

Social Emotional Learning Integrated Arts Education in Kindergarten Indonesia and Malaysia

Muthmainah ^{1✉}, Amira Najiha Binti Yahya ²,

Department of Early Childhood Education, Universitas Negeri Yogyakarta, Indonesia¹

Department of Educational Psychology and Counseling, Universiti Malaya, Malaysia²

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✉ Corresponding author:

[\[muthmainah@uny.ac.id\]](mailto:muthmainah@uny.ac.id)

Article Info

Abstract

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This study aimed to describe art education integrated with social emotional learning in Indonesian and Malaysian kindergartens. This research approach was qualitative with a case study. The data collection methods are literature study, observation, interview, documentation, and Focus Group Discussion (FGD). Data were analyzed used the Miles, Huberman, and Saldana model. The results showed that: 1) SEL integrated art education has been conducted in both countries. In Indonesia, it includes dance, music, drama, and visual arts, while in Malaysia it includes music, drama, and visual arts; 2) SEL values that are stimulated have similarities, namely self-confidence, self-efficacy, responsibility, discipline (obeying rules), responsibility, patience, persistence, expressing and regulating emotions, respect, creative expression, cooperation, respect for differences, and empathy; 3) Challenges include lack of teacher knowledge, limited training for the development of art activities, funding, and limited art facilities. Training for developing arts activities in kindergartens needs to be provided for kindergarten teachers.

1. INTRODUCTION

Early Childhood Education (ECE) has an important role in education. ECE is the most basic education for laying the foundation of a child's life (Dimiyati, 2013). NAEYC (National Association for Education for Young Children) states that early childhood is a group of individuals ranging from newborns to eight years of age (Hartati, 2008). This period is termed the golden age where children experience high sensitivity and sensitivity to various stimuli (Setiani, 2013). The golden age is effective for stimulating children with elements of goodness (Islamiah F et al., 2019). Various stimulations need to be given so that child development takes place optimally, including in kindergarten-aged children.

Kindergarten children receive stimulation, one of which is through art education. Every day children receive art education stimulation through various activities. Emanuel Kant stated that art education is the rationalization of art through beauty. Beauty is something that can be measured using certain tools and according to needs (Pamadi, 2012). Art education is an important part of early childhood education. Art education can encourage children's development from an early age (Bautista, A et al., 2018), and be a good foundation for children's further development. This development includes cognitive, emotional, personality, and moral development (Theodotou E, 2019).

Edgar and Morrison (2021) found out more about the suitability of art and Social Emotional Learning (SEL), explored examples of SEL teaching in art, and developed consistent messages for art education that utilizes SEL. Art practices and art learning experiences have a relationship between social-emotional components that can help social-emotional competence (Farrington, C. A et al., 2019; Farrington, C. & Shewfelt, S. 2020). Tao & Diyana Kamaruddin, (2023) found that children who had art experiences in preschool were more confident, cheerful, and better organized in elementary school than children who were not exposed to art. Furthermore, Çetin & Yıldız Taşdemir (2022) stated that preschool art experiences contribute to the formation of children's imagination, self-confidence, aesthetics, and creativity and provide opportunities for self-exploration. Art activities can also increase children's intelligence and emotions (Setiawan, D. et al., 2022; Vionitta, D. & Nugraheni, 2021), increase imagination, emotional, cognitive, language, art for children from an early age, and children can explore through various colors (Wibowo, D. V., & Suyadi, 2020).

Social emotional skills are an important part that needs to be stimulated from an early age. Research shows that children's social skills can improve academic achievement, well-being, positive behavior, and support a positive school climate (Taylor, R.D et al., 2017). These skills can be stimulated through art activities. The implementation of art activities provides significant benefits in improving the understanding of basic emotions in early childhood. Art activities can also provide opportunities for children to express their emotions creatively through art media such as painting, drawing, and playing music. This allows children to express their feelings more freely and without restrictions (Elangovan, 2024b)

Art can raise children's cultural awareness and improve their ability to express emotions (Magsamen, S. H., & Battro, 2011). Visual arts allow children to express themselves (Phillips et al., 2010). Clip art and shaping activities can benefit children's small muscle movements and hand-eye coordination (Arslan, 2014). In addition, music and dance activities help develop young children's motor skills, especially physical coordination (Henriksson-McCaulay & Welch, 2015). These art activities also help reduce children's anxiety and aggressive behavior problems.

