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A Systematic Literature Review on Cultural Arts Education and the Cultivation of Cultural Values

(pp. 273–294)

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Abstract

Objectives of the research: This study investigates art education as a means of cultivating cultural values and aims to address questions regarding the methodologies employed in previous research on cultural values. The research

presented herein constitutes a Systematic Literature Review (SLR) on cultural education, utilizing the PRISM method adopted in 2020.

Research methods: This article conducts a Systematic Literature Review (SLR) on cultural education using the PRISM method adopted in 2020. The search was conducted using Perish or Publish (PoP) for Scopus-indexed international journals and the Garuda portal from the Ministry of Education and Culture, focusing on journals indexed in Sinta.

Contextual Background: Because the cultural processes continually evolve in response to the forces that influence culture, cultural acculturation serves as a foundation for arts and cultural workers' efforts to inculcate the values of local wisdom within educational settings.

Research findings: Data collection spanned from 2010 to 2022, resulting in the retrieval of 14 international articles and 16 national articles based on their titles and abstracts, totaling 30 articles. These articles originated from various countries, including Belgium, the Czech Republic, Germany, Korea, Poland, Taiwan, China, Istanbul, Slovenia, Turkey, Estonia, and Indonesia. Analysis of the articles revealed that music arts education constituted 27%, arts and culture 33%, local wisdom 14%, dance education 17%, art education 3%, and theatre education 3%. In terms of research methodologies, the study identified action research at 5%, Research and Development at 10%, quantitative research at 10%, qualitative case study research at 7%, literature review at 7%, and qualitative research at 56%.

Conclusions and recommendations: Through this SLR, the researcher aims to pave the way for future in-depth research in arts and culture education or for exploring novel approaches.

Keywords: systematic literature review, cultural arts education, article publication

Introduction

Education is a deliberately planned endeavor to help students develop their potential in areas such as spirituality, self-control, personality, intelligence, and noble character, along with other qualities required by society, the country, and the state. As Rosala (2016) puts it, education is essentially an educator's effort to convey societal information and values so that students can adapt properly. Through education, people can cultivate mutual respect and understanding, which is essential for societal harmony. As Christina (2013) notes, humans, who are inherently social beings, can adapt to changing circumstances. However, the evolution of a society's culture will inevitably face challenges, testing whether individuals can adapt to or resist new cultural influences.

Through arts and culture education, students and teachers who are aware of the importance of culture can transform their mindsets and ideas, thus helping to preserve current cultural practices from an early age. Zuriatina (2021) suggests that cultural consistency can be maintained by continually teaching cultural arts to students. Although changes are inevitable, younger generations can become aware of their cultural heritage. According to Ulfah (2014), local wisdom is a way of life and knowledge that emerges within a society and a life strategy for fulfilling physical and spiritual needs. This wisdom is passed down from generation to generation, evolving along a fluid cultural journey.

In arts and culture education, cultivating local wisdom values is essential for preserving Indonesia's rich culture, which is increasingly at risk of being forgotten due to modern developments. As cultural processes constantly change under various influences, the concept of cultural acculturation becomes relevant. Arts and cultural educators work to inculcate the values of local wisdom within the educational context, aiming to preserve and honor this cultural heritage.

Method

The research method is a Systematic Literature Review (SLR), which involves including the findings of previous research to present facts comparably and comprehensively (Pati & Lorusso, 2018). SLR is applied in this study to examine arts and culture education by identifying, analyzing, selecting, and summarizing related studies. This process aims to generate a summary that enhances theoretical understanding and provides more practical and empirical techniques based on published literature (Mathew J. et al., 2011). The primary reason for implementing SLR is to adopt a thorough literature review approach in learning arts and culture educational research.

