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THE EFFECT OF STUDENT CULTURAL ENCULTURATION ON STUDENT ART APPRECIATION

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ABSTRACT

This research investigates how student cultural enculturation affects student art appreciation. In this research, a model was proposed. Through this model, students' art appreciation can be improved by encouraging the cultural acquisition, cultural merging, and cultural internalization of the students. Data were collected from 585 students representing grades four to six from five elementary schools in the DKI Jakarta province. The students answered cultural enculturation and art appreciation questionnaires. In this research, the structural equation model (SEM) was tested. The results was that student cultural enculturation, through student cultural acquisition, student cultural merging, and student cultural internalization, had predictive effects on student art appreciation described by the variables for The Student Aesthetic Pleasure, The Student Emotional Appreciation, The Student Cognitive Appreciation, The Student Aesthetic Fascination and The Student Art Awareness.

Contribution/Originality: The results of this study indicated that elementary schools need to focus on enhancing student cultural enculturation in order to improve student art appreciation.

1. INTRODUCTION

Based on Indonesian legislation No: 5 in 2017, Indonesia's national culture must be developed and invested in to build the nation's future. The strategic effort done to shape personality in culture is comprehensive and integrated Indonesian national culture advancement through developing and nurturing culture (Marini, 2016; Marini, 2017; Marini, 2018). One of the objects in culture advancement is art. Indonesian cultural arts and traditions are of priceless value and have to be preserved through awareness and appreciation for national cultural arts in order to maintain a sense of Indonesian identity (Marini, 2016; Safitri and Putra, 2018). National cultural arts have to be introduced to elementary school students as their inheritance in order to build positive behavior (Marini, 2017; Marini *et al.*, 2018).

According to the graduate competency standards based on the definitions of The National Education Ministry Regulation No. 23 in 2006 in Indonesia, the elementary school is to be competent in conducting art activities and introducing local culture (Marini, 2016). Elementary school students should therefore have art appreciation and culture classes and activities. Elementary schools in Indonesia have to develop student competencies in art

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appreciation. Student art appreciation should be improved by providing supportive learning processes inside and outside class in order to meet the accountable standards (Marini, 2016).

The study conducted by Matjaz (2016) found that art appreciation enhanced the students' communication skills. Very little information existed in this study on how to improve art appreciation. Feibleman (2012) stated that the ability of artwork comprehension was affected by the art value apprehension. However, there was less explanation about how to develop art appreciation. Popov et al. (2016) found that art appreciation was a complex internal activity connected with human psychology but there was little information about how to improve art appreciation competences.

Aesthetic emotion affects art appreciation (Kuchinke et al., 2009). This study gave little detailed explanation about the predicted impact of aesthetic responses on art appreciation. Cultural enculturation affected the recognition of arts (Demorest et al., 2008).

This study focused on the effects of the aesthetic fascination, the emotional appreciation, the cultural enculturation on cognitive aspects, while the art appreciation consisted of the aesthetic pleasure, the cognitive appreciation and the heightened awareness (Leddy, 2000). Nevertheless, there are only a few explanations about how those types affect art appreciation.

Individuals gaining knowledge, behaviors, skills, attitudes, manners, identities, and values was defined as cultural enculturation (Gnanam, 2002; Hung and Chen, 2007; Morrison et al., 2008; Ferraro and Andreata, 2010). Cultural enculturation is linked to psychological factors, cultural identity, perceived sense of wellbeing, social connectedness, psychological health, help seeking, self-esteem, and self-efficacy. However, the final effect of cultural enculturation remains unclear.

Improvement of perceptual dimensional differentiation for arts was done by cultural enculturation in order to enhance perceptual art dimensionality about one's own culture (Alluri and Toiviainen, 2012). However, there is no explanation about the impact of enculturation on art appreciation.

This research was conducted at elementary schools in the Jakarta Province: Rawabadak Utara 11 state elementary school in north Jakarta; Menteng Atas 02 state elementary school in south Jakarta; Jati 03 state elementary school in east Jakarta; Jelambar Baru 03 state elementary school in west Jakarta; and, Cempaka Putih Timur 03 state elementary school in central Jakarta.

