

THE LEARNING OF “MURAL MOTIVE BATIK” TO THE STUDENTS OF CLASS XI MIPA 5 IN SMA NEGERI 1 JATISRONO IN ACADEMIC YEAR OF 2016/2017

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Abstract: The purpose of this research were to describe: (1) The learning process of “mural motive batik” to the students of class XI MIPA 5 in SMA Negeri 1 Jatisrono, observed by the learning component. (2) The result of the students’ work in the learning of “mural motive batik” was observed by based on the design principle and the elements of art.

The design of this research was qualitative descriptive by using case study strategy. The source of the data which is used: informant, place and event, document and archive. The technique of sampling which is used was by purposive sampling. The technique of collecting data which is used: interview, observation, and documentation. The data validity which is used was by the triangulation of source and review of informant. The data analysis which is used was by flow-model analysis.

The result of this research showed that: (1) The learning process of “mural motive batik” included seven components, the purpose of study has completed the three aspects of developing of the students’ ability, scientific approach strategy. The lesson was batik and the application of batik in the some media. The methods which are used were by talk method, demonstration method, question and answer method, recitation method, drill method, and discussion method. The media which are used were by LCD, power point, whiteboard, marker, and the examples of work. The evaluation of this research were written test, practice test, and piece of attitude. Teacher was as facilitator and evaluator in the learning process. (2) The work of students in the practice of mural motive batik viewed from the elements and the design principles as a whole is good. The elements are: a) Line, b) Field, c) Color, d) Texture, e) Space and volume. The design principles include: a) Unity, b) Balance, d. Rhythm, d) Proportion, e) Domination, f) Variation.

Keywords: learning process, mural motive batik

INTRODUCTION

Education that took place in SMA Negeri 1 Jatisrono there are subjects of cultural and arts education. Cultural arts subjects are learning activities that display aesthetic, artistic, and creative artwork rooted in the nation's norms, values, behavior, and cultural art products. Cultural arts subjects in SMA Negeri 1 Jatisrono aims to develop the sensitivity of aesthetic and artistic sense, critical, appreciative, and creative attitude to learners. In addition, art education in schools aims to create a sense of beauty and the ability to cultivate appreciate art. So through the art, the ability of creativity, taste and intention of learners in the process and developed. Education art and culture in SMA

Negeri 1 Jatisrono not only intended to form learners become artists or artists but more focused on the attitude and behavior of creative, ethical and aesthetic.

The education of art and culture gives space to develop the optimal intelligence of learners. The subjects of art and culture taught in SMA Negeri 1 Jatisrono one of them is art education. Art education is an education that develops drawing skills, instills local cultural awareness, develops artistic appreciation capabilities, provides opportunities for self-actualization, develops mastery of art disciplines, and promotes multicultural ideas, Sinduhunata (2000: 200). Art education is given in SMA Negeri 1 Jatisrono because of the uniqueness, meaningfulness, and usefulness of the developmental needs of learners, which lies in the giving of aesthetic experience in the form of expression / creativity and appreciation. There are two kinds of visual art, namely pure art and applied art. Pure art functioned as a medium of expression, the delivery of ideas, ideas, spiritual experiences as well as criticism of events around the example is the art of painting, sculpture, installation art, and graphic art is part of pure art. One of the pure art learning materials is mural painting.

Mural painting is one of the two-dimensional works of art. Art mural is a work of art done by way or painting and usually applied using wall media or on the ceiling surface or on the surface of a permanent nature. Mural painting is one of the works of art to devote all contemplation and mental anxiety through painting media by considering a particular impression based on the artistic and aesthetic value in order to get its own inner satisfaction. Technically mural painting can be said as an art that smear coloring in painting media to produce a sensation or a particular impression by composing the elements of art. So that the resulting artworks mural more diverse, both seen from the concept, technique, and media.

Mural learning is a learning that uses wall media walls that serve as a media expression of learners. Mural learning in SMA Negeri 1 Jatisrono become a means of sharpening the soul of art and a means for creativity development of learners. Mural learning becomes one of the alternatives that can be used as a learning solution in SMA Negeri 1 Jatisrono. Through learning mural learners easier to find ideas and inspiration that is widespread because of the art of mural there are many images, images and messages that appear in the form of images. Such learning certainly provides creative creativity of learners to have knowledge in drawing. Art mural has thousands of meanings, many messages are delivered through the mural by imaging the surrounding conditions so as to facilitate students in seeking inspiration and develop it into a beautiful work of art.

