THE CREATIVITY IN ART LEARNING

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Abstract

The dilemmatic problem occurs in teaching cultural art education becoming a classic problem in the Central Sulawesi region, especially at the Senior High School of Dipa Karuna in Palu. The existence of this problem made the writer interested in analyzing the problem of the teaching system. Cultural art education is difficult to develop in Central Sulawesi due to the very limited educative staff and automatically in teaching of cultural art is done by Educative staff who is not competent in the field of cultural art, so the learning process seems careless, ineffective and inefficient, thus something that we hope will not be achieved because of the educational background which is not linear with the subject in the education of art and culture.

Related to that condition the researcher took a scientific study to conduct research on the impact of creativity on learning arts and culture which took the location of research in Senior High School of Kara Dipa in Palu. The first analysis of the problem in this study is because the government is less concerned and understanding the importance of cultural art education in the citizens life according to the benefits of Art Education are (a) Art helps child growth and development, (b) Art builds aesthetic development, (c) Art helps to make perfect life.

Keywords: Creativity, Art Learning, Karuna Dipa Senior High School

INTRODUCTION

Learning in each region certainly has a different development and strategy in every implementation. This also happens in senior high school or senior high school of Karuna Dipa in Palu in Central Sulawesi. This is because of the instructor for art subject is not a teacher who has an academic background in art, drama, dance and Music but other sciences discipline. Based on this condition, researcher is very interested in conducting research on the learning process that occur. It is also based on the creativity of the art teacher even though it is not a person who has background of an art education but can teach art subject in school as a teacher.

Law No. 20 of 2003, article 3 which explains that National education has function to develop capability and to form a character and nation civilization in order to educate the nation life, also to develop of potential students, so that they become faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative,
independent, and a citizen of
democratic and responsible (RI Law
No.20 year 2003 SISDIKNAS)

Government regulation which
becomes the foundation and outline
stated in PP No. 20 2003 concerning
the national education system in
article 1 number 6 Educator is
qualified education personnel as
teacher, lecturer, counselor, mentor,
widyaswara, tutor, instructor,
facilitator, and other names which is
in accordance with its specificity,
and participating in organizing
Education, to redirect teaching that is
in line with the education path
through government regulation. In
this study, the focus is on the
influence of the minimal creativity of
educative staff on the successful
learning of Cultural Art Education at
Dipa Karuna Senior High School in
Palu.

The objectives of this study are:

1. Giving input to SK and KD that
   are suitable with the need of the
   students and the conditions of
   the school.
2. Giving input on problem solving
   in the implementation of
   learning Art and Culture
   Education
3. Giving input on the development
   of Cultural Art education at
   school.

METHODOLOGY

This research is a qualitative
research that using first data in the
form of orientation about the
condition of learning in the Senior
High School of Dipa Karuna in Palu,
the object of this study is chosen
based on the experience of the writer
who had taught in that place, this
thing it makes easier for the writer to
master data and analyze data on data
finding in the field.

The type of data in order to get
in-depth answers from the problem
which is formulated and in line with
the expected research benefit, then
the data collected is obtained from
various sources with two types of
qualitative data collection methods
which is done including: a. Observation of Data collection is
done by observing on the field
namely Karuna Dipa Senior High
School in Palu. The data collected by
observing teacher behavior directly
in teaching, the attitude and habit of
teacher in teaching art. In this
observation using a tool like a
camera for documentation. b. the
interview which is based on
schedule, selecting respondents from
both teachers and students in Karuna
Dipa Palu of Senior High School.
This data collection technique is
needed to obtain data that is not
getting by observation and it comes
from the main source

RESULTS AND DISCUSSION
CREATIVITY

Creativity is very important in
the education because to improve the
quality of education is determined by
the creativity of the Educatiave staff
(Teacher). The definition of
Creativity is:

1. Creativity is a process that
   produces something new,
   whether an idea or an object in a
   new form of arrangement
   (Hurlock 1978)
2. Creativity is a process of human
effort or nation to establish
themselves in various aspects of
life. The purpose of self-
development is to enjoy a better quality of life (Alvian 1983).

3. Creativity is the personal character of an individual (and it is not a social character that is understood by the society) which is reflected in its ability to create something new (Selo Soemardjand 1983)

THE BENEFIT OF CULTURAL ART IN EDUCATION

The benefit of art in education can be explained as follows: (1) art helps the growth and the development of children, (2) art builds aesthetic development and (3) art helps to improve life (AY. Soeharjo, 1977)

Music as a part that is not separated from life, it is one of the media that can be used as an alternative to increase intelligence and moral formation. Alkindy (2003) stated that from ancient times until now many people are interested in music, one of them is because they are seeking spiritual life and peaceful also quite which is hidden in the substance of music that is spiritual.

