

Mosaic in Painting as a Medium for Developing Creativity

Andiko Putra^{1)*}, Irwan²⁾, Iswandi³⁾, Suci Fajrina⁴⁾, Rosta Minawati⁵⁾

^{1,2,3,4,5)} Art Education Study, Postgraduate, Institut Seni Indonesia Padangpanjang, Indonesia

*Corresponding Author

Email : andikoputra.hamzahyaa10@gmail.com

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ABSTRACT

This research is a literature review that aims to explore the mosaic technique as a form of fine art expression that emphasizes the combination of colors, shapes, and textures in creating aesthetic value, as well as a means of developing students' creativity. Mosaic is a technique of arranging small pieces of materials such as paper, glass, or ceramics into a complete and harmonious image. In the context of art education, this technique not only functions as a medium of expression, but also as a vehicle for fostering students' creativity, imagination, and visual thinking skills. The method used in this research is a literature review, namely a systematic study of various research results, books, and scientific articles that discuss the application of mosaic techniques in fine art learning and the development of creativity. Data were collected through searching various relevant literature sources, then analyzed descriptively to identify key findings related to the benefits of mosaic techniques in art learning. The results of the study indicate that the application of mosaic techniques has great potential in improving students' creativity, accuracy, patience, and aesthetic sensitivity. Working with mosaics provides an opportunity for students to experiment freely with color, shape, and composition, while simultaneously fostering an appreciative attitude towards works of art. Thus, the mosaic technique can be used as an alternative strategy for learning fine arts that is effective and meaningful for developing students' creative potential.

KEYWORDS

Mosaic, Painting, Creativity

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INTRODUCTION

Visual art is one of the subjects that plays an important role in supporting students' cognitive, affective, and psychomotor development. Through artistic activities, students not only learn how to create visual artworks but also develop creative thinking skills, imagination, and the ability to express their ideas and emotions. Creativity is considered a fundamental aspect of art education because it enables students to generate original ideas, solve problems, and maximize their individual potential. In the context of visual arts education, creativity can be nurtured through painting activities that employ mosaic techniques. Painting has been recognized as one of the oldest forms of artistic expression and has existed throughout human civilization for thousands of years. Over time, painting has evolved significantly, resulting in a wide variety of styles, forms, and artistic approaches. Through their works, painters seek not only to provide aesthetic enjoyment but also to stimulate intellectual appreciation among viewers. Therefore, painting serves as both a medium of artistic expression and a means of fostering creativity and critical engagement with visual experiences (Garsia & Ange, 2024).

The development of students' creativity arts learning continues to face several challenges. In classroom practice, greater emphasis is often placed on the final product rather than on the creative process experienced by students. Furthermore, the limited variety of learning media and artistic techniques used during instruction tends to reduce students' active participation and restrict opportunities for exploring new ideas. As a result, students' ability to produce creative and original

artworks has not been fully developed. Based on preliminary observations conducted in Grade VIII at SMP Negeri 3 Rao Selatan, several students were found to experience difficulties in translating their ideas into visual artworks. Many students showed limited confidence in expressing themselves artistically and tended to imitate examples provided by the teacher rather than developing their own ideas independently. These conditions indicate the need for learning approaches and artistic techniques that can encourage students to be more active, imaginative, and creative throughout the artistic process.

One alternative that may help address these challenges is the application of mosaic techniques in visual arts education. Mosaic is an artistic technique that involves arranging and attaching small pieces of materials onto a surface to create a specific image or composition. This technique provides students with opportunities to experiment with different materials, combine colors, arrange shapes, and develop their imagination throughout the creative process. In addition to producing artworks with aesthetic value, mosaic activities can also enhance students' attention to detail, patience, and problem-solving abilities. Through the process of organizing various visual elements into a unified composition, students are encouraged to think creatively and make independent artistic decisions. As a result, mosaic-based activities can serve as an effective approach for fostering creativity while simultaneously developing a range of artistic and cognitive skills.

Various studies have highlighted the positive contribution of mosaic activities to the development of students' abilities and creativity. Research conducted by (Fariza et al., 2024) found that mosaic activities are effective in increasing students' interest in art because they involve enjoyable and interactive processes that allow learners to explore colors, shapes, and various materials used in creating mosaic artworks. In addition to fostering interest in art, mosaic activities were also found to stimulate creativity, enhance cognitive development, and improve fine motor skills. These findings suggest that mosaic-based learning can provide meaningful artistic experiences while supporting students' overall creative and intellectual growth.

