



PENHANCING ARTS CREATIVITY THROUGH BATIK ACTIVITIES (HERITAGE EDUCATION BUILDS EARLY CHILDREN CHARACTER)

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Abstract

This research aims to obtain empirical data regarding the activity of making batik in an effort to increase the artistic creativity of group B students of Permata Hati Kindergarten. The method used in this study was classroom action research. In this study the researcher acted as a teacher in batik activities, and the class teacher acted as a collaborator and observator. This research went through four stages of activity, namely planning, action, observation and reflection. The research action was carried out in two cycles with a total of 12 meetings. The data sources in this study were Group B students of Permata Hati Kindergarten. Data collection was carried out through rubrics, observations, interviews, and documentation studies. The results of the study show that batik activities can increase children's artistic creativity, which in the pre-cycle was recorded at 31%. Then it increased to 56.50% at the end of the first cycle and continued to increase to 83.70% at the end of the second cycle. This shows that the research target of at least 80% has been achieved. The results of the study concluded that batik is a good alternative method for increasing early childhood artistic creativity.

Keywords: *Batik, Creativity, and Art*

A. Introduction

Creativity comes from the word creative which means having creativity, having the ability to create. This ability can be related to the arts or sciences. Development of creativity from an early age, review and research on the process of creativity, its conditions and ways that can foster, stimulate and develop it is very important. through drawing or painting activities children learn about value and respect works, offering opportunities for children to answer their own questions and solve problems (Wendrich, 2020).

Creativity is the result of creative thinking, a creative person is able to provide a new idea for all problems. Human creativity is born simultaneously with the birth of that human. Since birth humans show a tendency to actualize themselves which includes creative abilities. Creativity is an ability that everyone has at different levels because everyone is born with creative potential and this potential can be developed. found that there are five characteristics that characterize creative thinking, namely: fluency, flexibility, originality, decomposition and reformulation. Fluency is the ability to generate many ideas (Sanz de Acedo Lizarraga et al., 2010).

Creativity in making art can be done through various activities, including through the activity of making batik. Batik is a masterpiece of Indonesian cultural heritage that has continued to develop over the years. On October 2, 2009 UNESCO stipulates that batik is one of the cultural heritages of the Indonesian nation which is a world heritage. Caring for and safeguarding batik as a noble national heritage can be done through Heritage Education, which is one of the pillars in character-building education. (Setiawan, 2014)

Most of the batik activities that have been carried out by school

students have only been limited to introductions or socialization. They learn the process of making batik just want to know how it feels to make it without realizing that there are other, more valuable benefits, namely that by learning the process of making batik cloth, if done repeatedly it will increase creativity, train concentration, intelligence, patience and perseverance. besides aiming for the preservation of batik itself. This is something that teachers don't know enough about so they feel it's enough to just do it once.

(Atmojo, 2015) Making batik motifs is essentially the same as drawing/painting and coloring pictures, only the medium is different. Batik is drawing on cloth while drawing or painting on paper or canvas. Both are two-dimensional works of art that contain elements of beauty for those who see or see them and to obtain this requires creative thinking in creating (Atmojo, 2015).

Learning batik requires a lot of practice so that students' creative thinking can develop. The creativity of the image product is realized through practice, learning art with lots of practice can increase student creativity. From the process of exercises students acquire will enrich ideas and experiences which are then developed to create new forms. Through training in excess of the amount required, the abilities acquired will be stored in long-term memory. With the sharpness of their senses, students can explore shapes, as well as increase their dexterity/dexterity and fluency/fluency in making skill works. this really supports the development of their artistic creativity. Batik is a learning medium to develop a mindset.

B. Method

The research method to be used is action research. The model used is the Kemmis and Taggart action research model. Researchers act as teachers or trainers in batik activities, while teachers act as collaborators and observers (Xie et al., 2020).