Other functions of music are for moral formation and deepening nationalism. This is in accordance with the opinion of Dewantara (1977: 303-304) who said that music is not just to train the smooth of hearing, but also will bring the smooth of sense and mind, also strengthen and deepen the nationality.

According to Dr. Rudolf Steiner (Dewantara, 1977, 312-313) in his theory which is called antroposophisch onderwijs, it mentions that music in this case is rhythm can facilitate physical work, support the movement of the mind, educate character, and liven up the power of human soul. Khan (2002: 121) stated that sound has a certain psychological value, each different voice expresses a value, someone who is sensitive can feel someone personality just hearing from the sound.

Hanna (Imaji-no.2, 2003: 147) said that in vocal music there is rhyme that play a role in influencing a person psychological condition, it can even be said that this element greatly influences someone morality. Thus music has a big influence on someone moral. Mahmud (2003: 4) stated that music can play a role for: 1. encouraging the movement of thought and feeling (intelligence, social, emotional, psychomotor aspects), 2. Generating power in the human soul, 3. Forming moral.

From these benefits, it can also be concluded that the presence of cultural art is very important because in essence it helps to realize human dignity.

1. Art helps children growth and development; growth is a process from young to old or from small to big, from nothing until it can be seen children potential. While the development tends to be vertical, namely expanding the knowledge or horizon of knowledge, mental and even physical. In this case it contains: 1.1) Improve physical, mental and aesthetic growth 1.2) Purify donations towards the self-conscious 1.3) Maintaining creative imaginative 1.4) Contributing to problem solving 1.5) Purifying way of thinking, doing and judging
1.6) Purifying the contribution of personality development
1.7) Having a therapeutic function

2. The foster art of aesthetic development; artsy activity is not really an art exercise, but an art experience; which is essentially an aesthetic experience, and this experience is not an artist monopoly, but for everyone. This activity is aware or not always done by humans in all phases of their lives.

**The Purpose of Art Education**

From this case a temporary conclusion can be taken, that the public and lay teachers have not understood the purpose of the concept of cultural art or the art itself. So in this article it will also discuss, besides that, it will also give an overview of the situation of cultural art in Indonesia today. Cultural art in Indonesia is currently classified into 2 (two) important parts. Those are:
1. Vocational education, which is often referred to as a vocational art school and skill focusing on graduates as: artist, interpreter, basic level of expert or manager.
2. Avocational Education, namely art and culture which emphasizes art as a medium of education, art as an integral part of overall education, such as fostering thought, sense and skill.

With a different orientation this means having different purpose of consequences and different concept, presumably the one in accordance with the position of art teacher in public school is the second item. Thus the next one refers to the concept with Vocational.

Art as an educational medium implies that through the art of education / teaching human dignity is fostered. It is learned the meaning of individual development inside so that it is more mature, moreover it has a personality in accordance with the goals of national education. What is meant by individual in the sentence above, individual means one and divide means split into individual which means one but consist of parts. The part is: mind or as the substance of creativity, feeling and intention, in other words the art of culture referred to above aims to foster the three individual components (the term of creating, feeling and intention this is taken from Ki Hajar Dewantara). Like other subjects; mathematics, no matter how complex or difficult it seems, is aimed at increasing human dignity, incidentally the main function is to train the mind. While the cultural art has the main task to train aesthetic feeling.

Below are the opinions of several experts, about the purpose of Cultural Art:
Adjat Sakri stated the purpose of Cultural Art are:
• Train the eyes to be able to see the shape accurately
• Train the hands to be skilled at drawing
• Train to form a clear response (picture) in the brain (Sanggar Melatih Suci 1994 ;59)

SOEDARSONO that the purpose of fine art are:
• Develop sensitivity and creativity
• Giving facilities for children to express themselves through fine art
• Completing children in forming their perfect personality so they can participate in society life (forming harmonious children).

1974:9

H.B Redfern in concepts of Modern Educational Dance:
• Imaging
• Fournishing
• Believing falsely
• Acting
• Using creative imagination (Redfern 1973: 5)

The purpose of music education according to Safrina (2003: 2) is to embed and develop the potential of a sense of beauty, express feeling and thought, as well as artistic creativity and giving musical experiences to children.

From some of the opinions above it can be concluded that the purpose of art education are:

1) Giving aesthetic experience to the children so that they are able to develop artistic sensitivity (sensitivity and potential for creativity).
2) Giving opportunity for children to express idea and fantasy in accordance with the level of development in various mediums of the Art.
3) To form a perfect personality.

