

IMPLEMENTING *TRIMATRA* FINE ARTS THROUGH PROJECT-BASED LEARNING IN INCLUSIVE EARLY CHILDHOOD EDUCATION

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Abstract: *The implementation of Trimatra (three-dimensional) art learning in Early Childhood Education (ECE) offers significant benefits for supporting children's development, including the stimulation of motor skills, enhancement of concentration, and optimization of creativity. Despite these advantages, the integration of art education also faces various challenges that can hinder the attainment of learning objectives. This study examines the effectiveness of Project-Based Learning (PBL) in art instruction for young children in Groups A and B at KB Inklusi Talenta, Kudus, in Trimatra. A descriptive qualitative approach was employed, involving a sample of 20 children and 5 teachers from diverse backgrounds, including those with varying special needs. Data were collected through participatory observation, teacher interviews, and document analysis. The research focuses on how the PBL approach can be adapted to accommodate children with diverse abilities and how it affects their engagement and learning outcomes. Identified challenges include issues related to classroom management, project planning, and resource limitations. The study aims to identify the inhibiting factors in the implementation of project-based Trimatra art learning and to offer recommendations to overcome these challenges, thereby promoting wider adoption in inclusive early childhood settings. Overall, Trimatra art activities have demonstrated the potential to increase children's engagement and provide more meaningful learning experiences, making them a promising approach within the context of inclusive education.*

Keywords: *Trimatra Fine Arts, Project-based learning, Inclusive*

A. Introduction

Trimatra art is an art concept that combines three essential elements: form, color, and texture (Indriyanti & Sari, 2021; Annajati & Wikarya, 2023). The term “Trimatra” originates from the word “tri,” meaning three, and “matra,” meaning elements—specifically, form, color, and texture. According to Hendriyana & Ds (2022). In the context of visual art, *Trimatra* art combines these three elements to create new artworks that possess visual beauty, aesthetic value, and meaning. This understanding of *Trimatra* art provides a foundation for artists to creatively express themselves and produce captivating works of art.

Trimatra art serves multiple purposes, including functioning as a medium for creative expression (Yunus, 2019; Sunarto, 2018). It also facilitates visual communication, enabling non-verbal interaction with viewers (Andhita et al., 2021; Putrayasa et al., 2020), while simultaneously fostering the development of technical and artistic skills (Komalasari & Lita, 2022; Nelly & Mayar, 2020). *Trimatra* art also aims to provide children with a rich sensory experience (Widiyawati & Suryana, 2024; Zahro & Wathon, 2020). Children, for instance, can express their ideas, emotions, and thoughts through unique and original art creations. Another purpose is to create an aesthetic experience, offering a captivating visual experience for viewers (Fajrie, 2023). Nugroho (2015) notes that through the harmonious combination of form, color, and texture, artworks can deliver visual beauty and aesthetic satisfaction to those who appreciate them.

Early Childhood Education (ECE) is a pivotal phase in a child’s development, playing a crucial role in laying the foundation for future learning and character formation. In the context of inclusive education, ECE faces more complex challenges, as it must accommodate the diverse needs of children from varied backgrounds and abilities (Sakti, 2020; Lestarinigrum, 2017; Martha & Suryana, 2019). One increasingly popular pedagogical approach within ECE, especially in art education, is Project-Based Learning (PBL). This method is recognized for effectively fostering creativity, teamwork, as well as critical thinking and problem-solving skills in young children. PBL has excellent potential to accommodate children with special needs because this approach is flexible, child-centered, and emphasizes collaboration and authentic experiences.

PBL (Project-Based Learning) is a learning approach that involves students in the process of exploring and solving problems through a real and meaningful project (Nikmah et al., 2023). In PBL, students not only receive information, but also actively find out, plan, implement, and present the results of their projects. The goal is to develop critical thinking skills, collaboration, creativity, and communication. This learning typically begins with a real-world question or challenge, after which children are encouraged to work together, conduct simple research, and create products or solutions that can be presented to others. PBL is particularly suitable for application from an early age because it can stimulate curiosity and provide a fun and contextual learning experience.