This research was conducted through 4 stages of implementation, namely: action planning, action implementation, observation and reflection. The number of cycles can be adjusted to the improvement that has been achieved in the learning process. An indicator of success in this action research is an increase in artistic creativity skills between before giving action and after giving action. In this study, the success criteria were also concluded using the percentage increase analysis, that action research has a target percentage increase to 71% after taking action on research subjects. However, based on the agreement of the researchers and the collaborators, success with this percentage is still seen based on the development of artistic creativity skills of each child.

The data source in this study were the students. The type of data in this study consists of quantitative data and qualitative data. Quantitative data were obtained from student test results before and after the action. While the qualitative data was obtained using field notes, interview notes and documentation data in the form of photos and videos. Data collection in this study used observation instruments to be used after and before the action, in which children perform various abilities to create images of themed batik motifs in a practical activity. Study This method validates the instrument by means of construct validation, namely using the opinion of experts (ASHOUR, 2018).

The technique for measuring the validity of the data uses a triangulation technique. Next is the data analysis stage, namely analyzing

the overall findings in an effort to increase artistic creativity through learning batik using training methods. Data analysis was carried out using qualitative and quantitative approaches. Quantitative data is data in the form of a score on the creativity of movement which is assessed by the observer through an instrument in the form of an observation sheet. The score is taken during the initial test and also during the final test after the student has received action or at the end of the cycle. Quantitative data were analyzed using descriptive statistics presented in the form of tables or graphs (Marshall & Jonker, 2010).

C. Results and Discussion

Pre Cycle

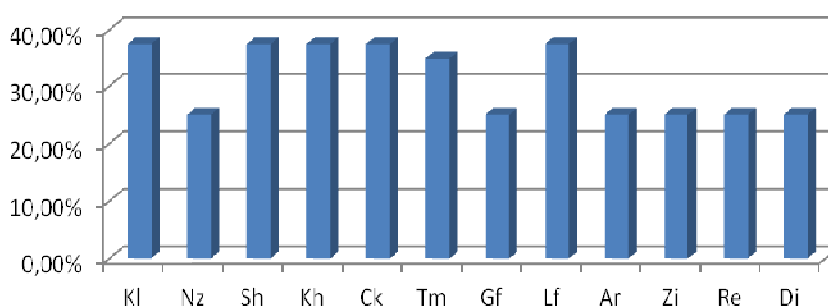
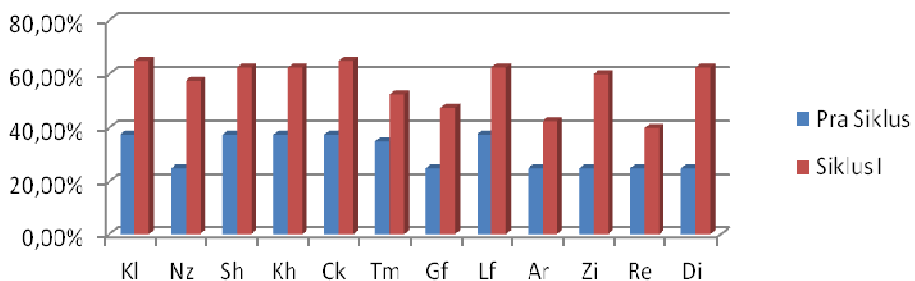


Figure 1. Graph of Pre-Cycle Children's Art Creativity Data

The data in the graph above shows the initial score for children's artistic creativity. The initial score percentages are as follows KL 37.5%, NZ 25%, SH37.5%, KH37.5%, CK37.5%, TM35%, GF, 25%, LF37.5%, AR25%, ZI 25% , RE 25%, DI 25%. Meanwhile, the average percentage is around 31%. Thus there are 6 children who have the score above 31%. The highest percentage of all aspects of free movement assessment is owned by KL, [312]

NZ, SH, KH, CK, and TM at 37.5%. Thus the percentage of children who have a score above the average score is 50% of the 12 children.

