

UTILIZING EGGSHELL WASTE AS A MEDIUM FOR MOSAIC ART LEARNING IN PRIMARY EDUCATION

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Abstract. The research is based on the fact that SD Negeri 1 Nangkasawit in learning fine arts has produced mosaic works, but the works produced have never used eggshell waste as a medium for making fine art. Therefore, the author collaborated with teachers to use different media by utilizing eggshell waste. The problems studied in this study are: (1) What is the learning process of using eggshell waste in making mosaic art in Class IV of SD Negeri 1 Nangkasawit?; (2) What are the results of the use of eggshell waste in mosaic art in Class IV of SD Negeri 1 Nangkasawit?. The method used is research with a qualitative approach that is descriptive, which is more about displaying the description of words than numbers. Therefore, the techniques used in the effort to obtain data in the field are by using observation, interviews, and documentation. The results of the research on the use of eggshell waste in making mosaic art for Grade IV students of SD Negeri 1 Nangkasawit reached a total score of 914 with an average score of 83 and was included in the good category. Of the total, there are students who do not go to school when making mosaic art, so there are only 11 mosaic works made by students. There were 2 students or 18% who got a score with a very good category, 5 students or 46% who got a score with a good category, and 4 students or 36% who got a score with a good category. Suggestions that can be put forward are: (1) Teachers are advised to be able to creatively utilize the media around them in learning fine arts; (2) Schools should provide fine arts learning facilities and provide art spaces.

Keywords: Utilization, Waste, Eggshell Mosaic

1. Introduction

The Independent Curriculum provides excellence by focusing on essential materials and student competency development, more in-depth, relevant, and interactive learning. It also gives teachers and schools the freedom to assess student learning outcomes more comprehensively (Dian Fitra, 2023). The Independent Curriculum is a new policy from the Ministry of Education and Culture launched by Nadiem Makarim as the Minister of Education and Culture of the Republic of Indonesia at the Advanced Indonesia Cabinet. Freedom of learning is the latest innovation in the world of education, one of which is in art education (Kemendikbud, 2021) The independent curriculum gives schools and students the freedom to choose their learning activities. In the independent curriculum, teachers and students are made subjects in learning. Here, teachers are not the source of truth, but teachers and students collaborate in learning activities (Paramita, 2020)

Based on the above opinion, it is concluded that the Independent Curriculum is a new policy in the world of education that emphasizes essential materials, competency development, and in-depth and interactive learning. This curriculum gives teachers and schools the freedom to assess learning outcomes as a whole, as well as encourage collaboration between teachers and students as active subjects in the learning process. These innovations also have an impact

on arts education, by providing a wider space for expression and creativity through a more flexible and participatory approach.

Teachers have the flexibility to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. The project to strengthen the Pancasila Student Profile Strengthening Project (P5) is carried out based on the theme that has been set by the government. The project is not for learning achievements, so the subject content is not bound. Teachers are required to be innovative, creative, and active. Students are not only objects but also subjects in learning so that the learning process becomes fun, democratic, and can respect every opinion (Barlian et al., 2022) Schools as one of the educational institutions that help parents in educating children have an obligation to keep up with positive developments of the times and still pay attention to history and culture as the foundation in education. This means that schools must be able to adapt to all advances that bring change and not leave cultural values as the foundation to be better. Likewise with art education. In the school curriculum there are art education subjects. The goal of art education is to provide an aesthetic experience in the form of expressive or creative activities and appreciation through a learning approach through art. Through art education, it is hoped that students can develop their physical and psychological skills in a balanced (Yulianto, 2020)

From the explanation above, it can be concluded that teachers have the freedom to choose teaching tools so that learning suits students' interests and needs. In the implementation of the Pancasila Student Profile Strengthening Project (P5), learning is not tied to the content of the subject, so it requires teachers to be more innovative and actively involve students as learning subjects. Schools are also required to keep up with the times without ignoring cultural values as the basis of education. Art education, as part of the curriculum, plays an important role in providing an aesthetic experience that balances students' physical and psychological development through expressive and appreciative activities.