All schools used the 2013 curriculum and had wide area network access. The accreditation of Rawabadak Utara state elementary school in north Jakarta was excellent with fifteen learning groups, eighteen teachers, 256 male and 219 female students. Menteng Atas 02 state elementary school in south Jakarta had excellent accreditation and had thirteen teachers, 135 male and 148 female students, and eleven learning groups. Jati 03 state elementary school in east Jakarta had excellent accreditation and 315 male and 289 female students, 21 learning groups, and 27 teachers. In west Jakarta, the Jelambar Baru 03 state elementary school had excellent accreditation, 163 male and 171 female students, thirteen teachers, eleven learning groups and the Cempaka Putih Timur 03 state elementary school in central Jakarta had excellent accreditation and seventeen teachers, 204 male and 189 female students, and twelve learning groups.

2. LITERATURE REVIEW

The development of student art appreciation has previously motivated learners in perception and reception to improve their communication skills (Matjaz, 2016). However, there was little explanation about means of facilitating art appreciation improvement. Art value apprehension depended on the ability of artwork comprehension (Feibleman, 2012). These findings were that there were three separate elements in the artwork using process consisting of the artwork itself with its aesthetic value and logical structure, the way artwork affected the spectator, and the spectator psychological processes happening when the artwork was exercising its effect. In

the process of art appreciation, those three elements were fused into a single function. In this study, there was little explanation about how i to develop art appreciation.

Art appreciation is a specific complex internal activity related to various layers of human psychology (Popov *et al.*, 2016). Art appreciation at the individual level differs and varies. Developing art appreciation abilities through tasks set in an educational environment can develop personal values. In this study there were few explanations about how to improve art appreciation competencies. There was an effect of aesthetic emotions on art appreciation (Kuchinke *et al.*, 2009). Leddy (2000) stated that the types of art appreciation consisted of the cognitive appreciation, the aesthetic pleasure, the emotional appreciation, the aesthetic fascination and heightened awareness. The aesthetic experience actualizing a profound emotion has advantages for the individual including harmony and integrity. However, there was little explanation about how those types affected art appreciation.

The affective aesthetic responses in art appreciation depended on the easiness of the aesthetic stimulus process (Kuchinke *et al.*, 2009). According to this study, pleasure an individual got from looking at a picture had a close relationship with the individual having grasped its meaning and understanding it leading to a successful cognitive process.

Cultural enculturation can influence art recognition (Demorest *et al.*, 2008). This study found that the schemata of cognition for art is derived culturally. The result was that there is an impact of cultural enculturation on the understanding of the arts reflected in the cognitive process.

Enculturation is a process of individuals gaining knowledge, behaviors, skills, attitudes, manners, identities, and values through cultural environmental interaction so they can be better members of the society they are in(Gnanam, 2002; Hung and Chen, 2007; Morrison *et al.*, 2008). The level at which these psychological concepts exist in individuals is mostly affected by enculturation. However, there is little information about the final effect of enculturation. Enculturation can improve perceptual dimensional differentiation for arts so that enhance perceptual art dimensionality of one's own culture (Alluri and Toiviainen, 2012). Enculturation has an impact and forms auditory perceptual capabilities. In this study, there was no explanation about the final impact of enculturation on art appreciation.

The hypotheses tested in this study are as follows:

H1.   Student cultural acquisition is positively associated with student cultural enculturation.

H2.   Student cultural merging is positively associated with student cultural enculturation.

H3.   Student cultural internalization is positively associated with student cultural enculturation.

H4.   Student arts learning is positively with cultural acquisition.

H5.   Student art competency training is positively associated with cultural acquisition.

H6.   Student art competition winning is positively associated with cultural acquisition.

H7.   Student arts recognition is positively associated with student cultural merging.

H8.   Student arts understanding is positively associated with student cultural merging.