The PRISMA diagram pattern is used for collecting research data in the Publish or Perish application version 8 (<https://harzing.com/resources/publish-or-perish/>) for Scopus-indexed journals and in the Garuda Portal (<https://garuda.kemdikbud.go.id/>) developed by the Ministry of Education, Culture, Research, and Technology of Indonesia for Indonesian language publications. The data collection process is illustrated as follows:

Table 1. Source Criteria

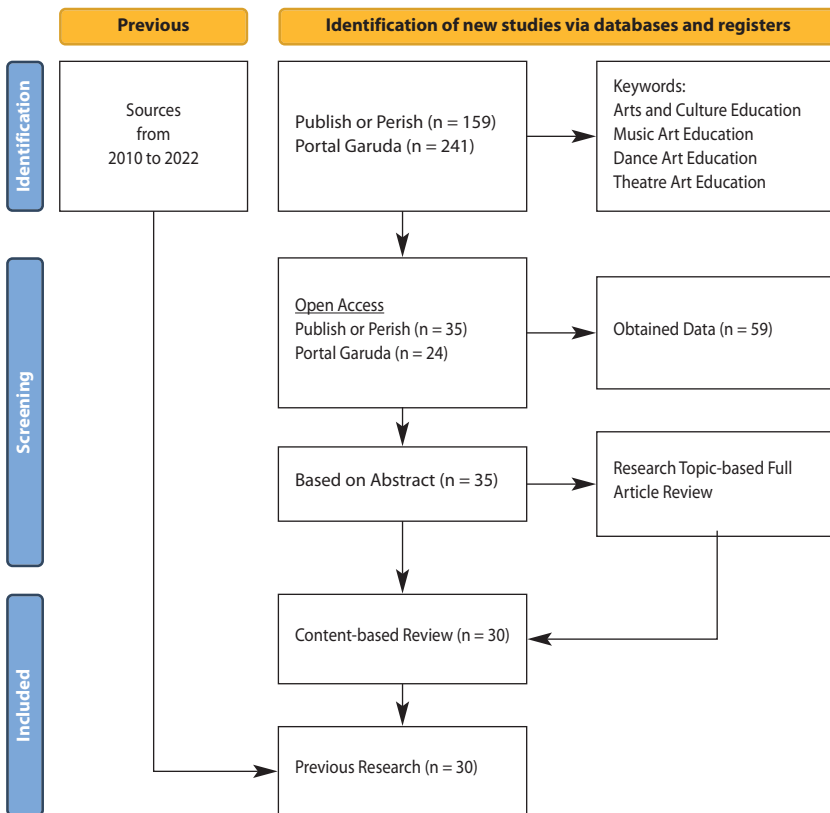
Sources	Exception
Articles From 2010 to 2022	Similar Topic and Author
Arts and Culture Education/Art Music Education, Dance Art Education/Drama and Art Education Research	Arts and Crafts, Extra Curricular, Art Gallery Learning or Education
Open Access Publication	Non-Open Access Publication
Oriented Art Education	Heritage Education

The first stage involves filtering articles from 2010 to 2022 using the keywords “Arts and Culture Education,” “Music Art Education,” “Dance Art Education,” and “Drama and Arts Education.” At this point, there are 159 articles from Publish or Perish (PoP) and 241 articles from the Garuda Portal. The number of articles is refined based on (a) publications that cannot be fully accessed by the researcher and (b) search results that do

not correspond to the focus of research in the field of arts and culture education (local genius).

The second stage involves filtering the articles by reviewing the entire accessible text, resulting in 35 articles from PoP and 24 articles from the Garuda Portal, for a total of 59 articles. Subsequently, 35 articles were selected by thoroughly reviewing the abstracts, and 30 articles were chosen by reviewing the complete text of each article based on content. The PRISMA chart adapted in 2020 illustrates this process as follows:

Figure 1. PRISMA (2020) Diagram Chart of Article Sources



Results and discussion

A. Source Result

In detail, the source results of Arts and Culture Education-related articles based on PoP and Kemendikbud’s Portal Garuda can be seen as follows:

Table 2. Source Results

No	Date	Year	Source	Keyword	Whole Data	Duplicate Data Removal	Open Access Research Title	Based on Topic
1	11 November 2022	2010-2022	Publish or Perish version 8	Arts and Culture Education/ Arts and Music Education/ Dance and Art Education/ Drama and Arts Education	159	110	35	13
2	11 November 2022	2010-2022	Kemendikbud’s Portal Garuda	Arts and Culture Education/ Arts and Music Education/ Dance and Art Education/ Drama and Art Education	241	Reviewed Each Article	24	17
Total					400		57	30

Detailed source results from the years 2010 to 2022, based on the author's search, include 13 articles from PoP and 17 articles from Kemendikbud’s Portal Garuda.

