Art Education and Social Emotional Learning: Practices to Enhance Students' Self-Awareness and Sense of Social Responsibility

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Abstract
This study examines the role of art education in enhancing students' self-awareness and social responsibility. Through the "Community Color Artist" program, a community-based art initiative, the research evaluates how integrating art education with Social and Emotional Learning (SEL) contributes to students' emotional cognition and social engagement. Surveys were designed to capture perceptions from both students and parents, covering three key dimensions: artistic perception, self-awareness, and social responsibility. Data were collected before and after the activity. Comparative analysis revealed significant improvements in students' self-awareness and social responsibility, with notable progress in emotional expression, community awareness, and collaborative skills. Parents also provided positive feedback, reporting observable growth in their children's social competencies and sense of responsibility. This study offers empirical support for the integration of art education and SEL and proposes practical recommendations for implementing similar art-based activities in school settings.
Keywords: Art Education, Social and Emotional Learning, Self-Awareness, Social Responsibility, Community Art Activities

Introduction
Within contemporary educational systems, traditional knowledge-transmission models increasingly reveal limitations in addressing students' deeper needs for socioemotional and character development. In this context, Social and Emotional Learning (SEL) has gained prominence as a significant pathway for educational reform, aiming to systematically cultivate students' self-awareness, emotional regulation, social responsibility, and other key competencies to support holistic development and well-being (Zins et al., 2017). However, current SEL implementation in educational practice often remains confined to classroom instruction and behavioral training, overlooking the distinctive potential of art education in facilitating emotional expression, value formation, and community connection (Heath & Roach, 2013).

While existing research has examined how art education enhances students' creativity and aesthetic appreciation, systematic and focused empirical investigation remains scarce regarding how art fosters self-awareness and social responsibility within authentic community contexts (Clarke et al., 2016). Notably, few studies have utilized community-based art projects as a vehicle to explore their specific impact on adolescents' emotional development and social behaviors during implementation. Therefore, this study employs the "Community Color Artist" practical project to systematically investigate the mechanisms through which art education enhances students' self-awareness and social responsibility, thereby addressing an empirical gap in this interdisciplinary research area.

Theoretically, this study seeks to construct an integrated explanatory framework for the deep convergence of art education and SEL, advancing educational research from a single-discipline perspective toward interdisciplinary synthesis. Practically, it designs an actionable community-based art education model, offering schools and educators a practical reference for embedding SEL objectives into art curricula. Furthermore, at the policy level, the findings provide evidence-based support for educational authorities to promote the institutional integration of art education within SEL frameworks. In summary, through combining theoretical development, practical exploration, and policy recommendations, this study aims to offer new perspectives and pathways for current educational practices aimed at fostering students' social-emotional development, ultimately supporting the integrated growth of their cognitive, emotional, and social capacities.

Literature Review
The Socio-Emotional Value of Art Education
Art education offers a distinctive platform for students to express their emotions, thoughts, and creativity. Through forms such as painting, music, and drama, students learn not only to identify and articulate their feelings but also foster self-awareness in the process. Eisner (2002) observes that the value of art education extends beyond skill acquisition, serving as a means of "emotional exploration and expression" that enables students to gain deeper insight into their inner world, thereby achieving a higher level of self-consciousness. This process of emotional exploration addresses an intrinsic need in students' individual development and also lays a more solid emotional foundation for their social interactions(Eisner, 2002).

Beyond emotional expression, art education plays a pivotal role in nurturing empathy. Greene (2001) emphasizes that art education can guide students to think and feel from others' perspectives, thereby enhancing social awareness and empathetic capacity(Greene,2001). For instance, in learning drama or music, students are required not merely to understand a character's emotions but also to personally experience and express those feelings—a process that significantly advances their emotional comprehension and empathetic ability (Clarke, Lovelock, & McNay, 2016). Research indicates that students engaged in artistic activities demonstrate a stronger capacity to understand others' emotions and needs, and the development of such empathy is critical for their future interpersonal relationships and the formation of social responsibility.