Herman Hudojo stated that teaching is a process of interaction between teachers and students with the hope that students can master what has been taught. In learning activities, there is definitely interaction, if the interaction between teachers and students goes well, then the purpose of learning can be carried out effectively (Purnomo, 2020) Eliza said education is a process of maturation through education to make human beings with character and ethics (Rulmalia & Zulminiati, 2019) Art education is an education system that requires teachers to think creatively in implementing learning. Art education does not only focus on theoretical understanding, but also requires a practical approach so that students express themselves and be creative in creating works of art (Sari, 2020)

Based on some of the opinions above, it can be concluded that teaching is a process of interaction between teachers and students that aims to make students understand the material presented. The success of learning depends heavily on the quality of those interactions. Education is also basically a process of character building. In the context of art education, teachers are required to think creatively because art learning emphasizes not only theory, but also on practices that allow students to express and create works directly.

Art education is often said to be unique compared to other subjects, because creative activities and appreciation are carried out to gain aesthetic experience (Gunadi, 2014) This is emphasized by Soedarsono who argues that the goals of art education are (1) developing sensitivity and creativity, (2) providing creative facilities through fine arts, (3) equipping students in forming perfect personalities in society. A work of art can be created through a

concept (Gunadi, 2014) Creativity and skills related to the arts. At the basic level, art education is part of the subject of Arts, Culture and Crafts (SBdP). Through intellectual activity, art education can awaken the creative capacity to produce new works of art gained from experience. Art education is a part of art that is created and produced through art materials and can be enjoyed with the five senses of the eye. Creativity can be applied to cultural arts and crafts, one of which is mosaic works (Maqfiyah et al., 2024)

It can be concluded from the expert opinions above, art education is unique because it combines the process of creation and appreciation to foster an aesthetic experience. The goals include developing creativity, providing space for expression, and building students' character. At the elementary level, art falls within the SBdP subject and encourages students to create works through experience and exploration of materials. Creativity in art education can be realized through various forms of works, one of which is mosaics.

Mosaic is an art by arranging small colored pieces, either from glass or stone with similar elements. Terminologically, mosaics are derived from the word "*mouseios*" (Greek), which means belonging to the *muse* (a group of goddesses who symbolize art). Meanwhile, in the world of art, mosaic is defined as a type of decorative artwork that applies a paste technique (Syakir & Verayanti, 2013). Mosaic creativity for elementary school children is the ability to practice fine art which is manifested by the skill of gluing parts of natural materials or small artificial materials to cover the drawing paper used as the basic field (Yustiana & Suprayitno, 2018) Mosaic is the creation of two- or three-dimensional works of art by attaching pieces of paper, wood or other objects in a pattern made in such a way that it becomes a beautiful work of art. In making mosaics, agility and precision are needed in pasting, combining colors and adjusting pieces according to the pattern that has been prepared in advance (Fauziddin, 2018)

It can be concluded from the expert opinion above, Mosaic is the art of arranging small pieces of material such as glass, stone, or paper into beautiful two- or three-dimensional works. Derived from the Greek word *mouseios*, mosaic is a form of paste art that demands precision in placement and color combination. For elementary school students, mosaics are a means to develop creativity and hand skills through the processing of natural and artificial materials.

The mosaic making on each *tesserae* that is pasted must be tightly closed on the surface of the base field in order to give the impression or characteristics of the uniqueness of the mosaic work (Yustiana & Suprayitno, 2018) Natural materials include bamboo, wood, fresh or dried flowers, pandan leaves, water hyacinth, fiber, rattan, coconut fiber, coconut shells, animal skins, grains, dry, marble stones and the like. Materials made by the factory include paper, cardboard, plastic, tape, fabric, thread, string, mite, rubber, rope, cement, various types of paint, ink, beads, aluminum, zinc, wire, other metal materials. Waste materials include paper waste, wood waste, metal waste, fabric, patchwork, wood shavings, shells, sawdust. From various natural and artificial materials can be used as a medium for working for elementary school children (Sumanto et al., 2017) Mosaic making skills are important for teachers, because mosaics for elementary school children are a play and fun activity as well as art in children's activities (Amalia et al., 2019)

It can be concluded that in the creation of mosaics, each small piece (*tesserae*) needs to be closely attached to the base surface in order to produce the visual characteristics of the work. Mosaics can be made from a wide variety of materials, both natural such as bamboo, flowers, and grains; factory-made such as paper, plastic, and metal; as well as waste materials such as wood scraps and patchwork. All of these types of materials can be used as creative

media for elementary school students. For teachers, mosaic making skills are very important because this activity not only hones children's creativity, but also becomes a means of play and artistic expression.

