

# Conceptual Framework of Gestalt Theory Observation and the Application of HOTS and Advanced Drawing Skills (ADS) in Visual Art Learning

Norhafezza Binti Abdul Rahman, Dr. Khairul Azhar Bin  
Jamaluddin

Fakulti Pendidikan (Kurikulum & Pedagogi), Universiti Kebangsaan Malaysia

Crossponding Author Email: p130242@siswa.ukm.edu.my

Email: khairuljamaludin@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/22619> DOI:10.6007/IJARPED/v13-i3/22619

*Published Online:* 17 September 2024

## Abstract

This study explores the conceptual framework of Gestalt theory observation and the application of Higher Order Thinking Skills (HOTS) and Advanced Drawing Skills (ADS) in visual art learning. Visual art education requires a holistic approach that enables students to optimally develop their thinking and drawing skills. Gestalt theory, which emphasizes holistic perception, combined with HOTS and ADS. This study delves into how teachers can apply the Gestalt observation approach to improve students' performance in HOTS and ADS. Through this research, the study provides a detailed explanation using the library method to review previous studies related to the current research, aiming to build an understanding that allows teachers to comprehend the usability of Gestalt theory in visual art learning, the challenges faced, and to provide practical recommendations for meaningful teaching practices to achieve maximum teaching goals in visual art subjects.

**Keywords:** Gestalt Theory, HOTS, Advanced Drawing Skills (ADS) Visual Art, Learning.

## Identity

The teaching and learning of visual arts in schools plays a crucial role in the cognitive and creative development of students. To ensure that this process is effective, a holistic and meaningful approach is needed. One of the relevant approaches is the application of Gestalt Theory in visual observation, which emphasizes the importance of seeing things as a whole rather than seeing them in small parts. This theory helps in developing Higher Level Thinking Skills (HOTS) and Advanced Drawing Skills (ADS), which are critical to enhance students' creativity, innovation, and analytical abilities are also emphasized by Mayo (2012) in Che Aleha et al (2021), sketching techniques can be improved if there are simple methods that are revealed.

This study is important because it focuses on how Gestalt theory can improve students' ability to understand and interpret visual stimuli holistically. Mastery of these skills is not only important in producing quality artwork, but also in honing students' ability to think critically and creatively, both of which are important elements in 21st century education. With the combination of HOTS and ADS elements, students are not only taught to see and sketch creatively, but also to solve problems and make more informative and knowledge-based decisions, according to Santos (2016) and Uz (2018) in Che Aleha et al (2021), stated that sketching is the key that can train students' thoughts and fine motors optimally.

The application of Gestalt theory in the teaching of visual arts can produce individuals who are able to solve problems with more innovative and critical approaches, while preparing them for future challenges. This study is needed to answer the question of how the Gestalt approach can be effectively applied in the context of visual arts teaching and learning in schools. It also aims to assess the extent to which this approach can improve the level of HOTS and ADS among students, especially in the context of special stream education where the level of higher-level thinking may still be at a low level.

By introducing this approach, it is hoped that it will improve students' ability to interpret and sketch in a more meaningful way, as well as achieve the goal of a more holistic visual arts curriculum. By focusing on the application and effectiveness of Gestalt theory, this study is not only important for the field of visual arts but also in empowering students with relevant skills for the future. The use of this theory in teaching can be an approach that can create a major difference in student achievement, making them better prepared to face the increasingly complex challenges of a sophisticated world.

### **Problem Statement**

This study aims to deepen the concept of proactive meaningful learning for art teachers to apply this Gestalt observation approach to improve students' achievement in thinking skills (HOTS) and sketching skills (ADS). According to Laila and Nasir (2018), stated that a deep understanding of the concept and implementation of KBAT is very important and needs to be mastered by teachers. This allows teachers to influence perceptions of the effectiveness of teaching and facilitating 21st-century learning. This is also emphasised by Mohd Johari, (2006) in Laila and Nasir (2018) which states that art teachers bear a great responsibility to generate creative thinking in art students, which needs to be implemented more seriously. Teachers often see art as an interesting activity but lack emphasis on effective methods to carry it out, to highlight their creative talents and develop their creative thinking.

The purpose of the study was to see the applicability of the application of gestalt theory observation in high-level thinking skills as well as high-level sketching skills among students in schools, especially in the subject of Visual Arts. This study was also chosen because it looked at the level of higher thinking among students, especially the low level of special schools. This can be seen through the teacher's observation in the teaching and learning session which was carried out by himself during the teaching and learning session by asking questions spontaneously to all students in the class. This is because the questions asked refer to the sub-topics that they have studied in Form 1 at the school. If these students understand the topic correctly, the probability of answering the questions asked is more creative but unfortunately, these students are only able to understand and identify the object

superficially. Examples of questions such as 'what is the shape of a football?' and students need to sketch the shape of the ball' and the results found that the average student only sketched the shape by producing a sketch of the shape of the 'round' ball.