Introducing art to young children is widely practiced in daily learning activities in ECE. Activities like drawing and coloring are used to nurture children's creativity and develop their artistic talents (Pebrianty & Pamungkas, 2023; Sari, 2020). However, these practices are often conventional, requiring children to perform similar activities individually, which may not entirely align with the unique needs of each child, who requires activities tailored to their interests. Therefore, a learning model that accommodates children's ideas and promotes collaborative or group activities is essential (Amelia & Aisya, 2021; Siregar et al., 2022). Project-Based Learning (PBL) is an effective model, enabling children to actively engage in hands-on experiences while learning to solve problems independently.

Efforts are maximized in inclusive ECE to provide holistic rights for all children. General learning activities are conducted while providing exceptional support for children with special needs (Madyawati & Zubadi, 2020). For instance, KB Inklusi Talenta Kudus has organized inclusive learning activities to meet the stimulation needs of every individual child as effectively as possible. Inclusive PAUD is an early childhood education service that provides equal learning opportunities for all children, including children with special needs (ABK) and typical children, in the same learning environment. The goal is to create a friendly, open learning atmosphere that respects the diversity of children's abilities and backgrounds. In inclusive ECE, children are invited to learn together without discrimination. Teachers typically work in collaboration with support staff, such as therapists or

special assistants, and employ a flexible and adaptive learning approach. The main principles of inclusive ECE are accessibility, active participation, and equality, so that each child can develop optimally according to their potential. Despite facing numerous challenges, teachers remain resilient, utilizing creativity and collaboration with parents to apply available methods and media, which is a commendable solution.

However, the implementation of project-based *Trimatra* art learning in inclusive ECE is not without challenges. Teachers face numerous obstacles that can hinder the success of this method, especially in managing a heterogeneous classroom, planning complex projects, and dealing with resource limitations. To further enhance the effectiveness of inclusive art education, future practices should include structured teacher training programs focused on inclusive pedagogy and creative facilitation, as well as the provision of adaptable learning materials and resource kits. These initiatives can empower educators to design more responsive, inclusive, and culturally relevant art experiences for all learners.

Ultimately, inclusive art education through tri-metra-based PBL holds the potential to promote not only individual artistic growth but also broader social outcomes. By fostering equity, respect for diversity, and collaborative learning from an early age, inclusive art education can make a meaningful contribution to the development of more empathetic, socially aware, and resilient future generations. This study aims to identify and analyze the planning, execution, and outcomes of project-based art learning in inclusive classrooms. Understanding the inhibiting factors in this study provides strategic recommendations to address these issues. The resulting recommendations are expected to support the development of more effective and inclusive teaching practices, enabling broader and more successful adoption of project-based art learning in inclusive ECE environments.

B. Method

This study employs a qualitative descriptive approach to analyze the implementation of project-based *Trimatra* art in inclusive Early Childhood Education (ECE). This approach was selected for its ability to provide an in-depth understanding of the learning process, the interaction between teachers and

children, as well as the challenges encountered within an inclusive education context (Rusli, 2021). The subjects of this study include 20 children and 5 teachers at Talenta Inclusive Playgroup. The participating children come from diverse backgrounds in terms of abilities, special needs, and socio-economic conditions. This group includes children with special needs, such as those with autism spectrum disorders, attention-deficit hyperactivity disorder (ADHD), and other developmental delays. The teachers involved also bring varied backgrounds and experiences, particularly in teaching within inclusive settings.

The stages of this research can be illustrated in the diagram below:

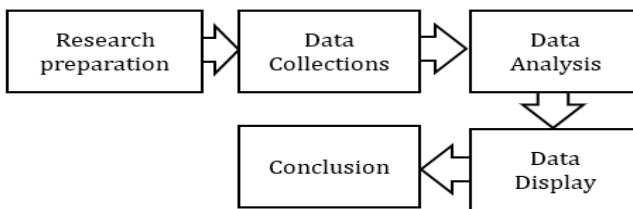


Figure 1. Stages of this research

This diagram presents the sequential and structured stages of qualitative research. Each stage has clear objectives and detailed steps to guide the researcher throughout the study. The qualitative approach enables researchers to gain a deep understanding of a phenomenon, with each phase playing a vital role in achieving valid and meaningful research outcomes.