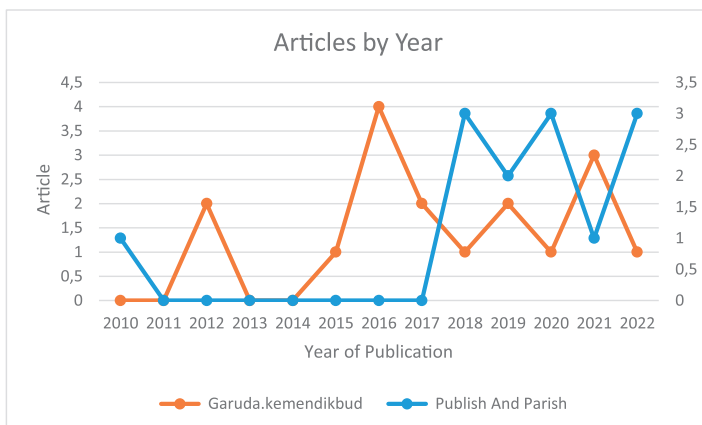
Table 3. Data by Year

No	Year	Article	Publish And Perish		Kemendikbud’s Portal Garuda	
			Total	Author	Total	Author
1	2010	1	1	A. Okvuran	0	A. Okvuran
2	2011	0	0	-	0	-
3	2012	2	0	-	2	Ardipal & Ardipal, Lokasari & Novian
4	2013	0	0	-	0	-
5	2014	0	0	-	0	-
6	2015	1	0	-	1	Herlinah

No	Year	Article	Publish And Perish		Kemendikbud's Portal Garuda	
			Total	Author	Total	Author
7	2016	4	0	-	4	Dedi Rosala, Rusdewanti & Panca Putri, Diah K & Francisca Xaveria, Ramlan & Permana & Jaka
8	2017	2	0	-	2	Ritonga & Danny Ivanno, Destrinelli
9	2018	4	3	D. Zheng, N. Liu, Mayarovskaya, Galina V. Rodionova, Daria G. & Muldma, MaiaKiilu, Kristi	1	Hadi, Harsinal & Sudarman Yos & Madilla Renovica
10	2019	4	2	W. Song, Petra Martinková	2	Agustina & Inna, Matitaputty & Jenny Koce, Latuheru & Chrisema Ramayona & Jazuli & Muhammad
11	2020	4	3	A.A. Nogaj, J. Žnidaršič, K. Witzczak,	1	Ridwan, Narawaty Taty & Karwati Uus & Sukmayadi & Yudi Nikawanti Gia
12	2021	4	1	A. Christ, C.S. Hung,	3	Silalahi & Eccles Rianda & Gunara, Sandie Gunawan & Iwan, Nurhidayati, I K A, Imam Catur Pratomo
13	2022	4	3	L. Vermeersch, M. Lu, M.T. Arnold	1	Tysha, Artara Sella Handayaningrum, Warih
Total		30	13		17	

A detailed graphical chart of research articles from 2010 to 2022 is presented below:

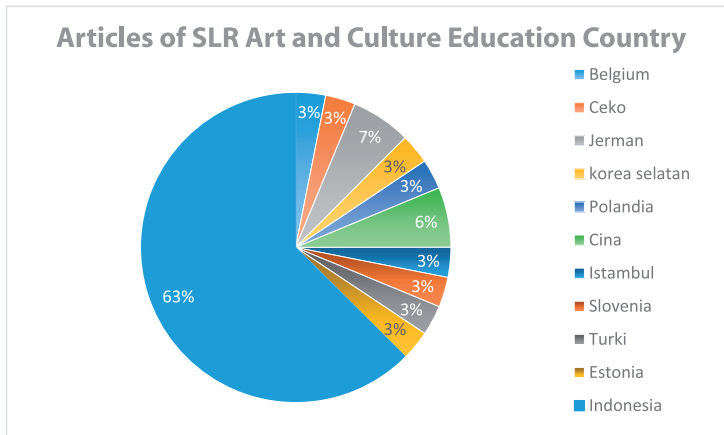
Figure 2. Article Chart by Year



B. Geographic Distribution of Articles

Based on the analysis of 30 articles, the geographical distribution of publications includes Belgium, the Czech Republic, South Korea, Poland, Taiwan, Istanbul, Slovenia, Turkey, and Estonia, accounting for 3.12% of the total. Conversely, Germany and China contribute 7% of the total articles. Publications indexed by Sinta in Indonesia, totaling 17 articles, represent 63.50% of the total. See the details below:

Figure 3. Percentage of Articles by Geographic Area



The geographical distribution of international journal articles indexed by Scopus and articles indexed by Sinta Journal in Indonesia consists of 14 and 16 articles, respectively. For a detailed breakdown, refer to the following:

Table 4. Geographical Distribution of Articles

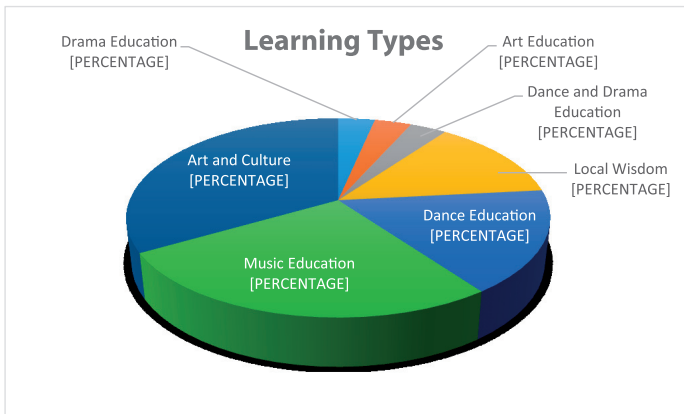
Indexed Journals and Countries		Total
Scopus-Indexed International Journal	Belgium	1
	Czech Republic	1
	Germany	2
	South Korea	1

Indexed Journals and Countries		Total
Scopus-Indexed International Journal	Poland	1
	Taiwan	1
	China	2
	Istanbul	1
	Slovenia	1
	Turki	1
	Estonia	1
	Indonesia	1
SINTA-Indexed Indonesia Journal		16
Total		30

C. Types of Arts and Culture Learning

In particular, based on the SLR analysis of Arts and Culture education contained in 30 articles, the distribution of research methods is as follows: action research at 10%, research and development at 10%, quantitative research at 10%, qualitative case study at 7%, literature review at 7%, and qualitative research at 56%. This breakdown is illustrated below:

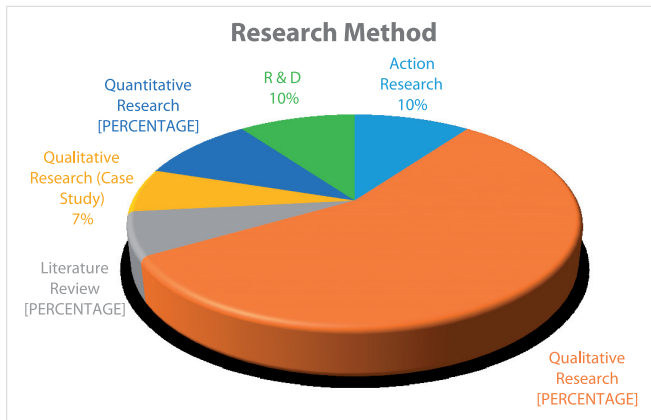
Figure 4. Learning Types in Arts and Culture Education



D. Research Method

In particular, based on the SLR analysis of Arts and Culture education contained in 30 articles, I found that action research accounts for 10%, research and development for 10%, quantitative research for 10%, qualitative case study for 7%, literature review for 7%, and qualitative research for 56%. This breakdown is illustrated below:

Figure 5. Research Method



E. Research Implications for Arts and Culture Learning

The implications of the analysis of 30 articles on arts and culture education indicate an increase in arts and culture knowledge, students' characteristics, cultural values, learning models, and methods of arts and culture teaching, as well as the contribution of arts and culture education to students' cultural development and their understanding of culture in arts and culture learning. Arts and culture are taught through educational technologies.