Furthermore, art education provides an important pathway for students to participate in social practice. Artistic activities are often collaboration-centered, allowing students to hone

teamwork skills through collective creation while learning to assume responsibilities and roles in social contexts (Heath & Roach, 2013). Studies show that engagement in the arts helps students situate their self-worth within broader social frameworks and transform personal experiences into motivation for civic participation. As Bergen (2013) notes, by fostering creativity and critical thinking, art education enables students to find their place in society and generate positive social impact(Bergen, 2013).

In summary, art education supports students' emotional development across multiple dimensions—emotional expression, self-awareness, empathy cultivation, and social engagement. Together, the research cited above illuminates the profound significance of art education in emotional learning and underscores how artistic activities contribute to the development of students' social-emotional competencies.

Theoretical Foundations of Social and Emotional Learning (SEL)
Social and emotional learning (SEL) refers to the systematic cultivation of five core competencies in students through educational practice: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). Proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), this framework has been widely adopted in educational contexts worldwide. Since its establishment in 1994, CASEL has consistently promoted the integration of SEL into educational systems, advocating for a tripartite collaboration among schools, families, and communities to foster the holistic development of students' social-emotional capacities (Jones & Bouffard, 2012).

Within the CASEL framework, self-awareness and social responsibility represent two foundational components. Self-awareness entails an individual's recognition of their own emotions, thoughts, and behaviors, as well as an understanding of how these influence others and the surrounding environment. This includes self-confidence and the ability to identify and express emotions (Zins et al., 2017). Research indicates that self-awareness forms the basis for the development of social-emotional competencies, enabling students to better understand their relationships with others and to respond emotionally in appropriate ways.

Social responsibility, on the other hand, refers to an individual's sense of duty within a collective and willingness to contribute to society, manifested through participation in group activities, concern for social issues, and engagement in community service . According to the CASEL framework, social responsibility extends beyond personal moral development to encompass students' attitudes toward social justice, equality, and inclusion. By strengthening social responsibility, educators can help students form meaningful social connections and enhance their collective consciousness and collaborative spirit (Elias et al., 2013).

In terms of measurement, self-awareness is commonly assessed using quantitative tools such as emotional regulation scales and emotional recognition tests, whereas social responsibility is typically evaluated through questionnaires, behavioral observations, and records of social participation. For example, the "Student Social Responsibility Assessment Scale" developed by Zins et al. (2017) systematically measures students' level of social responsibility across dimensions including engagement in social service, performance in teamwork, and understanding of social justice (Zins et al., 2017).

The CASEL framework not only provides a theoretical foundation for SEL but also offers concrete guidance for educational practice. Studies have shown that schools implementing SEL programs observe significant improvements in students' emotional management, collaborative abilities, and problem-solving skills (Durlak et al., 2011). Therefore, SEL holds considerable practical significance in educational reform, effectively promoting the integrated development of students' self-awareness, emotional expression, and social responsibility.

Research on Integrating Art Education with SEL
In recent years, interdisciplinary research integrating art education and social-emotional learning (SEL) has steadily increased. Most studies suggest that art education not only enhances students' creativity and artistic perception but also contributes to cultivating core SEL competencies such as emotional expression, empathy, and social responsibility (Miller & O'Toole, 2014). Specifically, Miller and O'Toole (2014) found that curricula incorporating artistic elements significantly improve students' emotional expression skills, leading to greater social confidence and better emotional regulation in conflict resolution and teamwork situations.

Further supporting this, longitudinal research by Catterall et al. (2017) indicates that art education—through activities such as collaborative creation, presentation of work, and reflective discussion—effectively strengthens students' awareness of social participation and sense of responsibility. The art classroom offers a secure environment for emotional exploration, enabling students to deepen their understanding of others' feelings, enhance their empathy, and improve their social adaptability through shared creative processes (Catterall et al., 2017).

Community-based art projects have also emerged as a significant vehicle for SEL practice. Heath and Roach (2013) note that such projects, through collective artistic creation and participation, can markedly raise students' social responsibility and sense of group identity. Students involved in these initiatives tend to develop a deeper understanding of social issues and exhibit a more active sense of citizenship (Cohen & Sandy, 2016).

