

# Understanding of Batik for Character Education in State Elementary School

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## Understanding of Batik for Character Education in State Elementary School

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**Abstract:** This research aimed to describe 1) the application of handwritten batik extracurricular activity, 2) the character education, and 3) the underlying support and interfering aspect of handwritten batik extracurricular activity. This research is qualitative. The result has shown that character-building involves disciplined, hardworking, creative, independent, patriotic, responsible, cooperative, and environmental care. Underlying support in the extracurricular activity consists of the availability of facilities, supervisory teacher, and parental support, and interfering aspect has been discussed with some negligible situations. Suggestions from this research involve a) for students, students should always bring materials to be used; b) for teachers, teachers should warn learners always to bring the materials they need; and c) for school, schools must provide the necessary tools and materials in handwritten batik extracurricular activity.

**Keywords:** batik, character education, extracurricular activity.

## 對國立小學性格教育蠟染的理解

**摘要:** 本研究旨在描述 1) 手寫蠟染課外活動的應用; 2) 品格教育, 以及 3) 手寫蠟染課外活動的潛在支持和乾擾方面。這是定性研究。結果表明, 品格建設涉及紀律嚴明、勤奮、創新、獨立、愛國、負責、合作和愛護環境。課外活動中的潛在支持包括設施的可用性、監督教師、家長支持和乾擾方面已經在一些可以忽略不計的情況下進行了討論。本研究的建議包括一個) 對於學生, 學生應始終攜帶使用材料; b) 對於教師, 教師應時刻提醒學習者隨身攜帶所需材料; c) 對於學校, 學校必須在手寫蠟染課外活動中提供必要的工具和材料。

**关键词:** 蠟染, 品格教育, 課外活動。

## 1. Introduction

Character is the foundation of the life of a nation. For a nation, the character has the function of providing a direction to be aimed at, determining how to achieve that goal, determining the standards that must be used in national life, determining its guidelines, and determining how to uphold these guidelines. A nation will collapse when it does not have a strong character. Thus, to become a nation that is advanced, modern, and civilized requires a strong character [12].

Through character education, our nation will become a nation with dignity, and its people have added value and a selling value that can be offered to other people and other nations in the world so that they can compete, compete, even compete with other nations in the global arena [15]. Furthermore, Mulyasa [15] said, to enhance the competitiveness of the ability to understand the nature of change, and take advantage of opportunities that arise, as well as to anticipate the erosion of nationalism and the erosion of national

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ideology, as well as the planting of the Indonesian nation's value system, it is necessary to re-examine character education that has been seen as missing from life Indonesian nation.

Today many parties demand an increase in the intensity and quality of the implementation of character education in formal educational institutions [6]. This demand is based on issues of moral decadence, which consist of two problems, namely: 1) social problems, including the use of illegal drugs, adultery, premarital sexual relations, fights, crime, and violence; 2) the current national problem, namely low solidarity, low national spirit, low spirit of national defense, and low spirit of unity and unity [3, 4]. This has become a slap in the face of the world of education, which ideally will give birth to educated and ethical generations and the main enemy of the moral behavior phenomenon. Problems in society that are increasingly complex show the weak moral integrity of citizens, so character education as a corrective way for reforming society needs to be implemented immediately [2, 7].

Character education is everyone's responsibility. Character education tends to be instilled from an early age, namely from early childhood education, basic education, secondary education, and higher education on an ongoing basis. In character education, in schools, all components (education stakeholders) must be involved, including the education component. These components are the content of the curriculum, the learning process, and assessment, handling or management of subjects, school management, empowerment of infrastructure, and the work ethic of all school members [5, 10, 18].

Character education is an effort to help the development of the souls of students, both physically and mentally, from their natural nature regards human and better civilization [11, 21]. Several things must be carried out in character education. Namely, these are *ngerti-ngroso-nglakoni* (knowing-feeling-doing). This is in line with the expression of the Sundanese people of West Java, that character education must refer to the harmony between determination-speech (intention, speech/words, and deeds) [15].

