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The Practice of Integration of Art Education and Regional Culture Towards Pedagogy Enhancement

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Abstract: This study examined the incorporation of arts and culture into fundamental academic disciplines within an educational setting, while also examining the obstacles encountered by educators in this pursuit. This also looked into the methodologies used by educators to include arts and culture into their teaching practices, with a particular focus on the promotion of collaboration, critical thinking, communication, and creativity as fundamental elements. Additionally, this study investigates the many obstacles faced by educators, with a particular emphasis on the assistance provided by schools, social networks, families, experts, and the competence of instructors. The findings of the study indicate that educators demonstrate a moderate level of achievement in incorporating arts and culture into their instructional methodologies, showcasing significant proficiency in fostering creativity and promoting critical thinking techniques. Nevertheless, it is evident that there are ongoing issues pertaining to educational resources and social assistance, underscoring the need for more enhancements. This research highlights the significance of improving pedagogical approaches, ensuring sufficient resources, and cultivating collaborative partnerships among educators, communities, and specialists in order to achieve a more thorough incorporation of arts and culture within the realm of education. The aforementioned results provide significant insights for anyone involved in education, policy-making, and those with a vested interest in enhancing students' learning experiences by integrating arts and culture.

Keywords: Collaboration; Critical Thinking; Communication; Creativity; Challenges; School Support; Educational Resources; Social Assistance.

1. Introduction

China's 5,000-year history has given rise to a rich tapestry of cultural heritage, representing the accumulated wisdom and quintessence of Chinese civilization. Regional culture, as a subset of this outstanding traditional culture, comprises a diverse array of cultural heritages formed in specific regions, each exhibiting a unique blend of stability, uniqueness, and transmissibility. This regional culture manifests in numerous forms such as cultural relics, literature, art, and folklore, and plays a pivotal role in guiding moral consciousness, establishing behavioral norms, and fostering a sense of national unity.

Primary art education stands as a crucial instrument in the implementation of aesthetic education, steering young minds towards beauty and spirituality, and laying a robust foundation for their future development. Children in primary school are at a nascent stage of understanding the world around them. Fueled by curiosity and wonder, they possess an unbounded imagination, enabling them to draw connections between disparate entities and interpret them in ways that are both innocent and childlike. This is the natural genesis of artistic creativity.

The role of primary art education is to provide these young minds with a means to express their perceptions of the unknown world, thereby sparking further artistic imagination and creativity. Simultaneously, it subconsciously enhances their cultural literacy. The amalgamation of art education and regional culture not only broadens students' horizons and expands their minds but also supplies a wealth of material to nurture their artistic imagination and creativity. Furthermore, it facilitates an exploration into the essence of regional culture, integrating it into artistic creation to imbue artworks with a richer cultural resonance.

From a symbiotic perspective, the content of the art curriculum derives sustenance from the excellence of regional culture, while the regional culture itself finds perpetuation and promotion through the art curriculum. In the ongoing reform of art teaching, delving into the exemplary genes of regional culture and understanding the aesthetic cognition and feelings associated with it are imperative. This enhances the curriculum content, strengthens cultural inheritance through art education, and consequently elevates the overall standard of education and teaching.

This study, therefore, situates itself within this context, examining the intersection of primary art education and regional culture in three primary schools in Henan Province, China. It seeks to understand how teachers are navigating the integration of regional culture into the art curriculum, the challenges they encounter in this endeavor, and to subsequently propose viable strategies for improvement. By doing so, the research aims to contribute to the broader conversation on cultural preservation through education, providing actionable insights that can be adopted by other primary schools looking to enrich their art education programs with regional cultural content, and in the process, fostering a learning environment that is at once culturally rich, creatively stimulating, and educationally profound.

1.1. Background of the Study

The acceleration of information technology and the subsequent global cultural interchange have significantly influenced the world, leading to a constant exchange and collision of cultures worldwide. While this has enabled the assimilation of foreign cultures, it has also posed substantial challenges to the preservation and evolution of local and regional cultures. This is particularly evident in the education sector, where the integration of regional culture into the

curriculum has become a crucial topic of discussion and action.

In the United States, the National Standards for Arts Education established in the 1990s highlighted the importance of utilizing local arts resources, emphasizing the need for a collaborative environment involving teachers, parents, and local arts organizations to foster and deepen students' artistic capabilities. Similarly, Japan's transition to a five-day school week at the start of the twenty-first century has allowed for a more interdisciplinary and comprehensive development of curriculum resources, incorporating both traditional and international elements to maintain cultural heritage while aligning with national educational standards.

China, not to be left behind, has also taken significant strides in this direction. The 2022 version of the Compulsory Education Art Curriculum Standards expressly advocates for the active development of local art curriculum resources, placing the responsibility on art educators to conduct extensive research on local cultures, and develop school-based curricula and teaching materials that resonate with local sentiments and heritage values. Furthermore, the "Opinions on the Implementation of the Project for the Inheritance and Development of the Excellent Traditional Chinese Culture" issued by the central government in 2017, outlines ambitious goals for embedding traditional Chinese culture, of which regional culture is an integral part, across all sectors of education, aiming to build a cultural powerhouse and enhance China's cultural soft power.

Despite these advancements, challenges persist, especially in primary school art education in certain regions of China where traditional teaching methods still dominate. This study, therefore, seeks to address this gap by focusing on three primary schools in Henan Province, aiming to understand how teachers are integrating regional culture and art education into their curriculums, identifying the challenges faced in this integration, and proposing feasible solutions to improve the situation. By doing so, this research not only contributes to the existing body of knowledge but also serves as a practical reference for other primary schools looking to integrate regional culture into their art curriculums, ultimately fostering a richer, more diverse educational environment that both preserves local heritage and meets contemporary educational standards.

1.2. Statement of the Problem

This study delved into the relationship between the strategies employed by teachers and the challenges they face in integrating arts and culture in the core subject areas.

Specifically, it aims to answer the following questions:

1.What is the assessment of the respondents of the strategies in integrating arts and culture in the core subjects in terms of:

1.1Collaboration

1.2Critical Thinking

1.3Communication

1.4Creativity

2.What are the challenges faced by teachers in integrating arts and culture in the core subjects in terms of:

2.1School Support

2.2Social Support

2.3Family Support

2.4Expert Support

2.5Teacher Expertise

3.Is there a significant relationship between the strategies employed by teachers and the challenges they face in integrating arts and culture in the core subject areas?

4.Based on the results of the study, what enhanced comprehensive program for art teachers to enhance their skills in integrating arts and culture in the core subjects?

1.3. Hypotheses

There is no significant relationship between the assessment of the respondents of the strategies in integrating arts and culture and challenges teachers face in integrating arts and culture in the core subject areas.

1.4. Scope and Delimitation

This study meticulously explores the intricate dynamics between regional culture and art education within primary schools, aiming to dissect how teachers seamlessly weave regional cultural elements into the art curriculum, while simultaneously navigating the challenges that arise during this integration process. The ultimate goal of this study is to pinpoint the stumbling blocks in fusing regional culture with art education and to devise practical, disputable strategies to overcome these hurdles, thereby enriching the educational landscape.

Probing into the specific context of Henan Province in China, this study casts its analytical gaze on three emblematic primary schools: Henan Experimental Primary School, Zhengzhou Culture Road First Primary School, and Tanghe County Fourth Primary School. The investigation harnesses the insights of a substantial cohort of 90 art teachers, drawing from a pool of 30 educators from each of the participating schools.

To ensure a robust, multi-faceted understanding of the phenomena at hand, the research employs a diverse array of both qualitative and quantitative research methodologies.

