

Implementation of the Batik Movement to Foster Creativity in Elementary School Students

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Abstract

Primary art education often lacks focus on developing students' creativity in depth and follows a more conventional approach. Ideally, primary art education needs to involve methods that facilitate students' creativity, for example through batik making activities. This study aims to 1) identify students' fluency in making batik, 2) identify students' flexibility in finding new ideas, 3) measure students' originality in creating patterns, 4) analyze students' detailing in adding details to motifs, and 5) evaluate students' imagination. This study was conducted in SD Negeri 1 Pule, involving 40 participants, including teachers as well as students in grades 4 and 5. Data was collected through interviews and questionnaires, and its validity was strengthened by triangulation. The results showed that batik activities in elementary schools enhance students' creativity in generating various ideas when creating batik motifs. Students show adaptability and try new techniques when facing challenges in the batik process. Many students succeeded in creating unique batik motifs and dared to innovate with unusual patterns. In addition, students were able to add small details and give meaning to the batik motifs they created. The findings suggest that integrating batik activities into the primary school curriculum can effectively foster creativity, increase self-confidence, and promote cultural appreciation at the same time.

Keywords: *Movement, Student Creativity, Elementary School*

Abstrak

Pendidikan seni di sekolah dasar sering kali kurang fokus dalam mengembangkan kreativitas siswa secara mendalam dan mengikuti pendekatan yang lebih konvensional. Idealnya, pendidikan seni di sekolah dasar perlu melibatkan metode yang memfasilitasi kreativitas siswa, misalnya melalui kegiatan membatik. Penelitian ini bertujuan untuk 1) mengidentifikasi kelancaran siswa dalam membatik, 2) mengidentifikasi keluwesan siswa dalam menemukan ide baru, 3) mengukur orisinalitas siswa dalam membuat pola, 4) menganalisis keterperincian siswa dalam menambahkan detail pada motif, dan 5) mengevaluasi imajinasi siswa. Penelitian ini dilakukan di SD Negeri 1 Pule, dengan melibatkan 40 partisipan, termasuk guru dan siswa kelas 4 dan 5 SD. Data dikumpulkan melalui wawancara dan kuesioner, dan validitasnya diperkuat dengan triangulasi. Hasil penelitian menunjukkan bahwa kegiatan membatik di sekolah dasar meningkatkan kreativitas siswa dalam menghasilkan berbagai ide saat membuat motif batik. Siswa menunjukkan kemampuan beradaptasi dan mencoba teknik-teknik baru ketika menghadapi tantangan dalam proses membatik. Banyak siswa yang berhasil menciptakan motif batik yang unik dan berani berinovasi dengan pola-pola yang tidak biasa. Selain itu, siswa juga mampu menambahkan detail-detail kecil dan memberi makna pada motif batik yang mereka buat. Temuan ini menunjukkan bahwa mengintegrasikan kegiatan membatik ke dalam kurikulum sekolah dasar dapat secara efektif menumbuhkan kreativitas, meningkatkan rasa percaya diri, dan mempromosikan apresiasi budaya pada saat yang bersamaan.

Kata kunci: Gerakan, Kreativitas Siswa, Sekolah Dasar



INTRODUCTION

Arts education at the primary level plays an important role in developing students' creativity early on (Purhanudin, 2019). Through art activities, students can not only express themselves, but also think critically and collaborate, all of which contribute to the development of important creative skills (Hadi, 2023). Therefore, the application of effective methods in art education is necessary to hone students' creative abilities (Wiguna & Oka, 2023). Art education at this primary level is crucial to foster students' creativity, self-expression and critical thinking skills through interesting and varied approaches.

Research by Muslihasari (2022) showed that jumputan batik is effective in fostering the creativity of students at SDN 1 Maguan. The various batik patterns that the students worked on could significantly improve their creative thinking ability and art skills. In addition, Hidayah & Khadijah (2023) found that batik activities using star fruit can stimulate children's creativity, develop their imagination, curiosity and fine motor skills. Batik training in Banjarsari Village was also successful in fostering the community's creativity and artistic skills, as well as increasing local cultural awareness and the economic value of batik products (Rahmania et al., 2022). Overall, batik activities proved instrumental in enhancing creativity through the development of imagination, motor skills, and cultural awareness, which in turn supported artistic and economic development in local communities.