Student self-development activities held at schools/madrasahs are potential media for fostering students' character. Extracurricular activities are educational activities outside of subjects to help students develop themselves according to their needs, potentials, talents, and interests through activities specifically organized by educators and/or academic staff with the ability and authority in schools/madrasahs. Students are expected to develop abilities and a sense of social responsibility and potential, competence, and achievement [15, 24].

Art extracurricular activities in elementary schools support the subjects of Cultural Arts and Crafts and help develop students according to their needs, potentials, talents, and interests. It is hoped that art

extracurricular activities can become a forum for efforts to instill the character values of students to make changes in behavior, such as honesty, discipline, responsibility, and tolerance [14, 22].

Learning batik in schools is the implementation of art education. Art education is part of the value education family. In the context of nationality, value education is closely related to the formation and development of national character. Value education is a cultural process that always tries to improve human dignity, helping humans develop in values' intellectual, moral, spiritual, and aesthetic dimensions [8]. Batik is one of the nation's products to be proud of. Batik is a cultural heritage of the Indonesian nation that UNESCO has established as a United Nations institution for culture, science, and education. Indonesian batik is seen as a human heritage for oral and non-things culture (masterpieces of humanity's oral and intangible heritage) [9, 19].

Acknowledging batik as Indonesia's original cultural heritage does not mean that Indonesia's struggle to patent it is over [23, 25]. There needs to be an effort to protect and preserve batik to become an authentic Indonesian cultural identity. It is strange if, in the future, Indonesia, as the owner of the batik cultural heritage, will abandon batik. On the other hand, neighboring countries preserve and start to like wearing batik. Of course, the international community cannot be proud of batik if the owner of this cultural heritage is not proud of his cultural heritage. Thus, it is a shared responsibility to always maintain and develop batik as a heritage of the Indonesian nation by teaching it to students and instilling character values in batik activities [9, 13, 16, 17].

Research to examine how written batik extracurricular activities are implemented as a character education model is interesting. This research was conducted at Triharjo State Elementary School, one of the elementary schools in Sleman Regency, which carries out extracurricular activities of written batik to instill character education for students. All grade V students must follow a character education model, written batik extracurricular activities in elementary school. In detail, the objectives of this study are to determine: 1) the implementation of written batik extracurricular activities, 2) implementation of character education in batik extracurricular activities, and 3) supporting and inhibiting factors for the implementation of written batik extracurricular activities as the implementation of character education.

## 2. Method

This type of research is qualitative. In this study, researchers will examine the activities of Triharjo State Elementary School Sleman, which are related to behavior change. The qualitative research explains handwritten batik extracurricular activities as character education for Triharjo State Elementary School Sleman.

Data collection was carried out by observation, interviews, documentation, and document study to obtain data about the extracurricular activities of written batik as the implementation of character education for students at Triharjo State Elementary School, Sleman. Primary data sources consisted of students, batik teachers, and school principals. Secondary data sources are documents, reference books, and photographs.

The data analysis used was data analysis from Miles and Huberman. Data analysis activities simultaneously include data reduction/data reduction, presentation/display data, and concluding/verification [20].

To test the validity of data obtained from the field so that the data obtained will be credible/reliable. The examination technique in this study used triangulation. Triangulation in credibility testing is defined as checking data from various sources using source triangulation.

### 3. Research Findings and Discussion

#### 3.1. Model of Practice of Written Batik Extracurricular Activities

Handkerchiefs used directly by students themselves and table cloths used for school. Handkerchief making was done individually and in a group.

Written batik extracurricular activities at Triharjo State Elementary School Sleman are held every Tuesday, 12.00 WIB until 13.30 after the morning teaching and learning activities in class are finished. Written batik extracurricular activities at Triharjo State Elementary School Sleman were held for 1.5 hours because if only 1 hour, students could not fully understand, while if 2 hours would be spare time so that students began to get bored and if bored they tended to disturb their friends and other kids. However, if the extracurricular activity of written batik is at the batik practice stage and the students are happy, sometimes the students ask for an additional 2 hours.