Table 5. SLR on Implications of Arts and Culture Learning

Year	Author	Research Title	Implication
2010	A. Okvuran	The Relationship Between Arts Education, Museum Education, And Drama Education in Elementary Education	Drama and museum education can be a field or method for teaching (Okvuran, 2010)
2012	Ardipal, Ardipal	Kurikulum Pendidikan Seni Budaya yang Ideal bagi Peserta Didik di Masa Depan	The 2013 Curriculum, with an emphasis on art activities and local culture, helps students appreciate artworks, express themselves through art and cultural activities, and produce creative artworks, either individually or in groups (Ardipal, 2012).
2012	Lokasari, Novian	Proses Pembelajaran Mahasiswa Seni Tari Pada Siswa Kelas VIII SMP Dalam Mata Kuliah Tari Pendidikan Di Fakultas Bahasa Dan Seni Universitas Negeri Semarang	Authors provide information about the dance art learning process for junior high school students in the Dance Education Course, which helps students master dance material and develop good body alignment and body movements. Students can determine and apply appropriate materials, methods, and learning media based on school level, curriculum, age, and student characteristics (Lokasari, 2012).
2012	Muldma, Maia Kiilu, Kristi	Teacher's view on the development of values in music education in Estonia	The development of values, the teacher's role, cultural identity, and repertoire selection based on values (songs, musical-rhythm activities, and song creation), in music education significantly influence the development of emotional and humanity values, social skills, and creativity (Muldma & Kiilu, 2012).
2015	Herlinah	Upaya Peningkatan Kemampuan Menari Tari Topeng Gunungsari Pada Mahasiswa Jurusan Pendidikan Seni Tari Dengan Pendekatan Apresiasi Seni Dan Latihan Secara Rutin	By routinely practicing using masks and watching the Gunungsari Mask Dance performance on video, students can improve their dance moves by using masks better. (Herlinah, 2015).
2016	Dedi Rosala	Pembelajaran Seni Budaya Berbasis Kearifan Lokal Dalam Upaya Membangun Pendidikan Karakter Siswa Di Sekolah Dasar	Local wisdom-based dance education can be an alternative learning method in schools to build national character (Rosala, 2016).
2016	Ramlan, Ramlan Permana, Jaka	Pendidikan Budaya Dan Karakter Bangsa Pada Proses Pembelajaran Seni Tari & Drama	A dance and drama learning model for teaching these subjects in schools based on effective cultural education and national character development (Ramlan & Permana, 2016).
2016	Diah K. F	Permainan Duet Piano Empat Tangan Sebagai Upaya Peningkatan Kemampuan Mahasiswa Pada Pembelajaran Praktek Instrumen Mayor II Piano Di Jurusan Pendidikan Seni Musik	Playing piano battles with four hands can enhance students' skills in Instrument Mayor 2 Practice in the Music Education study program, directly improving learning quality (Diah K., 2016).