Furthermore, Kamarudin et al. (2023) explained that the implementation of mosaic techniques can enhance fine motor skills through activities such as cutting, arranging, and attaching various materials to predetermined patterns. These activities not only improve hand-eye coordination but also provide students with opportunities to express their creativity through the selection of colors, shapes, and compositions that reflect their own ideas. Consequently, mosaic-based learning encourages both technical skill development and creative expression, making it a valuable approach in visual arts education.

The findings of Kumalasari et al. (2023) indicate that mosaic art can serve as an effective medium for enhancing fine motor skills while simultaneously supporting the development of creativity. Through activities involving cutting, arranging, and attaching various materials to form visual compositions, students are encouraged to develop their imagination, express their ideas, and create artworks with aesthetic value. The study further highlights that mosaic activities help foster accuracy, patience, concentration, and problem-solving skills throughout the creative process. These benefits demonstrate that mosaic art not only contributes to artistic development but also promotes a range of cognitive and practical skills that are essential for students' overall growth.

Based on the studies discussed above, it can be concluded that mosaic activities function not only as a form of hands-on artistic practice but also as an instructional medium capable of fostering students' creativity, imagination, visual expression, and aesthetic appreciation. However, previous studies have generally focused on improving fine motor skills and increasing learning interest among young children. Therefore, this study differs from earlier research by specifically examining mosaic in painting as a means of developing creativity through a literature review approach. This study aims to analyze various concepts, theories, and research findings concerning the use of mosaic techniques in painting as a medium that can encourage the emergence of creative ideas, freedom of expression, and the ability to produce innovative works of art.

Although previous studies have demonstrated the benefits of mosaic techniques in art education, most of them have concentrated on the development of motor skills, learning outcomes, or creativity among early childhood learners and elementary school students. Furthermore, earlier research has predominantly positioned mosaic as a learning medium rather than as an artistic approach

in the creation of paintings. Studies that specifically address the application of mosaic techniques in painting as a means of fostering creativity among junior high school students remain relatively limited. Consequently, there is still a research gap that requires further investigation, particularly regarding how mosaic techniques can be utilized in the process of creating paintings that not only possess aesthetic value but also contribute to the development of students' creativity.

Based on the foregoing discussion, this study focuses on the application of mosaic techniques in the creation of paintings as a means of developing the creativity of eighth-grade students at SMP Negeri 3 Rao Selatan. The study aims to describe the process of applying mosaic techniques in painting activities and to examine their contribution to the development of students' creativity. The findings are expected to contribute to the advancement of visual arts education, particularly in promoting the use of mosaic techniques as an innovative and creative instructional alternative that can enhance students' engagement in artistic activities.

METHOD

This study employed a literature review method using a descriptive qualitative approach. This method was selected because the study aimed to examine, analyze, and synthesize findings from previous research relevant to the use of mosaic techniques in painting as a means of developing creativity. Through the literature review, various scholarly sources, including journal articles, books, and academic publications related to mosaic concepts, creativity, and visual arts education, were collected and examined. This approach is consistent with the study conducted by (Dumamika & Ramadhan, 2021) which utilized a literature review as a data collection technique to obtain information and references that support the research investigation.

The research method employed in this study was a literature review. Data were collected through an examination of various relevant academic sources, including books, journal articles, documents, and other written materials related to the research topic. The literature review process was carried out systematically through several stages, including identifying, reading, recording, and analyzing references associated with the use of mosaic techniques in visual arts education. This approach was adopted to establish a strong theoretical foundation and to gain a comprehensive understanding of previous research findings, thereby enabling the development of a thorough and well-informed analysis. As stated by (Suandhari et al., 2023) a literature review involves the collection of library-based data through the examination and understanding of books, journals, documents, and other written sources that are relevant to the focus of a study.

The research procedure consisted of the following stages:

- 1) Determining the research topic, namely the use of mosaic in painting as a means of developing students' creativity.
- 2) Identifying and selecting relevant literature sources, including books, scholarly journals, conference proceedings, and online articles discussing mosaic techniques, creativity, and visual arts education.
- 3) Analyzing and synthesizing the collected data by categorizing previous research findings based on themes, conceptual similarities, and their relevance to creativity development in art education.
- 4) Presenting the review findings descriptively to illustrate the role of mosaic techniques in the learning process and their contribution to the development of students' creativity.

The analysis focused on identifying the key findings reported in previous studies and interpreting them through the perspectives of visual arts theory, creativity theory, and experiential learning approaches. Through this process, the study sought to develop a comprehensive understanding of the potential of mosaic techniques as an effective instructional strategy for fostering students' creativity in visual arts education.