Here, the researcher found that the level of creativity of HOTS and Advanced Drawing Skills (ADS) is still at a low level, which is the level of imitation which only involves the process of identifying and understanding the basics of the shape of the ball. Therefore, the researcher saw a method that can be applied in the learning of 'Literacy' for the students of the school by using several research instruments that were built to see the effectiveness of the observation of Gestalt theory in thinking skills and high-level sketching skills. Therefore, this is a challenge for teachers to achieve the goal of improving the higher-level skills of students in the school. According to Laila and Nasir (2018) stated that the implementation of HOTS in Visual Arts is a continuation of disciplines that cross the curriculum in the cognitive and creative process. This is because, cognition works through the use of the mind that is able to think to create and design new ideas, which in turn leads to the expansion of students' knowledge. With the Gestalt observation learning approach where students have undergone a transformation process, students can develop both the left and right parts of the brain to be more capable of thinking analytically and creatively, Abdul Shukor (1997) in Laila and Nasir (2018).

### **Study Objectives**

Based on this conceptual framework study, there are several objectives that the researcher wants to achieve, namely:

1. Evaluate the influence of Gestalt theory on improving students' thinking level in HOTS and Advanced Drawing Skills (ADS), Visual Arts learning.
2. To prepare practical suggestions based on the results of the study to improve the teaching practice of visual arts, especially in applying Gestalt theory and thinking skills and sketching at a higher level.
3. Understanding more deeply how visual perception obtained through gestalt theory can affect students' learning of creativity in the visual arts

### **Literature Review**

#### *Definition of Observation*

According to Salleh (1995), observation can be defined as a process by which individuals interpret the sense of stimuli and give meaning to them. It is also the awareness and reaction of an individual to stimuli, i.e. those that are personal. In addition, observation is also a meaningful pattern. The truth is that it does not happen automatically but takes a long time, that is, through an orderly interpretation and understanding. According to the definition of the Second Edition of the Student Dictionary, observation is an act or thing of observation. Through the Fourth Edition of the Dewan Dictionary, the word pioneering is associated with observation, which is the act of pioneering or a type of observation which is done to determine the best outcome.

Observation can also be termed as a perception which is one of the important elements in the cognitive process. It is a process that involves the process of expressing thoughts and feelings to others. It is not a simple process that happens automatically, but rather involves the process of interpreting, organizing, and expressing thoughts. This process is essential for

humans to understand and understand their environment. The process of observation also involves the input of the mind into the brain which is then used to create and interpret information. This process is essential to understanding the meaning of the world around us. When a human being or individual receives input from the mind, it is a process of interpreting and subsequently leading to the creation of a new mental state. This process is essential for achieving a deeper understanding of the world around us.

### **Gestalt Theories are Defined**

According to Faridah Anum (2021), according to the masters of Gestalt theory, the learning process is not only due to reinforcement or reinforcement, but it is a theory that involves cognitive processes. The word Gestalt also refers to the shape, appearance, position and things that are placed together and it does not come from the name of the founder of the theory. This is also further emphasized by Abdul Rahman (2015), that gestalt is a theory that describes the process of perception through the organization of interesting components in terms of relationships, patterns or similarities that become a unity. Gestalt psychology is one of the psychological schools that studies a phenomenon (phenomenologist) as a whole or in a comprehensive form and the data in Gestalt psychology are called phenomena or *phenomena symptoms*. This phenomenon is the most basic data in Gestalt Psychology where there is a consensus and agreement between Gestalt psychology and phenomenological philosophies that state that it is an experience that is viewed neutrally. In a phenomenon there are two elements which are objects and meanings. An object is something that can be described after the five senses or observation can describe the entire object and subsequently leads to the integration of information and this at the same time gives meaning to the object. This theory was built through three main pioneers, namely Kurt Koffka, Max Wertheimer and Wolfgang Kohler. These people conclude that a person tends to perceive what is seen from his environment as a perfect unity (Abdul Rahman, 2015).