LEARNING

Learning is to teach students to use educational service or learning theory and it is the main factor of the success in education. Learning is a process of two-way communication, teaching is done by the teacher as educator and learning is done by student as a member of education. Learning about art is one way of art education method. Based on the art education system, it can be seen that the orientation of learning about art is art as a study that is analyzed through various theories that are used as approaches to understand the historical side of art itself.

Theoretically understanding is expected to be able to give theoretical mastery to students of the chosen subject, as an effort to introduce and analyzing data on one of the art field that they are studied. With theoretical mastery, students will have the ability to develop their talents in the study of art. According to Djatiprambudi in the proceedings of the national seminar of art education (2011), stated the principle of "learning about art", it means art standing as the object of study, whose existence is analyzed by various theories to understand its aesthetic, historical, meaning and function in order to inspire student character development, like characters; discipline, beautiful, skilled, persistent, totality.

To support creation, an understanding of history, aesthetics, and the meaning of art is needed, so we need a method of learning about art as a theoretical principal for students to identify the art that they want to analyze. Based on the data obtained through the study of art, students will be able to appreciate all kinds of branches of art that will be analyzed. Learning about art is usually used in schools that only need art as knowledge without having to be applied, but more theoretical.

The meaning of learning according to Corey (1986: 195) is a process where a person environment is intentionally managed to enable he/she participating in certain
behaviors under special conditions or producing response to certain situation.

Teaching according to William H Burton learning is an effort to give stimulus, guidance, and encouragement for student to do learning process.

Consider the education of children as well as preparing future generations. A children heart is like a photographic plate that has no picture, ready to reflect everything that are shown to them. The natural inheritance that every soul brings to earth is almost every bad attitude that humans show as it is that what is got after they are born to earth. This shows that goodness is natural while evil is unnatural. Broad minded about the children life are not easy, but we must remember that adults often underestimate the mind capacity of a child who is actually often more willing to understand and it is capable to understand something than adults.

ANALYSIS

All people are subjected to education, because education is never separated from human life. Children receive education from their parents and when these children are adults and they have families, they will also educate their children. So as student of high school and student of university are educated by teacher and lecturer. As well as with senior high school students of Karuna Dipa Palu in teaching Cultural Art Education will be done by an educative staff who has mastering of art and culture education in accordance with Law No. 20 article 1 part 6, educative staff who is teaching must be in line with his/her science discipline , but the fact that there is art and cultural lesson delivered by educative staff who is background of education is not a cultural art education so that the process of learning art and culture looks as if it is careless. With the theoretical basis and associated with the reality, learning art and culture will not run in accordance with the purpose and the benefit of Cultural Art education.

Essentially, cultural art subject at the level of primary and secondary education are very contextual, therefore the Educatve staff of Education of Art and Culture must have a discipline of art and culture at least have a good knowledge about Cultural Art Education that lives in the context of the local area where he/she teaches. In order to this problem become worse, the local government needs to take action to solve it by working together with:

1. Various art educator associations such as the Indonesian Art Educator Teacher Association, Indonesian Art Educator Association, The Subject Teacher Assembly (MGMP).
2. Cultural arts which the Government needs to hold a Seminar and Workshop about Education will be attended by teachers who teach Cultural Art Education.
3. The government needs to cooperate with local universities to open a SENDRATASIK Program to create prospective teachers who has education background of Cultural Art.
4. And others related to Cultural Art Education.

Thus, qualified educative staff will be obtained in the field of
Cultural art education and learning process will run well according to government regulation and local need.

CONCLUSION

From the discussion that has been done, it can be taken a general conclusion that Education will advance and develop if all educative personnel have creativity. So the Cultural Art Education will develop if all teachers who teach have the education background of art and culture, at least having knowledge about the Culture of Art. Local government must be sensitive to the need of the society because Art Education can:

1. Helping the growth and development of children
2. Fostering AESTHETIC development
3. Helping to make perfect life (AY. Soeharjo, 1977)

In addition to having sensitivity to the need of the society, the regional government must act by cooperating with:

1. University which is in the Region to open a SENDRATASIK Program thus creating Educative staff who have Cultural Arts Education Background.
2. Various art educator associations such as the Indonesian Art Educator Teacher Association, Association of Indonesian Art Educator, The Subject Teacher Assembly (MGMP).
3. Cultural art which the Government needs to hold a Seminar and Workshop about Education will be attended by teachers who teach Cultural Art Education.
4. And others related to Cultural Art Education.

From the various factors that have been concluded above, it is very necessary for creative educative staff and regional government who understand the function of cultural art education. Thus the education of cultural art will definitely develop according to the need of the society.

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