The preparation phase serves as the foundation of the entire process, where researchers formulate ideas and plans to follow. The second phase, data collection, involves direct interaction with research subjects and their environments, resulting in rich and valuable data. The next stage, data analysis, is central to qualitative research, where complex data are managed and analyzed to uncover meaning. The presentation of findings allows researchers to communicate results in an engaging and informative manner. Finally, the conclusion summarizes the entire process and provides implications for future practice and research.

Data collection techniques are employed to obtain comprehensive insights into the implementation of project-based *Trimatra* art in inclusive ECE. This study uses three primary data collection methods: participant observation, in-depth interviews, and document analysis. The researcher actively participated in

classroom activities as a participant observer, directly observing teacher-child interactions, the project implementation process for *Trimatra* art, and children's responses and engagement. Observations were conducted periodically over several weeks to capture a complete picture of classroom dynamics and the effectiveness of the teaching methods used.

The following data collection method was individual interviews with the five teachers involved in the study. These interviews focused on teachers' experiences and perspectives regarding the implementation of project-based *Trimatra* art in inclusive classrooms, challenges encountered, and strategies used to address those obstacles (Gumilang, 2016). Semi-structured interviews enabled the researcher to explore essential topics that emerged during the discussions. The final data collection method was documentation, which included teachers' daily notes, classroom activity photographs, children's *Trimatra* art creations, and lesson plans (RPP) used by the teachers. This documentation served as supporting evidence to strengthen the findings from observations and interviews, providing a richer visual and narrative context for the analysis.

The collected data were analyzed using a thematic approach. The analysis steps, based on Sitasari (2022), include:

Table 1. Analysis Steps

No	Data Analysis Steps	Explanation
1.	Transcription	Data from the interviews were recorded and then transcribed verbatim. Observation and documentation data are also organized and categorized.
2.	Coding	Once the transcription was complete, the data were coded to identify the main themes and subthemes that emerged. This process involves grouping information based on categories relevant to the research objectives, such as challenges in classroom management, project planning, and resource limitations.

3. Identify Themes	The themes that were most prominent and relevant to the research questions were then identified and analyzed further. The researcher sought to understand how these themes interact with each other and how they reflect the reality of implementing project-based <i>Trimatra</i> visual arts learning in an inclusive environment.
4. Triangulation	To increase the validity of the results, researchers employed technical triangulation (or method triangulation) by comparing findings from observations, interviews, and documentation. This aims to ensure consistency of findings and reduce subjective bias.

Data collection was carried out within 2 months, specifically in July and August 2024. As part of the research methodology, the researcher acknowledges certain limitations within this study. Time constraints may affect the intensity and frequency of observations, as well as the potential for bias in data interpretation. Consequently, the researcher has made efforts to address these limitations by ensuring the continuity of observations and employing data triangulation (Susanto & Jailani, 2023). This approach can enhance the validity and reliability of the obtained data.

This study was conducted with careful consideration of research ethics principles, including obtaining written consent from the parents of the participating children and ensuring the confidentiality of the research subjects' identities. The researcher selected a sample of 20 children and 5 teachers because they were representative of the population. The children and teachers have implemented PBL learning in the practice of *Trimata* Fine Arts. They were also provided with complete information regarding the research objectives and their right to withdraw from the study at any time without any consequences.

C. Results and Discussion

1. Project-Based Learning Planning in Arts Education

The central aspect evaluated pertains to curriculum alignment. The evaluation assesses the suitability of the curriculum in relation to the learning needs of children, including those with special needs and others. The implementation of the Merdeka curriculum involves preparing teaching modules with conditional learning methods. In the teaching module, a variety of games are planned to support holistic development aspects. Curriculum adaptation aims to accommodate specific adaptations or differentiation in art activities. Next, the preparation of facilities and media involves analyzing the readiness of facilities and the media used, including the availability of child-friendly and safe art tools, as well as inclusive media for children with diverse needs.

Another critical point is the development of teacher competencies. The preparedness and understanding of teachers regarding project-based learning in inclusive early childhood education (ECE) is essential, particularly in approaches that integrate aspects of inclusion and art. Teachers need to understand the principles of inclusion, particularly in relation to the diverse needs of children and the importance of creating a welcoming and supportive environment for every child. Furthermore, teachers must be able to adapt tri-media art activities so that children with various needs can follow them. This may involve modifying instructions, varying support tools, and selecting activities that encourage creativity among all children, regardless of any barriers.