According to Ali (2015), Gestalt originated in Germany (1992), while Gestalt Psychology originated from the German intellectual movement which was heavily influenced by various previous Wurzburg academic models and a "phenomenologist" approach to science. The development of cognitive psychology began with the birth of the Gestalt learning theory through the writing of three pioneering figures in this field, namely Max Wertheimer (1880 - 1943) who researched and studied a lot about observation and problem solving. This was followed by Kurt K. (1886 - 1941) who elaborated on the laws of observation and later followed by Wolfgang K. (1887 - 1959) where he conducted an experiment on a chimpanzee on 'Intelligence'. This experiment aims to see the inner awareness (insight) that connects the elements that occur in the situation that led to problem solving. This experiment can be seen in diagram 1.2.1 below:

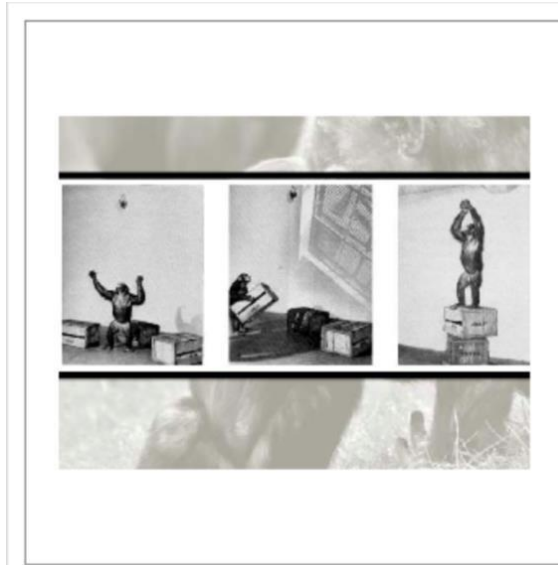


Figure 1.2.1: The Chimpanzee's 'Literacy' Experiment by Kohler

Referring to the diagram above, it describes a chimpanzee that is placed in a cage and then the banana is hung on the top of the cage. In such cages there are various sizes of boxes. As a result of Kohler's observation, at first the animal just jumped up and down to get the banana, but it didn't work and caused the chimpanzee to stop momentarily as if thinking about something. Suddenly the animal acted to arrange the boxes to be used as a ladder and climbed the boxes to reach the banana and Kohler found that the animal had acquired 'Literacy' where the chimpanzee acted in this way. In the Gestalt view, an object or event has an organization and arrangement consisting of a shape (Figure) and a background (Ground). *The figure* here means an object that is the centre of observation. Meanwhile, *Ground* is something that sets a form so that it can translate the visual into something meaningful. An example is like the diagram 1.2.2 below:



Figure 1.2.2: Visual Gestalt Observation

The visual above explains that the object *of the figure* is the visual of a perfect tree while *the ground* involves a background that forms a meaning as if there is a lioness on the right side and instead forms a chimpanzee. This means that the visual interaction achieves unity with the observation of gestalt.

This Gestalt theory can be related to learning methods where this theory is of the view that learning is a cognitive phenomenon that involves the perception of objects, individuals and events in a variety of different methods and situations. Faridah Anum (2021). Gestalt

psychologists argue that this perception leads to problem solving and that problem solving is a productive process. Gestalt theory describes human problem-solving as "insight" or internal understanding that connects elements in a problem-solving situation. Looking at a problem from a different perspective is an important factor in which it influences the interaction of events, providing a clearer understanding of the solution. In other words, when someone analyses a problem accurately, a solution appears suddenly. Gestalt theory believes there is a clear and strong connection between thought and perception, both of which are governed by the principles of Gestalt theory. The basic principles of Gestalt emphasize the importance of the whole image over those small parts. That is, the image is viewed as a whole and not into small parts of the Gestalt theory. Among the laws in Gestalt theory consist of:

- Figure Ground Law – This law states that a visual can be explained by the presence of a background, while the background is also part of the image.
- Law of Similarity – This law is easy to understand because it has similarities either in terms of appearance, shape, colour, interweaving or value in a group.
- Complete Law (Closure) – This law involves the perception of a person who sees an object as if it were complete even though there are no visible lines.
- Law of Simplicity – A law that deals with a visual or image that is simplified and arranged into a simple image.
- Law of Continuity – This law involves stimulating the gaze of the eye to something repetitive such as the same line or image allowing for an illusory effect.
- The Law of Intimacy (Proximity) – This law applies a variety of variations in appearance, shape and colour that are arranged closely together to create a single image.

Gestalt theory in learning is very important to be utilized because it is an interest to see the entity as a whole, especially in the production of artworks in the field of visual arts. This concept is very significant in problem solving. In the context of visual arts learning, this theory does not only focus on products or works, but also places a high emphasis on the process of producing the product. In addition, this element is very important because the application of information processing must be correct to achieve the production of quality and meaningful works. Faridah Anum (2021).

### **Definition of Higher-Level Thinking Skills (HOTS)**

Higher Level Thinking Skills (HOTS) can be defined as one of the skills that are emphasized throughout the country. (Abdul Rasid, Shamsudin Othman, Azhar & Juanes Masamin 2016; Suzana & Mohammad Zeeree, 2017) in Farah Aziana & Fadzilah (2018) stated that HOTS is a level of thinking needed in shaping the 21st century generation that is intelligent, creative and innovative and has the potential to compete globally. HOTS allows the individual to interpret, manipulate, use, interpret and modify information in other contexts of their own.