However, although previous studies have shown the effectiveness of batik activities in enhancing creativity, there is a significant research gap. Existing research has not addressed the long-term impact of batik activities on specific aspects of creativity, such as originality and imagination. In particular, the influence of batik skills on the creative thinking ability of students or communities in different contexts has not been sufficiently explored. Further research is needed to examine whether the originality and flexibility gained through batik activities can help participants face new challenges, both in education and in the world of work. In addition, the influence of batik in strengthening innovative mindsets and building mental resilience in the face of creative tasks is also an opportunity for more in-depth research. Thus, it is imperative to further explore the long-term impact of batik on creativity, particularly in terms of the application of creative skills in various aspects of learners' lives.

Although batik activities have been shown to be effective in enhancing creativity, existing research gaps suggest that the long-term impact and specific aspects of creativity, such as originality and imagination, remain largely unexplored. Furthermore, although art education at the primary level has great potential to develop creativity, many schools still rely on conventional approaches that emphasize the end result rather than the creative process itself (Siringoringo, 2023). This approach often does not provide space for students to explore and develop their creativity more deeply. Methods that allow freer and more creative exploration have greater potential in honing students' creative skills (Bali & Zahroh, 2023). Therefore, there is a need for a change in the approach to basic art education, to focus more on developing the creative process, not just the final product.

METHOD

This research uses the Qualitative Descriptive (QD) method, which focuses on an inductive flow to describe events or processes and draw generalizations from these phenomena (Yuliani, 2018). Data were collected through three main techniques: in-depth interviews, questionnaires, and observation. Semi-structured interviews were conducted with teachers and students to explore information related to students' creativity in batik making, focusing on aspects such as fluency of ideas, flexibility of techniques, originality of motifs, elaboration of details, and use of imagination. Additionally, questionnaires were used to collect quantitative data on the long-term impact of batik on students' creativity,

specifically the application of creative skills in various contexts of their lives, using a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

To ensure the accuracy of the data collected from the questionnaires, several steps were implemented. First, the questionnaire was validated through pilot testing with a small group of students to ensure the clarity and understanding of the questions. Expert validation in the field of art education was also conducted. The reliability of the Likert scale was assessed using Cronbach's Alpha coefficient, with values greater than 0.7 indicating good consistency. Source triangulation was carried out by comparing the results from interviews, observations, and questionnaires to increase the validity of the data and identify any inconsistencies.

Qualitative data collected through interviews and observations will be analyzed using thematic analysis. The process begins with initial coding to identify relevant units of data, such as when students describe how they develop unique batik motifs. These data will then be grouped into themes such as "Flexibility" and "Originality." For example, if students describe how they experiment with different techniques, this would be coded under "Flexibility." The final step will involve drawing conclusions based on the relationships between themes. This analysis will illustrate how aspects like Imagination and Elaboration contribute to students' creativity in batik making.

The quantitative data from the questionnaire will be analyzed through several steps. First, the Likert scale responses will be converted into numerical scores (1-5) and averaged. The average scores for each question will indicate the level of influence of batik activities on students' creativity in various aspects. Descriptive statistics, such as mean, median, and mode, will be used to describe the distribution of answers. For example, if most students give high scores on questions related to imagination, it would suggest that batik plays a significant role in the development of their imagination. Additionally, correlation and regression analyses will be used to assess the relationship between variables such as the effect of batik techniques on creativity. This will help determine whether there is a significant relationship between batik skills and the broader development of students' creativity.

The data for this research were obtained from 35 students in grades IV, V, and VI at SD Negeri 1 Pule, all of whom had participated in batik activities for two years. The study was conducted over four weeks, with the primary focus on examining the impact of the duration of batik activities on the creativity of the students.

Table. 1 Creativity Indicator

Aspects	Indicator
Fluency	<ul style="list-style-type: none"> • Ability to generate many ideas or variations of images for batik patterns. • Ability to come up with new ideas continuously when making batik motifs. • Ability to develop various shapes or variations in batik patterns.
Flexibility	<ul style="list-style-type: none"> • Ability to try different ways or techniques in batik making. • Ability to adapt and try new ways when facing difficulties. • Flexibility in changing designs when new ideas arise.
Originality	<ul style="list-style-type: none"> • Ability to create different and unique batik motifs. • The courage to create batik patterns that are unusual and different from others. • Tendency to add new elements or original images
Elaboration	<ul style="list-style-type: none"> • Ability to add small details or decorations to batik patterns. • Ability to explain the process steps clearly.

	<ul style="list-style-type: none"> Ability to give reasons or meanings behind the batik motifs created.
Imagination	<ul style="list-style-type: none"> Ability to imagine the shape or pattern of batik before drawing. The ability to transform everyday objects into inspiration for unique batik patterns. The tendency to imagine stories or special meanings behind batik motifs.

