

The Role of Batik Museum as The Effort in Increasing The Cultural Awareness of Junior High School Students in Pekalongan

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Abstract

Pekalongan City is one of a city that has a local cultural heritage which is batik. It makes a necessity to continue preserve batik so that it will keep abreast of the times. Hence, it is needed the role of batik museum in the effort to increase the cultural awareness especially for junior high school students in Pekalongan City. The aim of this research is to know the role of Batik Museum of Pekalongan as the effort to increase the cultural awareness toward junior high school students in Pekalongan City by looking at the condition of students' cultural awareness in advance, so as to mention any constraints that appear related to the role of batik museum. Method used in this research was qualitative research. Methods of collecting data used in this research by using depth interview, observation, and documents study. The research result shows that the level of cultural awareness toward students in Pekalongan was at the level of cultural knowledge. And the main aspect that directly affect related to the role of the museum in the effort of increasing cultural awareness toward junior high school students in Pekalongan is Goal Attainment aspect. This aspect will directly determine whether the the purpose of batik museum to increase knowledge and education (cultural awareness) towards students can run well or not.

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INTRODUCTION

Pekalongan city has been known as the city of batik because making batik is one of the main job of most people in Pekalongan and then from this batik activity produce various patterns and types of batik. In this condition, the government and Pekalongan people want the establishment of batik museum as the city supporting place and also as a place to store historical objects, especially in the batik sector. On July 12, 1972, a representative of Ministry of Education and Culture of Central Java, Head of Museum Sector supported by Drs. R. Soepomo as the 10th mayor established Batik Museum.

Museum needs the right concept to keep growing in order to answer times challenge. Starting from the concept of exhibition, is expected to born a new genre and spirit of the museum. Not only give an emotional touch through its masterpiece collection but also give education and ideology to the visitors (Gunawan as Head of Museum, 1908). It is the things tried to apply in the museum where Batik Museum of Pekalongan tried to maximize its role as an institution that provides education for students. At this condition, museum is expected to build child's character to have culture identity based on local culture in Pekalongan City.

"Museums look after the world's cultural property and interpret it to the public. This is not ordinary property. It has a special status in international legislation and there are normally national laws to protect it. It is part of the world's natural and cultural heritage and may be of a tangible or intangible character. Cultural property also often provides the primary evidence in a number of subject disciplines, such as archaeology and the natural sciences, and therefore represents an important contribution to knowledge. It is also a significant component in defining cultural identity, nationally and internationally"(Geoffrey Lewis in ICOM, 2004).

UNESCO as one of the institutions for educational affairs trying to find the right methods to change the museum as a complement to school programs. Thus students will be able to deepen their cultural knowledge, understand about their cultural heritage so as to reinforce their cultural identity in the process of shaping cultural awareness.

Cultural awareness (cultural awareness) is a very important element especially for the young generation of productive age at the age of 13-16 years old or at the level of junior high school students. At that age, they begin to grow up and understand about the association. It's a transition age from elementary school that is childish tomature period of attitude and thinking.

With the existence of batik museum is expected to be a place to increase cultural awareness in the young generation in Pekalongan. This is based on the formation of cultural awareness on the individual that is something that does not a sudden happen, but through various things involving various factors such as perception and emotion so awareness will be formed.

Most of researches about batik museum that has been done before revealing about museum management, museum empowerment in the effort of batik preservation and also the role of batik museum as supporting education facilities in school (Aji, 2007) (Widadi, 2010).

So, it is important to demonstrate the position of this research where similar researches that examines the relation between role of museum and cultural awareness has not been done before. Based on the background above, the objectives of this research are to know the condition of cultural awareness toward junior high school students in Pekalongan, the role of Batik Museum of Pekalongan in the effort for increasing the cultural awareness of Junior High School students in Pekalongan, and what kind of problems that become the actualization barrier of the role of Batik Museum of Pekalongan in efforts to increase the cultural awareness of junior high school students in Pekalongan.

METHODS

This research used qualitative method and conducted in Pekalongan City. Pekalongan was chosen to be a research site because it is according to the purpose and object of research conducted. Thereselection areas will be critical to help simplify the study and focus on the issues studied.

“It is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is important to go into a site with an open mind, and not assuming you already know the solutions for other people’s problems” (King Beach & Flavia Ramos in Sunarjan, 2014).