Based on several explanations of the definition of HOTS according to Rajendran Nagappan (2002), in Farah Aziana & Fadzilah (2018), HOTS refers to individuals who understand, translate, analyse and manipulate information as well as solve a problem with their own methods and approaches. Meanwhile, Halimah (2009), in Farah Aziana & Fadzilah (2018), stated that HOTS refers to the widespread use of the mind to face new problems by interpreting, analysing, or manipulating information to answer questions or solve a problem faced.

This HOTS was also defined by Bakry and Firdaus (2013), in Farah Aziana & Fadzilah (2018), as an individual's thinking ability which is not only in the form of memorization but also includes the ability to think critically, analyse and make assessments of HOTS which is able to apply knowledge, skills and values applied in the teaching process and classroom facilitation which includes aspects of learning assessment Afinde (2016), in (Farah Aziana & Fadzilah (2018). In addition, Logeswari, Ainon Omar, Raja Nur Safinas, and Nurfilzah (2016) in Farah Aziana & Fadzilah Abd (2018), explained that higher-order thinking skills are a high-level thinking process that can weave together information and then analyse, generalize, synthesize and interpret to make a new idea.

In MOE (2013), The Curriculum Development Division defines HOTS as the ability to adapt knowledge, skills and values in reasoning and reflection to solve problems, make decisions, innovate and be able to create things. This is also affirmed by Bloom (1956) Taxonomy of Educational Objectives. Book 1, states that HOTS refers to the mental process in which the mental is used to analyse, synthesize and evaluate.

In addition, it is also defined by Ibn Khaldun, which is the ability to think has several levels, namely applying ('Aql Tamyiz), analyzing ('Aql al-Tajribi), evaluating (Aql an-Nazari) and creating (al-Hakikah Insaniyah), Mohd Yusof (2012); Ibrahim (2015); Syaubari Othman & Yunus Kassim (2017). While Chaffee (1988) and John Barell (1991) described KBAT as a process of reasoning in making judgments, exploring ideas, using knowledge, skills and evaluating to think and make judgments which become a potential mind to deal with new challenges involving higher cognitive skills, Onosko and Newman (1994); Tomei (2005).

Overall, it can be concluded that the definition of HOTS refers to the ability of individuals to manage and solve problems in making decisions and to be able to implement things by thinking creatively, critically, innovatively and collaboratively which is not limited to a situation and is broader and open as long as it does not go beyond the laws of human reason.

### **Definition of Advanced Drawing Skills (ADS)**

According to Che Aleha et al (2021) stated that the formation and requirements of Advanced Drawing Skills (ADS) are in line with the context of Higher-Level Thinking Skills (HOTS), namely Bloom's Taxonomy Theory revised by Anderson (Anderson & Krathwal, 2001) which places the level of creating as the highest level. It means the union of elements to form a new idea or structure, which involves the skill of inventing, combining, drafting and building. In the field of Visual Arts, every work produced is synonymous with the Taxonomy level, which is the level of creation.

Generally, the artist uses sketches as a basis to publish the main ideas to create in order to get the most creative ideas and have aesthetic value in the production of the work including its usability. According to Che Aleha et al (2021), sketching can be categorized at the highest level when the artist can reach the stage of naturalization, which is fluent in producing ideas with his own style and able to produce sketch ideas in the context by relating to a certain theme. This ideology encompasses the historical, cultural, or societal fields. At the highest level, an artist is able to express ideas, materials and techniques with his own imaginative styling in the production of works.

The basic principle of ADS is to achieve basic mastery of art and design which includes elements of art and design principles. Among the elements in art elements are lines, looks, shapes, interweaving, colours and spaces. On the other hand, design principles consist of harmony, affirmation, contrast, balance, diversity, rhythm and movement, unity and economy. In the production of sketches, the basis used is line elements to form a sketch of the main idea of Ocvirk, Stinson, Wigg, Bone & Cayton (2012), in Che Aleha et al (2021), which will produce different sketch effects. Appreciation of the work exists with the use of sketches which can divide the emphasized area and create space. The application of these lines can produce tones, create braids, show movement and create patterned motifs and this will have an interesting effect on the production of works.

According to Ocvirk et al (2012), in Che Aleha et al (2021), proposed the theory of unity in work which includes three main components, namely subject, form and meaning. The application of sketching involves the expression of the subject or object as the basis of the main question or issue which will give meaning to explain the purpose of the sketch formed based on a certain context. In addition, meaning can also be concluded as a symbol contained in the language of visual arts. There are two aspects of art that need to be emphasized, namely the aesthetic context, which involves the forms and techniques that are learned or applied, while the context of meaning carries a message or related information that can be conveyed through the work Ashari (2013) in (Aleha et al., 2021). These three aspects can help unity in the production of works which requires an understanding of formal aspects that can give meaning to the audience who sees them.