Teachers' mapping of children with special needs in ECE is an early identification process carried out by teachers to recognize the characteristics, needs, and potential of each child who exhibits developmental differences from their peers of the same age. This process involves observing children's behaviour, cognitive development, language, social-emotional development, and motor coordination, and can be supported by interviews with parents and the completion of simple screening instruments. The goal is for teachers to be able to provide the right learning approach, design early interventions, and direct families to obtain further services if needed.

2. Implementation of Project-Based Arts Education

Children's active involvement in *Trimatra* art projects during learning can be observed, including those with special needs. They can engage actively according to their abilities and whether they feel supported in the activities. However, in practice, teachers should analyze how inclusive approaches are implemented, such as providing opportunities for every child to access media according to their specific needs (for instance, visual or tactile aids). Likewise, the methods of guidance and teacher interaction are crucial. Teachers play a vital role in assisting children, creating an atmosphere that fosters collaboration, and providing clear instructions tailored to each child's individual needs.

Art activities conducted in the Inclusive Talenta Playgroup include making masks from recycled materials, building toy houses from ice cream sticks, creating traditional caping hats from paper, and making dolls from fabric scraps. In the mask-making activity, children are invited to create masks using recycled materials such as cardboard, paper, and bottle caps. Each child is given the freedom to design their mask, from choosing shapes and colors to adding additional decorations such as threads, buttons, or stickers. This activity is designed to encourage children's creativity in reusing materials that might otherwise be considered wasteful. Additionally, making masks helps develop fine motor skills through cutting, gluing, and drawing (Mukmin et al., 2023). This activity also teaches children about the importance of recycling and environmental awareness.

In the toy house construction activity using ice cream sticks, children work in groups to build toy houses using ice cream sticks and glue. Each group is responsible for designing and assembling specific components of the house, including walls, roofs, and doors. Children are encouraged to discuss and collaborate in determining the shape and function of the houses they create. They can learn about basic construction and architectural concepts such as balance and structural stability. This activity also fosters cooperation and communication skills among children, as they must work together to achieve a common goal. Moreover, children are encouraged to think critically and problem-solve when facing challenges during the construction

process (Nurjanah et al., 2021; Imamah & Muqowim, 2020; Priantari et al., 2022). The design of such activities aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction and scaffolding in learning, particularly when children engage in collaborative, hands-on tasks that support their zone of proximal development (ZPD). Additionally, an evaluation of learning environments includes analyzing the availability and appropriateness of inclusive materials and media, ensuring that art tools are not only safe and age-appropriate but also adaptable for children with varied developmental profiles.

The next *Trimatra* art activity in the Inclusive Talent Playgroup involves making caping hats from paper. Children are invited to create traditional caping hats using paper. They are taught how to fold, cut, and attach paper to form sturdy caping hats. Once completed, children can decorate their hats with colors or images of their choice. Making cap hats involves essential folding and cutting skills for fine motor development. This activity also provides an opportunity for children to learn about local culture, given that caping is one of the attributes widely used in agricultural activities in Indonesia (Nurani & Hartati, 2020). The process of decorating the caping also encourages creativity and self-expression.

Making dolls from fabric scraps is another *Trimatra* art activity at the Inclusive Talent Playgroup. This activity invites children to create simple dolls from fabric scraps. They can choose pieces of fabric in colors and patterns they like, then sew or attach those pieces to form dolls. Children can also add embellishments such as eyes, mouths, and clothing to their dolls. This activity teaches children about reusing leftover materials (fabric scraps) and the importance of waste reduction. It also emphasizes sewing or attaching skills, enhancing hand-eye coordination, and fine motor skills (Mayasri & Masliati, 2023). Furthermore, children are encouraged to use their imagination in creating characters for their dolls, which aids in their cognitive and socio-emotional development.

Project-Based Learning (PBL) is a pedagogical approach that involves children in the learning process through engaging in complex and meaningful projects (Sutrisno & Syukur, 2023). In

line with inclusive education principles and Vygotsky's emphasis on guided participation, teachers are expected to scaffold children's engagement by modifying instructions, utilizing varied assistive tools, and designing flexible art activities. PBL offers significant opportunities to foster creativity, collaboration, as well as critical thinking and problem-solving skills in early childhood. *Trimatra* arts, which involve artistic works in the form of sculptures, installations, and models, provide an ideal platform for children to explore various visual, spatial, and textural aspects within their projects.