The use of eggshell waste for creative media. Lack of awareness of the great potential for eggshell waste to be used as a medium for work, especially mosaics. This makes researchers interested in developing it. The reason why the researcher raised eggshell waste for research media is that the researcher considers eggshell waste to be one of the unconventional materials that has a high aesthetic value for fine art, especially mosaic art, so it is interesting to be used as a medium for working in art learning. Media can come from nature such as wood, dry leaves, grains, shells, and sand. In addition, there are also materials in the form of waste. For example, egg shells, shell shells, paper, and patchwork.

The selection of media in mosaic work can be done by developing media in work, for example using unused items such as eggshell waste to create fine art. Eggshells as a material in making this mosaic are in the background because researchers think that eggshell waste is one of the unconventional media that has high aesthetic value for making fine art, especially mosaic art. In addition, researchers saw a lot of eggshell waste around the researcher's residence, namely eggshell waste from making food in the form of sponges and pastries/nastar. So it is hoped that the use of this waste can be reduced and used as a medium for art, especially mosaic art.

Based on the above opinions and problems, the researcher is interested in knowing the use of eggshell waste as a medium in mosaic art, which is expected to be able to overcome the above problems and become one of the alternative media for selection in mosaic art. The researcher chose SD Negeri 1 Nangkasawit as the location of the research, because previously the researcher had made initial observations for the researcher to determine the research location in the hope that the researcher would later be able to provide a solution to the problem. Therefore, the researcher raised the title of the research "The Utilization of Eggshell Waste as a Media for Mosaic Art for Grade IV Students of SD Negeri 1 Nangkasawit". The purpose of art education includes creative and appreciative activities (Athian, 2024) The objectives of this study are: 1) To find out the implementation of the use of eggshell waste in learning mosaic art in grade IV of SD Negeri 1 Nangkasawit; 2) To find out the results of the work from the use of eggshell waste in learning mosaic art in grade IV of SD Negeri 1 Nangkasawit.

The research was conducted at SD Negeri 1 Nangkasawit Jln. Raya Kejobong, Dusun V, Pandansari, Kejobong District, Purbalingga Regency, Central Java. The focus of this research is the use of eggshell waste as a medium for mosaic art for Grade IV students of SD Negeri 1 Nangkasawit. The research approach used is qualitative descriptive. The subjects of the study were grade iv students, grade iv teachers, and the principal of SD Negeri 1 Nangkasawit. The data collection techniques used are observation, interviews, and documentation. Then the data analysis technique is carried out by data collection, data reduction, data presentation, and conclusion drawn.

2. Results and Discussion

2.1 Learning Process of Utilizing Eggshell Waste in Mosaic Art

The learning process by utilizing eggshell waste to create mosaic art in grade IV, is carried out in three stages of learning. Starting from planning, implementation stages, and

evaluations. The following are the stages in the process of learning to make mosaic art by utilizing eggshell waste at this stage, the researcher has made observations at SD Negeri 1 Nangkasawit which includes the school environment and also talked about learning fine arts with grade IV teachers. The reason why the researcher raised eggshell waste to focus on the research is because the researcher considers eggshell waste to be one of the unconventional materials, which has a high aesthetic value for fine art, especially mosaic art, so it is interesting to study more deeply. So the materials, tools, and techniques in making works of art are determined. Materials are materials that will be made of art. Materials can come from nature, such as wood, dried leaves, grains, shells, and sand. In addition, there are also materials that come from waste materials that are no longer used or often called waste. For example, paper, newspaper, patchwork, and eggshells. From the results of observations, information was obtained that SD Negeri 1 Nangkasawit especially in grade IV, students have never worked using eggshell media. Fine art learning only uses manila paper, asturo paper, origami paper, drawing books, colored pencils, markers, and crayons. Thus, the author proposes to conduct research related to the use of eggshell waste to be used as a medium in making art, namely making mosaics at SD Negeri 1 Nangkasawit in the subject of fine arts for grade IV students.