In the application of ADS, there are three stages of assessment, starting with the lowest level, which is imitation, which refers to complex learning where students are in the process of imitation, understanding of basic forms. Here, students will try to understand and examine and translate into visual form, which is the object being observed. Next is the manipulation stage which includes the aspects of students being able to use various materials and techniques in sketching, understanding the ratio of comparison and composition, as well as sketching with perspective. All these aspects are assessed through the level of manipulation.

According to Dave (1970), in Che Aleha et al (2021), stated that manipulation is a skill that is learned until it is able to become something perfect. In the context of ADS, at this stage, students' sketching skills become more perfect and more creative. The highest level is known as the naturalization stage, which includes the aspect that students are able to express their ideas in their own way and are fluent in relating themes and cultural issues in their sketches. This level allows students to react spontaneously in their own and original style where the student's ADS level is reached. The psychomotor behavioural assessment involved for this last hierarchy is 'perfect' Dave (1970) in (Aleha et al., 2021).

4.0 Conceptual Framework

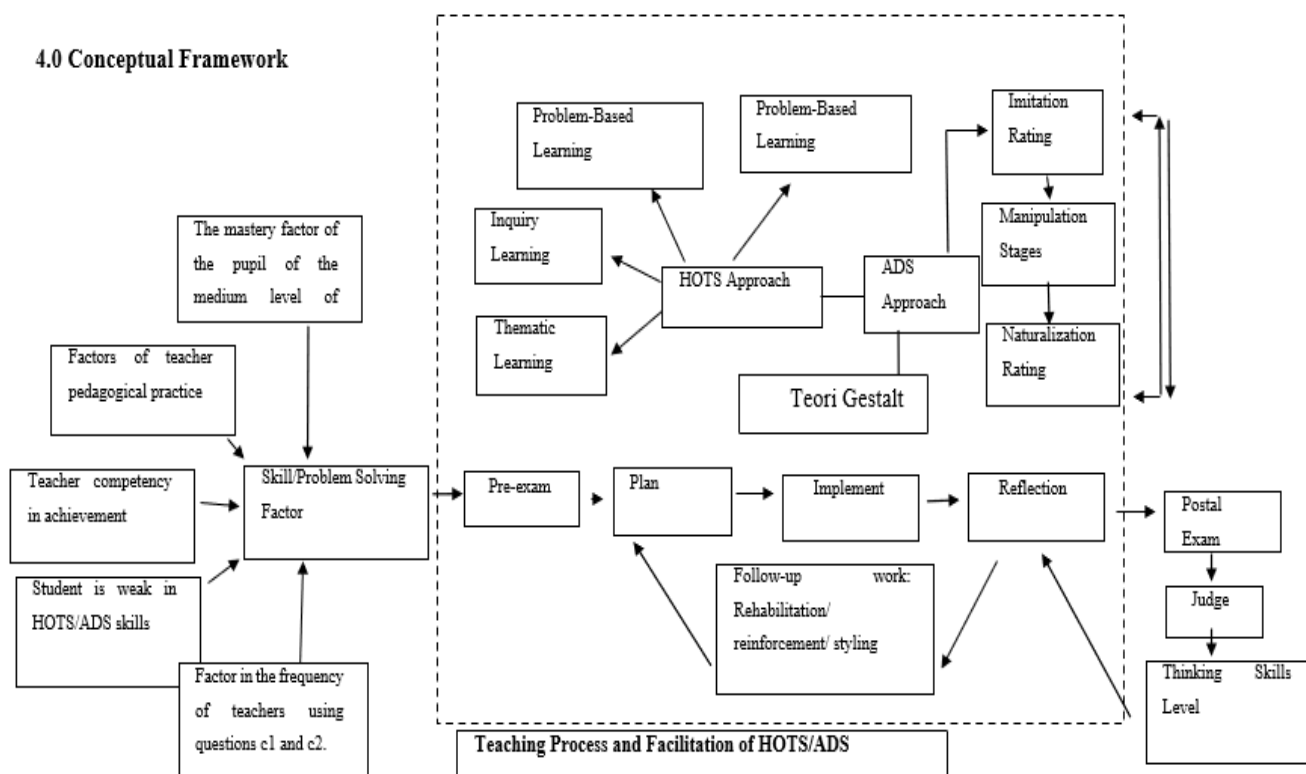


Figure 1.0 Conceptual Framework of Gestalt Observation in the Application of HOTS and ADS

Conceptual Framework Analysis

This Conceptual Framework is a guideline for researchers who want to conduct research on the issues raised through observation of the issues. Several factors have been identified by the researcher on the mastery of HOTS and have been outlined in the framework. Among them are the factors of students' mastery in creating is moderate, the factor of teachers' pedagogical practices that have not reached a satisfactory level, the teacher's competence in achieving the content of the lesson is less effective, the factor of frequency of using questions that are only understood and identified, and the fact that students are weak in mastering higher-level thinking skills. Therefore, action to address this problem is important to improve the higher-level thinking skills of teachers and students in tandem in order to produce meaningful learning.

