



## Nurturing Creativity Through Batik Art in Junior High School

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### **Abstract**

This study aims to identify teaching strategies in batik art that have the potential to increase student creativity in Junior High School. The approach used in this study is a descriptive and dialogic qualitative approach. The data sources involved in this study consist of, 1) data sources in the form of study locations; 2) data sources in the form of people who work as art teachers, batik trainers, and Junior High School students; 3) data sources in the form of documents. Data collection techniques in this study used observation, interviews and documentation techniques. Meanwhile, the instrument in this study is the author, but in practice the author uses or involves several tools including voice recorders, video recorders and note taking tools. Data analysis used in this study includes the process of data collection, data condensation, data display, and conclusions. The results of this study state that teaching strategies in batik art have the potential to increase student creativity in Junior High School through several things, namely, 1) project-based approach; 2) interdisciplinary approach; 3) granting freedom of expression; 4) collaborative approach; 5) use innovative materials and techniques; and 6) exploration of local culture and traditions.

**Keywords:** *Batik; Education; Creativity; Students*

### **Introduction**

This study aims to identify teaching strategies in batik art that have the potential to increase student creativity in Junior High School. As we all know, art is an important component in education which is known as a tool for developing students' creativity and self-expression. Batik art, as a culturally rich and creative art form, can have a significant impact in enriching students' learning experiences at the Junior High School level. In this introduction, the author will introduce the background that leads to the aims of this study, explain why it is important to explore the teaching of batik in an educational context and how this study can provide valuable insights.

This study has strong relevance in the context of modern education. With increasing demands for education that focuses on creative skills and thinking outside the box, understanding how teaching batik art can enhance student creativity can make a valuable contribution to the development of educational curricula. Therefore, the aim of this study is to identify teaching strategies in batik art that encourage the development of student creativity at the Junior High School level.

Developing student creativity through art has become a focus of attention in educational studies. Educational and psychological theories have identified art as an effective tool for sparking student creativity. According to Piaget's theory of cognitive development, children experience developmental stages that involve concrete thinking to abstract thinking. Art, including batik art, allows students to think abstractly and develop creative thinking abilities.

Batik art is a unique traditional art, which has deep cultural roots. It combines elements of visual art, design, and creativity. However, despite its potential to enhance student creativity, there is a need to better understand how batik teaching can be effectively integrated into educational curricula. Previous studies may have provided initial insight into this topic, but there is still room for further in-depth study.

There are several gaps in knowledge that need to be researched, namely studies that focus specifically on batik art that have not documented effective teaching strategies. Therefore, this study will try to fill these gaps by identifying teaching strategies in batik art that have the potential to increase student creativity. With a deeper understanding of this topic, authors can enrich educational practices and enhance students' learning experiences.

This study was carried out with the belief that the integration of batik art in education has great potential to increase student creativity in Junior High School. However, to achieve this potential, there needs to be a deeper understanding of the most effective teaching strategies, which is why this study is so important. By identifying teaching strategies that contribute to the development of student creativity, the authors hope to provide useful guidance for teachers, arts educators, and educational policy makers.

As previously stated, the aim of this study is to identify teaching strategies in batik art that have the potential to increase student creativity in Junior High School. By achieving this goal, the author will be able to contribute to the understanding of the relationship between art and education, as well as provide a basis for the development of a more creative and adequate curriculum. The author also hopes that the findings of this study can motivate educational practitioners to implement innovative teaching strategies in learning batik art.

The benefits and hopes of the author are that this study will provide significant benefits for educational practitioners, students and educational studies. By understanding effective batik teaching strategies, teachers can improve the way they teach the art and help their students develop their creativity. Students are expected to gain a richer and more useful learning experience. In addition, it is hoped that this study will make a new contribution to the education and arts literature by providing deeper insight into the relationship between teaching batik art and the development of student creativity. This can also help educational policy makers in designing curricula that are more inclusive and oriented towards developing creativity.

### ***Literature Review***

The art of batik has long been considered a rich and beautiful cultural heritage, especially in Southeast Asia. However, apart from being a symbol of beauty, batik techniques have found a unique place in the educational context. By focusing on developing student creativity, batik education has shown extraordinary benefits in nurturing creativity and innovation in education. Amidst the constant pressure to improve academic performance, the integration of the art of batik in the curriculum has brought an interesting and refreshing perspective, opening the door to creative exploration and deep understanding of history and culture.

Batik art education itself has attracted attention as an effective tool in nurturing student creativity in an educational context. More than just an artistic activity, batik education brings significant benefits in

developing critical thinking, innovation, and a deep understanding of culture. In this context, several important theories about education and art can provide a strong foundation for understanding the central role of batik in developing students' creativity.