Before carrying out learning activities in the classroom, of course, you must make a plan by preparing a learning implementation plan in the form of teaching modules. In this case, the author asks the fourth grade teacher regarding the teaching modules that have been made in fine arts learning, then the author also collaborates and coordinates with the teacher to make a learning plan, namely a teaching module which will later be used in the implementation of learning mosaic art by utilizing eggshell waste in fine arts subjects for grade IV students. Of course, this has also been approved by the fourth grade teacher. In making teaching modules, SD Negeri 1 Nangkasawit also gives freedom to teachers to choose or change the teaching modules that the government has provided by adjusting to the characteristics of the students, or arranging them themselves according to the character of the students. The teacher together with the author compile a teaching module that will be used by the teacher in the learning process. The teaching module includes two important parts, namely general information and core components. In the general information section, it includes module identity, initial competencies, Pancasila student profiles, infrastructure, student targets, and learning models. Identity includes compilers, institutions, years, levels, phases/classes, and time allocation. Then the competencies contain knowledge and skills that students must have. The Pancasila student profile contains learning activities that are trained on the dimensions of the Pancasila student profile, namely faith, fear of God Almighty, working together, reasoning critically, creatively, innovatively, independently, and globally diverse. The infrastructure includes the tools and materials needed during the learning process. The target students include regular students (not those with special needs). The learning model used is through *the face-to-face Project Based Learning (PjBL)* model.

The first meeting was held with a lesson time of 2 hours x 35 minutes. First, the activities carried out by the teacher are the introduction, the core, then the closing. The preliminary activity, which lasted 5 minutes, consisted of checking the cleanliness of the classroom, conditioning students (opening greetings, prayers, and student attendance), conveying the learning objectives to be achieved, and delivering an assessment of learning outcomes. Then, the core activity of 60 minutes, consisting of teachers delivering materials related to mosaics and waste that can be used in mosaic artwork, then students listen to the explanation of the

material presented by the teacher, the teacher gives examples of mosaic artworks in physical form, teachers demonstrate how to make mosaics with eggshell waste, then teachers and students make an agreement on the theme to be made in mosaic work. In the closing activity carried out for 5 minutes which contained the teacher concluding the activities that had been carried out, reflecting on the learning, and informing the students to prepare tools and materials that must be brought to the next meeting, the teacher closed the learning by praying.



Figure 1. Teacher's Activities during Learning

Source: Personal Documentation 2025

The second meeting was carried out with a lesson time of 2 hours x 35 minutes. First, the activities carried out by the teacher are the introduction, the core, then the closing. The introduction lasted 5 minutes, consisting of checking the cleanliness of the classroom, conditioning students (opening greetings, prayers, and student attendance), conveying the learning objectives to be achieved, and delivering an assessment of learning outcomes. Then the core activity lasted for 60 minutes, consisting of the teacher conveying to the students to prepare the tools and materials that will be used in creating mosaic technique textures that have been brought from home, the teacher explained the steps in making mosaic art and showed examples of mosaic works from eggshell waste, then students made mosaic works with eggshell waste and have been colored. Teachers provide guidance, monitor and give direction to students who seem to be struggling. In the closing activity, a 5-minute dive was carried out, the teacher concluded the activities that had been carried out, reflected, completed the results while making mosaic art with eggshell media, the teacher closed the lesson by praying.

The third meeting was held with a time of 2 hours of lessons x 35 minutes. Teachers' activities consist of introductions, core activities, and conclusions. The introduction lasted 5 minutes, consisting of checking the cleanliness of the classroom, conditioning students (opening greetings, prayers, and student attendance), conveying the learning objectives to be achieved, and delivering an assessment of learning outcomes. Then the core activity lasted for 60 minutes consisting of the teacher conveying, students to prepare the work that had been made to be taken out and placed on the table, then the teacher appointed the students to show their work in the future and appreciate together the mosaic artwork that had been made. In the closing activity, a 5-minute dive was carried out which contained, the teacher concluded the activities that had been carried out, the teacher reflected, the teacher closed the learning and prayer activities.