This conceptual framework also shows the process by which it is implemented to overcome the problem of HOTS in Advanced Drawing Skills (ADS). There are two phases which are the pretest phase and the post test phase. In the pre-exam there is a process of designing, doing and making reflections. In the planning stage, the researcher placed teaching and learning approaches to be applied to a set sample of secondary school students to test the effectiveness of each approach used. Among the approaches used in problem-based learning, project-based learning, inquiry learning, and thematic learning are to see the effectiveness of each approach used where questions are constructed related to the Gestalt theoretical element approach in the teaching and facilitation activities.

In addition, the researcher tried to relate it to Advanced Drawing Skills (ADS) in visual arts subjects by focusing on three methods. The first is imitation, where students have to do activities to imitate the subject elements that are the theme at the time of the teaching and learning which uses elements of gestalt theory. The second is at the manipulation stage. According to Dave (1970), in Che Aleha, Intan Marfarrina, Vishalache, Azniyati & Simah (2021) stated that manipulation is a necessary skill because this level requires a person to practice by applying some of the skills learned to be able to make something perfect. In the context of Advanced Drawing Skills (ADS), this stage covers students' skills in using a variety of tools and materials, understanding the comparative rate and composition and understanding the perspective in the sketch so that the work becomes perfect and more creative.

After that, the researcher needs to carry out all the planned activities and reflect on the changes in the behaviour of students and teachers if using this method. At this stage, the researcher collects data by making observations, interviewing several students to make evidence of the validity of the study. At the end of this study, a postal test was carried out involving samples that were evaluated using the components provided in higher-order thinking skills and made a level assessment to be used as evidence of data collected. At the same time, the researcher needs to see the results and follow up with the students by referring to the follow-up work of the students by deciding whether the students need rehabilitation, reinforcement and styling and then will redesign the learning activities according to the question items that have been set by the examiner.

### **The Relationship between Gestalt Theory with HOTS and ADS in Visual Arts Learning.**

Holistic observation that emphasizes the importance of seeing the whole object or situation rather than looking at small parts. In the context of HOTS, this means that students are taught to understand the whole context or problem before solving it into small parts to be analysed. For example, in analysing a work of art, students look at the overall composition and the interactions between the elements before evaluating each element individually.

Gestalt theory like figure-ground and similarity, students can identify key elements and see how these elements interact in a single composition. HOTS requires students to solve problems with innovative methods. Gestalt theory, through the principles of closure and proximity, teaches students to complement and relate incomplete information, which helps them in solving problems in a more creative way.

Meanwhile, looking at the relationship between Gestalt theory and Advanced Drawing Skills (ADS), in the early stages, namely imitation, students learn to imitate basic forms. Gestalt principles such as similarity and proximity help students understand how these basic shapes can be arranged in a larger composition. For example, students' mimic sketches of basic geometric shapes by looking at how these shapes are arranged in close proximity to form more complex objects. Gestalt's observation emphasizes that this aspect of "trial and error" is very important at this stage so that students can improve their skills early and can improve their cognition and psychomotor skills to be applied to the production of future works of art more creatively and meaningfully. This aspect is also said to be the main foundation or basic method in problem solving. It is also characterized by repeated trials and has a variety of experiments until the process is successful Ali Salmah (2015).

In the Manipulation stage, at this stage, students begin to combine artistic elements such as lines, shapes, colours and spaces to create more complex sketches. Gestalt principles such as continuity and closure help students understand how these elements can be harmoniously combined. For example, students use the principle of continuity to create movement and flow in their work, as well as the principle of closure to complete imperfect forms. At this stage, mastery of HOTS means that students are able to apply and analyse Farah Aziana & Fadzilah (2018) as well as use various materials and techniques in sketching, understanding the ratio of comparisons and composition and being able to sketch with the right perspective

At the highest level, which is Naturalistic, students are able to sketch their own style and express ideas independently. They are able to apply Gestalt principles to create unique and meaningful works, understanding how each element in their sketches interacts to create a cohesive whole. Students are able to express their ideas with their own style of idea processing and students are fluent in relating theme and cultural issues in sketches until they reach the level of naturalization in ADS (Aleha., 2018). Meanwhile, at this stage, students are said to have reached the level of assessment and creativity in the higher level of thinking skills of HOTS. For example, students produce complex and creative sketches by using Gestalt principles such as the combination of organic shapes that produce human figure shapes to express ideas and themes visually.