3. Project-Based Learning Outcomes in Art Education

Project-based learning (PBL) in *Trimatra* art education generally has many positive impacts on children. The development of motor skills and creativity, enhancement of social and emotional skills, as well as improvements in self-esteem and self-efficacy, are benefits that children can experience. The development of both fine and gross motor skills, as well as creativity, through art projects has shown improvement in children with special needs who previously faced motor challenges. Art projects contribute to children's ability to collaborate, communicate, and manage their emotions in the context of working with their peers. Furthermore, *Trimatra* art projects also positively impact children's self-confidence and self-belief, particularly for children with special needs, as they produce work and complete project tasks.

Learning *Trimatra* art in early childhood education (ECE) is not merely about inviting children to play or create to avoid boredom. The benefits derived from art activities, including *Trimatra* art, are far more extensive. The following is a description of the benefits of *Trimatra* art in project-based learning (PBL):

a. Encouraging Creativity

1. Self-Expression and Material Exploration: *Trimatra* art within the context of PBL provides opportunities for children to express their ideas and emotions through various media and materials (Telaumbanua & Bu'ulolo, 2024). Children are encouraged to experiment with materials such as clay, wood, paper, or recycled materials, allowing them to create unique and personal artworks.

This exploratory process stimulates their imagination and aids in the development of creative ideas. Special needs children can follow and complete the activity of forming a hat from paper well. They can fold the paper and color the hat according to their wishes.

2. Creative Problem Solving: When faced with challenges in creating *Trimatra* objects, children learn to find creative solutions (Kusnanto & Frima, 2022). For example, if a particular material does not perform as expected, they may seek alternatives or try new techniques. This process not only develops technical skills but also encourages out-of-the-box thinking. This can be observed when children with special needs ask for help from teachers regarding the difficulties they encounter, just like children in general. They can convey their obstacles and can be understood by the teacher.

b. Building Cooperation

1. Collaborative Projects: PBL in *Trimatra* art often involves teamwork (Kusumawati et al., 2024). Children work together to complete larger projects, such as building a model city, creating an art installation, or organizing a class exhibition. Through this cooperation, they learn how to communicate effectively, share tasks, and appreciate their peers' contributions. We can see in the collaboration of forming a miniature house from ice cream sticks by children with special needs alongside other children in a single group. During the process of cooperation until completion, they can do it orderly and responsibly
2. Division of Responsibilities: In groups, each child can have a specific role to complete the project (Khikmah, 2017; Maisyaroh et al., 2024). For instance, one child may be responsible for design, another for execution, while yet another might focus on assembly and presentation. This division of tasks teaches children the importance of responsibility and teamwork in achieving shared goals. The cooperation and sense of responsibility between children with special needs and others are proven by their work in the form of miniature houses made from ice cream sticks.

c. Developing Critical Thinking Skills

1. Reflection and Evaluation: PBL in *Trimatra* art encourages children to critically evaluate their work and that of their peers (Darwati & Purana, 2021). They are invited to reflect on the creative process, question the choices they made, and explore possible improvements. For example, after completing a sculpture, children might be prompted to contemplate why they chose a particular shape or material and how this choice affected the final outcome. In Talenta, all children are invited to think critically through simple questions. They can answer them with simple sentences. However, for children with special needs, they answer with only one or two words.
2. Decision Making: Each stage in *Trimatra* art projects involves decision-making that requires critical thinking (Lestari, 2020). Children must decide which materials to use, how to arrange elements in their work, and how to overcome challenges that arise during the creation process. This experience enhances the ability of both special needs and typically developing children to analyze situations, make informed decisions, and consider various possibilities. They learn to make informed decisions, in this case, determining the shape of the hand puppet they will make.

