



ART LEARNING CONTENT: AN ANALYSIS BASED ON HINDU RELIGIOUS VALUES

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Abstract

This research aims to describe how religious values are taught to children. This research focuses on analyzing the implementation of learning that is used to instill religious values in children. This research uses a qualitative approach to describe a phenomenon obtained in depth based on field conditions. This type of research uses descriptive analysis to describe the content of artistic learning used. The subjects of this study were 18 children aged 4-6 years and the director and 2 teachers in Sari Mekar Kindergarten, Banguntapan, Bantul, Yogyakarta. Data were collected using interview and observation techniques. Data analysis was done using the Miles & Huberman method, namely data collection, data reduction, and data presentation. The results of this study indicate that learning art based on religious values in early childhood through coloring ogoh-ogoh pictures and making simple ogoh-ogoh replicas can provide an understanding of religion, tradition, and gratitude to God through material content related to ogoh-ogoh parade on *Nyepi* day.

Keywords: Learning Art, Religious Values, *Ogoh-Ogoh*

INTRODUCTION

The development of everyone's potential according to their talents and abilities must be optimally supported, to be ready to fulfill the knowledge and skills needed. (Ball, 2023). One of the skills developed in early childhood is the development of early childhood abilities, one of which is the development of religious and moral values, especially in instilling religious values in children from an early age to have an understanding of religion and culture (Suradarma, 2019). Religious values are attitudes and behaviors that are obedient to their own religion and carry out the teachings they adhere to both in the way of thinking, and how children behave, speak, and dress through practice (Syafaat et al., 2021).

The planting of religious values in early childhood can provide benefits to form children into individuals who obey worship and act following the teachings and demands of their respective religions, in addition, religious values also help children obtain information and knowledge about religion, beliefs, and things taught in religion and prohibitions as a provision for children in the future (Suwarti et al., 2023). Teaching religious values in early childhood to introduce religious teachings to children, train children about religious

teachings, and apply them by habituation (Pamuji et al., 2024).

In general, religion is a symbol that builds a mood, is resistant, pervasive, and stable in humans so that it becomes a reflection in everyday life (Pamuji et al., 2024). Religious values are a collection of activities that include myths, rituals, sentiments, and institutions that are interconnected in the lives of communities and individual (Hamilton-Arnold, 2017). Art and religious values have been interrelated since long ago, which views existing religious values as having elements of art (Elgood, 1999). Religious values are very important from an early age as an identity, children gain new experiences and instill religious values in children as a stimulus for the formation of children's character, morals, and spirituality (Putri & Vega, 2023). The cultivation of religious values is a conscious effort to instill basic values to form noble character through learning activities that are fun, interactive, and relevant to everyday life.

Efforts to instill religious values in early childhood through religious art activities, with the material content of planting Hindu religious values. Hinduism is a social order and religious customs and beliefs related to ancient religious teaching (Elgood, 1999). This can be applied in early childhood learning by developing learning materials based on religious values with art activities that contain moral values. Activities can include coloring, painting, drawing or handicrafts with religious values. In addition, other activities can be done through singing and drama with religious messages, so that children can explore the values of honesty, cooperation, and love through art. The content development of art learning materials also used in Sari Mekar kindergarten focuses on things that have religious values.

Art is defined as individual skills used to realize a goal (Dewey, 2005). Art skills are used to provide artistic experiences, and through art skills, children can be encouraged to explore, take risks, discover, and play. Vygotsky suggested that children acquire values and skills through interactions with people around them and experiences in a sociocultural context (Alex Moore, 2003). Art can be obtained through experiences that produce an idea or thought that can create a work (Nikoltos, 2000). This is also explained by Tennyson who states that experience is a very special knowledge where the more we gain it the further the steps are taken to continue to achieve it, as well as art (Dewey, 2005). Art activities are essentially an idea that is owned by an individual and will continue to be explored as experience is gained (Dewey, 2005).

