



## Local Contents In The Arts Learning For Early-Age Students In Gunungpati

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### Abstract

*The investigation is inspired by the cultural diversity of Indonesia, particularly the local contents in Semarang implemented through the world of early-childhood education. The study aims to identify the implementation of local contents in the arts learning in a play group in Gunung pati Semarang. This is theoretical study conducted in two phases as the strategies for field study implementation. The structured observation was conducted through documents, portfolio, questionnaires studies, and in-depth interviews. The data analysis was conducted thematically through data triangulation. The object was selected through purposive sampling of all populations totalled 47 play groups, then 14 were selected. The local contents were implemented in the arts learning in play groups in Gunungpati. The local contents comprise fine arts, dances, and music. Those contents were taken from the local cultures in Semarang in general and they reflect the local culture in Gunungpati.*

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## INTRODUCTION

According to Daryanto (2015:1) education is the process of the students maturity in order to develop their talents, potentials, and skills to live their lives. Therefore, the education should be designed in such a good way to improve the students' understanding and achievement. The education process can be conducted through learning. Kurikulum 2013 of Early-Childhood Education (PAUD) addressed the balance of the development of insight, skill, and behavior consistent with the children development. Play groups are the parts of the society that provide the structured learning experiences, where the students apply what they have learnt to their real lives and that use the society as the learning source.

Indonesia has customs, manners, social rules, arts, oral and written languages, as well as various values. The diversity enriches the national life of Indonesia. Therefore, we need to conserve it through education by including the local contents into the learning. The cultural aspects were not discussed separately, but they are parts of the discussion about arts. Thus, the local contents basically are culture-based arts education.

The implementation of arts learning is carried out in 14 play groups in Gunungpati Semarang, i.e: TK Negeri Sumurejo, TK Aisyiyah Bustanul Athfal 38, TK Al Firdaus, TK Al-Jannah, TK IT Sekar Gading, TK Pertiwi 02, TK Pertiwi 25, TK Pertiwi 29, TK Pertiwi 30, TK Pertiwi 45, TK Pertiwi 49, TK Pertiwi 50, TK Ummul Quro', and RA/BA/TA Miftahul Hidayah made local contents parts of arts learning. The arts learning give benefits such as: improving sensitivity to the surrounding environment, providing joy and skill, the kids' expression tool, providing arts experiences, and giving the children positive perception.

The scope of the local contents delivered in the arts learning are: fine arts, that comprise insight, skill, and the values to produce the artworks such as paintings, statues, carving, molds; music, that comprises the ability to do vocal improvement, to play musical instruments, and to appreciate the musical works; dancing, that comprises the skill to make movement by or without being stimulated by sounds, appreciation to the dancing works; and theatre, that comprises the skill to move body, mind processing, and vocal improvement the show of which combines music, dancing, and acting. The local contents strengthening or learning from the values of local genius gives the students the chances to build their

understanding about the potentials of their hometown.

Based on the background mentioned above, the investigation will be studied through competency-fundamental-based research. Generally, the problems mentioned in the study is form of local content implementation concerning local genius in play groups; local contents implementation in order to develop their creativity, insight, and awareness of local culture; and the importance of local contents implementation in terms of developing the children's behavior, insight, and skill through learning and playing integrated into arts. The objective and the main target of the study is to identify several local characteristics of local genius on local contents implementation in play groups; to identify the development of creativity, insight, and awareness of the local culture; to analyze the impact of local contents delivery on the children by observing the development of the behavior, insight, and skill; observation of the teacher's role in the students' achievement in the local contents of arts class.

## RESEARCH METHOD

This is theoretical study that will be conducted in two phases as parts of field study implementation strategies. At the first phase, I conducted field study through phenomenography approach in qualitative area. In this case, I directly studied several play groups as targets that I selected using purposive sampling, i.e. 14 of 47 play groups in Gunungpati, by involving 42 investigators. At initial phase, the field data were needed in order to find the local contents implementation into the arts learning for play groups students around Gunungpati. The data were collected through in depth interview, focus group discussion (FGD) and documentation study. The data were analyzed thematically (thematical analysis) in line with the phenomenography analysis using data triangulation.

At second phase, based on the field study, the activities would be arranged according the recommendations given after the first phase had been gotten through. The recommendations are the actions that should be taken to solve the problems or to make improvement through revision of the local contents that would be included into the arts learning. The two actions that were planned as the next measures in the second phase are outreach and applied study. The outreach that was planned to do was the one concerning the intensification of the local contents in the

learning and teaching for the teacher and the students, while the applied study would seek to design the learning model and media to improve the learning quality and results from the local content sources in the arts learning.

Objects of the study were 14 play groups around Gunungpati Semarang, i.e.: TK Negeri Sumurejo, TK Aisyiyah Bustanul Athfal 38, TK Al Firdaus, TK Al-Jannah, TK IT Sekar Gading, TK Pertiwi 02, TK Pertiwi 25, TK Pertiwi 29, TK Pertiwi 30, TK Pertiwi 45, TK Pertiwi 49, TK Pertiwi 50, TK Ummul Quro', and RA/BA/TA Miftahul Hidayah. The sampling technique used was the purposive sampling of the whole population (47 play groups). The data were taken through structured observation by document study, portfolio, questionnaire filling, and in-depth interview. The data were analyzed thematically by triangulation technique.