1.5. Significance of the Study

The significance of this study lies in its potential to contribute meaningfully to the field of education, particularly in the integration of arts and regional culture within primary schools. Here are several key areas of impact:

1.5.1. Enhanced Teaching Strategies:

The study provides insights into how educators can innovate and improve their teaching methodologies by incorporating arts and regional culture, fostering a more engaging and holistic learning experience for students.

1.5.2. Supportive Learning Environment:

The study advocates for creating conducive learning environments. It highlights the importance of adequate resources, infrastructure, and a culturally aware home setting, which are crucial for successful arts integration.

1.5.3. Professional Development and Expert Involvement:

The study underscores the necessity for continuous teacher training and professional development, ensuring that educators are well-equipped with the knowledge and skills required for effective arts integration.

1.5.4. Addressing Challenges and Building Resilience:

The study aims to identify underlying issues and propose viable solutions. This proactive approach contributes to building resilience and adaptability within the education system, ensuring its readiness to address future challenges.

1.5.5. Promoting Cultural Awareness and Diversity:

This inclusivity and celebration of diversity contribute to

creating a more tolerant and empathetic society.

1.5.6. Academic and Societal Contributions:

The study can influence policy-making, curriculum development, and teaching practices, ultimately benefiting both the academic community and society at large.

1.5.7. Social Aspects:

This study aims to enhance the regional cultural identity and foster a self-consciousness about its development among primary school students. By doing so, it serves as a strategic response to the cultural identity crisis, helping students to grasp the spiritual essence of outstanding regional culture. This not only sustains cultural legacies but also cultivates a more positive social atmosphere.

1.5.8. For Schools:

This research offers invaluable insights for schools in terms of nurturing their unique school culture and providing direction for the development of school-based programs.

1.5.9. For Students:

This study is instrumental in nurturing their personality development, self-awareness, and creative capacities, thereby fostering their holistic growth. Primary school is a pivotal phase for cultivating students' aesthetic sensibilities and artistic creativity, with potential long-term impacts on their aesthetic development.

1.5.10. For Teachers:

This study serves as a catalyst for contemplation and innovation in merging regional culture with primary art education, thereby elevating the overall quality of education.

1.5.11. Ministry of Education of China:

By adhering to these standards and promoting moral education through the arts, this study contributes to the national educational agenda, fulfilling the ministry's vision for primary school art education.

1.5.12. Future Researchers:

This study serves as a valuable resource and reference point for both the researcher and future scholars in the field.

2. Review of Related Literature and Studies

2.1. Review of Related Literature and Studies

2.1.1. The Value of Regional Culture

Regional culture contains rich humanistic resources, and regional culture education is an integral part of humanistic education. Lin (2006) suggests that students define their cultural identity through learning and perceiving local culture. Benedict writes in his book Patterns of Culture that a person's life is constantly influenced by the traditional patterns and rules of the society, that from the moment of birth a person is in the midst of the local customs that surround him and shape his behavior, and that human beings are the sum total of social relations and are herd animals. The customs, beliefs, and taboos of one's birthplace become one's own, and it is impossible for a person in the same social environment to carry the shadow of another social environment, so human beings are in fact the product of the culture to which they belong (Benedict, 1987). According to Lin (2017), among other things, vernacular art is an art form with rich creative materials and humanistic spirit, with local humanistic social characteristics.

Of course, the value of regional culture for education is not limited to the definition of the above scholars, the University of Cambridge and Oxford in the United Kingdom has always taken "detecting, exploring and developing the potential ability of students, and stimulating the spirit of individual creativity" as its school ideology. As early as in 1945, Harvard University in the United States published "General Education in a Free Society", which put forward the principle of coordinated development of knowledge and ability is to focus on the training of students' creative ability, and in the 1970s, the United States education sector has clearly put forward the goal of cultivating talents with the spirit of innovation in education. Regional culture comes from innovation, and the inheritance and development of regional culture also depends on innovation, the integration of regional culture in primary art education can effectively stimulate students' creative consciousness, cultivate students' creative ability, and can feed the regional culture, so that the regional culture can be developed.

2.1.2. Art Education

Zhu and Li (2022) said, art education can promote students' self-understanding, establish a sound personality, develop creative potential, and has unique advantages and values in establishing morality and nurturing people, and it has a role that cannot be replaced by other disciplines, and the nurturing value of the art curriculum should be closely related to specific learning tasks in order to be realized. In the course of art education, students can truly feel the beauty of humanistic art and humanistic spirit in their lives. In art education activities, the humanistic spirit is used to achieve the dyeing and purification of students' humanistic souls, ensuring the actual effect of art education (Xiong, 2017).

2.1.3. Curriculum Integration

Curriculum resources are a variety of explicit and implicit teaching materials that can be used in the teaching process of various disciplines, and regional culture is also a kind of curriculum resources, and this paper focuses on the integration of regional culture into art education to enhance the quality of teaching.

According to the research of Zou (2015), experiments were carried out by trying the teaching method of "synthesis-exploration", and the results showed that curriculum integration requires teachers to skillfully design cases, improve conventional teaching methods, stimulate students' interests, and strive to combine disciplines without traces, so as to guide students to learn on their own initiative and at any time and any place, and thus to allow culture to seep into the hearts and minds of the students. heart. Qiu (2021) proposed that in the primary art curriculum teachers must focus on the appreciation of excellent works of art learning and students' hands-on practical activities are closely integrated, teachers must be fully aware of the unique charm of regional culture, and strive to improve the efficiency of classroom teaching. This provides a direction for diversified teaching methods. Jin (2020) believes that the integration of regional culture into the art classroom should adopt a deep education model that enhances the educational connotation step by step and effectively integrates art teaching resources. Chen and Bai (2022) also proposed that when introducing regional culture into the curriculum, teachers should not only consider its cultural value and historical heritage, but also consider the operability of introducing it into the curriculum. In addition, Chen and Bai (2022) also put forward concerns different from those of other scholars, such as curriculum objectives are the expectations and directions of art teachers' teaching practice, and are the starting point and destination of all art teaching

activities, so they should adhere to the logic of the objective design, design comprehensive objectives that are consistent with the students' personal growth and promote the students' future development. Hong (2018) proposes a benign development system of research - development - teaching, arguing that systematic curriculum resources and a sound system are important supports for curriculum integration. A sound education system can establish a long-term guarantee mechanism for the dissemination of regional culture on campus.

2.2. Synthesis

The comprehensive review of existing literature and previous studies has significantly contributed to the depth and breadth of this research, elucidating various facets of the intertwining relationship between regional culture and art education. Such interplay accentuates the vital components of art education: fostering self-awareness, enriching humanistic sensibilities, enhancing aesthetic literacy, and nurturing creativity in students. Additionally, this examination sheds light on the intricate processes involved in integrating curricular content, the challenges faced therein, and potential strategies for optimization.

Existing literature unanimously underscores the immense value embedded in China's exquisite traditional culture and regional artistry, emphasizing its pivotal role in cultivating a rich humanistic foundation within primary school art education. Similarly, art education, being an integral component of primary school education, exerts a profound influence on the holistic development of students, preparing them for future endeavors.

This research aligns with previous studies in recognizing the potential of China's rich cultural heritage to elevate the quality of art education. Previous researchers have delineated clear pathways for the integration of curricular resources into art education, addressing key elements such as the enhancement of teaching methodologies, ensuring alignment between student development and curricular content, meticulous selection of high-quality materials, fostering art practices, and establishing a robust teaching framework. These insights serve as invaluable references for the current study, particularly in relation to integrating regional culture as a curricular resource within art education.