RESULT AND DISCUSSION

1. Mosaic as a Means of Developing Students' Creativity

Based on the analysis of the studies reviewed, mosaic techniques demonstrate considerable potential in supporting the development of students' creativity in visual arts education. In the context of art learning, creativity is not limited to the ability to produce visually appealing artworks; it also

encompasses the capacity to explore ideas, solve problems, and develop original concepts. The process of creating mosaic artworks provides students with opportunities to explore various visual elements, including shape, color, texture, and composition. During this process, students are required to determine the concept of their artwork, select appropriate materials, and arrange individual pieces into a cohesive visual composition. These decision-making activities encourage students to think creatively and explore multiple possibilities for solving visual and artistic challenges.

Naibaho & Azmi, (2018) explained that mosaic techniques allow the use of a wide range of materials, including recycled and waste materials that can be transformed into artworks with diverse textures and visual characteristics. Such activities provide students with opportunities to experiment with selecting, combining, and arranging materials in ways that result in aesthetically valuable creations. Furthermore (Maulana et al., 2024) argued that mosaic art offers broad opportunities for creativity development through the exploration of design, color, texture, and visual composition. Mosaic activities also enable students to generate new ideas and produce more innovative artworks through various artistic approaches. These findings are supported by (Heristian & Efi, 2022) who stated that arts and culture education plays an important role in developing students' potential, creativity, and ability to express ideas through artistic activities.

Hasnawati, (2016) explained that mosaic is a form of visual arts learning that can foster students' creativity through the processes of idea exploration, material selection, and the arrangement of visual elements into a cohesive artwork. Such activities provide students with opportunities to think flexibly, generate a variety of ideas, and transform those ideas into artworks with aesthetic value. Similarly, (Maria Lestari et al., 2024) emphasized that artistic activities that encourage freedom of expression and imagination play an important role in supporting the development of students' creativity, as they enable learners to translate their ideas and experiences into meaningful visual forms.

These findings are further supported by the studies of (Guhir et al., 2025) (Adam Fajar Al Asy'ari, 2025), serta (Meirina Dewi Astuti, 2024) which revealed that mosaic-based learning not only enhances creativity but also contributes to the development of motor skills, concentration, learning motivation, and students' self-confidence in presenting their work. The processes of arranging, attaching, and combining various materials encourage students to experiment with colors, shapes, and compositions, thereby creating an active and meaningful learning experience. Consequently, mosaic can be regarded as an art education medium that integrates cognitive, affective, and psychomotor dimensions in supporting the holistic development of students' creativity.

Therefore, mosaic functions not only as a visual arts technique but also as an instructional approach that stimulates students' creativity through active, exploratory, and process-oriented learning experiences centered on artistic creation.

2. Comparative Analysis of Previous Research Findings

An analysis of previous studies reveals a common trend regarding the benefits of mosaic techniques in educational settings. Nevertheless, each study differs in terms of its focus, context, and educational level.

The study conducted by (Basri, 2022) at the early childhood education level primarily emphasized the role of mosaic activities in enhancing children's creativity, understanding of mosaic art concepts, and artistic skills through activities involving the arrangement and attachment of various materials. The findings indicated that the participants were able to produce mosaic artworks that were creative, well-organized, and aesthetically pleasing.

Meanwhile, the study by (Guhir et al., 2025) involving elementary school students demonstrated that mosaic art activities contributed to improvements in students' creativity, artistic skills, and enthusiasm for learning visual arts. The research also highlighted that mosaic activities helped develop concentration, patience, and the ability to transform creative ideas into visual forms.

In contrast (Inzoni et al., 2025) focused on the use of natural materials, particularly sand, as a medium for mosaic art. The findings showed that sand-based mosaic activities enhanced students' learning motivation, creativity, visual exploration, and engagement in art learning. Furthermore, the use of natural materials was considered to provide richer aesthetic experiences for students. Similarly, the study conducted by (Karsana et al., 2025) with junior high school students revealed that the

application of mosaic techniques improved perseverance, learning motivation, and the aesthetic quality of students' artworks. Mosaic activities encouraged students to work patiently, maintain focus, and consistently produce artworks with improved composition, neatness, and color harmony.

Despite these findings, most of the studies reviewed have primarily viewed mosaic as a learning medium or as a tool for enhancing creativity, learning motivation, motor skills, and perseverance. Research that specifically examines mosaic as an artistic approach to painting creation with a focus on developing creativity among junior high school students remains relatively limited.