The learning of mural art is taught in SMA Negeri 1 Jatisrono. The purpose of learning mural art in SMA Negeri 1 Jatisrono to train the creativity of learners, and introduce innovative media in art work in school. There are many positive values in the application of mural art practices in schools such as being able to motivate students to create art and introduce things new to them. Another positive side for schools is to add aesthetic look in the school sphere. Cultural arts subjects are allocated two hours of lesson time. In SMA Negeri 1 Jatisrono uses the 2013 curriculum which mandates the essence of scientific approach in learning. The scientific approach in such learning

involves observing, asking, trying, processing, presenting, summarizing, and creating. In class XI MIPA 5 learn about batik, make design of contemporary batik motif, and paint contemporary batik motif. In order that the material presented can be well understood then the learning process is important.

Mural material batik motif given in SMA Negeri 1 Jatisrono because: 1) The uniqueness of batik mural learning lies in the alternative and creative media that have been provided schools, media used in batik mural material in SMA Negeri 1 Jatisrono in the form of wall, 2) the meaning of learning mural batik is on the theme taught by the teacher to the students, 3) The usefulness of learning batik murals, that is to support school adiwiyata program. In accordance with the purpose of education SMA Negeri 1 Jatisrono has a vision that is "Virtuous noble character, berkopetensi excel in achievement at a beautiful school". So SMA Negeri 1 Jatisrono is expected to be an example of adiwiyata school that creates good conditions for the school, a place for learning and awaken the school's residents of the importance of culture, so that in the future school people can take responsibility in sustainable development and hopefully learners can develop his knowledge of batik motif mural on art and culture subjects in SMA Negeri 1 Jatisrono.

Based on the background of the above problems, the authors are interested to conduct research on learning batik motif mural in class XI MIPA 5 in SMA Negeri 1 Jatisrono academic year 2016/2017 students are expected to explore the creative ideas they have that poured in batik mural material. So that can be formulated research title as follows: "LEARNING MURAL MOTIVES BATIK IN STUDENTS CLASS XI MIPA 5 IN SMA NEGERI 1 JATISRONO TEAH AJARAN 2016/2017".

RESEARCH METHODS

This research is descriptive qualitative research. descriptive qualitative research because this research focuses the detailed and in-depth description of the learning process of batik motif mural in class XI MIPA 5 according to field study along with description of visualization analysis of students' work in batik mural lesson.

The main sources of data in qualitative research are words and actions, the rest are additional data such as documents etc. "Based on the description then the data to obtain data required source data as follows: 1) Informants, 2) Places and Events, 3) Archives and Documents The first data source is the research informant, the research informant is the subject who understands the information of research activities and also the parties who understand the object of research. The informant is the head of administrative division Mrs. Dwi Sartini to get data about the existing room and facilities The next informant is Mr. Eko Purnomo as an art and culture teacher to get data about the learning process from preparation, to the application of methods, media to evaluation of the students of class XI MIPA 5 to obtain data about the implementation of learning conducted by the teacher Place and occurrence in This research is SMA Negeri 1 Jatisrono, be rada at Jalan Raya Wonogiri Ponorogo, Watangsono, Jatisrono Sub-district, Wonogiri Regency, Central Java Province. In that place the learning process batik mural implemented. Events in this study include. For students of class X1 MIPA 5

in SMA Negeri 1 Jatisrono. In addition to informants, the place and event of the three data sources are documents and archives. Archives are data that are formal records of either a collection of organizational boards, syllabuses, modules, or lesson plans (RPPs) which consist of a list of materials, models, media, methods. Documents required in this study photo of the work of learning and photo visualisai the work of students.

Qualitative research tends to use snippet techniques known as purposive sampling, with the tendency of researchers to obtain informants who are considered to know the information and problems in depth and can be trusted to become a steady source of data. Because to obtain information on this research is clear and can be determined who informants who know the information in depth. The sampling technique is also used for the analysis of students' work.

Source of data in qualitative research consists of various types, can be human, event and place or location, object, and documentation or archive Data collection techniques used in qualitative research are as follows: 1) Interview, 2) Observation (Observation), 3) Documentation. Researchers use a reference instrument interview. The types of interviews used in this study are structured interviews and unstructured interviews called in-depth interviewing. In this type of structured interview, the problem is determined by the researcher and the respondent is expected to respond in the form of information in accordance with the framework and the definition of the problem. Data taken through structured interviews is an interview with a number of students in connection with the implementation of batik mural learning conducted by the teacher. In-depth or unstructured interviews were conducted with art teachers, Mr. Eko Purnomo, in relation to the learning process which includes planning, materials, methods, media and evaluation forms used in the learning process of batik mural. The second data collection technique is observation, observation is used to extract data from data source in the form of event, place or location, and object (work), as well as picture recording. According Suharsimi Arikunto (2006: 156), "Observation or observation that includes concentration activities attention to an object by using all the senses. Observation technique conducted in this research is direct observation at research place that is in SMA N 1 Jatisrono. Researchers observe, understand, and record everything related to the object of research that includes various events and events that occur. The third data collection technique is documentation analysis. Document to be used in this research is through teacher archive in the form of RPP, assessment sheet. The next document in the form of photographs of batik mural learning process on students and students' work.