## RESULTS AND DISCUSSION

I found the research discussion concerning the local contents in the arts learning in 14 play groups around Gunungpati Semarang. The study put emphasis on the empirical experience from the investigators that were directly involved.

### **The local contents implementation concerning local genius in play groups**

The local contents implementation into the arts learning in play groups all over Gunungpati Semarang are included into various arts learning. The local contents were applied to the dances, music, and fine arts, even in the stage play. Those local contents were introduced to the students attractively in order that they could focus and listen to the teacher carefully.

The local contents implementation to play group was made through both classroom learning and extracurricular activities. In the dancing class, the students did the Javanese traditional dances that contain the simple movements, such as kuda lumping dance, the teacher or the coach taught the dance by showing the the moves. In the music class, the students were taught to sing Javanese songs and to play angklung. In the fine arts learning, the students made collages from leaves and grains, made the imprinted works from the banana midribs and starfruits and to draw pictures. The local contents implementation aims to introduce the local culture and tradition to the students.

Every locality has its own great potentials that need to be explored and

developed and improved such as in Semarang. Every locality has different strength. Such locality potential diversity needs a special attention from the local authority that these children will be familiar with their own living town and they become aware of the potentials, the values, as well as the culture in their living town to meet the global economy demand.

The local contents implementation into the arts learning in play groups all over Gunungpati, Semarang was conducted by doing local-culture-related activities through arts, such as holding performing art festival as the tool to show the students' talents as well as to entertain them and to raise their insights and love on their local culture. In addition, the arts learning in Javanese class, such as singing Javanese songs, can be used to introduce the local culture.

The local wisdom is the customs and habits that have been traditions of a group of people the existence of which is still preserved by particular people in particular area. The local wisdom can be culture (values, norms, ethics, belief, customs, customary law, and special rules). The local wisdom implementation in Central Java, particularly in Semarang to play groups students of Gunung Pati such as honesty, patience, politeness, obedience, humbleness, creativity, carefulness, self-confidence, responsibility, art-loving, courage, togetherness, friendliness, and generosity. Those values of local wisdom were taught to the children through learning.

### **Development of creativity, insights, and awareness of local culture in play groups**

The local contents in the arts learning for play group students gave the teacher and students chance to raise creativity, insights, and awareness of local culture. The teacher's creativity in the teaching and learning was shown by the preparation he/she had made and during the arts learning and teaching. The teaching documents that the teacher prepared such as Lesson Plan, was made with her/his creativity and insights on the local contents in the arts learning. Thus, it was expected that the learning would carry on attractively. The usage of the attractive teaching tools in dance, music, and fine arts classes would stimulate the teacher's creativity both to use and to create the attractive teaching tool at his best. Creativity and insights on local contents are necessary for the teacher to conduct the arts learning, in order that the learning becomes meaningful and raises the students' awareness of local culture.

It would influence the growth of students' creativity, insights, and awareness of local culture. Their creativity grows along with the learning and the creative tool that their teacher uses. So does their insights on the local contents in the arts learning. The students who have been given insights on local contents in arts learning can raise their awareness of their own local culture. They would the sense of belonging on the culture in their daily environment.

#### **Development of children's behavior, insight, and skill through arts learning**

The arts development aims to allow the children to create something using their imagination, sensitivity, and creativity as well as to appreciate their own and another one's artwork. The arts development is expected to make the children sensitive, have many ideas, innovative, have sense of aesthetics, creative, and expressive.

Basically, the early-childhood learning is related closely to the arts-related activity. It can be seen on such activities as bolding the line, coloring, singing, and dancing. Before the learning activity starts, the teacher always explained the activities that they would that day and she repeated her explanation several times considering that the early-age children could not always focus. The explanation even addressed the individuals. When it was getting out of control, the teacher asked the teacher to sing a song so that the children became calmer, they didnot disturb their friend, and they would like to learn together, they didnot feel a force for not to disturb their friend, and the song would raise their awareness instead.

The environment around the school could be managed and be used as the learning materials and sources in general and the arts learning in particular. The school environment comprises various and diverse things.

#### **CONCLUSION**

The local contents implementation into the arts learning in play groups in Gunungpati Semarang is included in various arts learning. Every locality has its local potentials that need to be developed such as in Gunungpati. The potentials belonging to every area are diverse. The local wisdom such as patience, gentleness, humbleness, obedience, decision-making, carefulness, agility, big-heart, and tolerance. The local wisdom values were taught to the children through some instruments such as folksongs, folk games, historical places

and surrounding environment, traditional foods, batik, and Javanese language.

Local contents in the arts learning in play groups gave the students and teacher space to grow creativity, insights, and awareness of local culture. The usage of attractive media in dance, music, and fine arts classes would stimulate the teacher's creativity to always choose and create the most attractive media. The students' creativity grows in line with the better learning and media that the teacher used. So does the students' insights on local contents in the arts learning. The students who were taught local contents in the arts learning could raise their awareness of the local culture of their living place. They have sense of belonging on the culture in their surrounding environment.

Arts development aims to allow the students to create something by using their imagination, sensitivity, creativity, and to appreciate both their own and another one's artworks. The arts development is expected to make the children sensitive, have many ideas, innovative, have sense of aesthetics, creative, and expressive. Basically early-childhood education is related closely to art-related activities. This was shown in such activities as line-bolding, colouring pictures, singing, and dancing.

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