However, this study diverges from previous literature by shifting the spotlight onto the pivotal role of teachers in this integrative process. While numerous studies have concentrated on curricular improvements, there has been a noticeable paucity of focus on the vital influence of teacher knowledge and classroom dynamics. This research endeavors to bridge this gap, honing in on the augmentation of teacher expertise, optimization of classroom environments, and the identification of strategies to elevate educational quality.

Central to this study is the assertion that art teachers play a crucial role in the seamless integration of regional culture into the classroom setting. As primary agents in curriculum development, teaching material creation, and classroom instruction, teachers wield considerable influence over the extent to which regional culture permeates the curriculum. Consequently, a deep and nuanced understanding of regional culture among teachers is imperative.

Additionally, this research critically evaluates the traditional classroom model, advocating for innovative approaches that fully leverage the richness of regional culture in art education. By adopting a broader perspective and delving into the unique attributes of local culture, this study aims to explore diverse curricular possibilities and chart new territories in the development of art courses.

Thus, the synthesis of past studies and literature provides a solid foundation and directional guide for this research, underscoring the significance of teacher knowledge and innovative classroom practices in enhancing the integration of regional culture within art education. This study aspires to contribute to the existing body of knowledge by offering fresh insights and practical strategies, ultimately enriching the discourse on the synergistic relationship between regional culture and art education.

2.3. Theoretical Framework

Polanyi's concept of 'explicit knowledge' and 'tacit knowledge' has indeed paved the way for a deeper understanding of knowledge transfer and acquisition, especially in the field of education. Explicit knowledge, being more structured and easier to articulate, often becomes the focus of traditional teaching models. However, Polanyi emphasized that 'tacit knowledge' plays a crucial role in the learning process, as it encompasses the intangible, experiential, and contextual aspects of knowledge that are hard to communicate through words or symbols.

The value of tacit knowledge becomes apparent in the context of art education, which is inherently tied to expression, creativity, and cultural understanding. The traditional teaching models, with their focus on explicit knowledge, tend to overlook the richness and depth that tacit knowledge brings to the learning experience. Here's how Polanyi's theory can be integrated and expanded upon in the context of art education:

Bridging Tacit and Explicit Knowledge: Art education should aim at bridging the gap between tacit and explicit knowledge.

Valuing Cultural and Humanistic Aspects: Most of the knowledge embedded in regional culture is tacit in nature, rich in humanistic and spiritual connotations.

Fostering Creativity and Innovation: Tacit knowledge is often linked to creativity and innovation.

Enhancing Humanistic Education: Art education is not just about mastering artistic techniques; it's also about developing a sense of aesthetics, ethics, and cultural awareness. Tacit knowledge plays a significant role in this aspect of education, as it encompasses the values, emotions, and intuitions that shape our understanding of the world.

Facilitating Lifelong Learning: Acknowledging the importance of tacit knowledge also means preparing students for a lifetime of learning.

In conclusion, integrating Polanyi's theory of tacit and explicit knowledge into art education provides a robust theoretical framework that acknowledges the complexity of knowledge transfer and acquisition. It shifts the focus from mere technical skill transfer to the development of a deeper, more holistic understanding of art, culture, and humanity. By bridging the gap between tacit and explicit knowledge, valuing the cultural and humanistic aspects of education, fostering creativity, enhancing humanistic education, and facilitating lifelong learning, art education can truly fulfill its potential as a transformative force in students' lives.

2.4. Research Paradigm

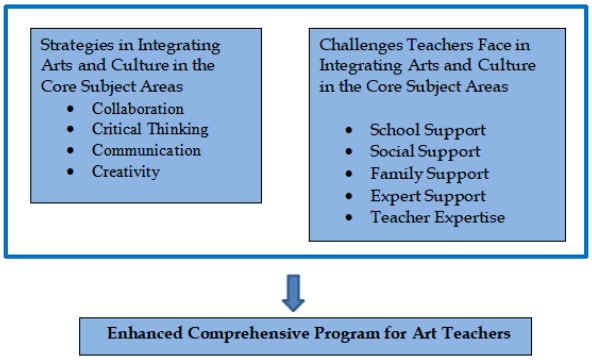


Fig 1. Research Paradigm

2.5. Definition of Terms

The following terms are defined academically and operationally to have a better understanding of the study.

Art Education: This term refers to the set of aesthetic educational activities that employ artistic means and contents such as literature, music, and visual art. Art education represents a crucial segment of aesthetic education, with its primary objectives being to cultivate individuals' aesthetic concepts, appreciation abilities, and creative capacities. The main emphasis is placed on the development of appreciation skills, while creative abilities serve as a complementary focus.

Regional Culture: This term denotes the distinctive culture of a particular geographical area, resulting from the inhabitants' prolonged mental and physical efforts in creation and development. This culture emerges through continual experimentation and accumulation, boasting unique local characteristics and a self-sufficient system.

Fine Arts Curriculum Resources: Curriculum resources encompass all potential sources of educational material, both tangible and intangible. Within the context of education, they form a crucial part of the resources necessary for curriculum execution, offering essential content, meanings, and materials. Art curriculum resources, specifically, represent the curriculum system that utilizes art as a communicative medium to fulfill educational objectives. These resources are categorized into two types based on their functions: material and conditional.

3. Methodology

3.1. Research Design

This study adopted mixed methods, employing both qualitative and quantitative approaches. Mixed methods research, as a paradigm, utilizes a combination of qualitative and quantitative research methods in a single study or program to collect, analyze information, integrate findings, and draw inferences. By combining the strengths of both research methodologies, the limitations of relying on a single method were mitigated, resulting in a more comprehensive and profound understanding of the research question.

3.2. Research Locale

The research locales for this study were three primary schools in Henan Province: Henan Experimental Primary School, Zhengzhou Culture Road First Primary School, and Tanghe County Fourth Primary School. A total of 90 art teachers, with 30 teachers from each school, participated in the study.

3.3. Sampling Method

The sampling method employed was random sampling, selecting art teachers currently serving in these three elementary schools based on their willingness to participate in the study and provide truthful responses.

3.4. Research Instrument

In terms of research instruments, the study utilized Zoho Survey for questionnaire distribution, and the tool has demonstrated sound psychometric properties, having been peer-reviewed for content validity. The questionnaire comprised two sections: the first part contained a profile of the respondents, and the second part measured the respondents' perceptions on issues related to the integration of regional cultures in arts education.

3.5. Data Gathering Procedure

The data gathering procedure involved four main steps: obtaining permission from the headmasters, distributing the questionnaire via WeChat, conducting interviews and focus group discussions, and analyzing the data using SPSS software.

3.6. Ethical Considerations

Ethical considerations were paramount, ensuring authorization from school management, consent from participants, confidentiality of information, and honesty in reporting results. Participants' anonymity was maintained, and their data was kept confidential.

3.7. Statistical Treatment

Statistical treatment of the data involved frequency and percentage, statistical-weighted means, and the Likert Scale to synthesize the results, analyze perceptions, and provide a comprehensive understanding of the study's outcomes.

