



Creativity Analysis of Elementary School Students in Batik Arts Education

Lila Kurnia Puryati ¹✉, Radiansyah Hadi Chandra ²
¹ PGSD Universitas Muria Kudus, Indonesia., ² UPT SD Negeri 066653, Medan
✉ 202133120@std.umk.ac.id

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Abstract

Education at the elementary school level significantly affects the development of students' character, including their imagination and creativity. Fine arts can be used as a way to bridge this. This study aims to develop children's creativity through batik fine arts education. Many fine art activities can be done in elementary school, ranging from drawing to painting to batik. Batik can be one of the media to develop creativity in elementary school students. The results of this study state that batik can be done in various ways as needed; elementary school students can use the high print technique, which is quite simple and easy to do. High-print batik produces simple and limited motifs according to the tools used. However, it does not rule out the possibility of students' creativity, even though using straightforward tools can produce extraordinary motifs. This research was conducted by collecting data from several previous journals and then analyzing and developing the data. The subjects of this research are elementary school students. Fine arts learning requires direct practice so students can apply the material taught before.

Keywords: batik, fine arts, creativity of elementary school children

INTRODUCTION

Education is essential for the development of children. Various media can support this development. At the age of elementary school children, practical press is needed to support learning activities. Child development can also be through batik.

Art education is the process of socializing all aspects of individual development, including design principles, arrangement of elements, and media processing according to the expression of ideas and feelings (Gusliati, 2019; Lita & Assegaf, 2018). Imaginative observations can be created using fine art media. Words and feelings that students are experiencing

intensely affect their imagination. Creativity is the ability to overcome problems and discover new things (Sunarto, 2018). Students can develop and learn new things through creativity. Enabling children to express new things and develop their intelligence is one of the functions of creativity development (Sarasehan, 2020).

The ability to communicate is the ability to boldly express opinions so they can be channeled to many people. Batik can be used as a medium to say this. In batik activities, students can recognize various motifs and patterns to gain broad insight, increasing their sense of creativity. Research conducted by Nuryati &

Yuniawati, (2019) shows increased creativity after doing batik activities and increased play interest, which can be reviewed in the aspects of fluency, flexibility, originality, and elaboration.

This article analyzes creativity in elementary school students with batik fine art media. Batik activities can be used as one of the reference activities that can increase students' enthusiasm and interest in things related to fine arts. Various batik patterns and motifs are expected to increase students' creativity to develop new things.

METHOD

This study used a qualitative research method with a narrative approach. Researchers want to examine children's creativity directly during batik activities. Data collection techniques used in this study were observation and documentation. The data analysis techniques used were data collection, data reduction, data presentation, and concluding the results of data analysis. Data validity was assessed using triangulation of techniques and data sources. The subjects of this study consisted of elementary school students.

RESULT AND DISCUSSION

This paper discusses the Analysis of Creativity of Elementary School Students in Batik Fine Arts Education, including (1) Understanding Batik, (2) Batik Learning to Improve the Creativity of Elementary School Students, and (3) Batik Activities. The more detailed description is as follows:

1) Definition of Batik

One of the ancestral heritages with various motifs and colors with various philosophical meanings is batik (Zuber et al., 2018). There are multiple types of batik with various motifs and different ways of making it. Batik making can be done in many ways and techniques, such as tie-dye, writing canting, high printing, and many more. Indonesia is known as a country with a thousand batiks. Batik

motifs are closely related to the philosophy and characteristics of a region, such as the Parang Kusumo batik motif from Solo, the Mega Mendung batik motif from Cirebon, and others.

2) Learning Batik to Improve the Creativity of Elementary School Students

Students can increase their knowledge about the philosophical meaning of batik through its motifs, techniques, and colors. A good batik has meaning and ideas of the Indian pattern. It takes high creativity to determine how batik motifs are made.

The development of children's creativity is influenced by the learning process that aligns with their characteristics. One of the activities that can be done to support the learning process is simple batik activities. Providing space for children's freedom of exploration and imagination in pouring ideas into work would be nice in making batik. In addition, education about various kinds of batik and an explanation of the batik-making process are needed to spark children's curiosity about batik.

The use of simple tools needs to be considered when doing batik activities in elementary school. Therefore, a batik technique that is very easy for elementary school children to use is printing using fabric media and pieces of plant parts. Printed batik is almost similar to ecoprint batik. Ecoprint batik is made from the recreation of plant parts, which are then printed on a white cloth (Fatmala & Hartati, 2020). The ecoprint technique utilizes various plants that have distinctive shapes and colors. Meanwhile, high-print batik uses plant parts that are cut into a typical plant shape. Then, the pieces are dipped in colored ink, which can be replaced with food coloring printed on a white cloth.