Techniques of data validity test in qualitative research there are several ways that can dipilh for the development of validity (validity) of research data. These methods include triangulation techniques and informant reviews

1. Triangulation of data sources

This triangulation is a technique based on phenomenological mindset that is multiperspective. triangulation with data sources can be achieved by five ways: a) Comparing observational data with interview data, b) Comparing what people say in public with what is said personally, c) Comparing what people say about the research

situation with what is said all the time, d) Compare a person's perspective situation with opinions from people's views such as ordinary people, middle or high educated people, resident, governmental people, e) Compare the results of interviews with the contents of an organization of related documents.

Based on the above explanation then to obtain valid data, required the comparison of some data obtained in the form of documents and archives. Further tested again through interviews with relevant informants. This is done by obtaining a match of data between the archived documents obtained with the informant, so that the conclusion is getting clearer with the facts in the field.

1. Review informan

This method is also an effort to develop the validity of research that is often used by qualitative researchers. At the ready time the data is complete enough and try to compile the data presentation although it may still be intact and not, then the report units that have been compiled need to dikomukasikan, informant informant main subject informant.

Data analysis techniques in qualitative research consists of three main components of data reduction, data presentation, and drawing conclusions and verifikasinya, Data analysis techniques to be used in this study is to use the flow analysis model. The analysis process with the three components of the analysis are intertwined and carried out continuously in the process of implementing data collection. The three components are still actively linked in the fabric and still remain done when the data collection is over, and continued until the time of writing the research report ends, Sutopo (2002: 94). So that the data analysis in this research is done with intertwining of data reduction process, data presentation and withdrawal of verification conclusion until the time of writing process of research report ends

Data collection

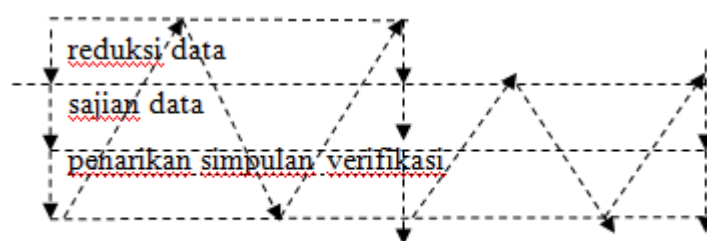


Chart 3.1 Flow or Flow Analysis Model

(Source: Miles & Huberman in Sutopo, 2002: 95)

The research procedure is a description of a series of steps that are used in a planned and systematic way to get problem solving. Description of the research phase in the field in detail as follows: 1) Preparation, 2) Data collection, 3) Analysis of Data Processing, 4) Presentation of conclusions / results. Research preparation includes: Submission of title, preparation of research proposal, preparing research instrument, taking care of licensing. The second procedure is the collection of research data, data

collection used through interviews, archives and documents and direct observation. Then do the discussion of data that has been collected. After that grouping data in accordance with each data group. The third research procedure is data processing analysis activities include: Selecting and determining the appropriate data analysis techniques to be used in research and matching with the findings in the field, verifying and discussing with the supervisor, making final conclusions as the findings that have been done. The last research procedure is the presentation of conclusions / results including: Preparation of reports, make revisions / reports in accordance with the results that have been discussed and the preparation of reports.

RESEARCH RESULT AND DISCUSSION

1. Description of Learning Process of Batik Motif Mural

The number of students in class XI MIPA 5 there are 30 students. Consisting of 24 female students and 6 male students. Learning activities involve some interaction between the learners and the learning environment. The characteristics of learning are related to some of the components in the learning itself, where in the learning there will be components as follows objectives, materials, strategies / methods, media, evaluation, students, and teachers. Components that exist in interaction learning activities that are interconnected actively and influence each other.

