

# Development of Traditional Mask Mold as Teaching Tool in Learning of Arts, Culture, and Craftsmanship

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## Abstract

Based on preliminary observation at SDN Kedungane 02 Semarang, learning media in art, culture, and craft lesson subject in the lesson of making a mask was still limited. It was necessary to develop a learning media which supporting the practice of making a mask. The type of research was Research and Development. The steps consist of potential and problem, data collection, product designing, design validation, design revision, small group product testing, product revision, large group product testing, product revision, and final product making. The main subject of this research was the students of grade V SDN Kedungpane 02 consists of 39 students. Technical collecting data used both test and non-test techniques. Data analysis technique used percentage descriptive statistic, validity test, reliability test, and N-gain. The results of the research showed: (1) the mask mould product design which was being developed was a traditional mask from Java Island and being adjusted to the level of student development, (2) the result of product feasibility assessment from material expert was 96,4% (very feasible) and media expert was 94,2% (very feasible), (3) the effectiveness of the media was being seen from the responses of students and teachers with the result belong to very good criteria, and there was an moderated improvement in pre test and post test result. Showed by the result of gain test value which was 0,52 and the average of performance assessment value was 88,36. The conclusion of this research was the traditional mask-mould media in the lesson of making a mask at class V of elementary school was feasible to be used and effective in improving the result of student art work.

Keywords: art, culture, and craft; development; learning media; traditional maskmould

## 1. INTRODUCTION

High quality education absolutely is needed to build a civilized society in line with life philosophy of a nation, so the education should be organized since early stage, i.e. from the primary school. Based on Republic of Indonesia Act (20/2003) Chapter II Article 3 it is stated that national education serves to develop the skill, to build the high respect character of nation, with purpose to develop the students' potentials to become the faithful, God-fearing, having high morals, healthy, knowledgeable, skilled, creative, independent, democratic, and responsible human. According to Decree of Minister of Arts and Culture (65/ 2013), the learning process in a school is conducted interactively, inspirationally, enjoyably, thought-provokingly, and in the ways that motivate the students to actively participate, as well as provide the sufficient space for initiatives, creativity, and independence proper with students' talents, interest, and physical and psychological development. Therefore, the teachers play important role to create interactive learning process that will improve students' cognitive, affective, and psychomotor competencies.

The implementation of the primary and secondary education in Indonesia is regulated in the Law of Republic of Indonesia (20/2003) Chapter X comprising Article 36,37, and 38. Article 37 explains that the curriculum of primary and secondary education must contain, among them, arts

and culture. Arts, Culture, and Craftsmanship is one of the subjects taught in Primary School, as it gives the students the chances to get involved in appreciational and creational experiences to produce the products which the students find directly useful in their real life (Depdiknas, 2007:2). As stated by Susanto (2013:261) the subject of Arts, Culture, and Craftsmanship (SBK) basically is the cultural-based arts teaching the aspects of which comprise: fine arts, music, dancing, and craftsmanship. Subject of Arts, Culture, Craftsmanship in Primary School serves and aims to develop the behavior and skill in case of working and appreciating. Decree of Government of Republic of Indonesia (19/2005) on national standard of education, explains that the contents Arts, Culture, and Craftsmanship are not only included in one subject, because the culture itself contains many aspects of life. The cultural aspect itself, however, is not discussed separately, but integrated with the cultural-based arts.

One of the supporting research is the one conducted by Atip Nurharini in 2010 titled "*Membangun Moralitas Seni Melalui Pendidikan (Building Art Morality through Education)*". This study explains that subject of Arts is aimed at encouraging the students' emotional development from the early age. The good emotional development is related to their expressional life. The children should have self-confidence and give the shape to their feelings. Isn't it that without a feeling, life will be meaningless? To reach the goal, the curriculum of arts generally contain four key

components, including (1) development of senses, (2) media or language to make expression, (3) artistic practice, and (4) encouragement of imagination.