Art education for kindergarten children is useful for social emotional development (George et al., 2018; Mokhtar, 2018). The connection between arts and SEL is the opportunity for personal emotional growth, social awareness, critical thinking, problem solving, information management, global innovation, and artistic competence in art teacher education policies and recognizes the potential to enhance arts learning (Eddy M et al., 2021; Hellman & Milling, 2021). When children create, perform, or respond to a work, they need to connect their minds with empathy (Weaver, 2019). Kozol (2005) found that children's social, emotional, and academic development is helped and enhanced when they participate in the arts. Various findings link SEL and arts development, namely acting training or role-playing increases children's empathy (Goldstein & Winner, 2012), children aged 8 to 11 years have higher emotional empathy after participating in a music group intervention (Rabinowitch et al., 2013), music, dance, and visual arts activities have an impact on emotion regulation (Brown & Sax, 2013).

Kindergarten teachers have implemented art education. However, in actual kindergarten life, art programs only cover a small percentage of the curriculum and activities. Art teachers have also not realized that their art literacy and skills are still shallow. Most art classes continue the teaching model of "teachers demonstrate, and students imitate", replacing attention to children's artistic feelings with learning skills. Kindergarten teachers play an important role in preschool art education, guiding children to awaken aesthetics and artistic potential. However, in reality, teachers lack a clear and comprehensive understanding of the important goals of art education. Hou stated that some teachers are still confused about implementing effective art education systematically and scientifically for children and teachers' art literacy needs to be improved (Tao & Diyana Kamaruddin, 2023).

Another challenge is that children are highly motivated to participate in art activities and are very interested in art. However, teachers focus on result-oriented learning rather than children's individual feelings and creativity (Bautista, A et al., 2018). Teachers' skills, knowledge, and proficiency related to art greatly determine the quality of art class implementation (Altinkaynak et al., 2012). However, in reality, some preschool art teachers have insufficient knowledge and skills in the field of art. Lu stated that kindergarten teachers have not received systematic and efficient training in preschool art education (Tao & Diyana Kamaruddin, 2023). There is still a need for a deeper understanding of effective implementation strategies and the challenges that may be faced in integrating art activities into the early childhood education curriculum. The impact is that this can actually hinder the formation of aesthetic and expressive abilities of early childhood, critical thinking, and children's social skills.

Art education generally refers to visual arts, music, and drama (Yazıcı, 2017). Visual arts education provided from an early age has been shown to increase the development of critical thinking (Bautista, A et al., 2018) and figurative in children, while early music education helps develop children's physical coordination and social skills (Yazıcı, 2017). Drama education is important for children to develop practical skills from an early age. It trains listening, language, association, critical thinking, and creative thinking (Susman-Stillman et al., 2018). This opinion is in line with Black's opinion which states that arts education includes four different disciplines, each with different knowledge and skills including: dance, drama, music and visual arts (Helena Aletta., 2008)

Arts education aims to stimulate various child developments, including social emotional. Kindergartens in Indonesia and Malaysia have implemented arts education, but it is not yet known whether its implementation is associated with children's acquisition of social emotional skills. Research on art education in kindergarten has been

carried out. Saefurrohman's research (2024) entitled *The Role of Art Education in Developing Creativity and Expression in Early Childhood* emphasizes the role of art education. Furthermore, Tangsi et al's research (2020) entitled *The Visions of Kindergarten Teachers on Art Education for Early Childhood* highlights the teacher's vision. In addition, research by Suffian et al (2019) entitled *The Visual Arts Education Crisis in Malaysia* focuses on problems in visual arts education. The importance of SEL in kindergarten encourages researchers to examine SEL in art education in kindergarten.