The main data source in this study is the result of interviews with junior high school students in Pekalongan, the staffs of Batik Museum of Pekalongan as the main informant and also supporting informants come from teachers and the staffs of Department of Education in Pekalongan. Phenomenon or event observed is the role of Batik Museum of Pekalongan related to its role to increase cultural awareness in Pekalongan. The phenomenon was observed from August 2016 to July 2017.

The main data resource used in this research is obtained by using purposive sampling. The selection of informants based on the school that used as unit of research analysis, namely SMP Negeri 06, SMP Negeri 04, SMP Negeri 03 and SMP Negeri 14 in Pekalongan City.

This research used triangulation techniques/method, triangulation sources and triangulation theory referring to obtain the validity of data. The theory used in analysing this research is Talcot Parsons Functional Structure Theory. Another discussion of Parsons' functional structure is four essential functions for all well-known "action" systems under the AGIL scheme (Haryanto, 2012).

The data analysis in this study used qualitative data analysis from Miles (1992) that consists of three activities that happened simultaneously, that are data reduction, data presentation, and drawing a conclusion or verification.

RESULTS AND DISCUSSION

Batik Museum as the spearhead of batik preservation in Pekalongan City has a vital role, not only as a storage place of batik as a cultural heritage of Pekalongan but also because of museum of batik serve as research center, development and learning of batik. Since it was first inaugurated in 2006, museum of batik keeps

improving in order to maximize its role and always try to keep making new breakthrough in effort to preserve batik culture in Pekalongan. One of the real efforts Batik Museum of Pekalongan is a persistent effort and its consistency in educational programs and batik learning to young people from kindergarten, elementary, junior high school to university level.

In 2009, as batik recognition as a non-object cultural heritage from Indonesia, Batik Museum of Pekalongan received an award from the world organization that takes care of Education and Culture (UNESCO) as Best Practice category in Batik Museum of Pekalongan. This is because Batik Museum of Pekalongan has been considered successful as the best place for batik development and learning especially for young generation from kindergarten/elementary to university level. The Best Practice was achieved because museum of batik can provide batik learning to the students which serve as "batik workshop" or can be interpreted as a direct practice place for making batik.

The researcher result shows that cultural awareness of junior high school students in Pekalongan is at Cultural Knowledge step. The level of cultural awareness was got by the researcher after correlating the researcher findings in the field with a cultural awareness made by Wunderle (2006). Cultural awareness in this research used four indicators that are process of making batik, various batik motives, batik for fashion and batik for lifestyle.

From four aspects of cultural awareness above, the researcher results has shown that students do know about batik cultural as local culture from Pekalongan. However, their ability in understanding batik cultural meaning was still limited. After knowing cultural awareness level of junior high school in Pekalongan, then things that need to be done was to analyze the role of museum of batik pekalongan and what needs to be done by Batik Museum of Pekalongan in the future as the effort to increase cultural awareness.

Based on the researcher result and analysis that has been done by using Talcot Parsons Functional Structure Theory, it was known that

the role of Batik Museum of Pekalongan in the effort to build students' cultural awareness in Pekalongan was good enough but it has not been done maximally. This can be explained from many role aspects by using Talcot Parsons Functional Structure Theory as following:

In Adaptation aspect, Batik Museum of Pekalongan has done many efforts that can increase its function and role by continuously clean up and improve itself to keep trying to meet all its need and demand of the times. Things that have been done by Batik Museum of Pekalongan in the term of Adaptation was to move the location of the museum until now settled in the former building of Dutch Finance office in Jetayu Street. It was done because of pressure need about the existence of Batik Museum of Pekalongan as a place to accommodate all inspirations and persistence of Pekalongan people especially that according to batik. However, as times flew, it was not enough because of time challenges. So it takes more adaptation effort from Batik Museum of Pekalongan. This aspect itself is important to a museum, so the museum can continue to show its existence although it is attacked by the lure of modernization which is a bit much give a stigma that museum is an ancient place to visit.

Batik Museum of Pekalongan already had the main and supporting rooms that minimally should be had by a museum. But there is a shortcoming in the exhibition room where the place is less wide, so it can not accommodate the needs of batik collection exhibition. Workshop room is too narrow as an International Standart Museum and as the result of it, students practical activities become constraint and limited.