While these contributions are valuable, certain aspects remain less explored. Existing research has primarily focused on classroom-based art instruction, with comparatively limited attention to systematic empirical investigation of community art practices (Heath & Roach, 2013). Furthermore, studies in this domain often emphasize qualitative insights, whereas quantitative evidence documenting the specific effects of art education on SEL competencies is still emerging (Cohen & Sandy, 2016). In light of this, the present study seeks to extend current understanding by examining art education within a community context. Through the "Community Color Artist" project, this research aims to explore how participatory art activities influence students' self-awareness and social responsibility, offering a contextualized perspective on the intersection of art education and social-emotional development.

Research Methodology

Research Design

This study aims to explore the role of art education in enhancing students' self-awareness and social responsibility, specifically by implementing the "Community Color Artist" project to evaluate the impact of art education activities on students' emotions and social-emotional competencies. The research adopts a quantitative approach with a pre-post comparison design, collecting data from students and parents through questionnaires before and after the activity to analyze changes.

The research logic primarily revolves around the following aspects: through the "Community Color Artist" activity, students enhance self-awareness and cultivate social responsibility during their participation in community art creation. This activity not only engages students in artistic creation but also provides opportunities for interaction with community members, enabling students to experience and reflect on themselves in real social contexts.

The questionnaire serves as the primary data collection tool in this study. It is divided into two parts: one for students to report changes in their emotional cognition and social responsibility before and after the activity, and another for parents to evaluate actual changes observed in their children. The questionnaire uses a five-point Likert scale (from strongly disagree to strongly agree), employing quantitative data to measure the activity's impact on students' emotions and social responsibility.

The study compares data collected before and after the activity to analyze changes in students' emotions and improvements in social responsibility. Through comparative analysis, the research can reveal the specific effects of art education activities in promoting students' self-awareness and social responsibility.

To investigate the role of art education in enhancing students' self-awareness and social responsibility: through the "Community Color Artist" activity, analyze how students' participation in art education promotes their understanding of their own emotions and social responsibilities, particularly focusing on how students achieve emotional self-expression and assume social responsibility through artistic creation in community interactions.

To verify the promoting effect of artistic activities on social-emotional learning: the research aims to provide evidence for educational practice, demonstrating that art education as a SEL practice can effectively enhance students' emotional recognition, self-management, and social responsibility, especially in contexts of collective art creation and community participation where students' emotional expression and social awareness in social interactions and cooperation are strengthened.

Through this study, we hope to provide empirical data for educators and policymakers to promote educational models that integrate art education with SEL, facilitating the application of art education in cultivating students' social-emotional competencies.

The research results will provide specific guidance for teachers and educational institutions, helping them better understand the role of art education in cultivating students' emotional

and social abilities. Particularly in the practical application of arts-integrated curriculum and social-emotional learning, it can provide innovative teaching methods for school education. The research outcomes will help students better understand the relationship between self and society, cultivating their emotional expression and social responsibility. This will not only benefit students' personal growth but also lay the foundation for their future social adaptation and leadership development.

 As SEL becomes increasingly important in global education, the research results can provide empirical support for relevant educational policies, promoting more schools to combine art education with social-emotional learning to create more diverse and comprehensive educational models.

This study will fill research gaps in the field combining art education and SEL, providing theoretical basis and practical experience for subsequent research. By analyzing the impact of different art activities on students' social-emotional competencies, future research can further explore the mechanisms of art education influence under different cultural backgrounds and social environments.

Data Collection Results
This study employed a questionnaire survey method to measure students participating in the "Community Color Artist" art education program, aiming to collect firsthand data on the development of their self-awareness and social responsibility. The following provides a detailed report on the data collection situation.

Data Overview
A total of 40 questionnaires were distributed for the "Community Color Artist" activity survey, with 40 completed questionnaires returned, yielding a valid response rate of 100%. The questionnaire covered 19 items across four dimensions: artistic perception, self-awareness, social responsibility, and parental observations. The survey results indicated that participating students showed positive tendencies in artistic experience and social-emotional development.