This study aims to describe the implementation of SEL integrated arts education in kindergartens in Indonesia and Malaysia. The research questions include: 1) What are the arts activities and social emotional skills in arts education in kindergartens in Indonesia and Malaysia?; 2) What challenges are encountered in the implementation of SEL integrated arts education in kindergartens in Indonesia and Malaysia?

2. METHODS

This study was designed with a comparative qualitative method, which is a case study, namely by comparing one object with another object, namely the implementation of SEL integrated arts education in Kindergarten. Researchers chose a case study in order to explore and examine information in more depth. Data collection was carried out using literature studies, observations, interviews, documentation, and Focus Group Discussions (FGD). The data collected are: 1) SEL-integrated arts education activities in Indonesian and Malaysia kindergartens; and 2) Challenges in implementing SEL-integrated arts education in Indonesia and Malaysia kindergartens. The researcher used literature review and interviews to collect data. The research instruments include interview guidelines to gather information about the implementation of SEL in art education in Indonesian and Malaysian kindergartens, as well as the challenges of SEL implementation in art education in kindergartens. The literature review was conducted by collecting data from journals and books. Researchers conducted interviews with teachers and collected document data in the form of written documents, photos/pictures, and videos during observations. In addition, FGDs were held online in Indonesia and Malaysia. Data is analyzed qualitatively. The data validity techniques used in this study were source triangulation, method triangulation, and theory triangulation. Data analysis was carried out using the interactive analysis technique of Miles et al., (2014) which includes the process of data collection, data condensation, data display and drawing conclusions. Collected data were then concluded, coded, divided based on themes, and classified, while the final stage consisted of conclusion drawing and verification. The results of the disseminated data interpretation were concluded and validated based on the data extracted from field reports or existing documents. Data verification was done by depicting the findings based on the promotor's and colleagues' arguments and reviews to find a consensus between the informants. The data analysis technique is illustrated in Figure 1.

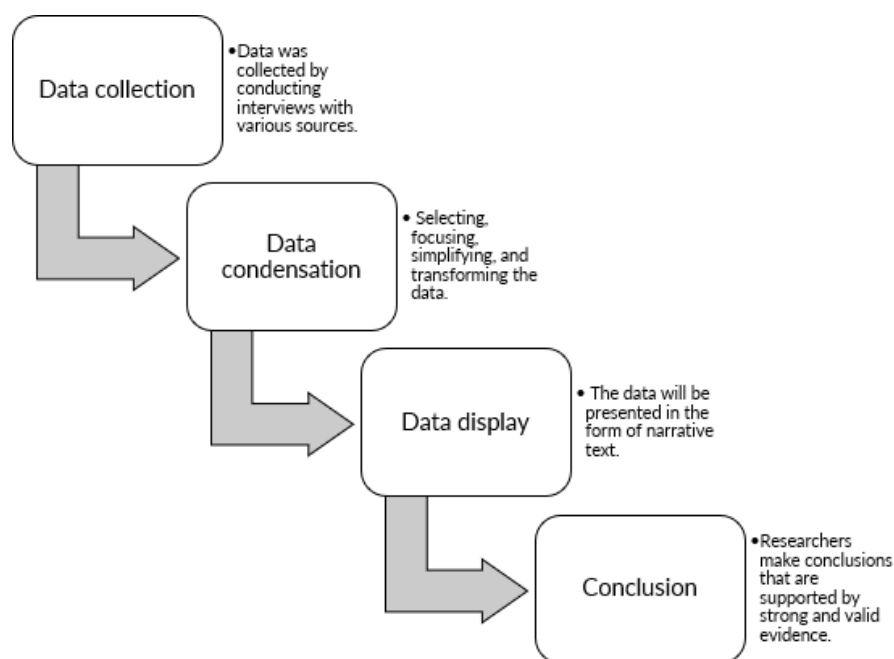


Figure 1. Data Analysis Technique

Data were collected through interviews with various sources, namely headmaster and teachers. Furthermore, the data obtained will undergo condensation, which refers to selecting, focusing, simplifying, and transforming the data so that the data becomes denser. After condensation, the data will be presented in the

form of narrative text and then analyzed and presented in the form of Interview notes by listing the appropriate codes. Data verification is the last stage where researchers make conclusions supported by strong and valid evidence.