The second aspect is Goal Attainment. Batik Museum of Pekalongan as an International Standart Museum and rewarded in Best Practise category by UNESCO as a museum that is used as an example for other museums by giving a batik learning and education toward young generation well. To continue this achievement, museum of batik pekalongan has done many efforts to do to consistently continue to give a guidance, learning and training as an effort to preserve batik as a local culture in Pekalongan

especially to students from kindergarden till senior high school students.

Batik Museum of Pekalongan has a visit program especially for elementary students which is held annually in October-September where every school has a special schedule to visit museum and be able to learn about batik by looking at batik collection, learning the origin of batik, to the practice of making batik in batik workshop. But it is not available for high school students because there is no sustainability to learn batik.

Museum of Batik do many things as its role in Goal Attainment aspect to support the increasing of cultural awareness for high school students in Pekalongan through various programs. The program was done to give a good impact toward junior high school students in Pekalongan. This programs consist of visit and batik learning program, development of batik cultural program, and museum visits school program. All these program are not running alone but the batik museum took the Education Department in Pekalongan to adjust to the curriculum in Junior High School in Pekalongan City.

The third aspect is Integration aspect. Batik Museum of Pekalongan needs cooperation with other institutions to maximize its role. Institute that is important as the determinant role in cultural awareness is Education Department. It is because Education Department as the education providers which have tasks in making regulations and arranging curriculum from elementary to high school level in Pekalongan. And also related to a museum visits school program, it is necessary to review about the program between Batik Museum (staff) with the Education Department (staff) in order to create a synchronized curriculum so that it can be implemented well in school learning.

Cultural awareness at the level of cultural knowledge requires additional information and training so that their awareness is enhanced. The role of batik museum in this case is to provide suggestions and consideration to the Education Department related to the batik learning so that students in Pekalongan can understand well

about their culture that is batik culture. Students are expected to get information about batik culture well especially for junior high school level and preservation of batik as a local wisdom Pekalongan City will be preserved continuously by future generations that will not be eroded along with the development of the era.

In addition to the Education Department, batik museum also cooperates with the Regional Civil Service Agency (BKD) in Pekalongan. The integration related to BKD, museum of batik will provide TOT training or Teacher on Trainee. The program is designed for Local Content teachers in Elementary School level and teachers of Cultural Art and Workshops (SBDP) in junior high school. TOT program is expected to be used as a form of preparation for local content teachers, especially for junior high school in Pekalongan due to the discourse that will hold back the batik subject in the junior high school in Pekalongan. In addition to the Education Department and BKD, museum of batiks also working with other educational institutions such as SMK Negeri 3 Pekalongan City because this school has a batik major, Polytechnic Batik (POLBAT) and University of Pekalongan (UNIKAL) which has opened the Faculty of Batik.

In this aspect, batik museum has shown its existence. Museum has run its role both with Education Department and also other institutions where in this case, museums serve as advisors, giving suggestions and considerations related to batik learning in schools ranging from planning and implementation of education aspects.

There is a mutualism symbiotic relationship that is mutually beneficial related to the cooperation of batik museums and other institutions so it is expected that this cooperation will increase the quality of cultural awareness of junior high school students in Pekalongan which is still at the level of cultural knowledge. Hopefully in the future, this cooperation can be improved especially with the Education Department of Pekalongan as the holder of education policy so that it can be more synergic between the school and Museum of Batik Pekalongan programs.

In the fourth aspect, maintenance aspect (Latency), related to the role of museum to increase cultural awareness. Batik Museum of Pekalongan has done many efforts to support the role of latency aspect, start from making a complete organizational structure in accordance with their respective job desk.

As we know that Batik Museum of Pekalongan rewarded by UNESCO in Best Practice category, then the standard Batik Museum of Pekalongan is no longer at the national level but move to international level. Therefore, to support the international standard, museum party also held language lessons for museum staffs who aim to support the quality of the museum.

Researcher notes that the amount of human resources in the museum that have education background and knowledge related to what the museum needs are still lacking. Batik Museum of Pekalongan only has a staff that graduated from Master of Museum studies, as for the guide and workshop practitioners comes from students who have graduated from other majors, so they still have lack of museum knowledge. Therefore, there should be an effort from the Museum to give additional education to the guides because a museum guidance is a vital person in the museum. Hence, a smart guide, has a deep knowledge about batik is needed in the museum although he/she comes from other majors. A museum guidance has to learn and dig up the information about batik and batik museum because he/she as they have important role as someone transferring knowledge related to batik that is in the museum to the junior high school students or other students in any level. It is also in accordance with the spirit of museum management that should show attitude and professional resources that will be able to create public confidence toward the museum.

