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**INTERNATIONAL SEMINAR ON CONSERVATION OF CULTURAL HERITAGE
PROCEEDINGS**

Conservation of Batik as the Cultural Heritage of Humanity

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PROCEEDINGS

**International Seminar on
Conservation of Cultural
Heritage
(ISC2H)**

**Conservation of Batik as the Cultural Heritage of
Humanity**

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Art And Culture Learning Management In Elementary School
(Approach, Strategy, Methods, Models And Evaluation)

WAHIRA

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ABSTRACT

Art as a means of education in Elementary School is devoted to play, so this activity can be done in art lesson. In these activities, children's creative expression can be developed. Broadly speaking batik education in primary schools contributes to foster appreciation, creativity, cognition, and develop the ability to think. Broadly speaking, batik education in elementary school contributes to foster appreciation, creativity, cognition, and develop the ability to think. For talented students, educational arts can also form educational skills so that Thus educational arts provide the education of creative expression that can develop the sensitivity of appreciation, aesthetic and form of the whole human personality to be able to carry out the batik art in elementary school. Based on role of the teachers; they must understand the material, media, models, methods, approaches, and evaluation of learning arts in elementary school.

Teachers should be aware that not every material attracts the attention of students, not every student could pay attention to the same subject. The subjects of art and culture about how to attract the students to be creative or want to appreciate it. It is sometimes difficult to draw the students' attention. Design and learning strategy that refers to the involvement of students in the learning process is still lack of action by teachers in elementary school, it is caused by the different major of the teacher which is not an art major. Though students are happier be involved directly in learning process. In addition, the use of methods, approaches, evaluations and learning strategies that uses only lecturing strategy that has not been able to maximize student understanding. This is because the characteristics the elementary school students that still concrete mindset in learning.

Key Words: Learning Management, Method, Approach, Strategy And Model

A. Introduction

Education of cultural and skilled arts is empowered in elementary school in order to give children the skills to be independent in community based on its cultural context. Competency-based curriculum that is packaged in SBC with contextual learning approach will provide the opportunity for each region or school to take responsibility to develop and preserve art and cultural traditions or local customs in each area where the school is located. Educational skill is ready to assist the development of children in the concept of life skilled

approach that prepares the children to have the life skills that are meaningful and useful in the future.

The application of various models, strategies, methods, and approaches on learning emphasizes to provide wider learning opportunities and a conducive atmosphere to the students to acquire and develop the knowledge, attitudes and social skills that bring benefits for their life in society. This method requires the students to be more interactive so that they can find their own knowledge. In this lesson, students not only learn from a teacher but also learn

from other students as well as having the opportunity to teach other students.

Community awareness through Education of cultural arts is urgently required at this time. Considering the large number of inhabitants and cultural diversity is that must always be preserved and developed. The importance of educational arts in a multicultural society can be developed as an effective means to solve the conflict issues. Education art is used as a means to introduce culture to the students to not uproot from their cultural roots.

Batik is the result of the Indonesian culture that has a high value. Many areas in Indonesia develop batik style, patterns, motifs, and typical traditional coloring. Now days, batik is a culture and art that has become the subject and are also frequently used in all needs. This is because batik as cultural wealth of the nation which is recognized by UNESCO as Indonesian culture. Therefore, it needs a special emphasis to educational arts that introduce the cultural diversity of the nation, especially batik. Legally existence of cultural arts of education as mandated by the National Education System in 2003, in article 4, paragraph 1 stated the principles governing the organization of education that takes into account to varieties of cultural values of communities.

Skill subject is basically a subject of fun and easy to learning it is presented appropriately. Therefore, started from elementary school should be introduced about cultural arts subject and skills with the concept and the correct way. This can be done through the activities of the student learning experience with patterns, concepts, and a new model that can develop aesthetic experience, creativity, through learning to appreciate art.