Scale	Range of Means	Adjectival interpretation
4	3.51-4.00	Highly implemented/Highly Challenging
3	2.51-3.50	Implemented/Challenging
2	1.51-2.50	Slightly implemented/Less Challenging
1	1.0-1.50	Not implemented/Not Challenging

Fig 2. Statistical treatment of the data

4. Results, Analysis and Interpretation of Data

4.1. Strategies in Integrating Arts and Culture in The Core Subject Areas

4.1.1. Collaboration

Table 1 provides information on many initiatives that are designed to facilitate the incorporation of arts and culture into fundamental academic disciplines, emphasizing the need of collaborative efforts. Among the several methods examined, the strategy of "Utilizing Drawings and Illustrations" emerges as the most noteworthy, as it attains the highest mean score of 3.88. This score suggests that the execution of this strategy has been effective, with a reasonable level of usage. This implies that the integration of drawings and illustrations in the teaching of fundamental topics is a successful strategy for promoting cooperation within the classroom, and so, should be actively supported and promoted.

Table 1. Strategies in integrating arts and culture in the core subject areas in terms of Collaboration

Indicators	Mean	SD	Adj. Description	Interpretation	Rank
Act It Out	2.38	0.77	Slightly Implemented	*Slightly Utilized*	3
Make Collages and Models	3.60	0.60	Implemented	*Moderately Utilized*	2
Use Drawings and Illustrations	3.88	0.33	Implemented	*Moderately Utilized*	1
Turn Fractions into Music	1.50	0.74	*Not Implemented*	*Not Utilized*	5
Tableu	2.31	0.,94	Slightly Implemented	*Slightly Utilized*	4
Overall	**2.73**	**0.68**	**Implemented**	***Moderately Utilized***	

Scale:4.00-3.51=Highly Implemented/Highly Utilized; 3.50-2.51=Implemented/Moderately Utilized; 2.50-1.51= Slightly Implemented/Slightly Utilized; 1.50-1.00= Not Implemented / Not Utilized

Conversely, the project titled "Turn Fractions into Music" has the lowest average score of 1.50, indicating a lack of implementation and use. This suggests that the current implementation of this method in the curriculum is not sufficiently integrated and may need reassessment or the exploration of other ways in order to better correspond with the objectives of integrating arts and culture into core courses. The activity of creating collages and models has achieved a pretty good score of 3.60, suggesting effective execution and moderate use. This particular approach may be consistently used to further boost cooperation and involvement inside the educational setting. In contrast, the activities known as "Act It Out" and "Tableu" have comparatively lower mean ratings and are classified as being "Slightly Implemented" and "Slightly Utilized" respectively. Educators may be inclined to investigate methods for enhancing the application and usage of these practices in order to foster improved cooperation among pupils.

In a nutshell, the research indicates that some approaches, such as using visual aids and visual representations, exhibit more efficacy in the integration of arts and culture into fundamental academic disciplines and fostering collaborative efforts. Conversely, other tactics may need further scrutiny and enhancement in order to get comparable outcomes.

The study conducted by Hahn (2020) on the integration of arts and teacher collaboration within the framework of online learning during the COVID-19 pandemic is in line with previous scholarly works that emphasize the importance of teacher collaboration in the integration of arts (Burnaford et al., 2007; Burton et al., 1999; Carney et al., 2016; Duma & Silverstein, 2014; Lynch, 2007; Snyder et al., 2014; Upitis et al., 1999; Vitulli et al., 2013). This research recognizes the significance of teacher cooperation in facilitating successful arts integration, hence yielding potential advantages for both students and educators.

Hahn's study utilized a phenomenological case study methodology that drew inspiration from philosophical hermeneutics (Agrey, 2014; Herda, 1999) and participatory action research (Merriam & Tisdell, 2016; Stringer, 2007). This approach prioritizes the interpretation of individuals' lived experiences and acknowledges the active involvement of participants as co-researchers. Hahn's study included many research methods, including individual participant interviews, the collection of observational field notes, and the inclusion of participants in a collaborative member-checking and art-making process. Through these approaches, Hahn was able to get valuable insights into the experiences of teachers as they transitioned to online arts integrated teaching and collaboration.

Hahn's work contributes significant insights to the extant scholarly discourse around teacher professional development, online learning, and the integration of arts in pedagogy. The characterization of collaboration as a "bright spot" implies that despite the obstacles presented by online learning, there are prospects for substantial teacher cooperation within the context of arts integration. Furthermore, the research emphasizes the impact of the online setting on teacher experiences, providing insight into the particular difficulties encountered by educators as they navigate the shift to virtual instruction prompted by the epidemic.

In addition, Hahn's investigation into the notions of "wall-building" and "wall-dissolving" within virtual learning environments enhances our comprehension of the intricacies involved in online collaboration. This research also presents potential implications for pre-service and in-service educators, professional development initiatives, and educational administrators. These findings have the potential to contribute to the development of successful techniques for increasing cooperation in virtual settings and improving the quality of arts integrated pedagogy in online learning environments.

The inclusion of Hahn's study results within the current body of literature pertaining to teacher collaboration and arts integration during the COVID-19 epidemic offers a holistic viewpoint about the obstacles and possibilities encountered by educators as they adjust to the realm of online instruction and learning. This statement highlights the significance of promoting cooperation within virtual environments and provides significant perspectives for educators and policymakers aiming to enhance online arts integrated education.

4.1.2. Critical Thinking

Table 2. Strategies in integrating arts and culture in the core subject areas in terms of critical thinking

Indicators	Mean	SD	Adj. Description	Interpretation	Rank
Ask Open-ended Questions	3.82	0.38	*Highly Implemented*	*Highly Utilized*	1
Make Time for Metacognitive Reflection	2.06	0.69	*Slightly Implemented*	*Slightly Utilized*	4
Teach Information Literacy	2.74	1.04	*Implemented*	*Moderately Utilized*	3
Teach Reasoning Skills	1.86	0.84	*Slightly Implemented*	*Slightly Utilized*	5
Provide Diverse Prospective	3.43	0.56	*Implemented*	*Moderately Utilized*	2
Overall	**2.78**	**0.71**	**Implemented**	***Moderately Utilized***	

Scale:4.00-3.51=Highly Implemented/Highly Utilized; 3.50-2.51=Implemented/Moderately Utilized; 2.50-1.51= Slightly Implemented/Slightly Utilized; 1.50-1.00= Not Implemented / Not Utilized

Table 2 offers an examination of many approaches to incorporating arts and culture inside fundamental academic disciplines, emphasizing the promotion of critical thinking skills. The findings underscore the presence of both efficacious and less efficacious strategies for fostering critical thinking within educational settings. The technique of asking open-ended questions has the best effectiveness, as seen by its mean score of 3.82 and minimal variability. These results suggest that this method is widely used and well exploited. This implies that open-ended questions are seen by educators as a potent instrument for fostering critical thinking skills in students, so establishing it as an effective strategy that warrants further emphasis and broader use in educational

methodologies.

In contrast, the categories of "Teach Reasoning Skills" and "Make Time for Metacognitive Reflection" have lower mean ratings of 1.86 and 2.06, respectively. The aforementioned tactics are categorized as "Slightly Implemented" and "Slightly Utilized," indicating a dearth of extensive acceptance and use. This observation highlights the need for instructors to reevaluate their execution of these tactics and devise methods to enhance their efficacy in fostering critical thinking abilities in pupils. The categories of "Provide Diverse Perspectives" and "Teach Information Literacy" have modest mean scores and variability. Although these areas have been introduced and are substantially used, there is still potential for development in order to increase their efficacy in promoting critical thinking.

In conclusion, the research highlights the significance of using open-ended questions as an effective approach to foster critical thinking. Furthermore, this underscores the need for educators to allocate greater focus towards implementing pedagogical approaches that cultivate reasoning skills and foster metacognitive reflection, hence enhancing their influence on students' aptitude for critical thinking. The consequences of these results are of great importance for the creation of curriculum and teaching techniques. They provide guidance to educators on how to improve critical thinking abilities in key subjects by integrating arts and culture.