The use of Gestalt theory in the teaching of visual arts provides a comprehensive approach to developing HOTS and Advanced Drawing Skills (ADS). Students are taught to see and sketch creatively while thinking creatively and solve problems by sketching innovatively. With the integration of Gestalt, HOTS and ADS theories, students can produce high-quality artworks and develop cognitive and psychomotor skills that are essential to produce more meaningful works and achieve a high level of aesthetic value in the works.

### **Issues and Challenges**

The main issues and challenges in carrying out this study are in terms of difficulties in identifying the method of applying Gestalt observation in visual arts where visual perception and interpretation vary between individuals can influence the effectiveness of the application. This is also emphasized by Liau (2018) in Che Aleha et al (2021), stated that teachers should take the initiative to introduce different materials because Liau's (2018), study found that there are students who are only exposed to the use of pencils as materials for sketching and drawing. This has an impact on the production of works that are less creative and can affect the interest of students. This challenge is also seen through students' understanding of the basic principles of Gestalt and the methods to apply them in the right visual arts, especially the sketching aspect, according to Mayo (2012), in Che Aleha et al (2021), the sketching technique can be improved if there is a method that is easy to disclose. The study will also be confronted with a diversity of visual perceptions and interpretations to achieve the desired goals.

In addition, the challenges that can be expected are in terms of developing and measuring higher-order thinking skills, especially in the context of high-level sketching by linking these skills with sketching activities and ensuring that their use is appropriate and relevant. This is also discussed by Yenawine (2014), in Che Aleha et al (2021), that knowledge

and understanding of design is essential for analysing artworks, translating, explaining and solving problems. Therefore, in order to produce quality and meaningful work, mastery of the basics of design and design principles is a key requirement in classroom teaching

### **Study Implications**

The implications of this study can produce individuals who have the ability to think to solve every problem they face. From the curriculum that is designed so that the enactment of circumstances that allow knowledge and skills to be fostered by students. In addition, training that leads to problem solving is also carried out in groups for students to analyse common problems in daily life which is known as cooperative learning and authentic learning. Students also become proactive and can find a suitable way of learning for themselves, and this makes the teacher only a mediator and facilitator to make the situation more conducive in building knowledge from the students. Tyler (1996), in Nurhayati in Abdul Rahman (2015), that with the effort to implement the theory of cognitive learning in learning, students can easily develop ideas with their own language according to past learning. By applying this Gestalt observation, students can also easily think about great experiences so that individuals can be more creative and image and in addition students have the opportunity to try new ideas in the production of visual arts (Abdul Rahman, 2015)

### **Conclusion**

In conclusion, the application of Gestalt theory in observation and the application of HOTS and ADS in visual arts learning offers a comprehensive and effective approach to improve the proficiency level of students in these special stream schools. Gestalt Theory helps students understand and see holistically, while HOTS and ADS can empower them with critical, creative and innovative thinking skills. With this approach, students are not only able to produce quality artwork but also develop the psychomotor skills needed to succeed in various fields. Teaching that integrates these three elements produces individuals who are competent, competitive, and ready to face the challenges of the future.

Based on the results of this study, it is found that there are several further studies that need to be expanded in terms of understanding and application of Gestalt theory in the context of Visual Arts education. It is hoped that future researchers will be able to empirically study the effectiveness of the application of Gestalt theory in improving HOTS and ADS through experimental studies in various schools and levels of education. This can involve comparisons between control groups and experimental groups that receive teaching interventions based on Gestalt theory.

In addition, future researchers will also need to conduct individual case studies to better understand how teachers apply Gestalt theory in their teaching and how students accept and utilize this approach in visual arts teaching. This study can provide deeper insights into the challenges and successes in the application of this theory.