3. RESULT AND DISCUSSION

SEL-integrated arts education in Indonesian Kindergartens

Arts education in Indonesian Kindergartens includes various activities including dance (dancing), music (playing music), drama, and visual arts. The four arts activities are given alternately and are stated in the Learning Program Plan. Arts education methods are given through assignments, performances, simple exhibitions, and show and tell. Table 1 shows dance arts activities and forms of social emotional skills that can be stimulated through these activities.

Table 1. Dance Arts Activities and Social Emotional Skills In Indonesian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Dancing	Move freely to the rhythm of the song or instrument	Self-confidence, responsibility, cooperation, discipline (obeying the rules)
	Move freely to match the tempo of the music/song	
	Creative dance exercises with an animal theme	
	Dance with various patterns	
	Dance with formation movements	
	Simple traditional dance exercises (children's version)	

Table 2. Playing music activities and social emotional skills in Indonesian kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Playing music	Singing with various expressions	Self-confidence, recognizing emotions, channeling expression and emotions, practicing emotional regulation, self-confidence, discipline (obeying rules)
	Making various cheers	
	Playing verses: changing verses, following verse patterns	
	Making various clapping patterns (adjusted to the theme or purpose)	
	Playing finger flicks	
	Making simple musical instruments with materials available around	
	Accompanying songs with homemade musical instruments	
	Guess songs with instruments or humming	
	Fast-slow music or changing tempo anywhere	
	Singing children's songs	

Table 2 describes music activities for kindergarten children which include various activities such as singing with various expressions, making various cheers, playing verses, and so on which are carried out every day. The teacher designs different activities every day, so that the activities are more interesting.

Table 3. Drama Play Activities And Social Emotional Skills In Indonesian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Drama	Role-playing as a police officer, doctor, mother, teacher, chef, and so on.	Self-confidence, discipline (obey rules), cooperation
	Using surrounding objects to support role-playing activities (drama).	
	Using blocks to play 'make-believe' such as: urban atmosphere, zoo, home atmosphere, mall, and so on.	
	Playing socio-drama with the theme of family, market, hospital, plane or bus travel, school, knight and villain stories, and so on.	

Table 3 describes drama activities for kindergarten children which include various activities such as role-playing as a police officer, doctor, mother, teacher, chef, and so on. The children use surrounding objects to support role-playing activities (drama).

Table 4. Visual Art Activities And Social Emot Skills In Indonesian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Visual art	Drawing and coloring various shapes with crayons, watercolors and brushes, as well as colored pencils and markers	Self-confidence, self-efficacy, expressing emotions and expression, responsibility, respecting differences, patience, practicing emotional regulation, persistence
	Finger-painting or painting and decorating pictures with fingers	
	Playing with oil paint to find various shapes	
	Screen printing and drawing on t-shirts, clothes or fabrics	
	Brushing/spraying with a toothbrush and watercolors	
	Making various shapes with plasticine	
	Collage or sticking pieces of paper, powder, flakes, fibers, cotton, various textures, or small objects on a picture	
	Cutting with various shapes	
	Making stamps with various media and shapes	
	Folding various shapes with various papers	
	Making various shapes with ice cream sticks, sticks or matchsticks	
	Making toys, decorations, or various other creations with unused objects.	

SEL-integrated arts education in Malaysian kindergartens

In Malaysia, National Preschool Standard Curriculum incorporates art activities through creativity and aesthetics components which include music, drama, and visual arts. SEL-integrated arts activities are designed through various methods such as independent and group assignments, performances, simple exhibitions, and show-and-tell sessions. Table 5, 6 and 7 outlines various arts activities integrated with SEL among Malaysian kindergartens. In overall, the integration of music, drama, and visual arts activities in Malaysian kindergartens encourage social emotional skills among children by fostering self-confidence, emotional management, cooperation, empathy, respect and creative expression.