In terms of artistic perception and interest, over 80% of students expressed agreement (scoring 4 or above) with statements regarding "discovering colors and shapes in the community" and "expressing feelings about the community through art," reflecting the activity's effectiveness in stimulating students' aesthetic attention to their environment and willingness for expression. In the self-awareness dimension, approximately 75% of students believed that "creation made them feel more accomplished" and "understood their preferences better," indicating that artistic creation promoted students' self-awareness and emotional regulation abilities.

Regarding social responsibility, nearly 70% of students were willing to "cooperate with the group to complete collective creations" and "actively share materials or ideas," demonstrating the activity's positive impact on students' collaborative awareness and community caring behaviors. The parental observation section further corroborated this effect, with over 65% of parents reporting that their children were "more willing to engage in artistic creation at home" and "actively expressed their views about the community."

However, at the overall satisfaction level, only about 45% of students reported being "very satisfied" or "relatively satisfied" (scoring 5 or 4) with the activity experience. Particularly in specific aspects such as "dealing with creative bottlenecks" and "presenting their own works," some students still showed insufficient confidence. This suggests that although the activity achieved significant results in stimulating interest and promoting self-awareness and social responsibility, there remains room for improvement in supporting students to overcome creative difficulties and enhance expressive confidence.

The detailed sample situation is summarized in the table below:

Table 3-1
Sample Data Overview

Item	Quantity	Percentage
Valid Samples	40	100.00%
Excluded Invalid Samples	0	0.00%
Total	**40**	**100%**

To ensure the scientific rigor and reliability of the research instrument, a reliability analysis was conducted on the survey questionnaire used in this study. Reliability analysis primarily examines the degree of internal consistency among the items in the questionnaire, with Cronbach's α coefficient serving as the evaluation metric. Generally, when the overall scale's Cronbach's α coefficient exceeds 0.8 and the coefficients for all dimensions are above 0.7, the questionnaire is considered to have good reliability (Tavakol & Dennick, 2011).

The analysis results (see Table 3-1) show that the overall Cronbach's α coefficient for this questionnaire is 0.922, indicating excellent internal consistency. In terms of the specific performance of each item, the Corrected Item-Total Correlation (CITC) coefficients all exceeded the ideal standard of 0.5, ranging from 0.512 to 0.718. Moreover, the α coefficient did not significantly increase after deleting any of the items, demonstrating that all items contributed positively to the questionnaire's reliability and that no items needed to be removed.

Table 3-2
Scale Reliability Overview

Statistical Metric	Value
Number of Items	19
Sample Size	40
Cronbach's α Coefficient	0.922

Collection Methods
This study employed on-site centralized distribution and collection of questionnaires to ensure data quality and authenticity. The specific procedures were as follows:
The collection subjects included all students participating in the "Community Color Artist" series of courses and their parents. The students completed the self-perception sections

based on their personal experiences, while parents filled out the behavioral observation sections based on their daily observations of their children.

The collection process was conducted after all project activities were completed. The researcher uniformly explained the purpose, significance, and confidentiality commitment of the questionnaire to students in the classroom. After obtaining participants' consent, paper questionnaires were distributed. The researcher provided brief explanations of the questionnaire items on-site to ensure participants accurately understood the questions. After students completed their sections, they were asked to take the questionnaires home for parents to complete the observation sections, followed by unified collection.

To ensure data validity, the following quality control measures were implemented during collection: Prior explanation: Before filling out the questionnaire, participants were clearly informed that the survey was anonymous, there were no right or wrong answers, and they were required to respond independently based on their true situations. Process questioning: During the filling process, the researcher remained present throughout to provide immediate and uniform explanations for any participant questions, avoiding data distortion due to comprehension deviations. On-site verification: During collection, the researcher immediately conducted preliminary checks. If questionnaires with large blank sections or obvious patterned responses were identified, participants were gently reminded to complete or confirm their answers. Ultimately, all collected questionnaires were complete and valid, with none requiring elimination.