RESULTS AND DISCUSSION

The results showed that the implementation of the batik movement in elementary schools proved effective in fostering students' creativity in various aspects, namely fluency, flexibility, originality, detail, and imagination. Through questionnaire data, it was found that 34.3% of students have fluency in thinking, namely the ability to generate various ideas when making batik motifs; 47.6% of students have flexibility in trying new techniques or methods; 46.7% show originality by creating unique and different motifs; 44.8% show detail in paying attention to motif details; and 37.1% have a strong imagination, such as the ability to imagine batik patterns before drawing them.

Table 2. Students who have an attitude of creativity

No	Aspects	Of Creativity Often (%)	Sometimes (%)	Rarely (%)
1	Fluency	34,3	35,2	30,5
2	Flexibility	47,6	26,7	25,7
3	Originality	46,7	27,6	25,7
4	Elaboration	44,8	25,7	29,5
5	Imagination	37,1	34,3	28,6

This research shows that batik activities are effective in developing students' overall creativity in the art of batik. This activity not only trains technical skills, but also stimulates students' creativity in solving problems and innovating new patterns. Batik activities provide freedom for students to express their imagination, thus encouraging their self-confidence (Fatmala & Hartanti. 2020). Art activities strengthen individuals' emotional ties to the homeland, encourage responsibility, and shape the national identity of the younger generation (Anbiya et al. 2024). Involvement in batik art not only improves students' creative abilities but also forms an appreciative attitude towards cultural heritage, which they are expected to maintain and develop in the future.

The results of the analysis of the Fluency aspect show students' ability to generate ideas and variations of motifs when making batik. A total of 34.3% of students easily generated creative ideas, 35.2% sometimes, and 30.5% had difficulty. Most students are quite fluent in finding ideas, but the consistency of their creativity still needs to be improved. According to Margaritiviera et al. (2024), art activities, such as batik, are proven to be effective in stimulating children's creativity by encouraging fluency of thought, flexibility of ideas, and development of unique and original batik patterns."

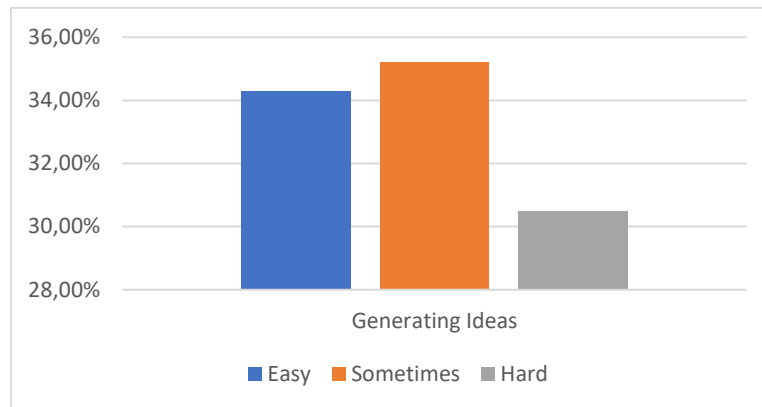


Figure 1. Fluency aspect

Although students are quite fluent in finding ideas, improvement in the consistency of their creativity is still needed. According to Ms. Ayu, students showed an increase in fluency of ideas by creating new patterns spontaneously, so they are getting used to expressing unique patterns without difficulty. Further efforts need to be made to encourage students to generate creative ideas more regularly and diversely in batik activities. This batik activity is an effective medium to train students to think creatively and innovatively. In line with the opinion of Margaritiviera et al, (2024) said that batik activities have proven effective in stimulating children's creativity by encouraging fluency of thinking, flexibility of ideas, and development of unique and original batik patterns. Batik activities allow students to develop fluency of ideas and creativity through the exploration of unique motifs and the free use of colors (Marisa. 2020). In addition, teacher and environmental support will help students feel more confident in exploring new ideas when making batik.

The results of the analysis of the Flexibility aspect show the ability of students to try various techniques and adapt when making batik. Sebanyak 47,6% siswa dapat beradaptasi dengan mudah, 26,7% kadang-kadang, dan 25,7% mengalami kesulitan. Hal ini menunjukkan pentingnya latihan lebih lanjut untuk meningkatkan adaptasi kreatif dalam setiap situasi. Kegiatan batik memberikan kebebasan bagi siswa untuk mengekspresikan imajinasi mereka, sehingga meningkatkan rasa percaya diri dan kemampuan mereka dalam menyelesaikan masalah kreatif (Fatmala & Hartanti, 2020).