H9.   Student arts usage is positively associated with student cultural merging.

H10.   Student arts admiration is positively associated with student cultural internalization.

H11.   Student arts viewing satisfaction is positively associated with student cultural internalization.

H12.   Student behavior improvement due to arts is positively associated with student cultural internalization.

H13.   Student aesthetic pleasure is positively associated with student art appreciation.

H14.   Student emotional appreciation is positively associated with student art appreciation.

H15.   Student cognitive appreciation is positively associated with student art appreciation.

H16.   Student aesthetic fascination is positively associated with student art appreciation.

H17.   Student art awareness improvement is positively associated with student art appreciation.

H18.   Student happiness about art performance is positively associated with student aesthetic pleasure.

H19.   Student happiness about art harmony is positively associated with student aesthetic pleasure.

H20.   *Student happiness about art integrity is positively associated with student aesthetic pleasure.*

H21.   *Student feeling closely with arts is positively associated with student emotional appreciation.*

H22.   *Student enthusiastic about arts is positively associated with student emotional appreciation.*

H23.   *Student satisfaction of enjoying arts is positively associated with student emotional appreciation.*

H24.   *Student knowledge about arts is positively associated with the cognitive appreciation.*

H25.   *Student mastering of arts is positively associated with cognitive appreciation.*

H26.   *Student penetration of arts is positively associated with the student cognitive appreciation.*

H27.   *Student feeling deeply about art beauty is positively associated with student aesthetic fascination.*

H28.   *Student enjoying art beauty meaningfully is positively associated with student aesthetic fascination.*

H29.   *Student being comfortable while enjoying art beauty is positively associated with student aesthetic fascination.*

H30.   *Student art respecting improvement is associated with art awareness improvement.*

H31.   *Student art pleasantness improvement is associated with art awareness improvement.*

H32.   *Student art sensitiveness improvement is associated with art awareness improvement.*

H33.   *Student cultural enculturation is positively associated with art appreciation.*

2.1. Theoretical Framework

This research argues that student cultural enculturation is the predictive variable for student art appreciation. Student cultural acquisition, cultural merging, and cultural internalization predict student cultural enculturation (Gnanam, 2002). Figure 1 shows the theoretical framework of this study.

3. RESEARCH DESIGN

Survey research was adopted to collect data related to student cultural enculturation as the exogenous variable with student art appreciation as the endogenous variable in this study. Data were collected from 585 students of grade four, five, and six from five different elementary schools in north, south, central, west, and east Jakarta, Indonesia. Student cultural enculturation developed by Gnanam (2002) has three dimensions, namely, "cultural acquisition", "cultural merging", and "cultural internalization". The five dimensions describing student art appreciation developed by Kuchinke *et al.* (2009) consist of the student aesthetic pleasure, the student cognitive appreciation, the student emotional appreciation, the student aesthetic fascination and the student art awareness. Student cultural acquisition was measured using a scale of student questionnaire consisting of three items in which the students answered the questions (on a five-step scale ranging from 1= strongly disagree to 5= strongly agree) about whether the students learned the arts, whether the students trained for art competencies, and whether the students were winning art competitions.
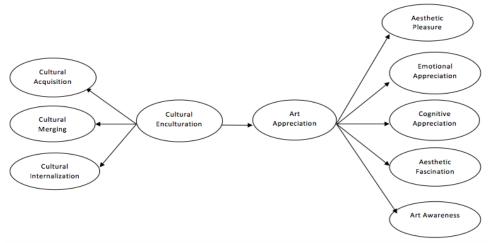

Figure-1. Theoretical framework of the study.
Source: Research model (2019).

Figure 1 argues that student cultural enculturation is the predictive variable for student art appreciation. Student cultural acquisition, cultural merging, and cultural internalization predict student cultural enculturation (Gnanam, 2002). The level of student art appreciation was determined by student aesthetic pleasure, student emotional appreciation, student cognitive appreciation, student aesthetic fascination, and student art awareness (Kuchinke *et al.*, 2009). Figure 1 shows the theoretical framework of this study. Analysis of the Structural Equation Model (SEM) was used in this study to examine the set of relationships between student cultural enculturation as the exogenous variable and student art appreciation as the endogenous variable.