Based on the analysis made by *Pusat Kurikulum, Badan Penelitian and Pengembangan, Departemen Pendidikan Nasional (Depdiknas)* (Center of Curriculum Institute of Research and Development, Department of Education and Culture) published in *Naskah Akademik Kajian Kebijakan Kurikulum Mata Pelajaran Seni, Budaya dan Keterampilan (Academic Scripts of Analysis of Policy on Subject of Arts, Culture, and Craftsmanship)* in 2007 explain that there are some issues in case of learning arrangement of Arts, Culture, and Craftsmanship, due to the lack of the teachers whose academic background is Arts Teaching, hence it causes the different interpretations in the teaching of Arts, Culture, and Craftsmanship, therefore the learning of Arts, Culture, and Craftsmanship is less thought-provoking and less profound to the students. Hence, Department of Education and Culture makes analyses of the policies on the curriculum of subject of Art and Culture to optimize the learning of Arts, Culture, and Craftsmanship.

The analyses above are supported by the interviews with Mr. Sugino as form teacher of grade V in SDN Kedungpane 02 Semarang City, the learning of Arts, Culture, and Craftsmanship is in line with the standard of the educational process, but it is still suboptimum because of some unsupportive factors in the learning process. Among the factors are the learning methods applied by the teachers are still communal, the students' learning activities are still too few as the learning is still teacher-center which means that the learning is entirely handled by the teachers because the amount of the students can be said as many in a classroom, the suboptimum role of the teacher in the learning process because the employed teaching tools for the learning of Arts, Culture, and Craftsmanship are still too simple, i.e., limited on drawing expressive picture on a paper, then being holed on the right and left sides to be inserted with rubber, subsequently being tied to the students' ears; the learning sources for the subject of Arts, Culture, and Craftsmanship are still limited on the textbooks, the subject of Arts, Culture, and Craftsmanship particularly the lesson of making mask, the teaching tool is not sufficient so it has impact on grade V students of SD Negeri Kedungpane 02's poor skill in producing a work. This is shown by around 51.2% of students or 20 of 39 grade V students in SDN Kedungpane 02 still get bad or suboptimum marks in making artwork in form of mask, while the amount of students who master the lesson materials and the making of the mask is around 48.7% or 19 of 39 students.

Mask is one kind of artworks illustrating a character usually is used to cover the face, so the

wearing one acts as the figure or character just like the shape of the mask (Ayu Rini, 2012:9). Making mask as an artwork is one of the lesson materials of the subject of Arts, Culture, and Craftsmanship of grade V SDN Kedungpane 02 Semarang.

Based on the explanation above, I develop the traditional mask mold as teaching tool which is applicable to the students in line with the development of the primary school students. The mold of the traditional mask is designed like the mold of facial expression of each character of mask. The shape of the mask design which will be developed is the Javanese traditional mask. The mold of the traditional mask can be used as a tool to support mask making practice in the learning, Culture of Arts, and Craftsmanship so it will produce various masks, improve the teachers' skill in using the teaching tool, as well as improve the students' activeness, learning interest, and learning outcome.

According to Arsyad (2009:3) teaching tool as a tool used to convey the message or information in teaching and learning process so it will attract the students' attention and curiosity. Hamandi (2011:244-245) explains generally that the teaching tools consist visual, audio, and audio visual media, people, materials, tools, technique, and setting. Meanwhile according to Anita (2009:6.16) visual media is a visible media comprising visual media which is projected and unprojected.

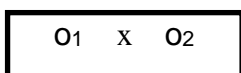
The research related to the problem solving is the study conducted by Averroes Imadudin in 2011 titled "Studi Tentang Penggunaan Media Pembelajaran Pada Mata Pelajaran Seni Rupa di MAN Kembangawit Kabupaten Madiun" (Study on Usage of Teaching Tool in the Subject of Fine Arts in MAN Kembangawit Kabupaten Madiun), containing data of various information concerning any tools used in the learning of fine arts based upon the basic competencies of appreciation and expression in grade X of MAN Kembangawit amounted 5 classrooms. The study shows that the teaching tool plays important part to attract the students' attention. To create the teaching tool, the teacher try to design the teaching tool on his own and give the students task to create on their own the teaching tool. The type of the applied media/tool consists of visual, environmental, and artistic dialog media. Teaching tool in the learning of the subject of fine arts in MAN Kembangawit is used by the teacher on his own and used by the students too, individually or in group.