Year	Author	Research Title	Implication
2016	Diah K., Francisca Xaveria	Upaya Peningkatan Hasil Belajar Piano 2 Melalui Metode Sight Reading Di Jurusan Pendidikan Seni Musik FBS UNY	The use of the sight-reading method can improve students' learning outcomes in the Piano 2 course in the 2013/2014 academic year at the Music Education study program of FBS UNY (Rusdewanti, 2016).
2017	Destrinelli	Pengembangan Model Pembelajaran Seni Tari Untuk Pendidikan Guru Sekolah Dasar (Analisis Terhadap Kemampuan Praktek Menari Mahasiswa PGSD FKIP Universitas Jambi)	A dance learning model using a creative approach, explorative method, task technique, improvisation, and group work has a positive impact on dance learning outcomes for PGSD students (Destrinelli, 2017).
2017	Ritonga, Danny Ivanno	Suatu Upaya Dalam Pelaksanaan Pengajaran Dan Pembelajaran Pendidikan Seni Musik Berbasis Pendidikan Budaya Dan Karakter Bangsa Di Sekolah - Sekolah Maupun Lembaga-Lembaga Pendidikan Di Indonesia	Music art learning should integrate cultural values innovatively to develop students' personalities (Ritonga, 2017).
2018	D. Zheng	Innovative education method of the integration of cultural communication and dance art design	An innovative method for Chinese dance classes makes pupils passionate about learning. Integrating dance and Chinese language teaching improves students' oral learning and practical application, which is critical for traditional communication and legacy (Zheng & Zhao, 2018).
2018	Hadi, Harsinal, Sudarman Yos, Madilla Renovica	Pelaksanaan Pembelajaran Pendidikan Seni Budaya (Musik) Di Kelas X SMAN I Nan Sabaris Kabupaten Padang Pariaman	The primary role of the teacher is to provide varied knowledge that will benefit each pupil as they progress to higher levels of life (Hadi, Harsinal, Sudarman Yos, 2018).
2018	N. Liu	Research on the role of college art education in protection and inheritance of intangible cultural heritage	Constructive interaction between mothers and teachers improves children's school adjustment behavior (Liu, 2018).
2019	W. Song	Culture and art education to promote cultural welfare in civil society	Arts and culture education can improve social welfare in Seoul South Korea. (Song & Kim, 2019).
2019	Latuheru, Chrisema Ramayona	Efektivitas Kurikulum Tingkat Satuan Pendidikan Dalam Pembelajaran Seni Musik Pada Smp Negeri 4 Ambon Maluku	Teachers must address the obstacles of learning art by incorporating their ideas and strategies, considering the children's abilities, time allocation, and available facilities and infrastructure (Latuheru, 2019).
2019	Petra Martinková	Financování multimediální výchovy v hudebním oboru na základních uměleckých školách	Arts and music education in the Czech Republic demonstrates how multimedia can be used by basic art schools and discusses funding options (Martinková, 2019).

Year	Author	Research Title	Implication
2019	Agustina, Inna Jazuli, Muhammad	Revitalization Strategy of Laweut Dance Through Art Education in Indonesian Institute of Arts and Culture, Aceh	The revitalization strategy for Laweut dance by the Indonesian Arts and Culture Institute, which aims to conserve and revitalize this great dance among the Aceh people must be maintained and cultivated (Agustina & Jazuli, 2019).
2020	Ridwan, Ridwan Narawaty, Taty Karwati, Uus Sukmayadi, Yudi Nikawanti, Gia	Arts and Culture in Character Education	Songah, the local wisdom of Citengah in the Sumedang District, embodies character values that can be used as a basis for enhancing the quality of human resources. Art education positively impacts pupils as it instills character-building values (Ridwan et al., 2020).
2020	A.A. Nogaj	Emotional Intelligence and Strategies for Coping With Stress Among Music School Students in the Context of Visual Arts and General Education Students	Students can express their emotions more easily through music and effectively use their knowledge of the emotions they experience (Nogaj, 2020).
2020	Setyawan, Dedy Doyo, Florentianus	Strengthening national identity through the learning of east culture-based art education	Arts education in higher education can improve students' overall competency and enhance the protection and inheritance of intangible cultural heritage (Setyawan & Doyo, 2020).
2020	J. Žnidaršič	The impact of arts and cultural education on pupils' opinions of musical culture – an interdisciplinary project	Experiments conducted in four Slovenian schools on cultural arts education. Learning contributes to raising awareness about the importance of collaboration between schools and artists (Žnidaršič, 2020).
2021	A. Christ	Big Data and Digital Aesthetic, Arts, and Cultural Education: Hot Spots of Current Quantitative Research	Authors collect and compile documents related to digitization in aesthetic, arts; cultural education is defined by quantitative research (Christ et al., 2021).
2021	Nurhidayati, I K A	Pembelajaran Seni Tari Berbasis Kearifan Lokal Dalam Peningkatan Pendidikan Karakter Siswa Sekolah Dasar	Local wisdom, which contains many noble national cultural values remaining a strong part of the identity of its community members is often ignored due to being considered out of step with modern times, despite its usefulness (Nurhidayati, 2021).
2021	Imam Catur Pratomo	Pendidikan Seni Tari Sebagai Alternatif Pendidikan Multikultur Bagi Siswa Sd	Indonesian traditional dance arts in multicultural education are designed to develop social sensitivity and awareness of cultural differences which fosters a sense of pride in pluralist cultural diversity and respect for one's own and other cultures (Imam Catur Pratomo, 2021).
2021	Silalahi, Eccles Rianda Gunara, Sandie Gunawan, Iwan	Penggunaan Whatsapp Dalam Pembelajaran Daring Mata Pelajaran Seni Budaya Oleh Mahasiswa Program Pengenalan Pengalaman Lapangan Satuan Pendidikan (PPLSP)	Cultural arts learning using Whatsapp has a positive impact on online learning supported by sharing links, sharing PDF files, documents, spreadsheets, and slideshows (Silalahi et al., 2021).