Learning batik mural using the 2013 curriculum that emphasizes the scientific approach in learning that includes observing, asking, gathering information, associate and communicate results. The purpose of learning batik mural is that students have experience about art. Batik material is included in the syllabus art and cultural subjects. The Learning Implementation Plan (RPP) is created by teachers at the beginning of the lesson to plan the lesson to be systematic and targeted. Learning batik mural there are two that is learning theory and practice learning. Teaching theory such as the delivery of materials, presentations and daily reactions. Practical learning such as making sketches of individual batik motifs, coloring sketches and batik motifs mural in groups. Learning is divided into six meetings. The first meeting of introductory delivery and theory. The second meeting of the students formed the group and made the power point material to be presented. The third meeting of daily test to know the extent of student knowledge about the theory of learning that has been delivered. The fourth meeting of the assignment to make contemporary batik design in accordance with the creativity of each student. Meeting the fifth application of contemporary batik motif design to the wall media. The sixth meeting of the coloring process. The seventh meeting of the finishing and assessment process.

The process of theory learning takes place in the classroom and the process of learning practice of batik motif mural takes place outside the classroom. The learning of batik motif mural takes place in class XI IPA 5. The learning of batik motif mural has a time allocation of 2 hours per week, the implementation of batik motive mural learning in class XI IPA 5 that is Tuesday, starting at 07.00-09.00 WIB. The learning of batik motif mural is taught by Mr. Eko Purnomo, S.Pd.

DISCUSSION

The learning of batik motif mural in the class of MIPA 5 is more emphasized on the theory and practice because it aims to have students knowledge and skills well. The learning result of batik motif that is going to be achieved is in accordance with Benjamin Bloom's opinion that the learning objective should be able to develop 3 aspects of ability in the learner that is cognitive aspect, psychomotor aspect, and affective aspect. Cognitive aspect in the form of student's knowledge in batik insight, psychomotor aspect in the form of student's skill in drawing batik motif in paper and wall, and affective aspect in the form of honesty, discipline, and student responsibility in batik mural process.

Batik mural learning materials include batik understanding, history of batik development, tools and materials and application of batik motif design. The learning of batik motifs mural is grouped into 2 ie theory learning and practice learning. Theoretical learning includes the delivery of materials, presentations and written tests. Practical learning involves the practice of designing individual batik motifs and group mural practices. Submission of batik theory delivered by the teacher with the allocation of 2 meetings, the first meeting of teachers convey the point of material to be discussed is batik. The second meeting of material delivery by forming a presentation group. The purpose of the teacher allows students to form a presentation so that students can learn independently and are expected to understand the material students. The third meeting is a written test, after the written test is completed because the remaining 30 minutes the teacher demonstrates the techniques to make batik design motifs and membahas the application of design batik motif. The fourth meeting is the practice of designing contemporary batik motifs individually. The fifth meeting is the application of batik motif design on the wall stage sketch. The sixth meeting continued the mural practice of batik motif coloring stage. The seventh meeting is the finishing and assessment phase. In order for learning outcomes in accordance with the expected approach strategy is required. The approach used by teachers in the process of learning batik motif mural is a scientific approach that includes observing, asking, trying / collecting data, reasoning / associating and communicating. Observation activities conducted by teachers in the third meeting by demonstrating techniques to design batik motifs, students make observations on parts of batik motif. Activity begins by asking the teacher first to ask students about differences in the application of batik dimedia. Trying activity is students doing practice experiments to make batik design motifs with modeling stages from the teacher based on observations about the material that has been previously submitted. Activity associate by discussing batik material in front of class, teacher try to invite student express opinion about student understanding about batik with material which have been submitted. Communicate by creating batik design in accordance with the creativity of each learner. To achieve teacher learning outcomes using several methods in the learning process which includes lecture method, demonstration method, question and answer method, assignment method (Risitasi), drill method and discussion method. Lecture method used by teacher in giving material about batik material and used by

teacher in giving motivation to learners. The demonstration method used by teacher in giving examples how to draw the design of batik motif is good and correct. Question and answer method used by teacher to know how far learners understanding about material submitted by teacher. The method of giving tasks used by teachers so that learners can follow up the material obtained at school with home exercise. Drill methods used by teachers to train students to be skilled in designing batik motifs dimedia paper and wall dimedia. Discussion methods are used by teachers when evaluating students' work, aiming to enthusiastic learners in observing and responding to the work discussed. From several methods used by the teacher the method of demonstration is the most preferred method of the students, seen from the observations of researchers when teachers use the method of demonstration most pesrta silent students and pay attention to the teacher when demonstrating drawing dipapan tulis. The results of interviews with learners say that they like the demonstration methods given by teachers because the teacher directly provides an example that is easy to practice the students. In addition to the method of demonstration, a very dominant method is the provision of tasks and drills because the method makes students active in batik design in various media.