The purpose of this research is to develop, to find the applicability, and to find the effectiveness of the mold of traditional mask in learning of subject of Arts, Culture, and Craftsmanship particularly the lesson of mask creation in grade V SDN Kedungpane 02 Semarang.

## 2. RESEARCH METHOD

The main subject of the research is grade V students of SDN Kedungpane 02, comprising 39 students. The sampling method applied in this research is *Saturation Sampling*, which means that all population members are the samples. The research variables are: (1) mold design of traditional mask in the subject of Arts, Culture, and Craftsmanship particularly the lesson of mask creation in grade V SDN Kedungpane 02 Semarang, (2) applicability of mold design of traditional mask in the subject of Arts, Culture, and Craftsmanship particularly the lesson of mask creation in grade V SDN Kedungpane 02 Semarang, and (3) effectiveness of mold design of traditional mask in the subject of Arts, Culture, and Craftsmanship particularly the lesson of mask creation in grade V SDN Kedungpane 02 Semarang.

The conducted research is a kind of research and development. This research applies adaptive development method reckoned by Sugiyono (2015:408). The research stages are: (1) potentials and issues; (2) data collection; (3) product design arrangement; (4) design validation; (5) design revision; (6) product testing in small-scale society; (7) product revision; (8) product testing in large-scale society; (9) product revision; (10) final making of product. While experiment design is the experiment design of *One-Group Pretest-Posttest Design* by Sugiyono (2015:110), the experiment design can be illustrated as follows:



Remarks:

$o_1$  = *pre-test* score (before using mold of traditional mask)

$o_2$  = *post-test* score (after using mold of traditional mask)

The data collection method applied are test (written test, performance test) and non test (documentation, interviews, observation, questionnaire). The data is analyzed using percentage descriptive, validity test, reliability test, exam difficulty level test, and N-gain.

## 3. RESULTS AND DISCUSSION

### Potentials and Issues

The potentials and problems consist of curriculum analysis, media analysis and user analysis. Curriculum analysis shows that the curriculum is school-based curriculum (KTSP) and time allocation provided by school for the subject of Arts, Culture, and Craftsmanship is 4 units per week. Media analysis shows that there is still a problem, i.e., The teacher has not developed the

attractive teaching tool in the learning of subject of Arts, Culture, and Craftsmanship. The teaching tools frequently used by the teacher are textbooks, pictures, and LCD consistent with the needs. The students more enthusiastically learn the subject of Arts, Culture, and Craftsmanship when they practise making an artwork. The teacher has tried to find the solution to the problem through demonstration, question and answer, and discussion, but still he finds a problem, i.e., the students cannot focus and concentrate longer on the learning because the students tend to get easily bored. It is supported by the grade V students' learning outcome for the subject of Arts, Culture, and Craftsmanship which is still poor in case of producing a work. The user analysis shows that primary school-age children enter the concrete operational stage.

The research supporting this explanation is the study conducted by Hilda Indriani, Made Putra, and I Ketut Aranda in 2016 titled "*Penerapan Character mask-assisted cooperative playing method untuk Mengembangkan Kemampuan Sosial*" (Application of Character Mask-Assisted Cooperative Playing Method to Develop the Social Skill). This research aims to find out the social skill improvement after applying character mask-assisted cooperative playing method, the subject is the kids of group B semester II in TK Kemala Bhayangkari I Denpasar during the school year 2015/2016. The research shows that the social skill improvement occurred through the cooperative playing method, i.e., from 65.35% which means moderate in cycle 1 into to 80.35% which means high in cycle 2. The students' social skill improvement rate is 15%, so we can draw a conclusion that the application of character mask-assisted cooperative playing method can improve the children's social skill.

