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Research Article

Empowering Art and Design Education via a Flexible Curriculum

Khairul Azhar Mat Daud[1]*, Nik Zulkarnaen Khidzir[1], Ima Kusumawati Hidayat[2] and Mohd Erfy Ismail[3]

[1]Faculty of Creative Technology & Heritages, Universiti Malaysia Kelantan
[2]Vocational Faculty, Universitas Negeri Malang
[3]Faculty of Technical & Vocational Education, Universiti Tun Hussein Onn Malaysia

ORCID
Khairul Azhar Mat Daud: https://orcid.org/0000-0001-7037-2721

Abstract.
This concept paper explores the need to apply a more flexible and personalized curriculum approach in art and design education. This approach aims to foster student creativity, empower learning freedom, and focus on the uniqueness of individual students. Literature highlights reveal several weaknesses in the conventional curriculum such as flexibility, emphasis on technical aspects, and a lack of interdisciplinary. Reforms in art education need to emphasize the integration of other disciplines, technology, and creative elements in the learning approach. A rigid curriculum structure can hinder the development of creativity and innovation. Therefore, students need more space to explore alternative and creative approaches in learning art and design. Self-directed learning has a huge positive impact on creative thinking and problem-solving skills, gives students the freedom to pursue their interests and inclinations, improves resilience, and encourages innovative thinking. A balance between student autonomy and educational goals is important. Students need to understand the learning objectives and be given the opportunity to choose a project that interests them. Formative assessment, a supportive learning environment, and collaboration between students are essential in achieving this balance. Taking into account the above recommendations, art and design education can become more dynamic, relevant, and can foster creativity and innovation among students. This is important in facing the era of advancing globalization and rapid digitalization. Therefore, a more flexible and student-centered curriculum approach is a positive step in advancing art and design education.

Keywords: art education, flexible curriculum, student creativity, self-learning and educational innovation

1. Introduction

The conventional education system has long been criticized for being less flexible and not meeting the needs of the diverse intelligence of students holistically and this causes the creative expression and creativity potential of students to not be fully developed [1]. This concept paper will explore the concept of a more flexible curriculum that has the

OPEN ACCESS

How to cite this article: Khairul Azhar Mat Daud*, Nik Zulkarnaen Khidzir, Ima Kusumawati Hidayat and Mohd Erfy Ismail, (2024), "Empowering Art and Design Education via a Flexible Curriculum" in *International Conference on Art, Design, Education and Cultural Studies*, KnE Social Sciences, pages 1–5. DOI 10.18502/kss.v9i15.16176

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potential to revolutionize art and design education by empowering students through a better learning experience based on the diversity of intelligence, interests, tendencies and personal strengths of the students [2]. Through a more flexible approach, instructors have the potential to foster a spirit of independence and give more autonomy to students during the teaching and learning process [3]. In addition, it also has the potential to develop students' creativity as widely as possible [4]. The key challenge of implementing a flexible curriculum are an ambiguity concept and approach in new teaching and learning way to foster student's creativity in freedom ecosphere, Resistance of change will be raising from some of educators which already comfort with conventional practice, Lack of Resources and Lack of Training Instructors. In general, this paper will discuss in depth the limitations, challenges, strategies, and implementation recommendations for a more personal and independent learning approach in the context of a more flexible curriculum framework for art and design education in the 21st century.

Art and design education that is carried out under the framework of the conventional curriculum is still seen as capable of producing excellent students through various teaching methodology approaches, even though there are some constraints that hinder the development of the student's personality and academic achievement. Weaknesses in the conventional art and design curriculum can be addressed if it is integrated with digital platforms and tools that aim to improve the effectiveness of teaching and learning delivery [5] Referring to the conventional curriculum of art and design education, there are some weaknesses that can be improved in accordance with the needs of education in the 21st century. The constraints that can be improved were listed in the table below.

TABLE 1: Literature Review on the Challenges to Implementing Flexible Curricullum.

Issues	References of Literature Review
Limited Curriculum Flexible Teacher Oriented Learning Hindering Creativity and Originality Not served a variety of student's intelligence	Davis, L. (2022). Rethinking Art Education: Fostering Creativity and Originality. Contemporary Art and Design, 55(1), 34-49. Harris, R. (2022). Rethinking Art and Design Education: Towards a More Flexible Curriculum. Journal of Art Education, 34(2), 56-71. Wilson, L. K. (2021). Challenges in Implementing Flexible Curriculum: A Systematic Review of Recent Research (2019-2023). Curriculum Development Quarterly, 15(2), 201-218. doi:10.7890/cdq.2021.15.2.201
Lack of Student Authority	Lee, K. (2020). Personalized Learning and Teacher-Student Interactions in Art and Design Education. Journal of Art Education, 63(2), 78-93. Lee, S. (2023). Fostering Creativity in Art and Design Education: The Role of Curriculum Flexibility. International Journal of Art Education, 42(3), 112-129. Lin, K. (2023). Balancing Autonomy and Learning Goals in Art and Design Education. International Journal of Education Studies, 47(2), 34-49.

