

Ceramics as a Medium for Teaching Fine Arts to Elementary School Students in “SDIT” Permata Hati Banjarnegara

Ratna Puspita[✉], Tjetjep Rohendi Rohidi, Triyanto

Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received January 2018

Accepted May 2018

Published October

2018

Keywords:

ceramics, teaching of fine arts.

Abstrac

In the school-based curriculum of fine arts, a school can teach its material to students, including making crafts from ceramics. This research discusses the use of ceramics as a medium for teaching fine arts to elementary school students in “SDIT” Permata Hati, Banjarnegara. This research employed qualitative design with the interdisciplinary approach. It used observation, interview, and literature reviews to collect the data. The data were validated using triangulation. The research followed the sequence of analysis starting from data reduction, data presentation, and verification. This research found that ceramics, as the medium of teaching fine arts, can initiate ideas and creativity for the children. Then, the teaching of fine arts teaches the students to appreciate and create artworks in SDIT Permata Hati inside and outside of the school in the centre of ceramics artisans.

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[✉] Alamat korespondensi:

Kampus Pascasarjana Jl Kelud Utara III, Semarang 50237

E-mail: ratna_beautyfuly@yahoo.co.id

p-ISSN 2252-6900

e-ISSN 2502-4531

INTRODUCTION

Education is a social institution which inherits and develop culture. Through school, culture can stay alive and be empowered through generation. It is also the tool to make human civilised and skilful.

Tocharman (2009: 113) explains that arts education is the ideology and the foundation of arts formal teachings at school. Arts education grows students' awareness of aesthetic and artistic value, which they can be critical, appreciative, and creative. This behaviour develops after sequences of activities given to students from observation, valuation, and the growth of senses in all artistic activities inside and outside of the class.

Arts education does not merely make students become experts in arts. However, it is also useful to generate traditions which contain noble values for Indonesia. Besides, further learning of arts can prevent the conflict of religion, culture, and tribes as well as make students away from fights, be honest, discipline, obey the law, and supportive.

As the part of culture, art can be deemed as a coin. On the one hand, it has a function to be a guide for life. On the other, it is an adaptive strategy to social dynamics. Therefore, the conservation of arts strongly depends on the society it belongs. If the society continually changes, the culture is weakened automatically with its decreasing number of supporter. Somehow, culture is also dynamically evolving (Rohidi: 2000: 212).

The local-based curriculum teaches students materials based on local issues. The contents of the curriculum are curricular activities to develop competence in relevance to promote local potentials.

The primary purpose of local materials in the national curriculum is to harmonise the contents of the students to their surrounding needs. It also optimises the building of local cultural values to students which impacts the development of the society.

Minimum concerns from the government to local tourism potentials in Banjarnegara

makes the local crafts less accessible to the public. Thus, locals are unable to maximise the income growth. As the time goes by, the government of Banjarnegara starts to handle the problems and promotes Banjarnegara as an exciting tourist destination.

Schools have a task to execute the national curriculum which contains local-based curriculum. This task is applied in the learning process of "SDIT" Permata Hati, Banjarnegara. The school includes the curriculum in fine arts which mostly focuses on ceramics.

"SDIT" Permata Hati Banjarnegara is an Islamic school with integration to the national curriculum. Sekolah "SDIT" Permata Hati Banjarnegara is a favourite school in the area. The used books throughout the subject are based on the teacher's manual which also includes the teaching of ceramics crafts.

From the above background, the researcher proposes the problems in a thesis entitled the use of ceramics as a medium for teaching fine arts to elementary school students in "SDIT" Permata Hati, Banjarnegara. In Banjarnegara, there are many kinds of research which concern on the industry.

In the previous research of Romadoni (2015), aesthetic change happens in the aspects of design, the technique of manufacturing, and the function of ceramics to social life. Social changes in the society cope the use of the products, the environment of the craftsmen, and the application of the new technology in Kasongan ceramics. Kasongan ceramics adopts the use of outside influence or technology in its production.