d. Enhancing Problem-Solving Skills

1. Overcoming Project Obstacles: In *Trimatra* art projects, children often face technical challenges, such as how to keep a structure stable or how to combine different materials (Rachman et al., 2023; Junaedah et al., 2024). These challenges provide opportunities for children to develop problem-solving skills. Special needs and normal children learn to identify problems, develop strategies to overcome obstacles, and test their solutions practically. Even in a simpler way, children with special needs can do it well.
2. Flexibility and Adaptation: Children are encouraged to be flexible and ready to adapt when their initial plans do not proceed as expected. For instance, if a sculpture

collapses, they must find a way to repair it or restart with a different approach. The ability to adapt and learn from mistakes is a crucial part of the problem-solving process developed through PBL (Nasution & Harahap, 2024). Thus, the children at Talenta are not concerned about making mistakes when building miniature houses. Whatever they do during the making process is their way of learning to express ideas.

e. The benefits of *Trimatra* Arts for special needs

Trimatra art projects contribute significantly to the development of children with special needs through multisensory stimulation that supports motor, cognitive, and emotional aspects simultaneously. Activities such as molding clay, stringing, or arranging three-dimensional objects train hand-eye coordination, strengthen fine muscles, and improve focus and attention span. In addition, the process of exploring materials and forms allows children to express emotions and ideas nonverbally, which is especially important for children with communication disabilities. Social interactions that occur in collaborative activities also encourage socialization and cooperation skills. Thus, *Trimatra* art projects are not only a means of aesthetic expression but also an educational therapy that supports the holistic growth and development of children with special needs. *Trimarta* accommodates all learning materials for children with special needs in ECE, but it can also be an interesting activity choice with many benefits.

4. Implementation Challenges

Based on observations and responses from interviews with teachers, data were obtained regarding the obstacles faced by the Talent Inclusion Early Childhood Education Center (KB Inklusi Talenta) in implementing *Trimatra* art activities.

Table 2. Implementation Barriers of *Trimatra* Art at KB Inklusi Talenta Kudus

No	Types of Obstacles	Description	Impact
1.	Children's Low Ability to Focus	Early childhood children, especially in inclusive settings, often have short attention spans. At Talenta Inclusion KB, some children may experience difficulty staying focused for long periods of time, especially when faced with tasks that require concentration and perseverance, such as <i>Trimatra</i> fine arts activities which often consist of several stages.	This low ability to focus can hinder the learning process, as children may be easily distracted or lose interest before completing their projects (Fatimah, 2023). This can result in less-than-optimal results or incomplete projects, which in turn can reduce the child's self-confidence and satisfaction with the activity.
2.	Limited ability of children to carry out activities at each stage (for example, difficulty folding, cutting, gluing)	In <i>Trimatra</i> fine arts activities, each stage, from planning and material selection to execution, requires certain skills that may be challenging for some children, especially those with special needs or developmental delays. Children at Talenta Inclusion KB face difficulties in understanding instructions, coordinating fine motor movements, or following the sequential flow of activities.	These limitations can cause frustration in the child, who may struggle to complete tasks according to instructions. Teachers also need to provide additional help, which can slow down the learning process for the entire group. In some cases, children may feel unable or unmotivated to participate fully in the activity (Herdian & Listiana, 2024).

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| 3. | Media limitations | <i>Trimatra</i> Fine Arts activities often require a variety of media and materials to provide a rich and varied learning experience. However, in Talenta Inclusion KB, media limitations such as suitable materials or required equipment can be a significant obstacle. For example, a lack of materials that are easily accessible or safe for use by all children, especially those with special needs, can limit children's creativity and exploration. | Media limitations may restrict the scope of art projects that can be undertaken and impact the quality of the learning experience (Anggraini et al., 2024). Additionally, children may struggle to fully express their creative ideas if the available materials are insufficient or do not meet their specific needs. |
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| 4. | Giving instructions that must be detailed and repetitive | Children in the Talenta Inclusion Playgroup may need very detailed and repeated instructions to understand and carry out tasks in <i>Trimatra</i> fine arts activities. Children with attention deficit disorder or cognitive delays may require longer, repetitive explanations and visual support to understand each step in the activity (Isnawati, 2020). | The need to provide detailed and repetitive instructions can lengthen the duration of activities, which is inconsistent with children's attention spans. Teachers also need to manage time and resources carefully to ensure that all children can follow instructions without feeling overwhelmed or confused. |
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5. Solutions