### Data Collection

In the stage of data collection concerning the making of mold of traditional mask as teaching tool, several data are prepared, such as: (1) initial data of necessity questionnaire of teacher and students; (2) interview with teacher of grade V SDN Kedungpane 02 Semarang City; (3) teaching planning and reporting documents such as lesson plans and syllabus; (4) the lesson materials used to create mold of traditional mask product i.e., the lesson of mask making

### Design of Mold of Traditional Mask Product Development

Design of mold of traditional mask product development is inspired from the fulfillment of questionnaire on teacher and students' needs. On the questionnaire on the students' needs, I distributed the questionnaire on needs to 39 grade V students in SDN Kedungpane 02 Semarang, and I distribute the questionnaire on needs to the teacher of grade V

SDN Kedungpane 02 Semarang, it is Mr. Sugino. The initial design of mold of traditional mask product shows that it has shape like the mold of each mask character's facial expression. Based on the theoretical analysis as stated by Anitah (2009:6) visual media is unprojectable, is a media which does not need projection tool such as photographic, graphic (two dimension media), and three dimension pictures.

Design of three dimension media in the learning of Arts, Culture, and Craftsmanship is also supported by the research conducted by Sumanto, Muhana Gipayana, and Rumidjan in 2015 titled "Kerajinan Tangan Di Blitar Sebagai Sumber Belajar Seni Budaya dan Prakarya (SBdP) Sekolah Dasar" (Handycrafts in Blitar as Learning Sources of Arts, Culture, and Craftsmanship), this research was conducted in *Home Industry* of handycrafts in Blitar and the research products are the handycrafts such as key hangers. Bags, drums, brooches, ketipungs, crown birdcage, maracas, creative bamboo, pottery, painting glass, wooden carved, wayang, and batik. The most models are three dimension and few are two dimension. Those use techniques of webbing, sewing, binding, flower arrangement, application, embroidery, batik, folding, butsir, twisting, rotating/spinning, mold/printing, screen-printing, painting, torah and lathe. The materials used are wood, coconut shell, leather, bamboo, plastics, and paper.

In this research, the shape of the developed mask design is the Javanese traditional mask. The thickness of the mold of traditional mask is 1 cm, its length is 26 cms, and its width is 20cms. The main materials used to make mold of traditional mask is *fiberglass*, while its complements are *mat*, resin, catalyst, and *wax (mold release)*. The mold of traditional mask is shaped in 3 different mask characters designs from Java, i.e., Central Java, East Java, and West Java. The initial design subsequently is tested by media and material specialists to assess the applicability of the product. If it is confirmed as applicable, it can be then applied to the learning of Arts, Culture, and Craftsmanship at school.

### The Applicability of Mold of Traditional Mask Product

The product of development design of mold of traditional mask subsequently gets validated by media and materials specialists to assess the applicability of mold of traditional mask through questionnaire as instrument. The media specialist in this research is artistic craftsman, he is Drs.Suprpto, while the materials specialist is Dr. Deni Setiawan, S.Sn, M.Hum., from Department of Primary Education, Faculty of Education, Universitas Negeri Semarang.

**Table 1** Validation Summary of Development Design Applicability of Mold of Traditional Mask

No	Specialist	Score	Total Score	Percentage	Remarks
1.	Media (Drs.Suprpto)	49	52	94.2%	Highly Applicable
2.	Materials (Dr. Deni Setiawan, S.Sn, M.Hum.)	27	28	96.4%	Highly Applicable

Based on Table 1, it is clear that each assessor gives score >81% to the assessed aspects, which means that the developed mold of traditional mask is highly applicable to the learning of Arts, Culture, and Craftsmanship in primary school with revision, so the revision should be carried out in advance in line with the suggestion and comments given by the each assessor before continuing to the next step.

Revision for the design which should be conducted is based on the the suggestion and comments written on the validation/assessment sheets. The revision is conducted on the fourth indicator; it is minimizing the size of the mold because according to the media specialist, the size of the initial design is too big to be used by the primary school students. The revision statement is that the size of the mold of the traditional mask which previously is 26cms length, 20 cms wide, and 1 cm thick, then is minimized in length = 23 cm, width = 17 cm, and thickness = 0.5cm.