## 1. History of Batik

One of the theories underlying the history of batik is the theory of the origin of batik from Indonesia and the surrounding region. Based on historical evidence, batik is believed to have existed since the Hindu-Buddhist era in Indonesia, which then developed rapidly during the Mataram Sultanate in Java. In this context, batik is not only considered a work of art, but also a symbol of social status, elegance and cultural refinement. The complicated process of making batik and the complexity of its motifs illustrate the high level of perseverance and skill possessed by batik craftsmen in the past.

According to (Iman, 2014), the history of batik also involves foreign cultural influences entering the Southeast Asian region, especially through trade and cross-cultural interactions. Influences from Chinese, Indian, Arab and European cultures have made a significant contribution to the development of batik designs and techniques in the region. The combination of foreign influences and local riches has created a rich diversity in motifs, colors and batik making techniques in various regions in Southeast Asia.

Apart from that, the history of batik also reflects the social and political evolution in local society. In Indonesia, batik has become a symbol of resistance to colonialism and renewal of national identity. During the struggle for independence, batik was used as a symbol of national pride and the spirit of unity. This illustrates how batik has become an inseparable part of Indonesia's historical narrative and cultural identity, telling the long journey and struggle of its people in achieving independence and unique cultural diversity (Kartini, 2015).

## 2. Arts Based Learning

This learning uses an educational approach that emphasizes the use of art and creativity in the teaching and learning process. This theory emphasizes the importance of incorporating artistic elements, such as music, fine arts, dance, and drama, into the formal education curriculum to increase student understanding, engagement, and motivation. A key principle of arts-based learning is that through artistic expression and creative experiences, students can develop a deeper understanding of various concepts and subject matter, while improving their cognitive and emotional skills.

Implementing Arts-Based Learning in the classroom creates a learning environment that allows students to experience learning in a holistic and enjoyable way. By integrating art, teachers can stimulate students' imagination and creativity, encouraging them to view subject matter from different points of view and express their understanding in unique ways. Through art learning, students are also invited to collaborate on creative projects, building social and teamwork skills that are important for their future lives (Haryanto, 2016).

Arts-Based Learning is also known to improve students' critical thinking and problem-solving abilities. By challenging them to formulate and express their own ideas through art, students learn to hone their analytical and evaluative skills, strengthening their ability to analyze, compare, and evaluate information from a variety of sources. Additionally, through artistic experiences, students can also develop the skills to overcome obstacles, perseverance, and self-confidence necessary to face challenges in everyday life and their future careers.

Thus, Arts-Based Learning is not only about enriching the teaching-learning process, but also about preparing students to become creative-minded, innovative and empathetic individuals. Through the

exploration of art and creativity, students not only learn to appreciate cultural diversity and expression, but also develop important skills that will help them achieve success in various areas of life (Suryadi, 2014).

### **3. Creativity and Creative Development**

Creativity Theory refers to a person's ability to generate new ideas, innovative concepts, or creative solutions to complex problems. According to (Sawyer, 2012), creativity can be developed through experience, practice, and an environment that stimulates innovative thinking. Factors such as knowledge, skills, motivation and a supportive environment have a crucial role in influencing a person's level of creativity. This theory emphasizes the importance of providing space for experimentation and exploration in a supportive learning environment, so that individuals can develop their creative potential optimally.

Creative Development refers to the process that occurs when individuals use their creativity to develop ideas or concepts into works that can be realized in tangible form. This theory emphasizes the importance of practical steps in realizing creative ideas. In the creative development process, individuals do not only rely on imagination and abstract thinking, but also involve technical skills, careful planning, and the ability to overcome obstacles that arise during the development process. Through these steps, creative ideas can be turned into products that can be enjoyed and utilized by the wider community.

In the educational context, the Theory of Creativity and Creative Development has strong implications in curriculum formulation and teaching strategies. Education that encourages creative exploration and provides space for students to develop their own ideas can not only increase student engagement, but also prepare them to become innovative and creative problem solvers in an ever-changing world (Santosa, 2017).

### **4. Arts Education**

Arts Education Theory is a framework of thought that guides teaching and learning approaches in arts subjects, which include fine arts, music, dance, theater and other performing arts. This emphasizes the importance of understanding and appreciating art as an integral part of a holistic and comprehensive learning experience. Arts education is not just about developing artistic skills, but also about enriching students' understanding of culture, creativity, and personal expression. This theory emphasizes that art has an important role in promoting critical thinking, empathy, and a deep understanding of ourselves and the world around us.

Art education focuses on developing aesthetic awareness and appreciation of the aesthetic values contained in art. In this case, it emphasizes the importance of teaching students to appreciate the beauty, harmony and emotional expression contained in works of art. Through an understanding of the elements of art, design principles, and the role of art in society, students can develop a broader perspective on the beauty and complexity of the world around them. Arts education is also considered to be able to enrich students' overall learning experience, increase emotional intelligence, and prepare them to become more open, sensitive, and creative individuals in their future lives (Soedarmadji, 2018).