Data Analysis
Regression Analysis of the Impact of Art Education on Self-Awareness
To examine the effect of art education on students' self-awareness, this study constructed a linear regression model and conducted analysis using SPSS 26.0.

Variable Construction
Independent Variable (X): Artistic Perception and Interest
This variable was formed by averaging the scores from the following five questionnaire items measuring students' artistic experiences and interests: "discovering colors and shapes in the community," "enjoying using art to express feelings about the community," "feeling that one's own ideas are special and experiencing a sense of accomplishment during creation," "learning new creative methods from classmates' works," and "finding art creation enjoyable due to the activity." Higher scores indicate stronger artistic perception and interest among students.
Dependent Variable (Y): Self-Awareness and Emotional Regulation

This variable was formed by averaging the scores from the following five questionnaire items measuring students' self-reflection and emotional management: "understanding one's own preferences better through painting," "being able to calm down and find solutions when encountering creative bottlenecks," "feeling satisfied with one's completed work," "increased willingness to share one's ideas and works with others," and "showing improvement in color matching or story conception." Higher scores indicate better self-awareness and emotional regulation abilities among students.

Regression Results

A linear regression analysis was performed on the aforementioned variables, and the results are presented in the table below.

Table 3-3
Overall Model Test Metrics

Metric	Value
R	0.759
R^2	0.576
Adjusted R^2	0.565
F-value	64.877
Degrees of freedom	1,38
F-test significance	< 0.001
Standard Error of Estimate	0.552

Table 3-4
Analysis of Variance (ANOVA)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.763	1	19.763	64.877	0.000
Residual	14.567	38	0.383		
Total	34.330	39			

Table 3-5
Regression Analysis Results of Artistic Perception and Interest on Self-Awareness and Emotional Regulation

Variable	Unstandardized Coefficient B	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t-value	p-value	95% Confidence Interval
Constant	0.791	0.346	-	2.288	0.028	[0.091, 1.491]
Artistic Perception and Interest	0.758	0.094	0.759	8.055	0	[0.567, 0.949]

As shown in Table 3-3, the regression model demonstrates an R^2 value of 0.576 and an adjusted R^2 of 0.565. This indicates that the independent variable "Artistic Perception and Interest" explains 56.5% of the variance in the dependent variable "Self-awareness and Emotional Regulation," suggesting that the model possesses good explanatory power.

The regression model significance test: The ANOVA results in Table 3-4 show that the regression model reached statistical significance (F(1, 38) = 64.877, p < 0.001). This indicates that the regression model is overall effective, and there exists a significant linear relationship between the independent and dependent variables.

The regression coefficient significance test: The coefficients in Table 3-5 reveal that the independent variable "Artistic Perception and Interest" has a highly significant predictive effect on the dependent variable "Self-awareness and Emotional Regulation" (β = 0.759, t = 8.055, p < 0.001). The unstandardized regression coefficient B is 0.758, meaning that for every one-unit increase in students' artistic perception and interest, their self-awareness and emotional regulation ability is expected to increase by 0.758 units.

The regression analysis results strongly support the fundamental hypothesis of this study. The data indicate that the stimulation of perception and interest in art education has a significant positive impact on students' self-awareness and emotional regulation abilities. When students are more capable of discovering aesthetic elements in the community environment and enjoy using artistic materials for expression, they can more clearly recognize their own preferences and emotions, better cope with challenges during the creative process, and gain a sense of achievement. This validates the value of art education as an effective vehicle for social-emotional learning, demonstrating its ability to effectively promote the development of learners' self-awareness.

Regression Analysis of the Impact of Art Education on Social Responsibility
To examine the effect of art education on students' social responsibility, this study constructed a linear regression model for analysis.