Year	Author	Research Title	Implication
2022	L. Vermeersch, E. Storme	Arts And Cultural Education During Early Childhood: A Critical Analysis Of Effects And Impacts	Authors show that instrumental arts and culture education has a positive effect on the development of on very young children (0y–6y). (Vermeersch & Storme, 2021)
2022	M.T. Arnold	Expectations of Cross-Sector Collaboration in Cultural and Arts Education	Expectations of preliminary collaborations in cultural and arts education in Germany. The findings show that cultural actors participate with expectations starting from varying levels of closeness and distance from other actors (Arnold et al., 2022).
2022	Tysha, Artara Sella Handayani, Warih	Pendidikan Karakter Melalui Pembelajaran Seni Tari Di SMAN 8 Malang	Authors describe the PBL learning model with a scientific approach, group discussions, Q&A sessions, assignments, and assessments based on the 2013 curriculum. In the learning process, character-building values include discipline, politeness, respect, hard work, and tolerance. In learning materials, they include cooperation, responsibility, discipline, and self-confidence (Tysha & Handayani, 2022).
2022	M. Lu	Research on Moral Education Function of Music Art in College Students Based on Bayesian Learning Algorithm	Author d of Aesthetic Education which not only enhances students' skills and abilities but also provides moral education through specific teaching methods (Lu et al., 2022).

Discussion

Comprehensive analysis of SLR results provides a broad overview of existing research, paving the way for scientific progress in the future. One area that has captured the interest of researchers is cultural arts learning, particularly in its role in cultivating local wisdom values. Thus, this discussion of SLR outcomes focuses on art education and a review of research methodologies used by previous scholars.

Educational Values in Arts and Culture Learning

a. Art Education

Art education has the potential to encourage students' creativity and innovation during the learning process in order to enhance their intellect and imagination. According to Rokana et al. (2021), art ed-

ucation in elementary schools should be taught as a foundation for children's development, emphasizing their capacity to recognize and preserve the culture prevalent in their society. Today young people focus strongly on learning science from various sources. If the present young generation does not pass on cultural legacy to the next generation, this legacy will be abandoned and lost. Eventually, it may become completely forgotten, as it cannot be inherited as an artifact. Therefore, as sophisticated technological advancements continue to evolve rapidly, it is crucial to preserve existing cultural heritage. Utilizing appropriate multimedia may help students learn quickly in a practical and creative way. In elementary school, art education should employ diverse strategies and media, including multimedia, to sustain the transmission of local knowledge values.

