultural identity, this is in line with research conducted by: (Suharyanto 2015), (Siti Sholichah and Ayuningrum 2021).

Conceptual Framework

Based on the formulation of the problem, relevant previous research and the results and discussion of the research above, including:



Figure 1. Conceptual Framework

Based on Figure 1 above, Identity formation, Art education, influences Cultural Identity. In addition to the independent variables above that influence the dependent variable (Cultural Identity), there are other variables that influence Cultural Identity, including:

- 1) Social Environment: (Sutrisno 2020), (Fatimah and Nuraninda 2021), (Muhammad Takrim 2020).
- 2) Media and Technology: (Saputra et al. 2023), (Satriawan, Saputra, and Saputra 2024), (Saputra, Satriawan, and Saputra 2024), (Saputra R, Satriawan N, Saputra E 2024).
- 3) Language: (Zuhdi and Nuqul 2022), (Nurmalina 2016).
- 4) Religion and Belief: (Susilawati 2020), (Astuti, Faishol, and Trianingsih 2020), (Fardinal, Ali, and US 2022).

CONCLUSION

Based on the background of the problem, formulation of the problem, previous research, results and discussion above, the following research conclusions are obtained: 1

- 1) Identity formation has an effect on cultural identity
- 2) Arts education has an effect on cultural identity

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