Based on this comparative analysis, it can be concluded that previous studies consistently report positive effects of mosaic activities on students' creativity, skills, motivation, and aesthetic experiences. However, the relationship between the process of creating mosaic-based paintings and the broader development of creativity has not been extensively explored. Therefore, the present study offers a different perspective by positioning mosaic as an integral part of the artistic creation process, enabling students to develop creativity through visual exploration, the manipulation of artistic elements, and meaningful aesthetic experiences in art-making.

3. Conceptual Mapping of the Role of Mosaic in Art Education

Based on the synthesis of the studies reviewed, a conceptual mapping of the role of mosaic in visual arts education was developed. This mapping indicates that the benefits of mosaic activities extend beyond the development of technical skills and encompass creativity enhancement as well as character formation. The findings suggest that mosaic-based learning contributes to multiple dimensions of student development, making it a valuable approach in visual arts education. The conceptual framework illustrating these dimensions is presented in the figure below.

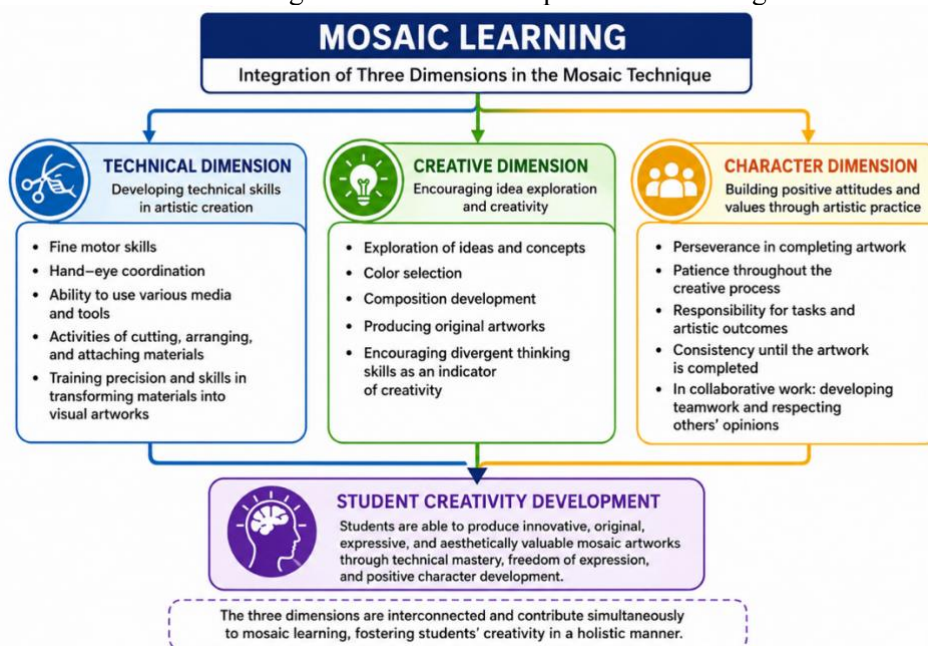


Figure 1. Integration of Technical, Creative, and Character Dimensions in Mosaic Techniques

Source: Putra (2026)

The first dimension is the technical dimension. Within this dimension, mosaic activities contribute to the development of fine motor skills, hand-eye coordination, and the ability to use various artistic tools and materials. Activities such as cutting, arranging, and attaching materials help students improve their precision and technical skills in transforming raw materials into visual artworks.

The second dimension is the creative dimension. In this dimension, mosaic activities provide opportunities for students to explore ideas, select colors, develop compositions, and produce original artworks. This exploratory process encourages the development of divergent thinking, which is widely recognized as one of the key indicators of creativity.

The third dimension is the character dimension. Creating mosaic artworks requires perseverance, patience, responsibility, and consistency throughout the completion of the work. Furthermore, when mosaic activities are conducted collaboratively, they can foster teamwork skills and encourage students to respect and appreciate the opinions of others.

This conceptual mapping represents a major contribution of the present study, as it demonstrates that mosaic serves as a multidimensional learning medium that simultaneously integrates technical skills, creativity, and character development. This finding extends previous research, which has generally focused on only one of these aspects in isolation.