Table 5. Music Arts Activities And Social Emotional Skills In Malaysian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Music art	Imitate various human voices, both male and female, when speaking, calling, whispering, singing, and so on	Self-confidence, recognizing one's own emotions, expressing emotions freely and managing emotions
	Imitate various sounds around	
	Sing songs according to the melody	
	Produce sounds using body parts	
	Play percussion	
	Move based on song lyrics	
	Make movements according to the tempo	
	Show expressions according to the music heard	
	Sing songs with correct and clear pronunciation and the correct tone	
	Produce sounds from various creative improvisational instruments	
	Movement and song	
	Distinguish the tempo of the music heard	
	Distinguish strong and soft dynamics of the music heard	

Table 6. Drama Play Activities And Social Emotional Skills In Malaysian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Drama	Playing characters using imagination Playing character based on story	Empathy, self-confidence, cooperation, respect for others and discipline

Table 7. Visual Arts Activities And Social Emotional Skills In Malaysian Kindergartens

Arts activities	Arts activities SEL integrated arts	Social emotional skills
Art and craft	Mentioning the elements of art found in the environment Creating artwork Producing creative works through drawing activities Telling the results of one's own work Mentioning the elements of art found in man-made objects Mentioning the elements of art found in the artwork Choosing appropriate media in the production of artwork Creating patterns and designs according to one's own creativity Producing creative buildings Producing traditional crafts using various materials	Respect, cooperation, empathy, self-efficacy, responsibility, ability to express oneself

SEL-integrated arts education in Indonesia and Malaysia

SEL-integrated arts education in kindergartens in Indonesia and Malaysia has similarities and differences. The similarity is that both have implemented arts education integrated with SEL. The results of the study showed that social emotional skills stimulated through arts education in kindergartens provide opportunities for children to be confident, self-efficacy, responsibility, discipline (obey rules), responsibility, patience, persistence, express emotions, practice emotional regulation, cooperation, respect differences, and empathy. This is in accordance with the opinion of Malti et al. (2016) that social and emotional development refers to interpersonal and intrapersonal skills such as recognizing and managing emotions, expressing emotions, and building good relationships with others. Both use performances, simple exhibitions, show and tell, and involve culture-based arts activities such as traditional games. Through performance activities, exhibitions and show and tell can develop social emotional skills.

Art activities in kindergarten provide opportunities for children to appreciate, be confident and responsible. These findings are in line with the opinion of Rasim Basak & Erdem (2022) that children show respect for differences and diversity, are able to explain that individuals have different roles and responsibilities that are felt when completing group art projects, are able to motivate themselves to complete tasks and responsibilities and feel confident in expressing themselves and their ideas. The results of interviews with teachers stated that children's self-confidence can be stimulated through art activities. Children are able to develop self-confidence and self-efficacy when creating, exploring, and experimenting through project-based learning (Eagleman, 2019). On the other hand, those with low self-efficacy doubt their abilities and avoid tasks that threaten their personal identity, blaming personal shortcomings and contextual obstacles faced (Bandura, 2012).

The results of observations show that children with self-efficacy have higher creativity, have high levels of self-confidence, and higher achievement motivation than children with lower self-efficacy (Puente-Díaz, R., & Cavazos-Arroyo, 2017). Self-efficacy and artistic identity develop through previous educational experiences or significant events in personal life (Moilanen, J. H. & Mertala, 2020; Pillen Mt et al., 2013). Artistic identity and positive attitudes about art making can develop during childhood when families and learning environments foster artistic values (Lummis et al., 2014).

The results of the study indicate that social emotional skills stimulated through art education in kindergarten provide opportunities for children to be disciplined (obey rules). Discipline is more than just a set of rules or restrictions; discipline is a mindset and a way of life. Discipline refers to the ability to stay focused, control impulses, and remain committed to goals despite distractions, temptations, or obstacles. Discipline embodies self-control, consistency, and a strong sense of responsibility.