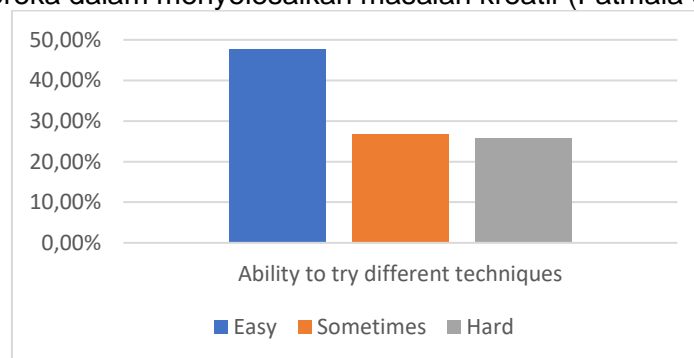


Figure 2. Flexibility Aspect

Pak Dedi assessed that students' flexibility is developing, because they are free to try new techniques and adapt in choosing motifs and colors when facing batik challenges. Diverse batik exercises give students the opportunity to channel ideas freely, increase flexibility and creativity in facing challenges (Fatmala & Hartanti. 2020). Support from teachers in providing a variety of techniques will also enrich students' adaptation skills. In addition, a supportive environment will make students more confident in trying new ways of making batik.

The results of the analysis of the Originality aspect show the ability of students to create unique and different batik motifs. A total of 46.7% of students often produce original motifs, 27.6% sometimes, and 25.7% rarely create new motifs. Most students show a positive tendency to create different and original patterns. This shows the importance of encouraging the exploration of creativity so that students are more willing to express their unique ideas. Art activities, such as batik, not only strengthen individuals' emotional ties to their homeland but also encourage a sense of responsibility and the shaping of national identity in the younger generation" (Anbiya et al., 2024).

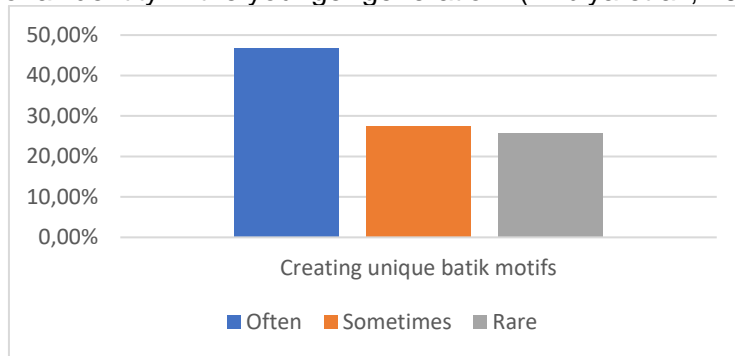


Figure 3. Aspect of Originality

To foster originality, students need to be given the freedom to experiment with new ideas in batik making. According to Mr. Andi, students show authenticity by daring to create new unique motifs, supported by free experimentation that encourages them to express original ideas without hesitation. Diverse exercises can encourage them to find truly unique elements. In addition, the teacher's appreciation of the students' original work will boost their confidence. A supportive environment will further encourage students to create new motifs that are more daring and creative

The results of the Elaboration aspect analysis show the ability of students to add details and give meaning to the batik motifs they make. A total of 44.8% of students often add details or give explanations of the meaning of the motif, 25.7% sometimes, and 29.5% rarely do this. The majority of students seem able to pay attention to details and understand the importance of elaboration in their batik motifs. This result indicates that directed practice can further improve students' attention to detail and the meaning of their work. Imagination plays an important role in developing creativity, especially in art activities such as batik, where students are encouraged to imagine unique patterns and the meaning behind them before creating the design (Runco, 2021). This can be seen in the research results where 37.1% of students often imagine the shape or story behind their batik motifs.