The conceptual mapping identified in this study is consistent with the findings of (Maulana et al., 2024) who emphasized that mosaic art serves not only technical purposes but also creative and educational functions. In their study entitled *Transformation and Adaptation in Sequential Mosaic Art Creation (A Case Study of the Legend of Sangkuriang)*, the authors explained that the process of creating mosaic artworks requires skills in selecting, arranging, and organizing visual elements to produce structured and aesthetically valuable compositions. In addition, the use of mosaic media provides flexibility for both students and artists to experiment with color, size, and composition, thereby promoting creativity and visual thinking skills. The study further demonstrated that mosaic can function as an effective educational and cultural preservation medium because it integrates technical skills, artistic expression, and the reinforcement of social and cultural values within a single learning activity. These findings strengthen the argument that mosaic is a multidimensional educational medium that contributes simultaneously to the development of students' skills, creativity, and character.

4. Challenges and Opportunities for Implementating Mosaic Techniques in Junior High School Art Education

Despite its many advantages, the implementation of mosaic techniques in visual arts education continues to face several challenges. Based on the findings of the literature review, commonly reported obstacles include limited instructional time, insufficient availability of materials and tools, and teachers' capacity to design learning activities that align with students' developmental levels. In addition, the mosaic-making process generally requires more time than many other artistic techniques, which often becomes a practical consideration in classroom implementation.

Evidence regarding these implementation challenges is supported by the study of (Maulana et al., 2024) which revealed that the creation of mosaic artworks involves a relatively complex process consisting of idea exploration, design development, and artwork production. Each stage requires technical competence, familiarity with artistic media, and a considerable amount of time to achieve optimal results. These findings suggest that successful mosaic-based learning requires careful instructional planning, adequate supporting facilities, and teachers who are capable of effectively guiding the creative process. The study also emphasized that the availability of technology and supporting media often plays an important role in facilitating artistic production. Consequently, limitations in tools and materials may become significant barriers to the implementation of mosaic-based art activities.

These findings are reinforced by the study conducted by (Paramita et al., 2022) which found that the development of artistic works involves processes of exploration, planning, and realization that require adequate resources and technical expertise. The study further indicated that limitations in human resources and the need for technological competence can present challenges in artistic development. Therefore, the successful implementation of mosaic techniques in educational settings depends not only on the potential of the medium itself but also on teacher readiness, the availability of appropriate facilities, and sufficient instructional time throughout the learning process.

At the same time, opportunities for the development of mosaic techniques in visual arts education continue to expand through the use of local and recycled materials as artistic media (Muttaqien & Adiluhung, 2021) demonstrated that production waste materials, which are often regarded as having little value, can be transformed into creative products with both aesthetic and functional qualities. This finding suggests that discarded or recycled materials can serve as accessible and cost-effective alternatives for art education while simultaneously supporting principles of

environmental sustainability. The use of recycled materials also encourages students to develop environmental awareness through meaningful and context-based creative activities.

Furthermore, the study emphasized that creating artworks through a hands-on approach enables learners to gain more meaningful experiences because they are actively involved in every stage of the creative process, from planning and material preparation to the completion of the final product. Such active participation is closely aligned with the principles of project-based learning, which position students as central participants in the learning process. Through activities of this nature, students not only develop technical skills but also strengthen their problem-solving abilities, creativity, and understanding of the practical value of materials used in artistic production.

At the junior high school level, mosaic techniques offer even greater potential because students are at a developmental stage that enables them to engage in more sophisticated forms of visual exploration than younger learners. With appropriate instructional strategies, mosaic can be developed as an art education model that emphasizes not only the final artwork but also the creative process experienced by students throughout artistic production. Therefore, mosaic techniques have strong potential to serve as an effective alternative approach in visual arts education, particularly in supporting the development of students' creativity.

CONCLUSION

Mosaic techniques in painting serve not only as a medium of visual expression but also as an effective means of fostering creativity. Through the process of arranging and assembling pieces of material into artistic compositions, students learn to think creatively, work carefully, exercise patience, and appreciate the artistic process. Beyond emphasizing aesthetic values through the creation of complete visual images, mosaic activities also promote accuracy, perseverance, critical thinking, creativity development, and the enhancement of fine motor skills. Although several challenges remain, including limited instructional time and the availability of materials, mosaic techniques continue to demonstrate considerable potential as a creative, experience-based learning approach that is engaging, meaningful, and effective in integrating students' cognitive, affective, and psychomotor development.

The application of mosaic techniques in visual arts education can enrich students' learning experiences while fostering a deeper appreciation of visual aesthetics. Therefore, visual arts educators are encouraged to incorporate mosaic techniques as an innovative instructional approach for supporting and developing students' creative potential.

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