Art activities can train children in time management, where children learn to use time efficiently and appropriately. Children are given time to complete activities within a certain period of time. When the teacher asks the children to collect, the children are challenged with time discipline. Discipline helps individuals prioritize tasks,

avoid procrastination, stay focused, and utilize productive hours. In addition, children are trained to be consistent and resilient. When completing tasks, it is not uncommon for children to be tested to stay focused on completing rather than just chatting with friends or going out, and overcoming the difficulties faced. Children are trained to complete new challenging or complex tasks.

SEL-integrated arts activities in kindergarten have also been shown to provide opportunities for children to work together. Arts activities encourage collaboration or cooperation because of peer interaction, encourage the development of social skills in a group project, where children learn to communicate effectively, resolve conflicts, negotiate and compromise. A sense of togetherness and belonging are also created so that it can strengthen friendships or friendship opportunities. Borowski (2019) states that one of the components of social emotional learning, namely building and maintaining healthy relationships, includes cooperation.

Art provides a means for children to express themselves authentically, build relationships with others, and develop skills important for academic success and personal well-being. Therefore, investing in arts and crafts education in kindergarten is not only enriching but also important for fostering the whole child (Elangovan, 2024). The results of the study indicate that social emotional skills stimulated through arts education in kindergarten provide opportunities for children to empathize, respect or appreciate others. Empathy and creativity have long been related, where children learn to recognize the perspectives and lives of others, and practice prosocial behavior (Grant & Berry, 2011). Researchers have shown a strong correlation between arts education and children's social emotional skills through experimental studies (Qiao S et al., 2021).

Differences in arts education in Indonesia and Malaysia are that arts activities in Indonesia include dance (dancing), music (playing music), drama, and visual arts. While in Malaysia, arts activities include playing music, drama, and fine arts. This is in line with Yacizi's opinion (2017b) that arts education includes visual arts, music, and drama. The difference is in dance which has not been practiced in Malaysian kindergartens. Both countries have involved culture-based arts activities such as traditional games. Another difference is that in Indonesia teachers introduce *dolanan* children's songs, while in Malaysia it is more about children's songs in films.

Challenges in implementing SEL-integrated arts education in kindergartens in Indonesia and Malaysia

Challenges in implementing SEL-integrated arts education in Indonesia can be seen in Table 8 below.

Table 8. Challenges in implementing SEL-integrated arts education in Indonesia

Challenges in Indonesia	Description
Teacher knowledge	Not all teachers have artistic talent, and follow art training or education.
Teacher skills and creativity	Lack of teacher knowledge has an impact on the lack of teacher skills and creativity in developing various art activities in the classroom, as well as the lack of teacher efficacy
Lack of training	Training related to art education is still rarely carried out
Funding	Funding to support art education is still limited because it has to be shared with other activity priorities

Challenges in implementing SEL-integrated arts education in Malaysia can be seen in Table 9 below.

Table 9. Challenges In Implementing SEL-Integrated Arts Education In Malaysia

Challenges in Malaysia	Description
Lack of resources and infrastructure	Lack of resources and infrastructure to support implementation, including lack of appropriate arts materials, equipment and facilities
Educator skills and knowledge	Not all teachers have a specialized background in arts education
Curriculum	The tight schedule at school limits the implementation of SEL integrated art education in Malaysia

Challenges of SEL-integrated arts activities in Indonesia and Malaysia

Research has shown that educators are starting to focus on children's enjoyable and healthy emotional experiences in arts activities, especially recognizing the importance of play in children's artistic creativity (Li, 2017). The services, curriculum content, and quality of early childhood education institutions need to be evaluated. Early childhood education institutions provide programs for children's multi-dimensional developmental needs through qualified teachers in a healthy and safe educational environment (Aral et al., 2003; Oktay, 2010).

The implementation of arts activities provides significant benefits, but also has several challenges that need to be overcome. These challenges include limited resources, both in terms of arts facilities and teacher skills in integrating arts activities into the curriculum. Training and skills development for teachers are also still limited, so they need to be provided to improve understanding of the importance of arts in early childhood education and appropriate teaching strategies (Lindsay, 2016).