The learning process is supported by the use of materials, media, and methods that can support the successful implementation of learning (Djibran & Pamungkas, 2023). Art learning activities are applied through coloring, printing/making replicas, painting, using applications, stamping, and other techniques that teachers often use in implementing art activities to stimulate children's potential. The selection of techniques and tools used is adjusted to the age, ability, and in terms of the effectiveness of its use for children. Stimulating children's abilities through art activities can instill children's independence, improve fine motor skills, create mutually stimulated learning, and instill children's basic values and abilities (Poneliènè & Siriakovience, 2018).

Art activities that are systematically obtained correctly and appropriately can help individuals to stimulate skills in individuals, especially in early childhood based on

themes in group/everyone according to the needs and goals to be achieved (Azwarna & Mayar, 2019). This is supported by the opinion of Gronlund (Poneliene & Siriakoviene, 2018), revealed that art activities are organized according to their individual needs to support children's creativity, express their feelings, communicate, and express ideas more freely. Teaching art at the early childhood level can help children develop their artistic and other competencies that are useful for the advancement of children's self-development, creativity, imagination, and self-expression (Poneliene & Siriakoviene, 2018). Art learning can provide a sense of pleasure in the things they get in developing various children's skills according to their talents, children can also pour their imagination freely (Dini, 2020).

Art learning is an effort to stimulate the potential of art in children according to the needs and level of child development, this concept requires the cooperation of parents and teachers in seeing and developing the potential possessed by children (Nugraheni & Pamungkas, 2022). Art learning can also be linked to other aspects of development, such as cognitive, psychomotor, social-emotional, and language development in children. The process of providing stimulus to child development must be considered very carefully so as not to provide a stimulus that is not following their needs, because this golden period is a crucial phase for developing children's abilities, so educators or parents must be able to direct it optimally (Gunada, 2022).

Art learning is a form of recreation in early childhood, art learning activities can be used as a means of recreation through fun and interesting activities because children often play with things that they find interesting. Play activities can build a concrete world and understanding of children that is fun and interesting so that children feel entertained and happy to finish it (Ma'arif et al., 2024). Recreation is also explained as an activity carried out at certain times that aims to refresh physically and psychologically through entertainment also referred to as mental health. Art activities, such as coloring activities, singing, and, dancing are entertainment that has elements of art that have meaning and messages that the artist wants to express (Gunada, 2022).

Early childhood is the most appropriate time to explore all the skills possessed by children and determine their own talents. Early stimulus in early childhood is provided through play activities based on the principle of children's needs by building conditions that are conducive and challenging to exploration which are organized into integrated learning (Fitriana et al., 2022). Skill development from an early age to form abilities according to the context of the reading. Especially the development of art skills in children from an early age is very important for the development of children's skills because children can express themselves freely according to their imagination (Gunada, 2022), who can explore the world around them child freely and with great attention (Nikoltos, 2000).

Art skills have several scopes, namely fine arts, dance, (Krisnani & Pamungkas, 2022) and music (Yuliani et al., 2023). Which is poured into learning materials. However, many art teaching activities are still conventional and less creative and inhibit children from exploring optimally. So the importance of learning material content is compiled by the teacher into the learning that children need, teachers can also utilize through expression of various media, such as blocks, paper, pens, tables, crayons, and other tools that interest children as learning content (Hargraves, 2022). Art learning content is teaching material

that is used to achieve the objectives to be achieved, art learning content is compiled based on the needs, situation, and learning environment of students. The purpose of developing systematized art materials is carried out to in still the concept of the world in general, including an understanding of religious values (Suryadi, 2022) through learning activities that are fun for children by considering aspects of children's needs and interests (A. C. Lal Kumar, 2019).