B. Learning Approach

Art Education Learning is implemented either with a separated or integrated approach. Separated approach is to implement the learning of art, according to the special characteristics and the unity of each substance. The integrated approach is to implement the learning that combines the fields of art in the form of art performance, multimedia art, or collaborative art. Art Education Learning integrally includes appreciative and productive learning. Appreciative of integrated learning activities carried out by an appreciation of the work of art that is a blend of two or more fields of art, either directly or through audio-visual media, such as musical performances, dance, theater, or film. Productive learning activities carried out in an integrated manner and presenting art work involving two or more fields of the arts, for example in the form of performing arts or collaboration between the arts.

Alternative implementation of Art Education subjects as follows: Schools that have more than one teacher in art, each teacher gives art lessons according to their fields separately. The students choose one of the fields according to their interest in art. Integrated learning is conducted in cooperation between teachers in art is concerned. Schools that have only one art teacher implements learning art based on the field, but as much as possible also implement an integrated arts learning, according to his ability.

Theoretically, main subject is not given separately, but as integrative with the material of art appreciation activities, work of art, art criticism, and presentation of art. Practically, Learning is more oriented to the process of the results, so more emphasized on efforts to form and express creative idea of the quality of the

resulting composition. In Arts Education learning, attitude development has a higher position than skills, and knowledge. To support learning materials that lead to mastery of professional skills including drawing with a ruler (drawing construction) is supported with extracurricular programs, according to the talents and interests of students.

c. Learning Strategy

Development of student creativity in elementary school, teachers should use learning strategies with the principles of student-centered learning, not teacher-centered. The learning process is more focused on the students' activities who are trained to think to solve problems, explore, and discover for themselves rather than memorization activities. Students are required to be responsible on what they learn. He studies about the media (tools) and ways to find or use it for something. Students find the learning goals with the teachers and students as their own learning outcomes.

Based on the principles of learning above, it is expected that student creativity will appear if they are constantly challenged with issues that may be could be tackled by them. Challenging students with these problem tend to increase the synthesis and analytical capabilities as aprerequisite emergence of creativity. However, not all the students are able to perceive the problems experienced and what is needed to be solved, the sensitivity to the presence and awareness of the problem is the first thing that needs to be owned by a child. Teachers need to stimulate students' sensitivity and awareness through training to recognize and confront the problem. Teachers can do this simply by asking questions progressive (from easy to difficult).

In teaching and learning process, it is needed a qualified educator who is

able and expected to steer the students into an expected generation based on the goals and ideals of the nation. For this reason, the teacher is not only to deliver the material, but also need to be good at creating a good learning atmosphere, and also considering the use of appropriate methods and teaching strategies based on the material and the students condition and ability. The existence of teachers and students are two important factors on which of the two are related. Activities of student learning is strongly influenced by the teaching of teachers, because teachers in the learning process still have an important role in providing knowledge to their students. Art learning strategies and skills in elementary school can be done as follows:

1. Structuring strategy

Structuring strategy is related to the design of learning material in order to manage from the easy to difficult material, from the concrete to abstract.

2. Delivering strategy

Delivering strategy is related to teaching medias to deliver the material that has been planned.

3. management strategy

Management strategy is regarding to class management during the class

Learning art and culture in primary schools is still routine ,there is no innovation at all. It causes the generation of the nation started not know their own culture, or does not recognize their own culture. Cultural arts education and skills need to be empowered in school in order to give children the skills to be more independent in the community according to its cultural context. Cultural arts education is now beginning to be attracted by learners, therefore, teachers

need to be given additional knowledge and skills regarding teaching methods and skills of art and culture as follows;

1. Methods of achievement

This method is used to deliver related of at work. Verbal presentation through lecturing, visual presentation delivers an example of other art work as source of thought creation.

2. Methods of inquiry

inquiry is derived from the word to inquire which means participating, or involved, in asking questions, searching for information, and conduct investigations. He added that the inquiry learning aims to provide a way for students to develop the skills of intellectual (thinking skills) associated with the processes of reflective thinking. Inquiry approach used is free inquiry to be Modified (modified free inquiry approach).