The results of the study in Indonesia and Malaysia showed that teachers' limited skills, such as art knowledge and creativity level, are a challenge. Teachers' ability to build skills, confidence, and knowledge of art is hampered by a lack of time and resources (Moilanen, J. H. & Mertala, 2020) and the absence of inspiring models (Collins, 2016). The variety of art activities practiced by kindergarten teachers in Indonesia and Malaysia is limited. Eventhough, Barton (2013) emphasized that if the art experience of prospective teachers during higher education is not optimal, then it is likely that teachers will only teach art in the way they were taught when they were children. Smyth & Davis (2016b) identified that peer teaching can increase self-efficacy and confidence to teach art. Bae (2004) found that the involvement of expert mentors can increase participants' confidence, knowledge, and skills in art. Furthermore, the availability of high-quality equipment and materials, expert mentoring, collaborative learning, and experience were identified as effective in developing teacher self-efficacy (Davis, 2017; Nolan A & Molla, 2016). This condition does not fully exist in Indonesia and Malaysia, so various art skills development trainings need to be conducted.

Current skills-based art training is not enough for kindergarten teachers to teach visual arts to children effectively, because teachers only repeat what they have learned about making crafts (Leung, 2018). Another fact is that teachers are only given little space in kindergartens to carry out quality visual arts teaching (Bautista A et al., 2018). The training provided has a positive impact on teacher self-efficacy including in the development of visual arts (Moilanen, J. H. & Mertala, 2020; Lindsay, 2016; Denee, 2022). Some kindergarten teachers in Indonesia and Malaysia reported a lack of self-efficacy in visual arts, which affected their teaching ability. This is in line with Pillen Mt et al., (2013) opinion that some teachers position themselves as "not artistic", which can have an impact on their ability to teach.

There are four recommended methods for guided art learning, namely modeling or demonstrating, providing descriptive feedback, explaining to help organize children's thinking, and asking questions to expand children's ideas and understanding. The challenge for teachers in the classroom is to ensure that all children are involved in art activities (Helena Aletta Sophia Prins, 2008). Although they believe in a constructivist approach to teaching and learning (Denee, 2022), teachers often follow direct teaching methods in art education (Leung et al., 2023).

The lack of teacher skills has an impact on teacher confidence. Interview results showed that some teachers lacked confidence in their art and creativity abilities. This is in line with Garvis (2012) findings that teachers expressed a lack of confidence in their ability to teach visual arts effectively. Furthermore, Lindsay (2021) and McArdle, F. & Wright, (2016) showed that kindergarten teacher self-efficacy is shaped by personal experiences and beliefs regarding their abilities. Kindergarten teachers' personal experiences and beliefs, and even their anxieties about visual arts (Smyth & Davis, 2016) can influence their lack of knowledge of the visual arts discipline. Therefore, shaping educational practices and training is of utmost importance (Probine, 2016).

The results of the study indicate that funding is a challenge faced in developing arts activities. Public school funding and resources are partly dependent on high-stakes test performance (Schniedewind & Tanis, 2017). Schools that perform better on high-stakes tests receive more funding, while schools that perform poorly on high-stakes tests receive less funding and resources (Schniedewind & Tanis, 2017).

4. CONCLUSION

The results of the study indicate that: 1) SEL integrated arts education has been implemented in kindergartens in Indonesia and Malaysia. Arts activities in Indonesia include dance, music, drama, and visual arts, while arts activities in Malaysia include music, drama, and visual arts. In Indonesia, teachers introduce *dolanan* children's songs, while in Malaysia they focus more on national songs; 2) The SEL values stimulated in kindergartens in Indonesia and Malaysia are similar, namely self-confidence, self-efficacy, responsibility, discipline (obeying rules), responsibility, patience, persistence, expressing emotions, practicing emotional regulation, cooperation, respecting differences, and empathy; 3) Challenges in implementing SEL integrated arts education include lack of teacher knowledge, limited training for developing arts activities, funding, and limited arts facilities. Training for developing arts activities in kindergartens needs to be provided for kindergarten teachers.

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