Previous research explains that the cultivation of religious and moral values from an early age is very important in shaping children's character (Suadnyana, 2021). Other research also suggests that the massive development of technology has resulted in children being exposed to inappropriate content and spending a lot of time with gadgets (Bayu Indrayasa et al., 2023). In addition, there are still schools that only emphasize learning on improving intelligence and do not consider spiritual values (Suadnyana, 2021). The cultivation of religious values in kindergarten still needs to be improved, this is in line with the findings stated by Komang Surdarsana (Sudarsana et al., 2022) that the learning used contains elements of local wisdom to show the characteristics of religious PAUD units.

One of the kindergartens that implement religious values into the learning process is Sari Mekar Kindergarten. The learning process teaches children the values of life. To be able to know the meaning and essence of a cultural tradition that is taught can be done with concrete art activities. Based on this description, the researcher is interested in identifying art learning applied by Sari Mekar Kindergarten in instilling Hindu religious values in art-based learning.

METHODOLOGY

This research uses a qualitative approach to describe a phenomenon obtained in-depth and the researcher as the key instrument. This type of research uses descriptive analysis to describe the art learning content used in the field. The subjects of this research are eighteen children aged 4-6 years and principals and two teachers located in Sari Mekar Kindergarten, Banguntapan, Bantul, Yogyakarta. Data was obtained through data collection techniques by interviews and observations. The data analysis techniques used are analyzed by Miles and Huberman. This involves the following processes: a) Data collection is an effort to systematically find information through observations and interviews to provide an understanding of an event; b) Data reduction is used to select data according to certain concepts, categories, and themes to facilitate concluding; and c) Data presentation is the process of compiling information in a cohesive and easy-to-understand narrative (Rijali, 2018).

Table 1. Observation Instrument

Indicator	Sub Indicators
Activity	Art Activities taught
Media	Media used by the school
Resources	Facilities and Infrastructure
	Professional Teacher
Process	Art Materials
	Art learning in the classroom
Evaluation	Support and Challenges

RESULTS AND DISCUSSION

The learning curriculum used at Sari Mekar Kindergarten is a National curriculum named “Kurikulum Merdeka” that focuses on art activities into various learning activities based on Hindu values. This curriculum gives children the freedom to choose the tools that will be used during the art learning process.

Ogoh-ogoh Tradition

Ogoh-ogoh is one of the most enduring traditions among the Hindu faithful in Bali that is paraded in a parade on *Nyepi* day. The word *ogoh-ogoh* comes from the word *ogoh-ogoh* which means ondel-ondel and has a variety of creepy shapes. *Ogoh-ogoh* is not only a rite religious, but also a form of Hindu community togetherness and art. *Ogoh-ogoh* is a work of art that resembles a giant statue that represents *Bhuta Kala* (negative energy in a human being). *Ogoh-ogoh* in Hinduism is likened to the immeasurable power (*bhu*) of the universe and time (*kala*). The making of *ogoh-ogoh* is only carried out during the *Nyepi* holiday.

Ogoh-ogoh is made cooperation by Hindu indigenous people. *Ogoh-ogoh* is made with a large/giant size that represents evil spirits that often disturb humans, then parades around the village by carrying torches to the place of rest and burning, this activity is also called the “*Ngerupuk*” event. The idea contained in the *ogoh-ogoh* artwork is an expression that describes the nature of God (*niskala*), and imagination to describe natural elements (*bhuta*) which can then grow into a negative attitude called (*kala*) which can cause problems and disasters. Based on the results of observations and interviews conducted by researchers, it can be described that *ogoh-ogoh* is a statue that has a large or giant shape with a creepy form. *Ogoh-ogoh* is a representation of negative behaviors contained in humans that are paraded and burned, as a form of eliminating negative traits in the community in that area.

Meaning and Function of *Ogoh-ogoh*

Instilling character values through religious rituals, one of which is through the *ogoh-ogoh* parade which has the meaning of eliminating all bad traits in each individual. This can be implemented to build character. Planting character in children to always be brave children, always speak the truth, eliminate envious behavior, spite and arrogant nature and always live honestly and fairly.