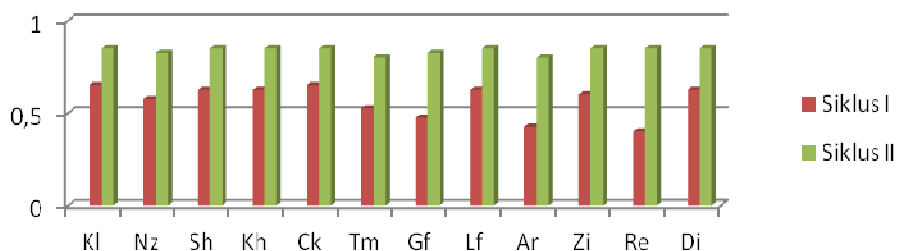
Scycle 1



Graph 1. Graph of Pre-Cycle 1 - Cycle 1 Children's Art Creativity Data

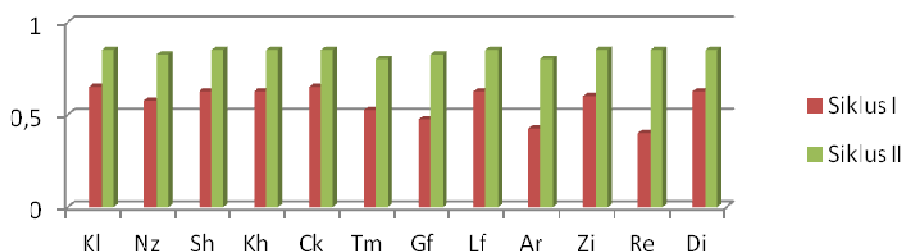
The data in Figure 3 shows the average score for children's artistic creativity from meetings one to seven. The percentage score obtained is as follows KL 65%, NZ 57.5%, SH 62.5%, KH 62.5%, CK 65%, TM 52.5%, GF 47.5%, LF 62.5%, AR 42.5%, ZI 60%, RE 40%, DI 62.5%, while the average percentage score reaches 56.5%.

Scycle 2



Graph 2. Data on Children's Art Creativity Cycle 1 - Cycle 2

The presentation of the overall increase as follows: KL by 85%. NZ is 82.5%, SH is 85%, KH is 85%, CK is 85%, TM is 80%, GF is 82.5%, LF is 85%, AR is 80%, ZI is 85%. RE is 85%, DI is 85%. It can be seen that the highest percentage of 85% was obtained by eight students (2/3). Based on the graph above, the average child has an increase in artistic creativity of 83.7%. This can be seen from the ability shown by the child during the action and at the end of the action according to the indicators of artistic creativity, namely, the child shows a significant increase in artistic creativity, namely in the aspects of fluency, flexibility, originality and detailing.



Graph 3. Data on Children's Art Creativity Cycle 1 - Cycle 2

The presentation of the overall increase as follows: KL by 85%. NZ is 82.5%, SH is 85%, KH is 85%, CK is 85%, TM is 80%, GF is 82.5%, LF is 85%, AR is 80%, ZI is 85%. RE is 85%, DI is 85%. It can be seen that the highest percentage of 85% was obtained by eight students (2/3). Based on the graph above, the average child has an increase in artistic creativity of 83.7%. This can be seen from the ability shown by the child during the action and at the end of the action according to the indicators of artistic creativity, namely, the child shows a significant increase in artistic

creativity, namely in the aspects of fluency, flexibility, originality and detailing.

Data Analysis

Based on the results of data analysis on the pre-cycle, the average percentage increase is 31% In cycle 1 the percentage increase was obtained by 56.5% and cycle 2 achieved results 83.7%. So the percentage increase in all from pre-cycle to cycle 2 is 57.06%. This means that there has been a significant increase in the percentage of children's artistic creativity in the pre research up to cycle 2.

Based on the graphs above it states that there is an increase in children's artistic creativity in pre-class with data in cycle 1 of 56.5%. This increase has not reached the research target of reaching 85%, therefore it is necessary to carry out a further cycle because the average artistic creativity children have not reached the maximum indicator of success. In addition, the existence of a follow-up cycle is intended to monitor the significant increases that exist. So the researchers and collaborators agreed to provide a return action which was summarized in cycle 2.