The study undertaken by Maneen (2016) in Gardner-Webb University offers significant contributions to the existing body of research on the effects of arts integration on critical thinking, creativity, communication, and cooperation within educational environments. The qualitative case study conducted by Maneen centered on the examination of teacher perspectives about arts integration practices inside a charter school affiliated with the North Carolina A+ program. The research aimed to investigate the extent to which arts integration facilitated the cultivation of crucial 21st-century skills among educators. The research revealed a number of essential techniques and practices that were used at the school in order to maintain a school-wide arts integration program. The aforementioned factors included collaborative planning, support from leadership, a focus on the learning process rather than the end result, varied learning routes, opportunities for professional growth, collaborations with the community, and the use of reflective techniques. The aforementioned results are in accordance with the significance of proficient execution and usage of arts integration techniques, which is congruent with the analysis of the existing research.

In addition, the study brought attention to certain arts integration practices that participants evaluated as effective in fostering the development of the 4 C's (communication, collaboration, critical thinking, and creativity) among students. The aforementioned tactics included active participation in collaborative assignments, critical evaluation of one's own and peers' artistic endeavors, student autonomy in creative expression, and the use of diverse art forms and media for the purpose of showcasing comprehension. The aforementioned results align with the notion that certain methods of incorporating arts into education, such as using open-ended inquiries and including varied viewpoints, have the potential to successfully cultivate critical thinking, creativity, communication, and collaborative skills.

Furthermore, the said research emphasized the correlation between contemporary support structures in the 21st century, including standards, assessments, curriculum, professional development, and learning environments, and the support systems for arts integration at the school level. The alignment of arts integration with current educational structures and standards serves to strengthen the notion that arts integration may effectively supplement and enrich educational practices, therefore providing additional support for the cultivation of 21st-century abilities. The inclusion of this research results in the present study offers more empirical data and an academic viewpoint on the beneficial effects of arts integration on critical thinking, creativity, communication, and cooperation within educational settings. This statement underscores the significance of implementing arts integration strategies and proposes that educators and educational institutions should contemplate including the arts as a method to foster the development of 21st-century abilities in students. Therefore, the inclusion of Maneen's work as a citation provides significant substantiation for the results and suggestions put forward in the present research.

4.1.3. Communication

Table 3. Strategies in integrating arts and culture in the core subject areas in terms of communication

Indicators	Mean	SD	Adj. Description	Interpretation	Rank
Brainstorming	3.58	0.58	*Highly Implemented*	*Highly Utilized*	2
Debate	1.52	0.71	*Slightly Implemented*	*Slightly Utilized*	5
Discussion	3.18	0.77	*Implemented*	*Moderately Utilized*	3
Role playing	2.44	0.79	*Slightly Implemented*	*Slightly Utilized*	4
Tell Picture Stories	3.77	0.43	*Highly Implemented*	*Highly Utilized*	1
Overall	**2.90**	**0.66**	***Implemented***	***Moderately Utilized***	

Scale:4.00-3.51=Highly Implemented/Highly Utilized; 3.50-2.51=Implemented/Moderately Utilized; 2.50-1.51= Slightly Implemented/Slightly Utilized; 1.50-1.00= Not Implemented / Not Utilized

Table 3 presents a thorough examination of approaches of incorporating arts and culture into fundamental academic disciplines, with a special emphasis on their influence on the development of communication abilities. The findings provide significant insights on the efficacy of various tactics inside educational environments. The approach of "Telling Picture Stories" has the greatest level of success, as seen by its mean score of 3.77 and low variability. These results suggest that the strategy was well implemented and used. This discovery highlights the importance of using visual storytelling as an effective means of improving students' communication abilities. This underscores the significance of advocating for the use of this technique inside educational settings in order to enhance students' communication skills. The practice of "Brainstorming" has a significantly elevated mean score of 3.58, indicating its widespread adoption and extensive use. Educators acknowledge the efficacy of using this approach in promoting students' ability to articulate their thoughts and engage in productive collaboration, hence confirming its significance in cultivating successful communication skills.

The effectiveness of "Discussion" is moderate, as shown by a mean score of 3.18. This suggests that while it is being used, there is potential for enhancing its usage and overall influence on communication skills. While this particular tactic continues to have value, educators may want to investigate methods for further augmenting its efficacy.

On the other hand, it is evident that the activities of "Role playing" and "Debate" have received comparatively lower

average ratings, suggesting that their implementation and use for the purpose of developing communication skills may not be as beneficial. The efficacy of communication among students may be enhanced by reassessing and exploring alternate approaches to the aforementioned tactics.

In brief, the table elucidates the significance of using a range of arts integration tactics in order to augment communication abilities within the educational setting. The activities of "Tell Picture Stories" and "Brainstorming" exhibit notable efficacy, whilst the activity of "Discussion" retains its value but has room for enhancement. The efficacy of "role playing" and "debate" as instructional strategies for fostering good communication among students might be enhanced by a reevaluation or exploration of other approaches. The aforementioned results underscore the importance of using arts integration as a means of fostering crucial communication skills within educational environments.

Heiman (2020) highlights the significant advantages of incorporating arts integration into education. This aligns well with current research results that stress the crucial role of arts integration in fostering students' communication abilities. Heiman's study underscores the significance of arts education across several disciplines, including dance, media arts, music, theater, and visual arts, since it provides quantifiable benefits in the domains of social, emotional, and intellectual growth.

The use of artistic components into teaching methodologies, known as arts integration, has been extensively studied in the literature review. This strategy has shown to be very effective for educators in academic disciplines such as Math, History, Science, and English. The use of the arts in education offers a comprehensive approach to instruction and knowledge acquisition that surpasses conventional methodologies, presenting pupils with a wide range of possibilities for involvement and self-expression.

Heiman's synthesis of data confirms that the incorporation of arts into education not only improves academic achievements but also plays a significant role in fostering the social and emotional growth of pupils. The results of this study provide robust evidence that aligns with contemporary studies highlighting the crucial significance of arts integration in promoting the development of effective communication abilities. The significance of effective communication within the context of social and emotional development is well acknowledged, and it is considered an essential component of arts integration methodologies.

In addition, the literature analysis offers suggestions for the implementation of arts integration approaches within educational settings. The aforementioned ideas are in accordance with current research results that highlight the need of educators using a variety of arts integration tactics in order to improve students' communication abilities. Arts integration, as a multifaceted educational strategy, enhances the educational environment by fostering creativity, teamwork, and proficient communication, all of which are fundamental proficiencies in the contemporary day.

In essence, this supporting literature serves to strengthen the significance of arts integration within the realm of education, aligning with contemporary research that underscores the favorable influence of arts integration on students' communication abilities. Both sources underscore the significance of arts integration in not only augmenting academic achievements but also fostering students' social and emotional growth. By using arts integration tactics within the educational setting, teachers have the ability to cultivate students who possess a comprehensive range of skills and are proficient in the art of effective communication, a critical attribute in the contemporary global landscape.