Ogoh-ogoh also has cultural values culture is a concept that includes behavior, norms in the community, knowledge, beliefs, art, laws, customs, abilities, and habits found in a group. Culture develops in a social group. In 1883, the form of *Bhuta Kala* in the form of a giant which was a source of disaster, chaos, disease, and plague is an evil form of *Bhuta Kala* which resulted in social life not being established comfortably and peacefully. *Ogoh-ogoh* as a part of Hindu culture. *Ogoh-ogoh* as a work of art that can shape the character of Hindus as a religious community.

Ogoh-ogoh serves as a representation of a Hindu figure called *Bhuta Kala*. This activity symbolizes human awareness of the enormous power of the universe and time. The power in question is the power of *Bhuana Agung* in the universe and *Bhuana Alit* contained in humans who can open a new page for Hindu religious people in happiness. *Ogoh ogoh* as a medium used by schools in instilling noble values from planning the making of *ogoh-ogoh*, ceremonies, parades around and finally by burning *ogoh-ogoh* is interpreted as values

of togetherness, tolerance among others, mutual respect, aesthetic value, cooperation and the value of sincerity.

The display of *ogoh-ogoh* as part of the customs in welcoming *Nyepi* day by the Hindu community is interpreted through the following symbols: a) The *ogoh-ogoh* face is made with a sinister expression as a symbol of not showing bad expressions; b) *Ogoh-ogoh* is made with a tall and large size which means not to be a greedy human being; c) *Ogoh-ogoh* with a scary expression, has striking eyes and big teeth which means not to scare people; d) Offerings made and attached to the neck of the *ogoh-ogoh* statue which has a sacred element means a humble attitude and sincere worship of God. e) *Gotong royong* is the enthusiasm of the community in making *ogoh-ogoh* statues starting from the process of planning, making, and parading *ogoh-ogoh* around the village, as a symbol of unity and unity and building harmony in religious communities; f) *Gamelan* music accompaniment is interpreted as a sense of art/aesthetics that is always preserved to train patience and gentleness of soul; g) Burning *ogoh-ogoh*, statues paraded by local residents, is interpreted as having sincerity and not being attached to worldly things even though it is very attractive, beautiful and expensive.

***Ogoh-ogoh* as a Work of Art**

Art learning in children is a space for children to express, build thoughts, and communicate in exploring the activities they do. Art learning is a very important part of learning, as it encourages the full and comprehensive development of children. Some common examples of artwork are painting, clay work, collage, weaving, photography, carving, painting, and sculpture. One of the sculptures implemented into early childhood learning materials at Sari Mekar Kindergarten is *ogoh-ogoh* in coloring *ogoh-ogoh* pictures and making *ogoh-ogoh* replicas.

Learning activities in kindergarten on Wednesday, 13/03/24 began with ice breaking by the teacher by clapping enthusiasm and asking about the condition of the children before learning activities and continued with taking attendance of children one by one through singing "If you like the heart". In the opening activity, the children prayed together to "*Sang Hyang Widhi*" and continued by saying the "*Gayatri Mantra*". Then the teacher recalls the material taught at the previous meeting and the meaning of the activities he has done.

In core learning, the teacher begins by providing stimulus by asking children about "*Nyepi* activities that were passed before" and asking questions "Did anyone fast on *Nyepi* day" and "ceremonial activities that were followed" which were answered enthusiastically by the children. Children are very enthusiastic when they are involved in the *Nyepi* day celebration ceremony. The learning activity continued with the teacher showing pictures of giant and scary *ogoh-ogoh* and explaining the meaning and philosophy of the *ogoh-ogoh*.