### Effectiveness of Mold of Traditional Mask as Teaching Tool

To find the effectiveness of mold of traditional mask as a teaching tool we can view it from: (1) students' and teacher's response to mold of traditional mask product, (2) *pre-test* and *post-test*, and (3) performance assessment on mask masking.

Students' responses are acquired from the fulfilled distributed questionnaire after doing. Experiment in small-scale society, i.e. on 3 primary schools, they are SDN Ngaliyan 05, SDN Jatibarang 01, and SDN Kedungpane 02 Semarang. On the experiment on the small-scale society, I conducted a little demonstration concerning mold of traditional mask as teaching tool and how to use it. Then, about 10 students from each scholl are given response questionnaire to give their responses on mold of traditional mask as media. While the experiment on large-scale society was conducted to 5 primary schools, i.e., SDN Ngaliyan 05, SDN Jatibarang 01, SDN Kedungpane 02, SDN Ngaliyan 02, and SDN Kedungpane 01 Semarang. In the experiment on large-scale society, the response questionnaires are redistributed to 150 students (SDN Ngaliyan 05 to 18 students, SDN Jatibarang 01 to 28 students, and SDN Kedungpane 01 to 34 students, SDN Ngaliyan

02 to 31 students, and SDN Kedungpane 02 to 39 students).after doing mask-making activities by using mold of traditional mask as a tool. This was undertaken to measure how effective the mold of traditional mask as a tool to improve the students' skills to create a work, especially the mask as an artwork.

Research which support this research conducted by Octavia RaditaAnggraini, RiniKristiantari, and I Komang Ngurah Wiyasa in 2015 titled "*Penerapan Metode Demonstrasi Melalui Kegiatan Pembuatan Topeng Karton Untuk Meningkatkan Kemampuan Motorik Halus Anak Kelompok B TK Prshanti Nilayam Kuta*" (Application of Demonstration Method through Cardboard Mask Making Activity to Improve the Children of Group B of TK Prshanti Nilayam Kuta's Fine Motor Skill ), which shows that the fine motor skill of the students of group B in TK Prshanti Nilayam Kuta in semester II after the demonstration method is applied in cardboard mask making activity improves. The result in cycle 1 around 42.96% which means poor improves to 83.53% in cycle II which means high. The fine motor skill improves after using cardboard mask making as the tool at rate 40.57%, it means that the demonstration method through cardboard mas making can improve the fine motor skills of the children of grup B TK Prshanti Nilayam Kuta Badung school year 2013/2014.

The assessment by teacher is received from the assessment questionnaire given to the classroom teacher to analyze the effectiveness of mold of traditional mask as a tool on the lesson of mask making. Experiment on small-scale societies to the students amounting 3 primary schools, i.e., SDN Ngaliyan 05, SDN Jatibarang 01, and SDN Kedungpane 02 Semarang. The assessment questionnaire that should be fulfilled by teacher in experiment on small-scale societies are given after the teacher sees, observes, and assess the demonstration of the mold of traditional mask and how to use it before the grade V students for the lesson of mask making. While the experiment on large-scale societies were conducted to the students in 5 primary schools, i.e., SDN Ngaliyan 05, SDN Jatibarang 01, SDN Kedungpane 02, SDN Ngaliyan 02, and SDN Kedungpane 01 Semarang. In the experiment on large-scale societies, the assessment questionnaire sheets are distributed again to 5 classroom teacher (SDN Ngaliyan 05 to 1 teacher, SDN Jatibarang 01 to 1 teacher, and SDN Kedungpane 01 to 1 teacher, SDN Ngaliyan 02 to 1 teacher, and SDN Kedungpane 02 to 1 teacher) after doing performance of mask making using. This was done to measure how effective the mold of traditional mask as a tool is to improve the students' skill in creating an artwork, particularly mask.

**Table 2** Summary of Questionnaire Response Fulfilled by Students and Teacher in the Experiment on Small-Scale Societies

Response	Collective Percentage	Remarks
Students	94.32%	Very Good
Teacher	89.95%	Very Good

Based on Table 2 summary of the questionnaire responses fulfilled by students and teacher in experiment on small-scale society shows that students and teacher gave the positive responses to the tested mold of traditional mask product. It is shown in the percentage of the students' responses about 94.32% (very good) and percentage of the teachers' responses about 89.95% (very good).