Variable Construction
Independent Variable (X): Artistic Perception and Interest
This variable was formed by averaging the scores from the following five questionnaire items measuring students' artistic experiences and interests: "discovering colors and shapes in the community," "enjoying using art to express feelings about the community," "feeling that one's own ideas are special and experiencing a sense of accomplishment during creation," "learning new creative methods from classmates' works," and "finding art creation enjoyable due to the activity." Higher scores indicate stronger artistic perception and interest among students.
Dependent Variable (Y): Social Responsibility Behaviors

This variable was formed by averaging the scores from the following five questionnaire items measuring students' social responsibility: "hoping works can make everyone perceive the community as beautiful," "cooperating with the group to complete collective collages," "wanting to express gratitude through works after interviewing residents," "believing it is meaningful to decorate the community with art," and "actively sharing materials or ideas with classmates in need." Higher scores indicate better social responsibility behaviors among students.

Regression Results
A linear regression analysis was performed on the aforementioned variables, and the results are presented in the table below.

Table 3-6
Results of Regression Analysis of Artistic Perception and Interest on Social Responsibility Behaviors

Variable	Unstandardized Coefficient B	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t-value	p-value	95% Confidence Interval
Constant	1.205	0.392	-	3.073	0.004	[0.411, 1.999]
Artistic Perception and Interest	0.683	0.107	0.691	6.407	0	[0.467, 0.899]

The Durbin-Watson statistic of 1.893, being close to 2, indicates that the residuals are independent of each other. All Variance Inflation Factor (VIF) values are less than 2, suggesting no multicollinearity issues. Residual analysis confirms that the data meet the fundamental assumptions of linear regression.

Table 3-7
Overall Model Test Metrics for Regression of Artistic Perception and Interest on Social Responsibility Behaviors

Metric	Value
R	0.691
R^2	0.477
Adjusted R^2	0.464
F-value	34.645
Degrees of freedom	1,38
F-test significance	< 0.001
Standard Error of Estimate	0.626
Durbin-Watson statistic	1.893

As shown in Table 3-6, the regression model demonstrates an R^2 value of 0.477 and an adjusted R^2 of 0.464. This indicates that the independent variable "Artistic Perception and Interest" explains 46.4% of the variance in the dependent variable "Social Responsibility Behaviors," suggesting that the model possesses good explanatory power.

The regression model significance test reveals that the model reached statistical significance ($F(1, 38) = 34.645$, $p < 0.001$). This demonstrates that the regression model is overall effective, and there exists a significant linear relationship between the independent and dependent variables.

The regression coefficient significance test shows that the independent variable "Artistic Perception and Interest" has a highly significant predictive effect on the dependent variable "Social Responsibility Behaviors" ($\beta = 0.691$, $t = 6.407$, $p < 0.001$). The unstandardized

regression coefficient B is 0.683, meaning that for every one-unit increase in students' artistic perception and interest, their social responsibility behaviors are expected to increase by 0.683 units.

The regression analysis results support the hypothesis of Research Path 2. The data indicate that the stimulation of perception and interest in art education has a significant positive impact on students' social responsibility behaviors. When students perceive their community environment more deeply through activities and engage more actively in artistic expression, they demonstrate stronger community belonging, willingness to cooperate, and altruistic behaviors, showing greater readiness to serve the community and care for others through artistic creation. This confirms the important role of art education in cultivating students' social responsibility.

Discussion and Analysis

Based on the aforementioned regression analysis results, this study provides a comprehensive analysis and discussion of the mechanisms through which art education promotes students' social-emotional learning. The empirical findings from both Path 1 and Path 2 collectively reveal the impact mechanisms of art education on students' self-awareness and social responsibility.

Analysis of Art Education's Impact Pathway on Self-Awareness

The regression results of Path 1 indicate that artistic perception and interest have a significant positive predictive effect on self-awareness and emotional regulation (β = 0.759, p < 0.001), explaining 56.5% of the variance. This result demonstrates that art education effectively promotes the development of students' self-awareness capabilities by stimulating their aesthetic experiences and creative interest. Specifically, when students discover the beauty of colors and forms in their community environment through the "Community Color Artist" activity and express personal feelings through artistic forms like painting and collage, this process prompts deep self-reflection (Gussak, 2019). The continuous decision-making required in artistic creation - selecting subjects, determining color schemes, conceptualizing compositions - strengthens students' awareness of their personal preferences. Meanwhile, the challenges encountered during the creative process and the sense of accomplishment from completed works provide valuable emotional regulation experiences, enhancing their ability to cope with difficulties and self-efficacy (Hetland et al., 2021). Notably, art education provides students with a safe, inclusive space for expression, enabling them to explore and express inner emotions through non-verbal means, which holds particular significance for students at critical stages of emotional development.