The extracurricular activities of written batik at Triharjo State Elementary School Sleman are carried out through several stages of activities, namely: drawing patterns on paper, tracing batik patterns on cloth, drawing patterns with wax/pinching, batik coloring or painting, locking the batik color, walling or closing with wax, basic color dyeing, and night wax nglorod. Students make batik patterns according to their wishes in the extracurricular activities of written batik.

#### 3.2. Character Education from the Implementation of Written Batik Extracurricular Activities

The extracurricular activities of written batik at Triharjo State Elementary School Sleman contain character education, including 1) the value of disciplined character, 2) the value of hard work, 3) the value of creativity, 4) the value of independence, 4) the

value of love for the country, 4) the value of responsibility, 5) cooperation, 5) care for the environment.

This is per the interview results with students who stated, "I like learning batik at school because I can take pictures as I wish. Besides, my friends and I dye batik cloth in the tub". The students' expressions indicate the implementation of character education in independent, creativity, and cooperation values.

The interview results with other students stated that "I create batik pictures in the shape of leaves that round the school garden because there are many beautiful school plants." This expression shows that students have the value of caring for the environment.

#### 3.3. Supporting Aspect for the Written Batik Extracurricular Activities

All school members support this extracurricular activity of written batik at Triharjo State Elementary School Sleman. The source of funds that support extracurricular activities is taken from BOS funds. Small incidents in the implementation of written batik extracurricular activities become obstacles to handwritten batik extracurricular activities.

### 4. Discussion

The extracurricular activities of written batik for class V Triharjo State Elementary School Sleman were carried out individually or in groups. Written batik extracurricular activities require cooperation between students and supervisors. Written batik extracurricular activities and developing knowledge can shape the attitudes and skills of students. This is by the objectives of the IPS.

The extracurricular activity of written batik at Triharjo State Elementary School Sleman resulted in products such as handkerchiefs used for students themselves and tablecloths that were used and used as school collections. Thus, extracurricular activity products are still used internally. The purpose of this extracurricular activity for written batik at Triharjo State Elementary School Sleman is for students to get to know the culture and develop skills to be used as provisions to increase their income in the future.

The motifs drawn by students in the extracurricular activities of written batik at Triharjo State Elementary School Sleman are taken from the natural environment in the form of flowers and animals. The method applied in the extracurricular activities of written batik at State Elementary School is the provision of theory and batik skills or practices.

The implementation of written batik extracurricular activities at Triharjo State Elementary School Sleman every Tuesday, 12.00 WIB until 13.30 after the morning teaching and learning activities in class is finished. This follows the definition of extracurricular activities, namely: "extracurricular activities are educational activities carried out by students outside of standard

curriculum study hours as an extension of curriculum activities and carried out under school guidance intending to develop the personality, talents, interests, and abilities of students broader or beyond the interests developed by the curriculum.

The form of character values in the extracurricular activities of written batik for Triharjo State Elementary School Sleman can be found in discipline, hard work, creativity, independence, love for the country, responsibility, cooperation, and caring for the environment.

In its implementation, written batik extracurricular activities run smoothly because of the support from all parties, namely from all school members and support from parents. Schools provide full support for written batik extracurricular activities to develop students' skills. The factors that support extracurricular activities are also due to the equipment already available at Triharjo State Elementary School Sleman so that the extracurricular activities of written batik can run smoothly.

In addition to the tools used, the availability of supervisors who are experts in their fields is also a supporting factor for written batik extracurricular activities. The source of funds used in the handwritten batik extracurricular activity is from BOS funds, so of course, it makes this activity run smoothly.

The batik extracurricular activities at Triharjo State Elementary School Sleman received full support from the parents of students. When parents pick up their children, if the extracurricular activities of written batik are not finished, the parents patiently wait. Written batik extracurricular activities at Triharjo State Elementary School Sleman also received attention from the students. Students happily and happily participate in batik extracurricular activities. They carry out activities with great joy.