The implementation of mosaic learning with the use of eggshell waste in grade IV, was carried out 3 times and with 6 hours of lessons, with the first meeting scheduled for Tuesday, January 14, 2025 at 10.00 to 11.10 WIB. For fine arts learning, 2 x 35 minutes per meeting is

provided. The meeting is divided into 3 stages: opening, core, and closing activities. Here is an implementation of what was learned until the last about making mosaic art using eggshell waste. At the learning evaluation stage, teachers carry out learning evaluation activities by measuring students' skill abilities. Evaluation activities are carried out by teachers by evaluating two student works, namely the best works and those that are still not optimal. The teacher chooses two students to come to the front of the class by bringing their work. Then after finishing evaluating the mosaic work, the teacher asked for his impression in making mosaic art using eggshells. Then the teacher instructs all students to collect mosaic works on the teacher's desk which will later be judged by the teacher and the researcher.



Figure 2. Student Activities while Working
Source: Personal Documentation 2025



Figure 3. Student Activities while Working
Source: Personal Documentation 2025



Figure 4. Researcher Guides Students
Source: Personal Documentation 2025

The work made by Billie features an object in the form of a car made with eggshell waste media. The mosaic artwork was made using several color choices from eggshells to realize the objects of the image he made, such as the car subject using a red eggshell, yellow

car lights, green car glass, and the wheels were black and brown, then the road subject used yellow, two cloud subjects used blue, and the sun subject used orange. The technique used is the sticky technique.

2.2 The Results of The Evaluation of Learning to Make Mosaic Art Using Eggshell in Class IV of SD Negeri 1 Nangkasawit

The results of the evaluation of learning to make mosaic art using eggshells in Class IV of SD Negeri 1 Nangkasawit touched a total score of 914, with an average of 83 which means it is in the good category. Of the total number of fourth grade students, there was one student who did not go to school when making mosaic art, so there were only 11 mosaic works made by students. The results were 2 students or 18% scored in the very good category, 5 students or 46% scored in the good category, and 4 students or 36% scored in the fair category.



Figure 5. Work Muhammad Billie P.

Source: Personal Documentation 2025

The work made by Billie features an object in the form of a car made with eggshell waste media. The mosaic artwork was made using several color choices from eggshells to realize the objects of the image he made, such as the car subject using a red eggshell, yellow car lights, green car glass, and the wheels were black and brown, then the road subject used yellow, two cloud subjects used blue, and the sun subject used orange. The technique used is the sticky technique.

The work made by Billie is good. The mastery of the technique and arrangement of eggshells is neat. This can be seen on each drawing subject, the eggshell is neatly cut and pasted following the sketch pattern that has been made and does not cross the line. The unity and harmony of shapes and colors in the work made by Billie is good, this is manifested by the selection of colors on the eggshells that are adjusted to the subject drawn, namely the car using red eggshells, yellow car lights, green car windows, and the wheels are black and brown, then the road uses yellow, two cloud subjects use blue, and the subject of the sun uses the color orange. The work has a texture, namely coarse, produced from eggshells. The placement of the car subject in the work is balanced. The similarity between the subject of the car, the clouds, and the sun, as well as the similarity between the subject of the work and the area of the field of the work is already seen proportional.

The work shows the concept of a car that is described simply according to imagination and creativity in describing objects seen daily. This reflects the stage of artistic development in elementary school children.

The creativity in the work is good because it has the advantage of having additional elements or objects to enrich the image, namely the additional subjects of roads, clouds, and the sun, However, this work has a weakness, namely that the road objects are still not suitable because they are yellow and *the background* is still blank without color or pasted with an eggshell.



Figure 6. Work Aliko Lathif R.

Source: Personal Documentation 2025

The work made by Lathif features an object in the form of a turtle made using eggshell waste media. The work was also made using several color choices from the egg cages to realize the objects of the images he made, such as on the head, legs, and tail using black eggshells, and on the turtle shells using light green, dark green, and black.

The work made by Lathif is already very good. The mastery of the technique and arrangement of eggshells is neat. This can be seen on the subject of the drawing, the eggshell is neatly cut and pasted following the sketch pattern he has made and does not cross the line. The unity and harmony of shapes and colors in the work made by Lathif is very good, this is realized by the selection of colors on the eggshells that are adjusted to the subject drawn, namely the turtle shells in light green, dark green, and black, as well as on the head, legs, and tail in black. The work has a texture, namely coarse, produced from eggshells. The placement of the turtle subject in the work is quite balanced. The proportionality between the work and the area of the field of work has been seen proportional.