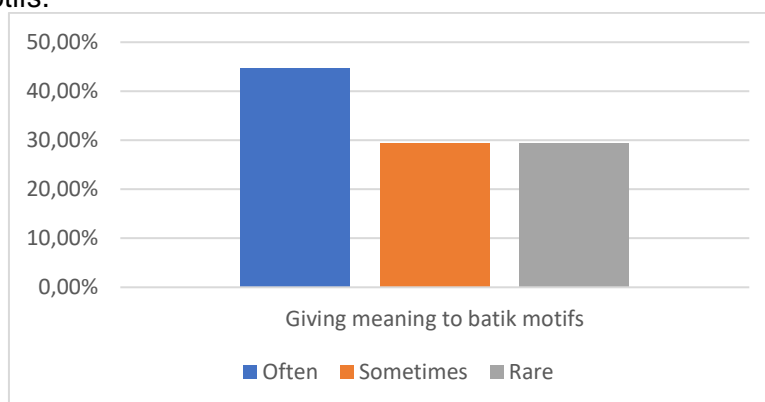


Figure 4. Attitude of Detail

To develop detailing, students need to be trained to add small elements to batik motifs in a directed manner. Ms. Maya notes that many students like to add small details

and meanings, so she encourages them to explore the meaning and develop the motifs into richer additional elements. The direction from the teacher will help them pay attention to every detail more carefully. In addition, students also need to be encouraged to explore the meaning behind each motif they create. A supportive environment will make students more confident in expressing their detailed ideas with depth.

The results of the analysis of the Imagination aspect show the ability of students to imagine the shape and meaning of batik motifs before drawing. As many as 37.1% of students often imagine the shape or story behind batik motifs, 34.3% sometimes, and 28.6% rarely do so. Most students show good imagination in creating unique and meaningful batik patterns. These results indicate the need for further encouragement so that students are more willing to explore imagination in their batik works. Torrance's creativity theory emphasizes that fluency, flexibility, and originality are crucial in developing creative potential, particularly in the arts where students should be allowed to explore various techniques and ideas freely" (Torrance, 2020).

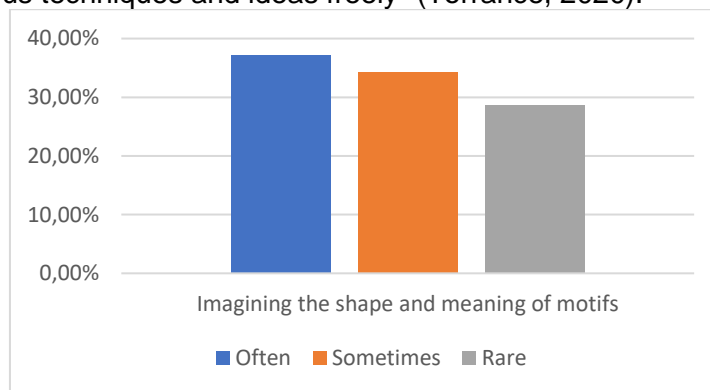


Figure 5. Attitude of Imagination

To foster students' imagination, it is important to give them the freedom to explore new ideas when making batik. According to Ms. Rina, batik activities encourage students' imagination, making them imagine certain motifs and meanings that make the designs more meaningful and personal. Teachers can help by providing inspiration from everyday objects as reference motifs. The practice of drawing from imagination will enhance students' creativity and build their confidence. An environment that supports imagination will also make students more courageous in exploring the meanings and stories in their batik motifs. Batik activities allow students to develop fluency of ideas and creativity through the exploration of unique motifs and the free use of colors, which enrich their artistic expressions" (Marisa, 2020).

CONCLUSION

The conclusion from the results of this study shows that the implementation of the batik movement in elementary schools is effective in developing students' creativity in various aspects, including fluency, flexibility, originality, detail, and imagination. Questionnaire data indicated that 34.3% of students demonstrated fluency in thinking, 47.6% showed flexibility, 46.7% exhibited originality, 44.8% paid attention to detail, and 37.1% displayed strong imagination. The study also showed that batik activities not only improved students' technical skills but also strengthened their self-confidence and ability to face creative challenges independently.

Additionally, support from teachers and the environment played a significant role in encouraging students to explore batik motifs and express their imagination freely. The application of diverse exercises and appreciation of students' original works are crucial factors that enhance their creativity, adaptability, and ability to add meaning to each batik element they create. Thus, the batik movement in elementary schools proves to be an

effective means of fostering creativity while instilling an appreciation for cultural heritage from an early age.

Teachers are encouraged to integrate batik activities into their lesson plans to foster creativity and cultural appreciation. Educational policymakers should promote art education programs that emphasize local cultural arts, such as batik, as part of the curriculum development process. Schools are encouraged to offer more workshops and resources related to traditional arts to enhance students' creativity and cultural understanding.

However, the sample size was relatively small, and the study was conducted in a limited geographic area, which may affect the generalizability of the results. Future research could involve a larger and more diverse sample to better understand the impact of batik activities across different contexts and include a longitudinal approach to assess the sustainability of creativity development over time.

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