In this research activity, children's creativity is seen in combining colors and making batik motifs on plain cloth using simple and easy-to-use tools. Accuracy and tenacity are also needed in the process of

making printed batik. Meanwhile, cooperation between friends and a sense of responsibility will be further developed if this activity is carried out through several learning groups.

3) Batik Making Activity

Batik-making activities are elementary because the media and tools are easily found in the surrounding environment. The tools and media used are banana fronds, food coloring, and white cloth. The division of learning groups can also be done so that the implementation of activities can train cooperation between students. In addition, students can develop the ability to share and help each other during the batik activity.

The primary material in batik activities is white cloth. White cloth is used as a printing medium. We use white cloth as the medium to make batik with any technique. Printing tools like banana fronds will give the plain white cloth color and motifs. Each student can prepare one medium-sized white cloth as a printing medium when implementing the activity.

The next step is to prepare the banana fronds. Banana fronds are used as printing tools in high-print batik. The choice of banana leaf as a printing tool is because banana leaf is easy to find and easy to apply. So that elementary school students can use batik tools. In addition, many motifs can be printed using banana fronds; this depends on how much creativity students have in making batik motifs.

In high print batik activities, elementary school students use food coloring as ink that will be used to print motifs. The use of colors can be varied according to the wishes and shapes to be printed. Food coloring tends to be safe to use for elementary school students. In addition, food coloring is easy to find, and the price is relatively cheap to help the activity.

The implementation of the activity can be started by providing introductory material about various types of batik,

starting from its regional origin and how it is made to the characteristics of its patterns and motifs. Furthermore, the teacher can explain how the students will perform the procedure. The teacher can divide the students into several groups to facilitate the distribution of tools and materials and foster the character to work with other friends. Furthermore, each group prepares the tools and materials that have been determined. Then, each group can choose liquid colors according to their motifs and desires. Then, students are guided to use banana fronds as a tool to print motifs on white cloth.

Printing on the fabric can be assisted by the teacher, considering that elementary school-age children need adult guidance and supervision. During the activity, the teacher can guide the training course coherently, starting from the preparation of materials to the use of tools and when making motifs.



Figure 5: High Print Batik Work

The process of making high-print batik requires high creativity. Students are challenged to create unique and beautiful motifs using only simple tools. It does not rule out the possibility that students are tricky when thinking about the image concept they will create. Therefore, a demonstration or example is needed to spark the students' creativity.

Student development during the making of high-print batik can be seen in several aspects. The first is students' understanding of making high-print batik; the second is how students can work

together and communicate well during the making process. Third, painstakingness and tenacity in a process that requires more stages and accuracy. Fourth, students' creativity in making various kinds of batik motifs with straightforward tools. Moreover, finally, the assessment can be seen through the results of printed batik that has been made; the more beautiful and unique the motif, the higher the creativity and imagination poured while creating high-print batik.

Students' imagination is needed in this process. The student's understanding and imagination greatly influence the use of tools, selecting colors, and making motifs. This leads to trained creativity and imagination in children, which can stimulate children to find something new and gain experience to improve their shortcomings and obstacles.

After going through a series of activities in making high-print batik, it is hoped that students will have new knowledge about broader batik, know how to create high-print batik and increase their imagination and creativity. In addition, the unique experience gained by students is expected to be a lesson that stimulates children's interest in Indonesian batik culture so that students can appreciate Indonesia's many and varied cultures. Students' interest in batik can be developed with more varied follow-up activities to train children's creativity further.

The development of batik art in elementary schools can also begin with visiting batik artisans like a study tour. Here, students can develop their knowledge about batik more profoundly and precisely. So that when returning to learning in the classroom, students can apply their experiences to learning media such as fine arts drawing and so on. In addition, students also have an overview of batik and all its uniqueness.

The art of batik can also be practiced by drawing motifs on paper. This method is already very often used because of the use of drawing tools that almost all

students have. In addition to training creativity and imagination, students can develop accuracy, patience, tenacity, and hard work to draw batik motifs with many repetitions.

In drawing batik motifs on paper media, students can draw motifs more freely according to what they want. Elementary school students choose different models to maintain competitiveness with their friends. In addition to depicting motifs, color selection determines the final result of the batik drawing. It is often found that although several students draw the same motif, they use different colors to distinguish theirs from their friends.

CONCLUSIONS

Fine art education covers all aspects of individual development, including design principles, arrangement of elements, and media processing according to the expression of ideas and feelings. One of the ancestral heritages with various motifs, colors, and philosophical meanings is batik. The development of children's creativity is influenced by the learning process that aligns with their characteristics. One of the activities that can be done to support the learning process is simple batik activities. In addition to creativity, accuracy, and tenacity are also needed in the process of making printed batik. Meanwhile, cooperation between friends and a sense of responsibility will be further developed if this activity is carried out through several study groups.

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