4.1.4. Creativity

Table 4. Strategies in integrating arts and culture in the core subject areas in terms of creativity

Indicators	Mean	SD	Adj. Description	Interpretation	Rank
Concept Mapping	3.47	0.71	*Implemented*	*Moderately Utilized*	3
Memorize Through Song	2.10	0.82	*Slightly Implemented*	*Slightly Utilized*	5
Use Drawings and Illustrations.	3.91	0.29	*Highly Implemented*	*Highly Utilized*	1
Use gamification	2.77	0.74	*Implemented*	*Moderately Utilized*	4
Use visual aids.	3.88	0.36	*Highly Implemented*	*Highly Utilized*	2
Overall	**3.22**	**0.58**	***Implemented***	***Moderately Utilized***	

Scale:4.00-3.51=Highly Implemented/Highly Utilized; 3.50-2.51=Implemented/Moderately Utilized; 2.50-1.51= Slightly Implemented/Slightly Utilized; 1.50-1.00= Not Implemented / Not Utilized

Table 4 provides a thorough examination of approaches aimed at incorporating arts and culture into fundamental academic disciplines, with a particular emphasis on fostering the development of creativity among students. The results, including the most elevated and lowest average scores, provide significant perspectives on the efficacy of these approaches and their ramifications for instructional methodologies. The technique of using drawings and illustrations is particularly noteworthy due to its high effectiveness, as seen by its mean score of 3.91 and low variability. These results suggest that this approach has been implemented and used well. This discovery highlights the relevance of visual arts in promoting creative thinking and underlines the value of integrating drawings and illustrations into classroom activities as an effective means of enhancing creativity.

The recommendation to apply visual aids is shown to have a very high mean score of 3.88, indicating its strong acceptance and adoption among users. This particular approach, similar to the one that is rated highest, is widely acknowledged for its significant efficacy in fostering creativity among students. It underscores the importance of using visual aids as a potent instrument for actively involving students' creative capabilities. The effectiveness of "Concept Mapping" is modest, as shown by a mean score of 3.47. This suggests that while it is being used, there are potential areas for improvement in its implementation and its ability to boost creativity. The aforementioned approach continues to have significant value, however, it might potentially be enhanced by a more thorough incorporation and examination. The use of gamification demonstrates a modest level of effectiveness, as shown by a mean score of 2.77. This suggests that while it has promise, educators may need to maximize its effectiveness or explore alternate ways in order to boost creativity more successfully.

The intervention known as "Memorize Through Song" has received a mean score of 2.10, indicating that it is not extensively used or acknowledged for its efficacy in promoting creativity. Educators may be required to reassess the use of this particular tactic or investigate alternate approaches in order to foster and enhance creative thinking.

In conclusion, the research highlights the significance of integrating visual arts techniques, including drawings, illustrations, and visual aids, as effective methods for

fostering creativity among pupils. While some methods, such as "Concept Mapping" and "Use of Gamification," exhibit a modest level of effectiveness and value, it is necessary to reassess or explore alternate ways for tactics like "Memorize Through Song." The aforementioned results underscore the significant importance of incorporating arts integration into the educational setting as a means of fostering creative thinking. Furthermore, they draw attention to the need for educators to carefully choose and execute ways that successfully stimulate students' creative abilities.

The editorial, written by Zhbanova (n.d) of Mississippi State University and Rule (n.d) of the University of Northern Iowa, and published in the Journal of STEM Arts, Crafts, and Constructions, offers substantial evidence in favor of the recent research that underscores the significance of integrating arts into education. It explores the notion of uniqueness, a crucial element within the realm of arts integration. The editorial delves into the manifestation and sustenance of uniqueness within creative endeavors, recognizing that originality encompasses the introduction of fresh and innovative concepts. This highlights the significance of fostering the cultivation of uniqueness among students, as it allows them the autonomy to establish varied and apparently illogical associations, eventually resulting in the emergence of unconventional and innovative concepts. Significantly, the editorial emphasizes that these innovative concepts may not inherently contain utilitarian value, a notion that aligns with current studies on the integration of arts.

Moreover, the editorial provides references from scholarly literature that specifically highlight the significance of uniqueness in artistic endeavors, therefore exemplifying the pragmatic application of this notion. It is noteworthy that the papers analyzed in the editorial provide empirical proof of pupils demonstrating uniqueness in their artistic endeavors. This is consistent with previous research, which highlights the role of arts integration in fostering creativity and innovation among students.

The article has also successfully reinforced previous results by highlighting the significant role of art projects combined with STEM disciplines in fostering creativity and self-expression within educational settings. This statement emphasizes the significance of incorporating arts integration into education as a means of cultivating crucial abilities such as creativity and communication, which are fundamental for students in the contemporary day.

4.2. What Challenges do Teachers Face in Integrating Arts and Culture in the Curriculum?

Table 5 provides a thorough examination of the difficulties that educators face while incorporating arts and culture into the educational framework. These problems are systematically classified into different areas and assessed in terms of their perceived influence. The examination of the greatest and lowest mean scores within each category offers significant insights into the challenges encountered by educators and the potential ramifications for the integration of arts education.

Within the realm of School Support, it is apparent that the presence of Course Resources and sufficient Teacher Training are seen as noteworthy obstacles, as shown by their high mean ratings and large influence. The results emphasize the need of providing instructors with the tools and training to proficiently integrate arts and culture into their instructional methodologies.

Table 5. Challenges Teachers Face in Integrating Arts and Culture in the Curriculum

2.1 School Support	**Mean**	**SD**	**Adj. Description**	**Interpretation**	**Rank**
Course Resources	3.41	0.7	*Challenging*	*Has Impact*	1
Teacher Training	2.97	0.73	*Challenging*	*Has Impact*	2
Teaching Infrastructure	2.48	0.84	*Less Challenging*	*Does not Impact*	3
Overall	**2.95**	**0.76**	***Challenging***	***Has Impact***	
2.2 Social Support					
Allocation of Educational Resources	3.33	0.86	*Challenging*	*Has Impact*	3
Project Funding Support	3.44	0.72	*Challenging*	*Has Impact*	2
Teaching Venue Support	3.8	0.48	*Highly Challenging*	*Highly Impact*	1
Overall	**3.53**	**0.69**	***Challenging***	***Has Impact***	
2.3 Family Support					
Educational attainment of parents	2.4	0.75	*Less Challenging*	*Does not Impact*	3
Economic support from families	3.23	0.7	*Challenging*	*Has Impact*	2
Cultural climate for the family	3.61	0.49	*Highly Challenging*	*Highly Impact*	1
Overall	**3.08**	**0.65**	***Challenging***	***Has Impact***	
2.4 Expert Support					
Attitudes of experts towards regional cultures	1.57	0.67	*Less Challenging*	*Does not Impact*	3
Teacher training and mentoring by experts	1.92	0.69	*Less Challenging*	*Does not Impact*	2
Experts teaching students	3.36	0.68	*Challenging*	*Has Impact*	1
Overall	**2.28**	**0.68**	***Less Challenging***	***Does not Impact***	
2.5 Teacher Expertise					
Teachers' knowledge base	**3.1**	**0.9**	*Challenging*	*Has Impact*	1
Teachers' pedagogical competence	**2.43**	**0.7**	*Less Challenging*	*Does not Impact*	3
Teachers' motivation	**2.71**	**0.77**	*Challenging*	*Has Impact*	2
Overall	**2.75**	**0.79**	***Challenging***	***Has Impact***	

Scale:4.00-3.51=Highly Challenging/Highly Impact; 3.50-2.51= Challenging/ Impact/; 2.50-1.51= Less Challenging/ Does not Impact; 1.50-1.00= Not Challenging / Has less impact

On the other hand, the issue pertaining to Teaching Infrastructure, although certainly deserving of attention, may not have as substantial an influence, suggesting that it may be a relatively controllable facet of arts integration.