After talking about *ogoh-ogoh*, the teacher gives a picture of *ogoh-ogoh* to be colored according to the creativity of each child. The tools and materials used are sketches of *ogoh-ogoh* images and colored pencils/crayons. The results of the child's drawing are then stored in the place provided. Closing activities, the teacher recalls the activities that have been carried out by children about what *ogoh-ogoh* looks like, the meaning of the form of

ogoh-ogoh, and the moral message of the *ogoh-ogoh* parade tradition, learning activities end with prayer before leaving the classroom.



Figure 1. *Ogoh-ogoh* coloring activities

Through coloring activities, children can develop their imagination well, children begin to express their imagination through combining several colors so that children can express themselves using a variety of colors that they like, coloring activities have aesthetic values that can develop children's abilities as a whole. This is also described by Sarah Porbin (theeducationhub.org.nz) who explains that visual art learning is one of several art activities that can be explored and represent children's experiences, increasing children's understanding and thinking through experience (Problin, 2020).

Learning activities in kindergarten on Wednesday, 03/15/24 began with ice breaking "clapping enthusiasm" and the song "One finger my right, one finger my left" by the teacher by clapping enthusiasm and asking about the condition of the children before learning activities and continued with the attendance of children one by one through singing "if you like the heart". In the opening activity, the children pray together to "*Sang Hyang Widhi*" and continue by saying the "*Gayatri Mantra*". Then the teacher recalls the material taught at the previous meeting and the meaning of the activities he has done.

In the core learning, the teacher began by providing stimulus by asking the children about "what is the form of *ogoh-ogoh*" and asking questions "what are the good and bad actions" and "the meaning of burning *ogoh-ogoh*" which were answered enthusiastically by the children. Children are very enthusiastic when they are involved in the *Nyepi* Day celebration ceremony. The learning activity continued with the teacher showing pictures of giant and scary *ogoh-ogoh* and explaining the meaning and philosophy of the *ogoh-ogoh*.

After talking about *ogoh-ogoh*, the teacher shows a replica of a three-dimensional *ogoh-ogoh* statue, then the children are directed to make *ogoh-ogoh* according to the creativity of each child. The tools and materials used are sketches of *ogoh-ogoh* images and colored pencils/crayons, paper, glue, and skewers. The children began to arrange the papers until they resembled a statue, after which they were glued to the skewers to make them strong. The results of the *ogoh-ogoh* children's drawings are then stored in the place provided.

Closing activities, the teacher recalls the activities that have been carried out by children about what *ogoh-ogoh* looks like, the meaning of the form of *ogoh-ogoh*, and the moral message of the *ogoh-ogoh* parade tradition, learning activities end with prayer before leaving the classroom. The activity of making *ogoh-ogoh* replica sculptures, this activity

can encourage children's artistic development through children's creativity and imagination in making shapes according to their wishes, and children's creativity in using various colors on their *ogoh-ogoh*. This is supported by Made Aditiya Ganika and I Wayan Suardana that *ogoh-ogoh* is a form of three-dimensional fine art that can support creativity, expression space, and stimulate social and cognitive abilities in children (Ganika & Suardana, 2019).

Religious values that are instilled

Introducing religion through tradition, the introduction of *ogoh-ogoh* through art learning at an early childhood level is intended to instill belief in God according to Hindu teachings. *Ogoh-ogoh* is one of the cultural heritages contained in the teachings of Hindus. The implementation of the ceremony before carrying out the *ogoh-ogoh* parade is intended to absorb all evil auras, removing the bad traits that humans have (Winarta, 2018)

The results of the observations found are that the activity of introducing *ogoh-ogoh* through art learning provides an understanding to children about beliefs, traditions, and the humble nature that every Hindu must have and believe in and appreciate cultural heritage. This activity also provides an understanding to children about belief in God according to their respective religions.