These proposed solutions are designed to be easily understood and practically applicable in an inclusive learning context.

a. Overcome Limited Focus Ability of Children

- 1) **Segmenting Activities into Short Sessions:** Dividing *Trimatra* art activities into shorter sessions with breaks between each session can help maintain children's focus by allowing them to rest and regain their attention before progressing to the next stage.
- 2) **Utilizing Focus-Redirection Techniques:** This can involve engaging children in short, engaging activities or interactive games between stages of the main activity. For example, singing or simple physical movements can help positively redirect children's attention before returning to the art activity.
- 3) **Providing Positive Reinforcement:** Praise and small rewards can encourage children to maintain their focus. Positive reinforcement can motivate them to put more effort into sustaining their attention.

b. Overcome Limitations in Children's Ability to Complete Each Activity Stage

- 1) **Simplifying Activity Stages:** Breaking down each stage into smaller, clearer steps can make the tasks more manageable. For example, instead of asking children to create complex shapes immediately, begin with basic steps like selecting materials, cutting, and assembling. Allow ample time for each step to prevent children from feeling rushed.
- 2) **Providing Individual Assistance:** For children who require additional support, offer individual guidance or assistance from a teacher or aide. This individualized support can help them understand and complete each stage of the activity.
- 3) **Using Visual Aids:** Pictures or other visual aids can guide children through each stage. Visuals can help children understand what they need to do, reducing confusion.

c. Overcome Media Limitations

- 1) **Utilizing Easily Accessible Materials:** Use materials that are readily available and safe for all children. For instance,

recycled materials such as cardboard, plastic bottles, or scrap paper are accessible and can be repurposed for art projects.

- 2) Encouraging Creative Use of Media: Encourage children to use their imagination with limited materials. Teachers can guide children to see the artistic potential in simple materials, such as exploring various techniques like collage, pasting, or printing.
 - 3) Collaborating with Parents and Community: Engage parents and the community to contribute materials that may no longer be needed at home or in the neighbourhood. This can add variety to the available media without requiring new purchases.
- d. Overcome the Need for Detailed and Repetitive Instructions
- 1) Using Simple and Consistent Language: Provide instructions in simple, direct, and consistent language. Avoid giving too much information at once; focus on one instruction at a time.
 - 2) Employing Multi-Modal Instruction: Combine verbal instructions with physical gestures, visual aids, and live demonstrations. For instance, illustrate the steps using a real-world example, explain the process verbally, and provide visual cues.
 - 3) Using Varied Repetition: Repeat instructions in different ways to maintain children's attention. For example, after giving verbal instructions, ask the child to repeat or act out the steps to reinforce understanding.

D. Conclusion

The *Trimatra* art activities conducted at Talenta Inclusive Kindergarten aim not only to develop technical skills in art but also serve as a medium for teaching essential values such as creativity, collaboration, and environmental awareness. Through this project-based approach to *Trimatra* art education, children learn to work together, think critically, and find creative solutions, all within an inclusive environment where each child has the opportunity to participate according to their abilities and interests.

Project-Based Learning (PBL) in *Trimatra* art is a practical approach to fostering the holistic development of young children. Challenges encountered during the activities can be minimized or resolved with the solutions proposed by the authors. These solutions not only help children focus and complete each stage of the activity but also ensure that activities can be carried out with limited materials and with instructions that are accessible to all children, including those with special needs. This fosters a more inclusive learning environment that supports the development of creativity and socio-emotional skills in children. To strengthen future practice, it is recommended that teacher training programs focus on inclusive art education and provide adequate, adaptable resources that support diverse learners. These efforts will enhance the quality and accessibility of project-based learning activities in early childhood settings.

Ultimately, inclusive art education can have a broader impact beyond artistic development, promoting equity, nurturing socio-emotional growth, and supporting the holistic development of all children, thereby contributing to a more inclusive and just educational landscape. By providing children with the opportunity to explore, collaborate, and face challenges in a supportive environment, PBL not only enhances technical art skills but also hones creativity, teamwork abilities, critical thinking, and problem-solving skills. These skills are essential for children's cognitive and social development, preparing them for future educational challenges and the complexities of life. Project activities also enrich children's learning experiences by integrating elements of local culture, life skills, and social understanding, which are crucial for their overall growth.

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