Inhibiting factors in the research of written batik extracurricular activities at Triharjo State Elementary School, Sleman, currently there are none according to information from the school principal and supervisor. For researchers, extracurricular activities can be found even though they are not obstacles preventing written batik extracurricular activities from being carried out. Small incidents during written batik extracurricular activities become an obstacle in batik extracurricular activities. This is because it is a bit of a waste of time to carry out batik extracurricular activities.

Some students do not bring complete equipment, such as a ruler and pencil, in implementing the batik extracurricular activities at the pattern drawing stage. This, of course, hinders the drawing of patterns because they have to wait for their friend to finish the lines first to get a loan.

Some students did not bring the batik cloth that should have been done when implementing written batik extracurricular activities. For example, at the time of coloring, some students did not bring cloth, so they

had to bring them in the following week. Students who did not bring were given a drawing task to disturb their friends. The incident of not bringing cloth during this extracurricular activity will, of course, hamper the coloring activities because the batik cloth should have been colored but still have to be carried out the following week. Such events can become obstacles in extracurricular activities of written batik.

In extracurricular activities, there was an incident at night with candles regarding the skirts and pants of other students due to inadvertence. This incident made students blame each other and exposed students whose skirts or pants. Wax had to clean first so that the activity stopped briefly. For researchers, this event hampers the extracurricular activities of written batik. In every activity, especially chanting, the supervisor always asks students not to be careless.

When coloring, some students spill the dye on the cloth so that another color that should have been colored gets the color spilled. The guidance teacher always reminds us to be careful and not careless. The spilled dye incident made students look for more dyes from other groups, which hindered coloring activities.

Based on communication with the supervising teacher, the dyeing activity was postponed the following week; this was due to the lack of a tub used for dyeing the basic colors, so that the dyeing activity was waiting for him to buy a large tub for dipping. Such events hamper the time for immersion. The nglorod activity cannot be carried out at Triharjo State Elementary School Sleman because it requires a large enough container to boil a cloth and a large stove, considering that in nglorod, it requires a large fire which is quite hot. The goal is that the wax on the batik cloth fades, and the batik cloth is clean from the wax. Under these conditions, the nglorod activity was conducted at Nakula Sadewa's batik house.

14

## 5. Conclusion

Based on the results of research and discussion, thus the researcher can conclude that:

a. The implementation of written batik extracurricular activities is carried out outside standard curriculum hours. Written batik extracurricular activities carried out by grade V students run according to the batik stages.

b. Written batik extracurricular activities can shape students' character education, including discipline, hard work, creativity, independence, love for the country, responsibility, cooperation, and caring for the environment.

c. The implementation of written batik extracurricular activities for students went well because it was supported by all school members, the source of funds from BOS funds, the support of parents, and the existence of tutors who were experts in their fields.

Implementing handwritten batik extracurricular activities is sometimes constrained by not carrying the

cloth to be done. Small incidents include students' skirts being exposed to liquid night. Hands are exposed to night and batik patterns that are covered with wax. Colors spilled on the batik cloth, do not bring equipment complete for example a ruler and pencil, lack of a tub used to dye the base color, and do not have a container for boiling cloth big enough and a large stove for nglorod.

Thus, it can be concluded that written batik extracurricular activities run according to the specified time and can form the character of students who are supported by various things. The obstacles faced in the extracurricular activities of written batik can be resolved without disturbing the implementation of written batik extracurricular activities.

## 6. Suggestion

Students must always bring the material for written batik extracurricular activities to prevent the extracurricular activities of written batik.

a. Teachers, teachers must always warn students to bring the materials needed in batik extracurricular activities.

b. Schools. Schools must provide the necessary tools and materials for extracurricular activities so as not to hinder extracurricular activities so that handwritten batik extracurricular activities are not delayed.

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