The work shows the concept of turtles which is described simply according to imagination and creativity in describing objects seen daily. This reflects the stage of artistic development in elementary school children.

The creativity in this work can be seen from different sides. The advantage of this work is that creativity can be seen from colors and objects, precisely in the shell which looks unique because it combines different colors. However, the work also still has the disadvantage of not providing additional visual elements or other objects to enrich the image, and the *background* is still blank, not colored, or pasted with eggshells.



Figure 7. Work Safa Ayundia F. Y.

Source: Personal Documentation 2025

The work made by Safa features an image object in the form of a sunflower in a pot made from eggshell waste. The mosaic artwork was made using several color options from the eggshell to create the object of the picture it made, such as the use of yellow and brown eggshell colors used to create the flower subject, the use of green color used to create the subject of leaves and stalks, and the use of black color used to create the pot subject.

The work made by Safa is quite good. The mastery of the technique and arrangement of eggshells is quite neat. This can be seen on each drawing subject, the eggshell is neatly cut and pasted following the sketch pattern and does not cross the line. The unity and compatibility of shapes and colors in the works made by Safa is quite good, this is manifested by the selection of colors on the eggshells that are adapted to the subject drawn, namely sunflowers using yellow and brown colors, stalks and leaves using green, and pots using black. The work has a texture, namely coarse, produced from eggshells. The placement of the flower subject in the work is quite balanced. The ratio between the subject of flowers and pots is still not proportional, but the proportionality of the work and the area of the field of work has been seen to be proportional.

The work shows the concept of sunflowers which is described simply according to imagination and creativity in describing objects seen daily. This reflects the stage of artistic development in elementary school children.

The work has the advantage of choosing colors that match the real (real) sunflower object. However, the work still has shortcomings, namely the creativity in the work is still lacking because it does not provide additional visual elements or other objects to enrich the image, the size of the flowers and pots is still disproportionate and the *background* is still blank without being colored or pasted with eggshells.

3. Conclusion

Based on the results of the research conducted, conclusions were obtained from the researcher. First, the mosaic work process is carried out through 3 stages, namely, planning, implementation, and evaluation. The technique used is a technique of sticking to the sketch that has been made. Before working, there are tools and materials that must be prepared, namely paper, egg shells, wood glue, *cotton buds*, and tissues. In the implementation process, even though the teacher provided material and demonstrated mosaic art with makeshift facilities, the students seemed enthusiastic in the process of learning to make mosaic art using

eggshells. This is seen from students who pay attention to the teacher's explanations well and the students' work is quite optimal. The students' knowledge of sketch objects is made according to their surroundings, so that they can work easily. However, students experience a little confusion when choosing a color for the sketch object they have made, as well as a little difficulty when gluing the eggshell with glue, because they are not used to using wood glue. In addition, learning to make mosaic art using eggshells has never been done, so students feel interested in learning to make mosaic art with eggshells. The material presented by the teacher was the definition of texture and the meaning of mosaic as well as the procedure for using eggshells as a medium for mosaic art and using the *Project Based Learning* (PjBL) model.

The evaluation of the works used consists of aspects of preparing tools/materials, ideas/ideas, techniques, neatness, and creativity. The learning time given is 2 x 35 minutes or 2 hours of lessons, at each meeting and divided into 3 stages, namely: introductory, core, and closing activities. The mosaic work with egg shells of fourth grade students of SD Negeri 1 Nangkaswit obtained a score of 914 with an average score of 83 which means it is included in the good category. The total score obtained is a combination of assessments between teachers and researchers. Of the total number of fourth grade students, there was one student who did not go to school when making mosaic art, so there were only 11 mosaic works made by students. There were 2 students or 18% who scored in the very good category, 5 students or 46% who scored in the good category, and 4 students or 36% who scored in the fair category. Based on this explanation, it was concluded that art education in Class IV of SD Negeri 1 Nangkasawit is quite good even though the grade IV teacher who teaches fine arts subjects is not from a background of fine arts graduates. This can be reviewed from the teacher's ability to teach and give tasks to students such as drawing and making skills. However, art learning in grade IV is still limited to the use of creative media, which is only using manila paper, asturo paper, origami paper, drawing books, colored pencils, markers, and crayons.

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