This approach is a collaboration or modification of a previous inquiry of the two approaches, namely: guided inquiry approach and the approach of free inquiry. Nevertheless the problems that will be the topic for investigation is still given or be guided by reference to existing curriculum, It means that in this approach is the students cannot choose or define the problem to be investigated independently, but students who learn with this approach accepts the problem of teacher to be solved and still obtain guidance. However, guidance is given less than guided inquiry and unstructured. However, if there are students who are unable to resolve the problem, then the guidance can be given indirectly by giving examples that are relevant to the problems faced, or through discussions with students in the group.

d. Model of art learning

Creative and innovative management learning activities in the classroom become to be one of the key. Learners have a variety of characters with different learning styles such as audio, visual, kinesthetic, maybe even a combination of these three learning styles. If the teacher is not able to bring exciting learning environment, it is not impossible that delivered in the classroom learning cannot accommodate all learning styles of students. As a result of this, the message we want to convey in the learning activities will not be delivered due to the inability of teachers to understand and to adjust their teaching style with learning styles of the students. The essential thing is that the teacher should conform to the students and not the opposite. Therefore, teachers must be able to manage learning activities in a variety of models, so the atmosphere of learning will become more alive. Maybe not all the time learning activities that teachers do in the classroom is able to accommodate all learning styles of students, but at least by doing various combinations of learning model (corresponding material content), at least the teacher will be able to provide more meaningful learning for the students..

1. Related model

Corresponding model is the simplest integrated learning model because it emphasizes the explicit relationship about the concept, principle, subject, skill, task or attitudes in a field. Integrated dance learning that links to substantial art material which models in integrated arts can be modified based on the type of the main related material, The order and substantial value of each related material.

The advantages of related model

- a. The easiest model so it is easy to be planned and implemented.
- b. Internalization occurs because of the development of the core concepts continuously

Simplify the process of ideas transfer in problem solving

- c. The students are easier to get the images or view regarding to certain skill.

Disadvantages of related model

- a. Corresponding model at its core is the link between the principles, concepts and task skills or attitudes in a field of certain study. This causes SR-KT separated and seemingly not the integration even though the relationship has been designed explicitly in subject area of discipline.
- b. The focus of learning is still limited due to the efforts to integrate the ideas in a field of study may limit the effort to develop a more comprehensive relationship with other areas of study.

2. Terjala model

It is an integrated learning using a thematic approach. This model emphasizes the relationship between two or more subjects by theme. In the art of integrated learning, the model can integrate intra-field of study (art music, dance) and inter-subject areas (art, music, dance, math, science, nature of science, etc)

Strength :

- a. Through a thematic approach, integrated learning model has a high comprehensive strength.
- b. Build student motivation through the selection and development of the theme.
- c. Improving the ability of the teacher insight about a comprehensive concept

Weaknesses:

- a. Takes a long time in designing learning
- b. Skills acquired art students suboptimal
- c. Teachers need the ability to evaluate the process and products of learning to the planning and implementation of learning can be achieved optimally.

3. integrated model

The integrated model is an integrated learning that uses the theme of an overlap of the concept of skills and attitude prevailing in the curriculum of various subjects or study.

Strength:

- a. Able to build students' motivation
- b. Able to develop the attitude aspect that impacts the learning
- c. Saving the time
- d. Has a high comprehensive power

Weaknesses:

- a. Requires curriculum refers to the integration and policies supporting the learning evaluation system
- b. It takes time, effort and thought in designing integrated learning model.
- c. The integrated model is the most complex integrated learning.

e. Evaluation / scoring

The same assessment of the decision-making embodied in the value of a decision that is not negotiable. Especially for parents who do not understand the essence of value or appraisal; be easily argued, such a bad score from the teacher can be assumed as: my child is not talented, not able to draw, or draw just for gifted children. it will be more severe, if the teacher is has the same view.