4. FINDINGS

Table 1 shows the goodness of fit results. The root mean square error of approximation (RMSEA) as an indicator of the informative fit of the model was 0.059. Table 1 also shows that the goodness of fit index (GFI) was 0.901 and the adjusted GFI (AGFI) was 0.878.

Table-1. Model fit summary.

RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default	0.064	0.901	0.878	0.730
Saturated	0.000	1.000		
Independent	0.314	0.364	0.309	0.335

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default	0.059	0.054	0.064	0.002
Independence	0.165	0.161	0.169	0.000

Source: AMOS result (2019).

Table 2 shows a measurement model test of the observed variables. In Table 2, it can be seen that the correlation coefficients between student cultural acquisition, student cultural merging, student cultural internalization, and student cultural enculturation were 0.865, 1.075, and 0.754, respectively, which were significant at the 0.05 levels according to the t statistics. All the paths in the model of this study were significant at 0.05 level according to the t statistics. The model hypothesized in this study was a good fit to the data.

Table-2. The measurement model.

Parameter	Relation	Parameter	Estimate	S.E.	C.R.	P	Label
AS	<---	EB	0.345	0.046	7.556	***	
F1	<---	EB	1.000				
F3	<---	EB	1.518	0.149	10.191	***	
F2	<---	EB	0.854	0.099	8.596	***	
AE	<---	AS	1.849	0.179	10.318	***	
AK	<---	AS	1.700	0.169	10.050	***	
PE	<---	AS	1.560	0.150	10.438	***	
KS	<---	AS	1.167	0.123	9.489	***	
KE	<---	AS	1.000				
AS1	<---	KE	1.000				
AS2	<---	KE	1.064	0.098	10.897	***	
AS3	<---	KE	0.998	0.107	9.348	***	
AS4	<---	AE	1.000				
AS5	<---	AE	0.703	0.060	11.798	***	
AS6	<---	AE	0.642	0.058	11.161	***	
AS7	<---	AK	1.000				
AS8	<---	AK	0.912	0.088	10.359	***	

Parameter	Relation	Parameter	Estimate	S.E.	C.R.	P	Label
AS9	<---	AK	0.684	0.063	10.811	***	
AS10	<---	PE	1.000				
AS11	<---	PE	0.849	0.068	12.555	***	
AS12	<---	PE	0.768	0.060	12.862	***	
AS13	<---	KS	1.000				
AS14	<---	KS	1.329	0.115	11.528	***	
AS15	<---	KS	1.445	0.127	11.358	***	
CE3	<---	F1	1.000				
CE2	<---	F1	1.397	0.116	12.050	***	
CE1	<---	F1	1.379	0.114	12.115	***	
CE6	<---	F3	1.000				
CE5	<---	F3	0.931	0.068	13.741	***	
CE4	<---	F3	0.866	0.063	13.786	***	
CE9	<---	F2	1.000				
CE8	<---	F2	1.181	0.103	11.432	***	
CE7	<---	F2	1,156	0,102	11,299	***	

The standardized regression

Parameter	Relation	Parameter	Estimate
AS	<---	EB	0.538
F1	<---	EB	0.865
F3	<---	EB	1.075
F2	<---	EB	0.754
AE	<---	AS	0.912
AK	<---	AS	0.913
PE	<---	AS	0.843
KS	<---	AS	0.866
KE	<---	AS	0.791
AS1	<---	KE	0.661
AS2	<---	KE	0.623
AS3	<---	KE	0.501
AS4	<---	AE	0.643
AS5	<---	AE	0.622
AS6	<---	AE	0.578
AS7	<---	AK	0.616
AS8	<---	AK	0.551
AS9	<---	AK	0.583
AS10	<---	PE	0.700
AS11	<---	PE	0.635
AS12	<---	PE	0.656
AS13	<---	KS	0.579
AS14	<---	KS	0.687
AS15	<---	KS	0.668
CE3	<---	F1	0.536
CE2	<---	F1	0.772
CE1	<---	F1	0.783
CE6	<---	F3	0.662
CE5	<---	F3	0.658
CE4	<---	F3	0.660
CE9	<---	F2	0.562
CE8	<---	F2	0.734
CE7	<---	F2	0.710

Source: AMOS result (2019).