The media teachers use are whiteboards, erasers and markers for the delivery of materials, modeling images and demonstrating how to draw so they can assist in the delivery of materials. But terkadang still less with the media because the media is the material thoroughly time-consuming. Media powerpoint used by learners during the presentation, the goal of the teacher invited the students to form a presentation group is that students are independent, able to express opinions add to the student experience.

The determination of teacher's learning evaluation refers to the purpose of learning, which covers three aspects of cognitive, psychomotor and affective aspects. The cognitive aspect based on an understanding of batik material is assessed by written test. Psychomotor aspects based on students' ability in designing batik and batik murals on the wall. Assessment techniques are taken from the work in the form of individual practice tasks and group practice tasks. The affective aspects of students' attitudes during learning are assessed by observation sheet of learners' attitudes. Evaluation is done by the teacher during the learning process (formative evaluation) and the end of learning (sumative evaluation). Formative evaluation done by teachers by correcting the tasks that have been collected students. Teachers evaluate students' work by providing a measurement of the work of each learner to know the strengths and shortcomings of the students. Sumantive evaluation is done by giving the teacher a written test. About the written test in the form of description covering batik material.

Teacher is one of the determinants of the success of learning. In the process of learning batik murals this learning takes place effectively and efficiently. During the learning process the teacher gives explanations and also provides guidance to the students. From the observation of teachers have the character of discipline and humor because of each meeting during the learning of teachers never terlarabat enter the classroom and teachers always provide motivation to students. Teachers are also competent in the field of material taught, visible from the provision of materials that

provide formulation and management of classes ranging from methods, strategies, approaches and good evaluation during the learning process.

Each student with different backgrounds and abilities has different learning styles. Some students who have good skills tend to be quiet and pay attention to teacher explanations, and rarely move around or busy talking with friends. During the observation, most students chose the same seat and some chose seating in groups and some chose seats by themselves. Most of the students who are given direct guidance from the teachers feel happy because then they become more understanding and passionate. Students are also disciplined and timely in the classroom. The cleanliness of the class and the cleanliness of the environment is well preserved. From these observations through the learning process that took place the students have been able to develop his ability.

CONCLUDE

Based on the results and discussion about the implementation of batik learning in class XI MIPA 5 SMA Negeri 1 Jatisrono academic year 2016/2017 can be concluded that the purpose of learning process of batik motif mural covers seven components, learning objectives have met the three aspects of the development of the ability of learners, teachers refer to the curriculum 2013 by using a learning strategy using a Scientific approach that includes observing, asking, trying, and associating. Material in the form of batik theory and the focus of practice on murals ranging from the delivery of theory, designs of individual batik motifs and sketches of batik motifs to wall coloring batik motifs on the wall. The method used varies including lecture method, demonstration method, question and answer method, assignment method (recitation), drill method, and interrelated discussion method in achieving the goal. Media used in the form of LCD, power point and whiteboard. Evaluation of learning refers to the learning objectives that include three aspects of assessment with the techniques of assessment of written tests, the work in the form of practical tasks, and observation sheet of learners attitude. Teachers have played both as facilitators, classroom organizers, and evaluators in the learning process. Most students can batik medesain well. Analysis of the work of students in batik mural in review of the elements and principles of design as a whole is good from techniques and finishing. Most of the work of batik mural themed batik contemporary flora motif.

IMPLICATIONS

Based on the results of research can be obtained implications of Learning Process of Mural Batik in Class XI MIPA 5 SMA Negeri 1 Jatisrono Academic Year 2016/2017 as follows;

The theoretical implications of the results of this study, among others, can increase knowledge about the process of learning batik mural as stock of student skills, especially in High School. The practical implications of the results of this study can be used as an alternative teacher on the implementation of batik mural learning process at high school which includes several learning components include; learning materials,

learning strategies, learning methods, evaluation of learning, teachers and students. It also can be a reference of teachers in developing students' work in learning batik mural.

SUGGESTION

Based on the results of the research obtained, the suggestions that can be given are as follows; 1) For students, students should be more diligent in practicing batik design and should the spirit of learning plus more in the practice of batik mural for the results obtained more satisfactory. 2) For teachers, it is necessary to give individual assignment in mural practice, so that learners more independently do the task of batik mural in school. 3) Schools should be provided for a wider wall and more attention to mural learning, so that the learning process can be more effective and with the expansion of places for mural learning can beautify the school.

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