“An effective museum service requires the confidence of the public it serves. All responsible for the care and interpretation of any aspect of the world’s tangible and intangible cultural inheritance, whether at local or national level, need to foster this confidence. An important contribution to this is by creating public awareness of the role and purpose of the museum and the manner in which it is being managed” (ICOM, 2014).

Now, Museum of batik has different in terms of management. Batik Museum was managed by Kadin (Head of Department), but now it is under Department of Youth, Sport and Tourism (Dispanbudpora). There is a positive and negative side of this management transfer which now museum runs by government. It makes museum dependent on funds from the regional budget (APBD) so that they can no longer afford large-scale events due to the limitation funds from the government. So, it can be said that the funding of the current museum of batik is stronger because it comes from the regional budget (APBD) but in terms of development of museum of batik can not develop well because government prioritizes the development of Pekalongan City.

Maintenance and development of the museum is an aspect that can not be separated in terms of increasing the cultural awareness of junior high school students. It happens when the museum succeeds in doing maintenance and development both in terms of quality of human resources such as museum guides and decision maker or head of the museum, then the role of museum in this field can be implemented very well which will have an impact on increasing the cultural awareness of junior high school students in Pekalongan.

Based on the four aspects, the role of museum of batik pekalongan in the effort to increase cultural awareness of junior high school students in Pekalongan that has been explained by the researcher above, it can be concluded that the main aspect that will directly give an impact in increasing cultural awareness is Goal Attainment aspect. It because the aim of museum is the aspect that will determine whether the aim of museum of batik pekalongan in improving batik knowledge and education toward students can run well or not. In the Goal attainment aspect was explained that museum has done many programs for junior high school students in Pekalongan which has the aim to deliver knowledge and information related to batik as the local cultural heritage from Pekalongan which they did not have it in class.

The role of museum of batik becomes more vital because in addition to school as formal institution, museum of batik also has the role of transferring education either by verbal or non-verbal. Moreover, museum of batik is not only giving knowledge but also giving direct practice to the student in batik workshop, so they can be more understand in details about batik in the terms of making batik, its philosophy, and meaning contained in it. It is important because every qualitative information about ancient culture will help young generation in absorbing society moral values, understanding its principles, moral value standards, and increasing the perception of tolerance toward the difference for students (Constantin, 2015).

The role of museum in Goal Attainment aspect is expected can be done maximally so it will create a real role of batik museum related to the increasing of cultural awareness of Junior High School students in Pekalongan. This is because at the level of cultural awareness in culture awareness level required additional information and training conducted by school and other related institutions include Batik Museum of Pekalongan to increase the cultural awareness in junior high school students.

However, the existence of other aspects although it is not the aspect that has directly and not too dominant role in the effort increasing the cultural awareness of junior high school students in Pekalongan can not be ruled out its existence. Should a system, then each component or aspect needs to work together and linked to work together and perform well its role so that the predetermined goals can be achieved maximally. Aspects of Adaptation, Integration, and Latency are also indispensable to support the role of museum of batik to increase cultural awareness among junior high school students in Pekalongan.

CONCLUSION

The level of cultural awareness of junior high school students in Pekalongan City is at the level of Culture Knowledge where most of the students who were being the informants do know

that batik cultural as the local culture of Pekalongan City. However, their ability to understand the meaning of batik cultural itself is still limited. The role of Batik Museum seen by using Functional Structure Theory. From the Functional Structure Theory was found the fact that Goal Attainment aspect is the main aspect that has influenced to the increase of cultural awareness of junior high school students in Pekalongan because the achievement of the goal is the aspect that will directly determine whether the purpose of Batik Museum of Pekalongan be able to improve knowledge and batik education through various programs (cultural awareness) on students can run well or not. However, as a system, the existence of other aspects such as Adaptation, Integration, Latency are needed to support the role of batik museum in increasing cultural awareness of junior high school students in Pekalongan.

Based on the observation result and problems faced by Museum Batik of Pekalongan. The researcher suggests to batik museum in Pekalongan to be able to create program for junior high school students directly, do revitalisation of museum, increasing the amount, the quality of human resources and the cooperation with education institution in Pekalongan.

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