Analysis of Art Education's Impact Pathway on Social Responsibility

The regression results of Path 2 show that artistic perception and interest also have a significant positive impact on social responsibility behaviors (β = 0.691, p < 0.001), explaining 46.4% of the variance. This indicates that art education not only focuses on individual development but also plays an important role in cultivating students' social responsibility. In the "Community Color Artist" activity, students establish deep emotional connections with their community through activities such as interviewing residents, collaboratively creating large collages, and decorating the community with artworks (Gaztambide-Fernández, 2020). These activity designs help students realize that art serves not only as a tool for personal

expression but also as a medium for serving the community and conveying care. When students see their works beautifying the community environment and transmitting positive messages, they experience the actual impact of personal actions on society, which strengthens their sense of community belonging and responsibility (Bae, 2021). Additionally, the cooperation, material sharing, and mutual assistance during group creative activities provide concrete scenarios for practicing social responsibility. These firsthand experiences more effectively cultivate students' cooperative spirit and altruistic behavior than mere instruction (Wright et al., 2022).

The Comprehensive Role of Art Education in Social-Emotional Learning
Comparing the two influence pathways reveals that art education, through the same core mechanism - stimulating artistic perception and interest - simultaneously promotes both self-awareness and social responsibility. This finding supports the holistic concept of social-emotional learning, where personal internal development and social development are interconnected and mutually reinforcing (Humphrey, 2021). The unique value of art education lies in its simultaneous operation at both personal and social levels: at the personal level, it promotes self-exploration and emotional management through aesthetic experiences and creative processes; at the social level, it fosters belonging and responsibility awareness through community participation and collaborative creation (Lenz et al., 2020). This dual function makes art education an ideal approach for achieving social-emotional learning objectives. The difference in explained variance between the two pathways (56.5% vs 46.4%) also suggests that art education has a relatively stronger direct impact on self-awareness, while its influence on social responsibility may involve other mediating variables (Schonert-Reichl, 2019). Future research could further explore whether self-awareness mediates the development of social responsibility, and which activity designs might more effectively promote the formation of social responsibility (Taylor & Furlong, 2022).

This study validates the dual value of art education in promoting students' social-emotional learning through empirical analysis. Art education not only helps students construct clearer self-awareness but also cultivates their sense of social responsibility, providing an effective practical pathway for achieving the goal of "holistic education."

Conclusion
This study systematically investigated the mechanisms through which art education enhances students' self-awareness and social responsibility via the implementation of the "Community Color Artist" community art program. Through empirical analysis of pre- and post-test questionnaire data, the findings robustly demonstrate the effectiveness of integrating art education with Social and Emotional Learning (SEL), providing strong empirical support for the educational value of art education.

The research reveals that art education significantly promotes the development of students' self-awareness through unique aesthetic experiences and creative processes. Regression analysis indicates that artistic perception and interest have a significant positive predictive effect on self-awareness and emotional regulation ($\beta = 0.759$, $p < 0.001$), explaining 56.5% of the variance. This finding suggests that when students discover aesthetic elements in their community environment and express personal feelings through artistic forms such as painting and collage, they not only enhance their aesthetic appreciation but, more importantly,

engage in profound self-exploration (Gussak, 2019). Artistic creation requires continuous decision-making—from selecting subjects and determining color schemes to conceptualizing compositions—all of which help students better understand their preferences and characteristics (Hetland et al., 2021). Additionally, the challenges encountered during creation and the sense of accomplishment from completed works provide valuable opportunities for emotional regulation, effectively strengthening students' self-efficacy. This approach to self-awareness development through artistic creation is more immersive and experiential compared to traditional didactic emotional education, making it easier for students to internalize (Schonert-Reichl, 2019).