The area of Social Support is identified as a significant factor, with the greatest average score attributed to the issue of obtaining appropriate Teaching Venue Support. This highlights the crucial importance of suitable infrastructure in facilitating the effective integration of arts. The importance of financial resources to assist these endeavors is shown by the high ranking of Project Funding Support. While the issue of allocating educational resources is acknowledged as a noteworthy concern, its potential influence may not be as substantial as that of other aspects. Nonetheless, it is crucial to provide due attention to this matter.

The integration of arts in education is confronted with problems stemming from both the cultural atmosphere and the economic support provided by families, which are recognized as significant considerations. The notable importance of families is shown by the high average scores in Cultural environment and Economic support, whereas the perceived impact of parental educational achievement is comparatively lower.

Expert Support places significant emphasis on the direct engagement of experts with students, as seen by the notable mean score obtained for the instruction of students by experts. While teacher training and mentorship by specialists may be seen as less demanding, it yet has significant value. The perceptions of specialists about regional cultures are often seen as less formidable and less influential, indicating that it may be a relatively less crucial component of arts integration.

The recognition of Teacher Expertise as a substantial problem is evident, as shown by the high mean ratings for both Teachers' knowledge base and Teachers' motivation. The results of this study emphasize the significance of providing educators with the necessary knowledge and desire to successfully include arts and culture into the curriculum. The pedagogical competency of teachers is seen as a relatively less difficult factor in this regard.

In brief, table 5 highlights the diverse array of difficulties encountered by educators when it comes to the integration of arts in education. This underscores the imperative need for a complete range of support mechanisms, including resources, training, social and family engagement, expert mentorship, and teacher proficiency, in order to effectively include arts and culture into educational environments. The acknowledgement and resolution of these obstacles are crucial in establishing a conducive setting for the successful implementation of arts integration, thereby enhancing the comprehensive growth of students.

The editorial authored by Scissors (2023) titled "Academic Rigor Through Arts Integration" underscores the significance of incorporating arts integration into the educational system. The article brings attention to the delicate equilibrium between fostering creativity and maintaining academic rigor within core subjects at the primary level. This editorial provides significant support for the latest research results on the integration of arts. The editorial acknowledges the difficulties encountered by educators outside of the arts discipline in effectively managing the demands of educational standards and fostering creativity, particularly in the context of standardized assessments and subject-specific professional development. Nevertheless, it is firmly argued that the combination of rigor and creativity may be successfully integrated in educational settings via careful and thorough lesson planning and implementation. The text references scholarly research that suggests that the incorporation of arts into the curriculum may improve learning results in important subject areas. This aligns with current discoveries that highlight the beneficial effects of incorporating arts into education.

The article provides a more in-depth analysis of the ways in which students might effectively combine several academic fields by means of arts integration. The statement underscores that the purpose of arts integration is not to replace or diminish the academic rigor, but rather to collaborate with other subjects in order to attain educational goals. The aforementioned statement aligns with current research results that emphasize the many advantages of incorporating arts integration into education. These benefits include the ability to stimulate various forms of intelligence, foster student autonomy in learning, and provide extensive avenues for the development of problem-solving skills.

The editorial emphasizes the significance of the relationship between higher-order cognitive abilities and arts integration. The statement recognizes that arts-integrated programs may successfully target higher-order thinking abilities, which are crucial for tasks such as hypothesis testing and problem-solving. The connection shown between higher-order thinking and contemporary research results underscores the importance of arts integration in fostering the development of critical thinking abilities and promoting a deeper level of comprehension.

Finally, the paper highlights the significance of arts integration in cultivating practical talents, underlining the need of not neglecting real-world abilities in the realm of education. This paper presents illustrative instances of how the integration of arts may effectively augment practical abilities in many academic disciplines. These examples are in line with current research results that underscore the positive impact of arts integration on the cultivation of practical skills.

In summary, this editorial provides strong evidence in favor of the new discoveries about arts integration. The statement reiterates the beneficial influence of arts integration in the field of education, placing emphasis on its ability to harmonize academic rigor and creative expression, augment higher-level cognitive abilities, and facilitate the acquisition of practical skills. Collectively, these sources substantiate the significance of including arts integration as a means to cultivate learners who possess a comprehensive skill set, are actively involved, and achieve academic achievement.

4.3. Relationship between the Challenges Teachers Face in Integrating Arts and Culture and Strategies in Integrating Arts and Culture in the Core Subject Areas

Table 6 presents a comprehensive examination of the correlation between the instructional methodologies used by educators to include arts and culture into fundamental academic disciplines, as well as the obstacles they face throughout this endeavor. The table presents correlation coefficients (r-values) and corresponding p-values for four primary techniques, namely cooperation, critical thinking, communication, and creativity, in their association with the obstacles encountered. The results suggest that there is no statistically significant association between these instructional styles and the difficulties encountered by educators.

Table 6. Relationship between the challenges teachers face in integrating arts and culture and strategies in integrating arts and culture in the core subject areas

Strategies done by the teachers	Challenges faced by the teachers	r Value	P Value	Decision	Interpretation
Collaboration	Challenges	-0.027	0.800	Accept the null hypothesis	Not Significant/ Very low negative correlation
Critical Thinking	Challenges	-0.098	0.358	Accept the null hypothesis	Not Significant/ Very Low negative correlation
Communication	Challenges	0.157	0.139	Accept the null hypothesis	Not Significant/ Very high positive correlation
Creativity	Challenges	-0.039	0.715	Accept the null hypothesis	Not Significant/ Very low negative correlation

*Correlational at the level of 0.05, the P-value is < .00001. The result is significant at p<.05. 0.90-1.00 or- 0.90- -1.00 Very high positive (or negative) correlation 0.70-0.90 or -0.70- -0.90 High positive (or negative) correlation 0.50-0.70 or- 0.50- -0.70 Moderate positive (or negative) correlation 0.30-0.50 or -0.30- -0.50 Low positive (or negative) correlation 0.00-0.30 or 0.00- -0.30 Very low positive (or negative) correlation/Negligible correlation

In reference to the strategy of cooperation, the study reveals that there exists no statistically significant association between the degree of collaboration and the difficulties encountered by educators. This implies that enhanced cooperation among educators does not inherently mitigate or intensify the difficulties linked to the integration of arts and culture.

In a similar vein, there seems to be no substantial correlation between the use of critical thinking as a pedagogical approach and the difficulties encountered by educators. Although critical thinking has been recognized as having potential advantages in the realm of education, its direct impact on the extent of problems encountered in arts integration seems to be limited.

The statistical analysis reveals that there is no significant correlation between the use of communication as a technique and the issues faced in arts integration. This suggests that the level of communication utilized by instructors does not have a major effect on the difficulties they meet.

In conclusion, the use of creativity as a pedagogical approach does not exhibit a substantial association with the difficulties encountered by educators. Educators have the ability to use innovative approaches in their instructional practices without necessarily seeing an increase or decrease in difficulties along the process. While the techniques of collaboration, critical thinking, communication, and creativity have significance in the context of arts integration, their direct impact on the obstacles encountered by instructors remains uncertain. Hence, it is essential for educators to contemplate supplementary methodologies or variables in order to proficiently tackle the obstacles linked to the incorporation of arts and culture into fundamental academic disciplines. This observation underscores the intricate nature of the connection between solutions and obstacles within the realm of arts integration, prompting educators to delve into a comprehensive strategy to augment their instructional methodologies in this particular field.

5. Summary of Findings

5.1. Strategies Used by the Teachers in Integrating Arts and Culture in the Core Subject Areas:

1. Collaboration: Moderate integration of arts and culture for collaboration purposes. High utilization of Drawings and Illustrations, but low utilization of turning fractions into music. Emphasis on the importance of drawings and illustrations in teaching.