In the context of education, arts education functions as a means to go beyond conventional learning and opens up space for students to explore their own identities and interact with the world through the lens of art. Through its emphasis on creativity, expression and self-discovery, Arts Education can be a catalyst for personal growth and holistic intellectual development for each individual (Suryadi, 2019).

## 5. Holistic Education

This theory emphasizes the importance of developing individuals as a whole, including physical, emotional, social and intellectual aspects. This means that learning should not be limited to academics alone, but must also pay attention to the development of character, values and balance in life. In this approach, every aspect of life is considered to be interrelated and influence each other, so education must consider all these dimensions to achieve optimal growth and development.

According to (Wijaya, 2019) holistic education also emphasizes the importance of aligning learning experiences with everyday life, so that students can relate learning to their practical experiences. By engaging students in non-academic activities, such as arts, sports, or community activities, this approach encourages the development of social, emotional, and creative skills, which are considered as important as intellectual intelligence. Through this approach, it is hoped that students can grow into individuals who are balanced, sensitive, and ready to face life's challenges as a whole.

In this case, the teacher's role is not only as a transmitter of lesson material, but also as a facilitator in the process of overall student growth and development. Teachers are expected to create an inclusive and supportive learning environment, where every student feels accepted, heard and valued. Through this approach, Holistic Education seeks to create an environment that stimulates students' integral growth, preparing them to become more adaptive, creative, and competitive individuals in an ever-changing world.

### A. Study Method

#### 1. Study Approach

The approach used in this study is a descriptive and dialogical qualitative approach which is rooted in natural observation without a setting. The reason behind using qualitative methods in this study is because it is consistent with the aim of the study, namely to identify teaching strategies in batik art that have the potential to increase student creativity in Junior High School.

#### 2. Data Source

The data sources involved in this study consist of, 1) data sources in the form of study locations; 2) data sources in the form of people who work as art teachers, batik trainers, and high school students; 3) data sources in the form of documents. The study location is an important part because it provides the physical and cultural context in which the teaching of batik art occurs. This allows the author to better understand the environment and facilities available, as well as the potential influence of the environment on student creativity. The location of the study may also influence the teaching strategies used.

Art teachers and batik trainers are important data sources because they have direct insight into the teaching of batik art and the development of student creativity. They can provide information about the teaching strategies used, the challenges faced, and the results achieved. Students also provide a unique view of their experiences in learning batik art, which can help identify its impact on their creativity. Documents such as curricula, textbooks, lesson notes, and previous student work are indispensable sources of data because they can provide insight into how the art of batik has been taught in previous educational contexts. Analysis of this document can help in evaluating the development and evolution of teaching batik art in the educational curriculum.

### 3. Data Collection Techniques and Instruments

Data collection techniques in this study used observation, interviews and documentation techniques. Observation techniques involve direct observation by the author of situations or events that are relevant to the study. In the context of this study, observation can mean attending batik art classes in high school and actively observing how teachers teach and how students are involved in the learning process. Observations allow the author to gain a deeper understanding of the interactions and dynamics that occur in the classroom. It can also help identify effective teaching practices.

An interview is a face-to-face communication process between the author and the subject of the study, in this case, the art teacher, batik trainer, and Junior High School students. In interviews, the author can ask questions related to teaching batik art, the teaching strategies used, students' experiences when learning batik art, as well as the opinions of teachers and trainers about how batik art influences student creativity. Interviews allow the author to gain subjective and in-depth views of the individuals involved in the study.

Documentation techniques involve collecting data from documents or written materials that are relevant to the study. In this context it can mean collecting and analyzing documents such as school curricula, textbooks, lesson notes, previous student work, and relevant previous study reports. Documentation can provide insight into the history and development of teaching batik art in an educational context and also help evaluate its impact on student creativity.

Meanwhile, the instrument in this study is the author, but in practice the author uses or involves several tools including voice recorders, video recorders, and note taking tools.

### 4. Data Analysis

Data analysis used in this study includes the process of data collection, data condensation, data display, and conclusions. The first step is to collect all the data that has been obtained through observation, interviews and documentation. This involves compiling all the information that has been obtained during the study. After all the data has been collected, the next step is to condense or summarize and filter it. This means identifying patterns or themes that emerge from the data. Data is organized into specific categories or topics to facilitate further analysis.