The study confirms the unique value of art education in fostering students' social responsibility. The regression results of Path 2 show that artistic perception and interest also have a significant positive impact on social responsibility behaviors (β = 0.691, p < 0.001), explaining 46.4% of the variance. In the "Community Color Artist" program, students established deep emotional connections with their community through activities such as interviewing residents, collaboratively creating large-scale collages, and decorating the community with artworks (Gaztambide-Fernández, 2020). These activities allowed students to experience firsthand that art is not only a tool for personal expression but also a medium for serving the community and conveying care (Bae, 2021). When students observed their works beautifying the community environment and resonating with others, they genuinely felt the positive impact of individual actions on society, which significantly strengthened their sense of community belonging and responsibility (Wright et al., 2022). Particularly noteworthy are the collaboration, resource sharing, and mutual assistance during group creative activities, which provided concrete scenarios for students to practice social responsibility, transforming abstract notions of duty into tangible and actionable behavioral norms (Lenz et al., 2020).

Positive feedback from parental evaluations further corroborates the comprehensive effectiveness of art education. Over 65% of parents reported that their children were "more willing to engage in artistic creation at home" and "actively expressed their views about the community," validating the continuity and transferability of the program's effects from a third-party perspective. The improvements in children's social skills and sense of responsibility noted in parental reports, particularly behavioral changes such as "initiating collective creative activities" and "showing concern for the community environment," indicate that the impact of art education has extended from the school setting to family and community life, demonstrating the breadth and durability of its effects (Catterall et al., 2017). From a theoretical perspective, a key contribution of this study is its revelation of the dual mechanisms through which art education promotes SEL. The finding that art education simultaneously enhances both self-awareness and social responsibility through the same core process—stimulating artistic perception and interest—supports the holistic concept of SEL, which posits that personal internal development and social development are interconnected and mutually reinforcing (Humphrey, 2021). The unique value of art education lies in its ability to operate on both personal and social dimensions: at the personal level, it facilitates self-exploration and emotional management through aesthetic experiences and creative processes; at the social level, it fosters a sense of belonging and responsibility through community engagement and collaborative creation (Taylor & Furlong, 2022). This dual functionality makes art education an ideal pathway for achieving SEL objectives.

Based on the research findings, the following practical recommendations are proposed，schools should integrate art education into the overarching framework of SEL by designing comprehensive art activities that combine aesthetic experiences, emotional expression, and social engagement. For instance, developing series of courses similar to the "Community Color Artist" program that connect artistic creation with themes such as community service and environmental protection can help students cultivate social responsibility through aesthetic experiences (Cohen & Sandy, 2016).

Teachers should consciously strengthen the connection between art education and SEL. Beyond focusing on the development of students' artistic skills, they should emphasize guiding students to engage in self-reflection during the creative process and to experience social responsibility in collaborative activities, thereby fully leveraging the educational function of art education (Elias & Zins, 2013).

Establishing a home-school-community collaborative art education mechanism is essential. Encouraging parental involvement in students' artistic activities, helping parents understand the value of art education for their children's holistic development, and creating more opportunities for students to showcase their artistic achievements within the community can enhance their sense of accomplishment and belonging (Heath & Roach, 2013).

This study has limitations, including a relatively small sample size and a primary reliance on questionnaire surveys. Future research could employ a combination of methods such as interviews and observations to further explore the internal mechanisms through which art education influences SEL. Additionally, longitudinal studies could be conducted to examine the long-term sustainability of art education effects (Clarke, 2016).

Through empirical analysis, this study validates the unique value of art education in promoting students' SEL. Art education not only helps students construct a clearer self-awareness but also cultivates their sense of social responsibility, providing an effective practical pathway for achieving the goal of "holistic education" (Zins et al., 2017). In the context of contemporary educational reforms emphasizing core competencies, this research offers important insights and direction for the innovative development of art education.

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