Notes:

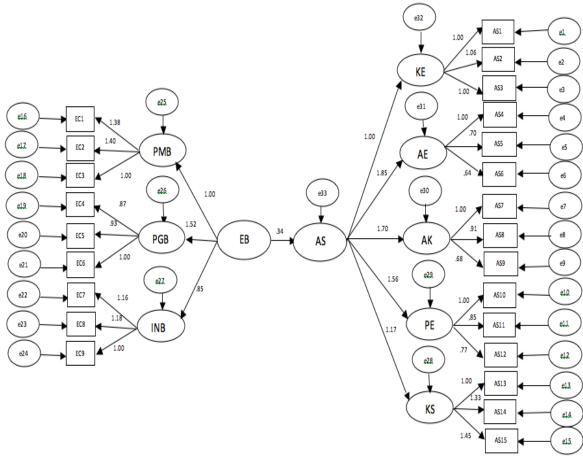|		
AS	=	Art Appreciation.
EB	=	Cultural Enculturation.
PMB	=	Cultural Acquisition.
PGB	=	Cultural Merging.
INB	=	Cultural Internalization.
EC1	=	Students learning arts.
EC2	=	Students trained for art competences.
EC3	=	Students winning art competition.
EC4	=	Students recognizing arts.
EC5	=	Students understanding arts.
EC6	=	Students using arts.
EC7	=	Students admired about arts.
EC8	=	Students satisfied of seeing arts.
EC9	=	Students' behavior improvement due to arts.
KE	=	The Aesthetic Pleasure.
AE	=	The Emotional Appreciation.
AK	=	The Cognitive Appreciation.
PE	=	The Aesthetic Fascination.
KS	=	The Art Awareness.
AS1	=	Happiness about art performance.
AS2	=	Happiness about art harmony.
AS3	=	Happiness about art integrity.
AS4	=	Feeling closely with arts.
AS5	=	Enthusiastic about arts.
AS6	=	Satisfaction of enjoying arts.
AS7	=	Knowledge about arts.
AS8	=	Mastering of arts.
AS9	=	Penetration of arts.
AS10	=	Feeling deeply about art beauty.
AS11	=	Enjoying art beauty meaningfully.
AS12	=	Being comfortable while enjoying art beauty.
AS13	=	Art respecting improvement.
AS14	=	Art pleasantness improvement.
AS15	=	Art sensitiveness improvement.

Figure-2. The structural model.

Source: AMOS result (2019).

5. DISCUSSIONS

The RMSEA value shown in Table 1 reached 0.059 less than 0.08 which indicated that the model was already fit. The AGFI was 0.878, which was a value greater than 0.8 showing the hypothesized model was a good fit for the

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data. The GFI shown in Table 1 was 0.901 having value more than 0 and less than 1, which indicated that the model was fit. These fit indexes showed that the data fitted the theoretical model.

Table 2 found that student cultural acquisition, student cultural merging, and student cultural internalization were positively associated with student cultural enculturation as exogenous variables with correlation coefficients of 0.865, 1.075, and 0.754, respectively, being significant at the 0.05 level according to the t statistics. Student cultural merging was most strongly correlated with student cultural enculturation, whereas student cultural internalization had the weakest positive association with student cultural enculturation. This finding was similar to that of the study of Gnanam (2002) stating that student cultural acquisition, student cultural merging, and student cultural internalization affected student cultural enculturation.