**Table 3** Summary of Questionnaire Response Fulfilled by Students and Teacher in the Experiment on Large-Scale Societies

Response	Collective Percentage	Remarks
Students	97.64%	Very Good
Teacher	91%	Very Good

Based on Table 3 summary of the questionnaire responses fulfilled by students and teacher in experiment on large-scale society shows that students and teacher gave the positive responses to the tested mold of traditional mask product. It is shown in the percentage of the students' responses about 97.64% (very good) and percentage of the teachers' responses about 91% (very good).

Analysis of average *pre-test* and *post-test* improvement is conducted to find the effectiveness of mold of traditional mask on grade V students in SDN Kedungpane 02 Semarang. Effectiveness of mold of traditional mask can be found from the margin and average inter-score raise before learning starts (*pre-test*) and after the learning finished (*post-test*). The average collective *pre-test* score in the learning of subject of Arts, Culture, and Craftmanship is 58.46, while average *post-test* score in the learning of subject of Arts, Culture, and Craftmanship is 80.33. While N-gain is 0.52, which means moderate.

**Table 4** Analysis of N-gain Test

Average Pre-test	Average Post-test	N-gain	Remarks
58.46	80.33	0,52	Moderate

Meanwhile, the data of performance assessment is acquired from performance on mask making assessment sheet in two sessions. The assessment was conducted on 39 grade V students

in SDN Kedungpane 02 using assessment sheets comprising 5 indicators, 4 describers. The maximum score for each indicator is 4. Assessment indicators consist of paper mixture making, pouring the paper mixture into the mold to be moulded, drying process, drawing traditional mask character, and mask coloring process. In the mask making performance assessment, the students' works got average score 88.76% and which means very good.

The research that supports the usage of the usable paper for the mask making in the learning of Arts, Culture, and Craftsmanship is the study conducted oleh Ketut Sudita in 2014 titled "Pemanfaatan Barang Bekas Sebagai Bahan Pembuatan Barong Mini dalam Pembelajaran Seni Kerajinan Tangan" (The Usage of the Used Things as Materials to Make Mini barong in the Learning of Handycraftsmanship). The research was conducted by 70 students of Department of Primary Education UNDIKSHA UPP Denpasar. The study shows that application of project-based learning will develop the students' creativities in creating the artwork in form of mini barong. The students' artworks can be said as good (scorerange is 70-95) and they get positive appreciation from the lecturers, the teachers, and primary school students living near the campus of Department of Primary Education UNDIKSHA UPP Denpasar.

#### 4. CONCLUSION

Based on the data analysis and the discussion above, a conclusion can be drawn that the developed mold of traditional mask meets the criteria of very applicable category as confirmed by the media and materials specialists. The mold of traditional mask is effectively applied in the Learning Arts, Culture, and Craftsmanship, mainly the lesson of mask making proven by the students' responses reaching the percentage 94.32% and 97.64%, as well as the teachers' responses reaching the percentage 89.95% and 91%. The average pretest score raise from 58.46 into 80.33 and the average *post-test* score or has N-gain rate 0.52 as well as average score of performance assessment, i.e., 88.36. The mask making in the mask making performance in the learning of Arts, Culture, and Craftsmanship successfully exceeds the mastery learning.

The short conclusion we can draw is that the students, teachers, and school can find mold of traditional mask helpful. The research supported in study is the study conducted by Lowell Fiet in 2010 titled "Mask-Making And Creative Intelligence In Transcultural Education". The scholar is a professor in drama, theater, and performance fields in Universitas Puerto Rico, who has been making mask from the recycled materials for over twenty five years for theater and performing arts as education tools. That research focused on the

purpose the mask usage in the education field, i.e., First, emphasizing the need to change the normative, structured and perspective learning environment to make sure that classroom is an open space to express their minds and feeling as creatively as possible. second, the workshop instructs the teachers to exploit the surrounding materials and resources. Through observation and field work, the students, the teacher and the neighbours become living textbooks.

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