2. Critical Thinking: High utilization of arts integration for critical thinking. Open-ended Questions are highly effective, while Teaching Reasoning Skills needs improvement. Development of reasoning skills is crucial for holistic problem-solving.

3. Communication: Moderate utilization of arts integration in communication. Telling Picture Stories is effective, but Debates need improvement. Debates can enhance collaborative learning and expression of thoughts.

4. Creativity: Highly utilized arts integration for enhancing creativity. Drawings and Illustrations and the use of visual aids are highly effective, while Memorization Through Song needs improvement. Creative memorization techniques can aid knowledge retention.

5.2. Challenges of Teachers in Integrating Arts and Culture in the Curriculum:

1. School Support: Generally positive perception of arts and culture integration with a moderate impact. Course resources pose a significant challenge, emphasizing the importance of adequate teaching materials. Teaching infrastructure has a lower impact but is still relevant.

2. Social Support: Teaching venue support has a highly impactful role, highlighting the need for conducive learning environments. Project funding support is the second most impactful challenge, emphasizing financial resources' importance. Allocation of educational resources is relevant but has a lower impact.

3. Family Support: Family support, particularly the cultural climate of the family, significantly impacts the integration of arts and culture. Educational attainment of parents has less impact. Culturally responsive teaching is crucial for success.

4. Expert Support: Expert support, in general, has a low impact. Expert teaching students is identified as the most challenging aspect. Effective integration of experts requires attention and consideration.

5. Teacher Expertise: Teacher expertise has a moderate impact. Teachers' knowledge base is the top challenge, highlighting the need for professional development. Pedagogical competence has a lower impact but is still relevant.

Correlation between Strategies and Challenges: Very low negative correlations exist between collaboration, critical thinking, creativity, and challenges, suggesting that more strategy implementation reduces challenges. A counterintuitive high positive correlation between communication strategies and challenges may warrant further investigation.

6. Conclusion

Based on the study's findings, the following conclusions are drawn:

(1) The significance of arts integration is underscored in this research, which highlights the educational advantages derived from including arts and culture within major academic disciplines. Various strategies, such as the use of drawings and illustrations, the implementation of open-ended questions, and the incorporation of visual aids, have been shown to be extremely efficacious in augmenting critical thinking, communication, creativity, and cooperation among students. These tactics play a significant role in fostering a comprehensive and immersive learning experience.

(2) Resource allocation is a prominent obstacle encountered by educators implementing arts integration, as they grapple with the limited availability of instructional materials. The availability of appropriate instructional materials and resources is essential for the effective integration of students. It is imperative for schools and educational institutions to prioritize the allocation of resources in order to guarantee that instructors possess the essential instruments required to offer arts-integrated courses that are successful.

(3) The success of arts integration is significantly influenced by social and familial support networks. The presence of a favorable educational setting, provision of financial backing for endeavors, and familial endorsement of artistic and cultural pursuits are crucial elements. Effective resolution of these difficulties necessitates collaborative efforts among educational institutions, families, and the wider society.

(4) The experience of teachers, particularly with regards to their knowledge base, plays a crucial role in facilitating effective arts integration. The design of professional development and training programs should prioritize the augmentation of teachers' comprehension and proficiency in arts and cultural topics. Investing in the expertise of teachers has the potential to result in enhanced integration and better educational results.

(5) The research emphasizes the need of adopting a balanced strategy when it comes to arts inclusion. While several tactics demonstrate a high level of effectiveness, there are others that require more refinement. Educators should strive to proficiently use a wide range of tactics in order to efficiently surmount obstacles and provide a complete curriculum that integrates the arts.

(6) The perplexing phenomenon of a positive link between communication tactics and problems necessitates more scholarly inquiry. Gaining insight into the fundamental causes of this link may assist educators and researchers in enhancing their methodology for incorporating arts integration into communication-related disciplines.

(7) The integration of arts and culture is highly influenced by the cultural environment within families, thereby highlighting the need of cultural responsiveness. It is essential for educators to demonstrate cultural responsiveness by modifying their instructional approaches to fit the varied cultural backgrounds of their pupils, therefore fostering an inclusive and supportive learning environment where all individuals experience a sense of worth and belonging.

7. Recommendations

Based on the comprehensive conclusions drawn from the study, the following recommendations shall be put forth to enhance the integration of arts and culture in education:

(1) Allocate resources towards the implementation of comprehensive professional development initiatives aimed at enhancing teachers' knowledge and skills in the realm of arts integration. These programs are expected to not only augment the instructional competency of instructors but also foster a deeper understanding of arts and culture. Continuous training is essential to ensure that educators remain up-to-date with current and successful ideas and practices.

(2) Give priority to the provision of sufficient teaching and learning resources should be given priority by schools and educational institutions. This encompasses the requisite resources, equipment, and facilities essential for the effective implementation of arts integration. It is advisable to explore collaborations with nearby enterprises, institutions, and communities in order to get supplementary resources.

(3) Facilitate the active participation of parents and families in bolstering arts and culture education. Facilitate avenues for parental engagement in school programs, seminars, and events pertaining to the integration of arts. Encourage the cultivation of a favorable cultural atmosphere among familial units in order to provide a learning-conducive setting.

(4) Foster partnerships with local community groups, artists, and subject matter experts to augment the efficacy of arts integration initiatives. Professionals in the field has the capacity to make significant contributions to the process of curriculum creation and provide useful perspectives on the implementation of pedagogical strategies that yield positive outcomes. Community connections have the potential to provide students with supplementary resources and opportunities for experiential learning.

(5) Persist in doing research in order to evaluate the influence of arts integration on student learning results and the broader educational experiences. This study aims to assess the efficacy of various tactics and ascertain the most beneficial practices. Disseminate study results to educators in order to enhance their pedagogical practices.

(6) Advocate for the adoption of a balanced approach to arts integration among educators. While some tactics have shown high levels of effectiveness, there are more approaches that might serve to complement and enrich the overall learning experience. Offer assistance and provide educational materials to support educators in broadening their instructional approaches.

(7) Foster cultural responsiveness within the educational setting. It is important to provide teachers with appropriate training to effectively identify and respond to the diverse cultural backgrounds and individual needs of their pupils. The integration of culturally inclusive teaching materials and activities is crucial in the implementation of arts-integrated curricula.

(8) Promote the implementation of educational policies that promote the inclusion of arts and culture at both the school and district levels. It is imperative to acknowledge and provide substantial backing for the inclusion and promotion of arts integration as an essential component of the educational curriculum. It is essential to provide enough financial resources and allocate necessary resources to ensure the long-term sustainability of arts programs.

(9) Create collaborative learning environments by designing classrooms and learning spaces that facilitate the integration of arts in an effective manner. Design an educational setting that fosters the development of creativity, critical thinking, and effective communication skills among students. It is important to ensure that educational facilities are adequately furnished and provide a pleasant environment

for instructional purposes.

(10) Implement a continuous assessment and feedback system for arts integration initiatives. Educators must to be given the chance to engage in introspection on their instructional methods and thereafter adapt them as deemed essential, drawing from student performance evaluations and feedback.

(11) Foster an environment that encourages cooperation among instructors from different disciplines. The implementation of arts integration should not be limited to a certain topic, but rather should include a diverse range of disciplines. Collaboration among educators across many disciplines may facilitate the development of integrated curriculum, hence enhancing the overall educational experience.

(12) Prioritize student participation and empowerment via arts integration and facilitate avenues for students to assume responsibility for their educational journey by integrating arts-oriented projects, presentations, and performances into the curriculum.

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