Paln cycle 2 it was proven that children's artistic creativity continued to experience a significant increase of 83.7%. After carrying out various activities starting from the pre-cycle to the action in cycle 2, data were obtained on the children's artistic creativity in the batik activity, Bekasi. Based on the results of the analysis of the data obtained, the overall percentage increase was 57.06% in cycle 2. Therefore researchers and collaborators stopped the research in cycle 2. Increasing children's movement creativity refers to changes in children's movement creativity in aspects of fluency, flexibility, originality, and detailing.

The results obtained from the interventions carried out in the two cycles were the result of an increase in children's artistic creativity through batik activities obtained based on the analysis of quantitative and qualitative data obtained in the field before and after the action was carried out. The activity of making batik was carried out well by both the teacher and the children. The teacher provides assistance in making batik with the appropriate stages, namely exploration, improvisation and composition. The tools and materials used in the batik process use natural materials that are environmentally friendly. The batik techniques practiced by the children were the tie technique and the written batik technique. The research activities were carried out in two cycles with a total of 12 meetings. Six meetings in the first cycle and six meetings in the second cycle with a duration of 45 minutes in each meeting. The batik practice learning method that is carried out repeatedly will stimulate students to be more creative in making works of art, because they gain more experience in the opportunities for exercises that are actively given so that students are free to explore materials with the sharpness of their senses according to their imagination to work. .Art lessons such as batik are subjects that require a lot of practice so that students' creative thinking can develop. The creativity of the image product is realized through practice, learning art with lots of practice can increase student creativity. From the process of the exercises students acquire will enrich ideas and experiences.

Starting from the preparation of tools and materials to the coloring process. The coloring technique uses dab and dip techniques with food coloring. The cloth used is a cotton cloth measuring 30 cm x 30 cm. Activities carried out at school during the pre-cycle and cycle 1 were

continued by making batik at the Jakarta Textile Museum hall during the cycle 2. The increase in children's artistic creativity from pre-cycle to cycle 1 of 56.5% was still far from the expected research target of 85%, therefore at the second cycle stage, where before carrying out the batik activity, students are invited to tour the museum gallery to see the collection of batik fabrics and to the natural coloring garden in the backyard of the museum gallery. A different atmosphere and meeting with batik experts who were doing batik activities there, it turns out that apart from providing fun/entertainment the children are also motivated to be more enthusiastic about making batik, so that the results of artistic creativity increased to 83.7%, which means the research target was achieved and based on the results of the analysis of the data obtained, the overall percentage increase was 57.06%. From these results it can be stated that children's artistic creativity increases significantly through batik.

D. Conclusion

Based on the results of research and data analysis regarding the implementation of batik activities in increasing children's artistic creativity, it can be concluded that batik activities can increase children's artistic creativity as seen in the findings of research results in quantitative data, stating that batik activities can increase children's artistic creativity in the aspects of (1) flexibility, (2) fluency, (3) originality and, (4) detailing.

Based on the conclusions that have been put forward, the researcher tries to put forward suggestions for teachers to make batik activities an alternative activity in order to increase children's artistic creativity. In addition, the themes used in batik activities can be adapted to the themes being conveyed to children. Batik activities can also create

integrative learning activities, using training methods so that children are more stimulated from various aspects of development. For the Principal, batik activities can be used as intra-curricular activities that integrate into fine motor centers. So that it can improve the quality of the learning process and become an alternative stimulation in increasing children's artistic creativity. For parents, can help the school in increasing children's artistic creativity by supporting every activity carried out especially school activities, because increasing artistic creativity is not only for the needs of girls, but also for boys. So parents should support their children, both girls and boys, in participating in batik activities. For other researchers, they can conduct research related to batik activities in an effort to improve various other aspects of development in early childhood.

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