METHODS

This research employed qualitative design. It focuses on the teaching of ceramics arts by "SDIT" Permata Hati Banjarnegara. The sources of the study are divided into primary and secondary sources. The data collection were from the observation, interview, and literature review. Then, the researcher validated the data using triangulation.

The analysis of the data started from data reduction, data presentation, to verification. The verification was reviewed until the researcher felt that the data were valid enough to present.

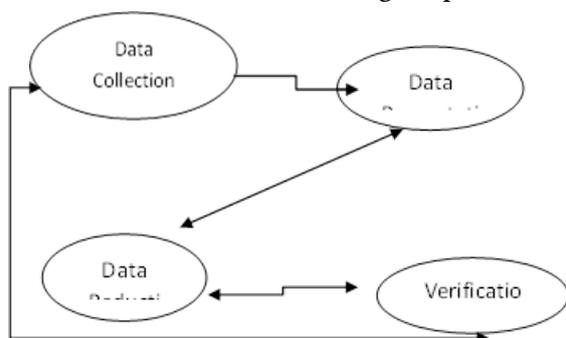


Diagram 1. Components of Interactive Data Analysis

RESULT AND DISCUSSION

The urgency of ceramics as the medium of fine arts teaching in “SDIT” Permata Hati Banjarnegara

Triyanto (2017: 81) says that education should prepare human resources who appreciate their culture as a foundation of their nation’s identity. Education should be firm in producing excellent generation who stands firm on the root of their culture.

Triyanto (2017: 86) mentions arts as instruments of education. That is to say, expressivity, artistic, and aesthetics are essential to it. In other words, the subject of education should place those elements in their educational activities.

Fine arts is an official national subject in Indonesia to fulfil individual, social, and cultural needs which are absent in other subjects. Fine arts meet social needs that children can share their feelings, beliefs, and values. It teaches them that arts are inseparable to human's life.

Fine arts to young learner develops children's qualitative judgement. It is useful to teach them to have an aesthetic dimension for their private and social life. It helps them understand how to response new technology or how to live among the civilians. The teaching is also cultural. By all means, it sets moral standards and belief among students based on

their religion. Fine arts reflects on kids upon cultural views (Eni Kusumastuti: 34).

Ceramics is essential as an art learning medium for students of “SDIT” Permata Hati Banjarnegara. It is a platform for the students to elevate their skills and train their right brain on understanding tradition.

Teaching of fine arts does not aim to produce more artists. It is useful to grow many humans who can be the entrepreneur from arts. The ceramics are the devices made of soil which can bring out new ideas to innovate for children. The infrastructure provided by schools make students able to explore themselves freely. From the exploration, students build the character of accuracy, perseverance, patience, responsibility, discipline, and skillfulness.

The learning process of ceramics crafts in “SDIT” Permata Hati Banjarnegara

Noviatun, SPd administers the teaching and learning process of fine arts in “SDIT” Permata Hati Banjarnegara as well as becomes the homeroom teacher of the V grade. She was born in Banjarnegara, Karang Jambe at 3rd January 1986. She is 32 years old. She pursued a Diploma 2 of PGSD from UNY to start working as a teacher. Then, she continued her education to Bachelor of PGSD in UNY. She has three years experience of teaching in SDN 4 Lemah Jaya Banjarnegara. She moved to "SDIT" Permata Hati Banjarnegara for three years since 1st March 2015.

Noviatun aims to educate her students to be smart, creative, innovative, and talented in arts for themselves, family, and their country. The students can also embody good characters. The characters are honesty, responsibility, open minded, trusted, discipline, and tolerance.

The learning process begins with resetting the seating in every two months. In the particular time, the students will have a different seatmate. The seating is mixed in a couple of boy and girl.

The learning method mostly uses powerpoint presentation to display brief introduction to students along with the projection of ceramics product. After the

projection, the teacher asks the students question to evaluate the materials. Then, the students answer the questions.