Giving the scores to the children's work must look at the situation and the condition of them. Whether the score will make them proud(reinforcement), or the value will make the child become degenerate interest, even hate the activities of dance. The most expected is the value of evaluation that is able to attract the spirit of the child to continue working. However, something that

should be remembered that not always given high value will automatically be able to encourage children to continue working, it gives the wrong connotation to the perception of the child, if it is too easy to get good grades, despite the fact that their work is not good.

Evaluation techniques can be done through selection or ranking techniques which are usually used to assess of the race. Selected works are considered to meet the requirements, then made the comparison, determined the order by giving a score of each piece while the direct assessment techniques, usually associated with the class, which is the feedback of the results of the lessons that have been given. Assessment can be either letters or numbers.

To obtain a near-perfect assessment, required consideration by adding an assessment based on the work process. This assessment commonly called assessment process approach. It is important to note that the dilemma that arises in evaluating the work of art is the presence of a subjective nature. Then by adding observations to the behavior in the process of work, observing psychiatric situation, interest and typology children will get an opportunity to assess more objectively. Evaluation consists of:

1. Summative evaluation

Summative evaluation is a model evaluation that is conducted after the end of the teaching and learning activities, or often also familiar with other terms, the post-test. The pattern of this evaluation is done if we only intend to know the latest development stage of the level of knowledge or mastery learning (mastery learning) which has been achieved by the students. The basic assumption is that the result of study is the totality of learning from beginning to the end. The result of this assessment is an indicator of the level of success of the teaching and learning process. From this result, we can determine whether the program can be continued to a new or repeat the lesson should be held as necessary.

2. Formative Evaluation

Formative evaluation is a model of evaluation that is conducted during the process of teaching and learning activities. Maybe we just completed parts or certain units of whole programs or materials that must be resolved. The goal is that if we want feedback as (immediate feedback), the weaknesses of the learning process can be corrected before it is happened with further activities that may be more detrimental, both students and for teachers themselves. If errors are

allowed, it can be continually. In other words, this formative evaluation is more diagnostic for solving purposes or weakness difficulties learning (remedial teaching and learning), whereas summative reevaluation (EBTA) function is usually more informative for decision-making purposes, such as determining the value (grading), and graduation.

3. Reflective evaluation

Reflective evaluation is an evaluation model that is conducted before learning and teaching is done which is called pre-test. The main target of this reflective evaluation is to obtain preliminary information about the indicators or readiness (readiness) students and disposition (state level of mastery) material or behavior patterns of students as a basis to plan teaching and learning activities and forecasting the level of success that may be achieved after undergo a teaching and learning process, so reflective evaluation is predictable.

f. Conclusion

1. Arts education culture in elementary school is devoted to play, so these activities can be implemented in art lessons. In this activity, forms of creative

expression can be fostered the children. Broadly speaking, the role of art education in elementary school is to foster appreciation, creativity, cognition, and develop the ability to think. For talented students, arts education can also form vocational skills. Thus arts education is the education of creative expression that can develop sensitivity of appreciation, aesthetic and form of the human personality. To be able to carry out the corresponding elementary art education in its role, teachers need to understand the material, media, models, methods, approaches, and evaluation of learning art in elementary school

2. art cultural learning methods in primary school such as, structuring strategy, delivery strategy, management strategies. Model of learning in elementary school are such as related models, terjala models and integrated model. Art Education Learning implemented either with a separate or integrated approach.
3. Evaluation of the art learning more emphasis on the teaching process by measuring the various symptoms of changes, including

changes in value. Evaluation is a step that is used to measure the child's behavior during the learning process. Evaluation can be done by testing and non-testing. To obtain the data such as learning ability level, use of the evaluation techniques in combination can be conducted particularly between reflective and summative or model pre-post test design. The purpose of the use of evaluation model is to know if we want to know the level of effectiveness of the teaching-learning process is concerned. In this way, we will probably detect how far the contribution of the components involved in the teaching and learning process. Of course, this model even more is diagnostic, but more comprehensive.

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