After condensing the data, the next step is to display the data. This involves presenting data in the form of tables, graphs, or narratives that are easier to understand. Displaying data helps writers and readers to see patterns and trends that may exist in the data. After the data is displayed, the next step is to summarize the study findings. This is the stage where the author takes the results of data analysis and explains what the data reveals about the topic of study. This conclusion must be in accordance with the study objectives and answer the study questions that were asked at the beginning.

### B. Study Results and Discussion

Based on observations made by the author during the study, the author saw that in teaching students how to make batik, the teacher applied a project-based approach. The author sees that students are given the task of completing a batik project and in completing this project students are given the freedom to determine the motif that will be used. Using a project-based approach in teaching batik art can give students the opportunity to be creative and experiment. Teachers can provide creative projects that allow students to develop their own ideas and realize them in batik artwork.

Through this project-based approach, students not only produce unique batik artwork, but also learn to overcome creative challenges that encourage the development of their creativity. In addition, the free use of motifs allows students to express their cultural identity and creativity in batik art. This is in line with a holistic educational approach, where batik art is an effective tool in nurturing student creativity in high school. Thus, a project-based approach in teaching batik art has been proven to be an effective strategy that has the potential to increase student creativity in an educational context.

On another occasion while conducting a study, the author obtained important data from a respondent or source who stated that in training students to make batik, batik teachers used an interdisciplinary approach. Integrating batik art with other subjects such as history, culture, or natural sciences can enrich students' learning experiences and encourage them to think across disciplines. This can stimulate creative thinking and deeper understanding. This is in line with the theory which states that arts education is also considered to be able to enrich students' overall learning experience, increase emotional intelligence, and prepare them to become more open, sensitive and creative individuals in their future lives (Soedarmadji, 2018).

Based on the results of other interviews, the author obtained different data, the respondents interviewed stated that to increase student creativity through batik education, teachers can provide loose guidance and encourage students to express themselves through their artistic work.

The results of interviews with respondents who spoke about providing freedom of expression in teaching batik art provide valuable insight into its positive influence on student creativity. In an atmosphere that supports self-expression, students feel braver to explore new ideas and think outside the box. When the guidance given by the teacher is less strict, students feel more empowered in the process of creating their art. This creates an environment where creativity can better flourish, where mistakes are considered lessons, and unique ideas are valued. Therefore, providing freedom of expression in the teaching of batik art emerges as an important factor in motivating students to achieve their creative potential in the context of Junior High School.

The author obtained different data from a batik trainer, this source stated that to increase student creativity through batik education, teachers or batik trainers can use a collaborative approach. A collaborative approach encouraging students to work in groups or collaborate on batik art projects can stimulate an exchange of ideas and views that can spark creativity.

The opinions of batik trainers regarding the use of a collaborative approach in teaching batik art provide a valuable perspective. A collaborative approach not only stimulates the development of student creativity through interaction and exchange of ideas between students, but also teaches skills in social areas that are important in the real world. By working in groups, students can understand a variety of views and approaches to creating art, which can enrich their understanding of the creative process. Collaboration can also motivate students to achieve better results through mutual support. Therefore, the use of a collaborative approach in teaching batik art is proven to help increase student creativity and develop social skills that are important in Junior High School education.

When the author interviewed students, the author asked the students in what ways students' creativity could develop through batik education. Hearing this question, the students interviewed answered that their creativity would develop if the teacher or batik trainer used batik materials and varied the techniques used. Introducing new materials and techniques in teaching batik art can challenge students to think more creatively. Teachers can introduce experimental techniques or unusual materials to stimulate creative thinking.

Students' answers about the importance of using varied materials and various techniques in teaching batik art are important points in this study. By presenting new materials and techniques, batik teachers or trainers provide opportunities for students to experience different experiences in making batik art. This encourages them to think outside the box and try new things. The use of experimental techniques or unusual materials sparks students' creativity by presenting challenges and surprises in the process of creating works of art. Therefore, teaching batik art which includes a variety of materials and techniques is an effective approach to stimulate creative thinking and development of students in Junior High School.

Finally, the data that the author succeeded in condensing was data obtained from batik teachers. The teacher stated that the way to increase students' creativity through batik education is through efforts to explore local culture and traditions. This is done by batik teachers by teaching students about local culture and traditions related to batik art which can provide a rich and in-depth context. This can provide additional inspiration and meaning in their art. This is in line with the theory which states that holistic education also emphasizes the importance of aligning learning experiences with daily life, so that students can link learning with their practical experiences (Wijaya, 2019).

### **Conclusion**

Based on the results of the studies and discussions that have been carried out, it can be concluded that teaching strategies in batik art have the potential to increase student creativity in Junior High School through several things, namely, 1) a project-based approach; 2) interdisciplinary approach; 3) granting freedom of expression; 4) collaborative approach; 5) use innovative materials and techniques; and 6) exploration of local culture and traditions.

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