Figure 1. The Learning Process



Figure 2. The Learning Process



Figure 3. The Learning Process

The learning method mostly uses powerpoint presentation to display brief introduction to students along with the projection of ceramics product. After the projection, the teacher asks the students question

to evaluate the materials. Then, the students answer the questions.

The teaching utilities are the thematic book for V grade students. It consists of the summarised materials containing the subjects of Mathematics, Social Study, Natural Science, Civics, Javanese Study, etc. There is a bit of additional content from the teacher's book. Some kinds of literature from the internet are also used for the learning process. Meanwhile, the practicum medium is ceramics from ceramics centre which is made of clay. There is also a moulder from 20 cm Gibbs.

The evaluation of the learning process starts when the teacher walks around the class observing the students doing their ceramics. She helps the students if they have difficulties, have some questions, or help them.

The teacher mainly guides and directs the students. She also explains the materials, learning objectives, and facilitate the students in the classroom or when they are in the centre of ceramics in Banjarnegara. In this case, the teacher is also a role model to students on morality. She directs them to good, solves disputes, educates students, and suggests them professionally, instead of personally.

The students learn, do their task, and finish their assignment. They also join some extracurricular activities or competition in or outside of the Regency. Talented students always try to become a champion who can raise the good name of "SDIT" Permata Hati Banjarnegara. The certificate which they obtain from the competition will help them to be admitted to an excellent Middle School.

Starting from 07.00-07.15, students shake their hand to the teacher to show their respect to the teacher. They sit on the set seat and greet the teacher together. The teacher answers the great and asks whether the students have a good day or not. She also questions whether there is a student who is absent or not.

In 07.17-08.15, the learning process comes into its core. The students observe the teacher demonstrates the crafting of ceramics. Their enthusiasm raises when the teacher

instructs them to practice on ceramics crafting outside of the school.

From 08-15 - 08.30, the teacher evaluates students' homework in the thematic book. The students put their book into their drawer or bag. They start to prepare for the next subject by having breakfast or changing their uniform for physical activity.

The advantages from teaching ceramics crafting to students in "SDIT" Permata Hati Banjarnegara

The picture below is the artwork of V "MEKAH" class students named Makhramel Arkan. He was born in Banjarnegara, 15th September 2007. He made it during the practice in mustika ceramics centre, Banjarnegara. The work is made of clay printed from Gibbs.



Figure 4. Makhramel's work

From its visual, Makhramel's tried to make the ceramics in the shape of fish. From its visual element, the line of the ceramics is mostly wavy. The wavy lines imitate the fin and the tail of a fish. This work is brown. The natural colour shows that it is based on the real fish. The texture of the product is very realistic and rough. Makhramel also makes the eyes of the fish in the head part.

Besides the artistic element, it is also based on the principles of arts in fish-shape. First, the balance of the work shows that it is asymmetric. The domination of colour becomes the main attraction to people while the domination of the fish is seen in the fin of the fish.

Regarding the students' score, Noviatun, S.Pd, the researcher, and Bastian, S.Pd from

SMA N 1 Wanadadi decided that from 27 students, 3 of them were very good (90-100), and 24 students were good (70-89). There was no remedial test since all students already reached the passing grade of 70.

CONCLUSION

The findings of this research explain that there are many things learned from the ceramics as a medium of teaching fine arts. In this case, mustika ceramics centre as the source of learning has potentials to become the study place for formal schools in Banjarnegara to teach students Banjarnegara's local wisdom. Students have experience on playing with clay. They have the creative ideas to produce ceramics. Later, it is hoped that they can use it in the future to improve the economy of the community.

ACKNOWLEDGEMENTS

Huge appreciation is indebted to "SDIT" Permata Hati Banjarnegara and Mustika ceramics centre of Banjarnegara who already contributed a lot to the writing of this article.

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