## References

- Aziana, A. A., & Fadzilah, A. R. (2018). Sorotan kajian kesediaan dan keperluan guru Bahasa dalam pelaksanaan kemahiran berfikir aras tinggi. KBAT. Di bilik darjah. *Journal of Malay Language, Education and Literature* 9:80-101.
- Ardiana A., Saedah S., Ghazali D., & Che Aleha L. (2019). Aplikasi pemikiran kritis semasa pembelajaran berasaskan projek Pendidikan seni visual dalam kalangan guru pelatih. *JMS* 2(1):352-379.
- Anum, A. W. (2021). Pedagogi Pendidikan Seni Visual. Kurikulum Standard Sekolah Menengah. Sekolah Seni Malaysia. Ilmu Khas: Institut Pendidikan Guru.
- Laila, Md. Z., & Md Nasir, I. (2018). Pelaksanaan kemahiran berfikir aras tinggi dalam Pendidikan seni visual di sekolah menengah. *Journal of Educational Research and Indigenous Studies*.
- Aleha, L., I Marfarrina, O., Vishalache, B., Azniyati, K., & Simah, M. (2021). Konsep dan aplikasi kemahiran melakar aras tinggi (KMAT) dalam pengkaryaan seni visual pelajar sekolah menengah. *Sains Insani* 6(2):90-95.
- Aleha, L., Marfarrina, O., Vishalache, B., & Azniyati, K. (2018). Apakah kemahiran melakar aras tinggi (KMAT)? reka bentuk dan aplikasinya dalam pengkaryaan seni visual. Fakulti Pendidikan Universiti Malaya.
- Ridzuan, H. (2013). Pendekatan teori pembelajaran kognitivisme dalam pendidikan seni visual (PSV). *Jurnal Seni dan Pendidikan Seni* 1:59-66.
- Laila, M. Z. (2021). Penerapan kemahiran berfikir aras tinggi (KBAT) dalam pengajaran dan pemudahcaraan pendidikan seni visual. Fakulti Seni, Komputeran dan Industri Kreatif. Universiti Pendidikan Sultan Idris.
- Aziana, F. A. A., & Fadzilah, A. R. (2018). Sorotan kajian kesediaan guru dan keperluan guru bahasa Melayu dalam pelaksanaan Kemahiran Berfikir aras tinggi di bilik darjah. *Pendeta Journal of Malay Language, Education and Literature*. 9(1): 80-101.
- Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy; An overview. *Theory Into Practice*, 41, 212-218.
- Manual Pembudayaan Kemahiran Berfikir Aras Tinggi (KBAT) di Sekolah. (2021). Putrajaya, Malaysia: Bahagian Pembangunan Kurikulum. Retrieved from <http://bpk.moe.gov.my/index.php/inisiatif-kpm/kbat/manual-pembudayaan-kbat-2021>.
- Ali, S. (2015). Teori Gestalt. Retrieved from (PDF) Teori Gestalt (researchgate.net).
- Bab 4 Pengenalan Pengamatan. (1972). Johor Bharu, Malaysia: Universiti Teknologi Malaysia. Retrieved from Microsoft Word - BAB4.doc (utm.my).
- Abdul, R. (2015). Teori belajar aliran psikologi gestalt serta implikasinya dalam proses belajar dan pembelajaran. *Ejournal UIN Iman Bonjol* 1(2).
- Samsul, A., Sumaryanto, T. F., Muhammad Jazuli., & Syakir. (2020). Visual culture-based art learning uses internet to improve higher -order thinking skills in early childhood. *International Journal of Scientific & Technology Research* 9(2).
- Kawit, S., Peduk, R., & Sarwono. (2018). Improving higher order thinking skills and students' learning interest through problem-based learning model on literacy. *Advance in Social Science, Education and Humanities Research. (ASSEHR). Third International Conference of Art, Language and Culture, (ICALC)* 279'
- Eka, R. P., & Iswanti. (2021). The analysis of implementation of higher order thinking skills. (HOTS). With problem-based learning. (PBL). *2<sup>nd</sup> Bukittinggi International Conference on Education. (BICED). Journal of Physics. Conference Series*.

- Pitriani, S. (2021). Analysis of the subject matter of art and culture class III MI/SD, conformity of characteristics, HOTS, and 4C. *International Journal on Islamic Educational Research. (SKIJIER)*. 5(1).
- Aleha, L., Marfarrina, O., Vishalache, B., Azniyati, K., & Simah, M. (2021). Konsep dan aplikasi kemahiran melakar aras tinggi. (KMAT). Dalam pengkaryaan seni visual pelajar sekolah menengah. *Sains Insani* 6(2): 90-95.
- Laila, M. D. Z. (2021). Penerapan kemahiran berfikir aras tinggi. (KBAT). Dalam pengajaran dan pemudahcaraan Pendidikan seni visual. *Fakulti Seni, Komputeran dan Industri Kreatif. Universiti Pendidikan Sultan Idris* 1-34.
- Laila, M. D. Z., & Nasir, I. (2018). Pelaksanaan kemahiran berfikir aras tinggi dalam pendidikan seni visual di sekolah menengah. *Journal of Educational Research and Indigenous Studies*.
- Aleha, L., Marfarrina, O., Vishalache, B., & Azniyati, K. (2018). Apakah kemahiran melakar aras tinggi. (KMAT)? Reka bentuk dan aplikasinya dalam pengkaryaan seni visual. *Geran Penyelidikan Fakulti. Universiti Malaysia* 488-500.
- Adriana, A., Saedah, S., Ghazali, D., & Aleha, L. (2019). Aplikasi pemikiran kritis semasa pembelajaran berasaskan projek pendidikan seni visual dalam kalangan guru pelatih. *Jurnal Melayu Sedunia* 2(1): 352-379.