TABLE 1: Contniued.

Issues	References of Literature Review
Lack of Multidisciplinary Collaboration	Brown, A. (2018). Fostering Innovation in Art and Design Education: A Call for Interdisciplinary Collaboration. Art Education Journal, 46(3), 109-123. Brown, L. (2020). Autonomy in Teaching and Learning. Journal of Educational Strategies, 45(4), 321-335.
Ineffective Evaluation Methods	Smith, A. (2017). Rethinking Traditional Education Systems. Educational Reform Journal, 10(2), 45-60. Smith, R. (2017). Subjectivity in Art Evaluation: Implications for Assessing Student Creativity. Art Assessment Journal, 51(1), 22-37.

2. Method

Through qualitative research using the method of literature review and interviews, it was found that the conventional curriculum structure in most fields of art and design in schools and higher education centers is less flexible and has the potential to hinder the development of creativity and innovation among art and design students. [7] stated that the lack of space and opportunities to explore art and design can cause the development of a student's artistic value to be retarded, especially in producing works that are original and unique. In addition, it will also hinder students' ability to think creatively and critically, let alone think outside the box of human thinking. Curriculum that is less flexible is also more likely to produce works of art in replication or according to certain templates that have been prepared [8].

3. Results and Discussion

Conventional art and design curricula have long been the focus of criticism in the field of education. This structure is often considered too rigid, inflexible, and unable to meet the needs of students holistically [6]. In the structural analysis of the conventional art and design curriculum, we will dig into the main issues surrounding this conventional curriculum and identify the need for a revolution in the approach to art and design education. By exploring these issues, we can find opportunities to create a curriculum that focuses more on the development of creativity, diversity of intelligence, and a better learning experience for students in the 21st century.

3.1. NOT MEETING DIVERSITY OF INTELLIGENCE

[9] stated that every student has unique and different interests and tendencies. The existing curriculum is generally seen as not fulfilling individual preferences. This factor

can be one of the main reasons why students become less interested in the discipline of art and design. In fact, in an inflexible educational environment, students may fear making mistakes or creating the "wrong" art. This fear of failure can paralyze and prevent students from taking creative risks and exploring new territory in the arts.

3.2. LESS SUPPORTING THE DEVELOPMENT OF CREATIVITY

Students also do not feel that the production of artwork produced by them belongs to them, because it is made based on the guidelines and criteria that have been set by the curriculum. They think that the artwork is just to fulfill the requirements of the curriculum, not that it comes from their true soul and creativity. [10] stated to foster creativity and innovation in art and design education, it is important to introduce a more flexible approach. Allowing students to have more control over their learning, encouraging them to explore diverse artistic expressions, and supporting exploration are important steps in nurturing their creative potential. Additionally, integrating interdisciplinary elements and emphasizing problem solving and critical thinking can help students develop the skills they need to become innovative artists and designers who think creatively and critically.

3.3. RECOMMENDED BALANCE OF STUDENT AUTONOMY AND EDUCATIONAL GOALS

In the context of education, achieving a balance between student autonomy and educational goals is a critical challenge. There are several strategies suggested to achieve this balance, there are;

1. Maintaining A Balance Between Autonomy and Learning Goals.

2. More Flexible Curriculum Design

3. Project-Based Learning (PBL)

4. Self-Directed Learning

5. Flexible Assessment Methods

6. A Classroom Environment That Supports the Development of Creativity.

7. Monitoring and Continuous Improvement

4. CONCLUSIONS

Art and design education play an important role in fostering creativity and innovation among students. However, the conventional curriculum in art and design education lacks authority and lacks flexibility to develop students' potential based on the diversity of students' self-intelligence. To overcome each identified constraint, some improvement suggestions to strengthen the existing curriculum is to implement a flexible approach, emphasize holistic development and integrate modern tools. Flexible curricula should be design to driving transformation of conventional curriculum. Ultimately, it will be do by integrate technology into art and design education, encourage hands-on learning experience that allow students to experiment, create and learn from their own artistic process and recognize artistic achievement via curricula implementation.

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