b. Drama Education

Drama education, an integral part of art education, allows students to explore their identities through role-playing. Recently, it has been incorporated as a distinct component of learning arts in the elementary school curriculum in Indonesia, particularly within the autonomous curriculum framework. This platform offers an opportunity to impart national and local wisdom values. Now, the wealth of the Indonesian culture whose folklore is brimming with these values can be taught to the younger generation at school as stated by Srisudarso & Nurhasanah (2018). The artistic process involved in drama education has the potential to enrich individuals' character and cultural values, fostering the development of humanist-oriented individuals. Drama education, employed as a learning method, can yield various benefits (Okvuran, 2010). The themes and plots explored in dramas can deepen students' understanding of the human values ingrained in Indonesian society drama as a form of national culture. For elementary school students with a strong inclination toward learning, it can serve as a motivator for embodying civilized sensibilities and behaving in accordance with their cultural characteristics.

c. Dance Education

Art appreciation and creation in elementary school can increase pupils' cognitive, affective, and psychomotor skills (Lokasari, 2012). Dance exercises for pupils may also influence their attitudes regarding skills (Herlinah, 2015). Through regular and persistent practice, students indirectly explore their cultural beliefs to attain proficiency in various dance activities. This understanding does not always manifest abruptly but evolves over time through a gradual process. For instance, students can embody cultural elements by wearing traditional attire during dance performances. Through such practices, they inherently grasp various aspects such as patterns, decorations, ornaments, and appropriate attire. Students can be energized by learning to dance through direct dance practice (Zheng & Zhao, 2018). Excitement means students' desire to dance and learn about their existing culture. As a fundamental aspect of human life, traditional dance movements embody cultural heritage, reflecting life experiences from the past.

d. Music Education

According to Diah (2016), proficiency and fluency in a musical game are based on consistent practice. Through persistent engagement in music, students gain familiarity with the sounds they hear during the process and develop an appreciation for cultural values which can instill a sense of love for their culture. Music education differs greatly from other arts education in terms of general emotional intelligence, with students becoming more conscious of both positive and negative emotions on a broader scale (Nogaj, 2020).). Therefore, the messages conveyed through music can aid students in developing their cultural understanding. Due to the challenges and complexity inherent in music performance, music teaching must take into account factors such as time, facilities, and available infrastructure. Students will be able to be creative in music lessons if effective practice techniques are used and sufficient time, attention, and infrastructure are provided (Latuheru, 2019). Similarly, Ritonga

(2017) noted that music education integrates various values into students' personality development by interpreting cultural education and national characteristics.

e. Arts and Culture Education

According to Tysha & Handayani (2022), national character values such as discipline, caring, hard work, responsibility, self-confidence, and tolerance, which form the nation's identity, must be guarded and maintained by the people, primarily through arts and cultural education. These values should serve as a barrier against shifts in new civilizations. As noted by Setyawan & Dopo (2020), these characteristics constitute an intangible cultural legacy, which is continuously preserved in various aspects, one of which is education, which may strengthen the safeguarding of this intangible legacy. As a form of intangible heritage, broad aesthetic value has a highly positive influence on students' development.

f. Local Wisdom

Ardipal (2012) argues that local wisdom, as a resource that must be protected and preserved, should be given more attention by the younger generation. This highly valuable asset can only be retained by others if they are willing to learn and study it. To uphold national dignity, the principles inherent in local wisdom must be instilled and taught to students from elementary through tertiary levels, as they encompass many noble cultural values that can shape the identity of community members. However, Nurhidayati (2021) noted that local wisdom is often overlooked because it seems out of step with modern times and technology.

Conclusion

A literature review serves as a foundation for identifying future research paths. Arts education encompasses various forms, including art education, music education, dance education, drama education, cultural education, and education on local wisdom. Extensive research on cultural education has been conducted from multiple perspectives, such as pioneering cultural education research, learning development with an emphasis on cultural values, experiments incorporating local culture into learning, case studies of cultural phenomena, action research on cultural arts learning, quantitative research generalizing cultural arts education, and literature reviews on existing cultural phenomena.

As a recommendation for art education educators and researchers, it is essential to study existing local wisdom values. Without the involvement of practitioners in managing culture, the wealth of a people or nation is at risk of being lost. One essential thing we must remember is that if we do not preserve our culture, we risk losing our national identity.

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