The observed variables of student learning arts, student training for art competencies, and student art competition wins had correlation coefficients with student cultural acquisition of 0.783, 0.772, and 0.536, respectively, which were significant at the 0.05 level based on the t statistics. The observed variables of student arts recognition, student arts comprehension, and student arts usage had correlation coefficients with student cultural merging of 0.660, 0.658, and 0.662, respectively, which were significant at the 0.05 level based on the t statistics. The observed variables of student arts admiration, student art viewing satisfaction, and student behavior improvement due to arts had correlation coefficients with student cultural internalization of 0.710, 0.734, and 0.562, respectively, which were significant at the 0.05 level according to the t statistics.

Table 2 shows that the aesthetic pleasure dimension, emotional appreciation dimension, student cognitive appreciation dimension, student aesthetic fascination dimension and art awareness dimension were correlated with art appreciation dimension with coefficients of 0.791, 0.912, 0.913, 0.843, and 0.866, respectively, which were significant at the 0.05 level based on the t statistics. The dimension integrity had a relationship with the aesthetic pleasure with significant correlation coefficients of 0.661, 0.623, and 0.501, respectively, at the 0.05 significance levels.

Student feeling close to arts, student arts enthusiasm, and student arts enjoyment satisfaction had correlations with student emotional appreciation with significant coefficients of 0.643, 0.622, and 0.578, respectively, at the 0.05 significance level.

Student arts knowledge, student mastering of arts and student penetration of arts was positively associated with student cognitive appreciation with significant coefficients of 0.616, 0.551, and 0.583, respectively, at the 0.05 significance levels.

Student feeling deeply about the beauty of art, student enjoyment of the beauty of art beauty, and student comfort with the enjoyment of the beauty of art were positively associated with student aesthetic fascination with significant coefficients of 0.700, 0.635, and 0.656, respectively, at the 0.05 significance levels.

Student respect for art, student art pleasantness, and student art sensitiveness were positively associated with student art awareness with significant coefficients of 0.579, 0.687, and 0.668, respectively, at the 0.05 significance levels.

Similarly Leddy (2000) stated that that there were five different types of art appreciation consisting of aesthetic pleasure, emotional appreciation, cognitive appreciation, aesthetic fascination, and heightened awareness. The structural model test in Table 2 shows a direct effect of student cultural enculturation on student art appreciation with a coefficient of 0.538, which was significant at the 0.05 levels. The structural model and coefficients measured based on the completely standardized solution under maximum likelihood can be seen in Figure 2. The SEM result shows that the cultural enculturation was a predictive factor of student art appreciation ($\gamma = 0.34$). All the paths in the model of this study were significant at 0.05 levels according to the t statistics. The model hypothesized in this study was a good fit to the data.

6. CONCLUSION

Based on the result of this study, it was concluded that student cultural enculturation could promote student art appreciation. The level of student cultural acquisition, student cultural merging, and student cultural internalization determined the level of student cultural enculturation. The level of student learning arts, student trained for art competences, and student winning art competition encouraged student cultural acquisition. The level of student art recognition, student arts comprehension, and student arts usage predicted the level of student cultural merging. The level of student arts admiration, student art viewing satisfaction, and student behavior improvement due to arts supported the level of student cultural internalization.

The level of the aesthetic pleasure dimension, the emotional appreciation dimension, the student cognitive appreciation dimension, the student aesthetic fascination dimension and the art awareness promoted the level of the student art appreciation dimension. The level of student happiness about art performance, student happiness about art harmony, and student happiness about art integrity determined the level of student aesthetic pleasure. The level of student feeling closely with arts, student arts enthusiasm, and student satisfaction of enjoying arts predicted the level of student emotional appreciation. The level of student arts knowledge, student mastering of arts, and student penetration of arts supported student cognitive appreciation. The level of student feeling deeply about art beauty, student enjoying art beauty, and student being comfortable while enjoying art beauty supported the student aesthetic fascination. The level of student respect for art, student art pleasantness, and student art sensitiveness promotes the level of student art awareness.

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