Grateful to God, The activity of making *ogoh-ogoh* is a form of harmonizing the negative and positive traits contained in every human being, the making of *ogoh-ogoh* on the day of Nyepi is intended to release all those traits that do not follow religious teachings by burning *ogoh-ogoh* at the end of the parade. These characteristics, such as not being satisfied with what you have, so that through this tradition of making *ogoh-ogoh*, you can create peace, humble nature, and eliminate evil things on earth (Sukaesih et al., 2020). The cultivation of grateful behavior to God is also implemented in the learning provided, children help each other in making *ogoh-ogoh* replicas. This can teach early childhood to help each other and build social relationships with the surrounding environment, not behaving badly and loving each other among friends.

Based on the results of research conducted by researchers, it is suggested that art learning in kindergarten emphasizes using various materials based on Hindu teachings, namely coloring *ogoh-ogoh*, and making simple miniature *ogoh-ogoh* made from paper. This art learning content is developed in accordance with Hindu teachings, namely the *ogoh-ogoh* tradition which is local wisdom for Hindus which is very important. This tradition contains religious values that are designed for art learning in early childhood. The development of art learning content based on religious values, namely instilling gratitude to God through *ogoh-ogoh* to harmonize the negative and positive traits contained in every human being, and introducing religious teachings through learning that uses traditions and beliefs into teaching materials given to children during learning.

Religious values to children from an early age are adjusted to the religious teachings of Hindus. This is in line with previous research which has described that the *ogoh-ogoh* tradition has creative values that can be used in learning, especially art learning (Ganika & Suardana, 2019). In this study, researchers found that the *ogoh-ogoh* tradition can be developed into religious values-based early childhood learning materials that can be

instilled in children to introduce their religious teachings and as a form of gratitude to God contained in the *ogoh-ogoh* tradition starting in the planning process to burning *ogoh-ogoh* through art learning activities such as coloring and making simple *ogoh ogoh* replicas.

Characteristics of Art Development

The characteristics of art found in learning activities at school found by researchers Are:

Table 2. Aspects of development that are stimulated in art learning activities

Aspec of Development	Result
Motoric	The development of children's motor skills through coloring activities there are some children who have good eye and hand coordination skills, this is indicated by neat work and being able to mix and combine colors in their images and through dance activities that provide stimulus to children's motor skills.
Creativity	Having a good imagination, children begin to express their imagination through coloring activities, so that children can be creative by using various colors in their drawings. However, some children do not have an attraction in the implementation of these art activities, characterized by taking a very long time to complete their work, and easily giving up to complete their work.
Religious and Moral Values	The development of moral values in this kindergarten is stimulated through learning activities from opening activities to closing activities. The learning process presented focuses more on the introduction of Hinduism, such as prayer activities, recognizing places of worship, thanking God (<i>Dewa</i>) through art activities such as coloring
Cognitive	Through the activities of coloring pictures of temples and making <i>ogoh-ogoh</i> , children can focus their attention on the ability to absorb information related to how the

shape of the temple, making *ogoh-ogoh* as children give color to the paper provided, this activity improves cognitive abilities in children by recognizing the concept of objects.

The supporting factors for art activities at Sari Mekar Kindergarten include:

- a. Facilities and Infrastructure, such as drumband, angklung, sound system, classroom, crayons, color paper, and dance costumes.
- b. Interest and Talent, children have enthusiasm for dancing, coloring, playing music, and singing.
- c. Family and community support, parental support in providing opportunities for children to participate in art activities, such as dancing and coloring competitions and the community also welcomes well when there are art performance activities.
- d. Technology is used as one of the supports for teachers to see various kinds of art activity references through digital platforms.

CONCLUSION

This study analyzes how the development of art learning at Sari Mekar Kindergarten instills religious values in early childhood through activities to recognize and make *ogoh-ogoh*. *Ogoh-ogoh* is one of the traditions of Hindus which is a culture that is still practiced today. *Ogoh-ogoh* is implemented as an art learning medium that can teach religious values, such as courage, honesty, and togetherness. This activity not only introduces art activities but also introduces the cultural and religious aspects of *ogoh-ogoh*, but also forms a positive character by eliminating negative traits through creative and interesting activities.

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