

Values of Jogja Education Through Art Learning at Ecce Institutions

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KEYWORDS

Values, art, joggeries

ABSTRACT

This study aims to know and identify Jogja values through art learning in kindergartens of the Special Region of Yogyakarta. This research method is with a qualitative approach with the process of data collection through observation, interviews and documentation as well as triangulating data to obtain data devalidation. The results of this study found that this art learning includes the development of children's dance, songs and children's traditional dolanan. The values contained in Jogja are the main ingredients in pouring this art learning material. These values are Hamemayu Hayuning Buwana, Sangkan paraning dumadi and manunggaling kawula gusti. In teaching these values, techniques in art learning that cannot be separated are elements of appreciation, exploration and expression

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Introduction

Along with the development of society related to what is Education. Education is a conscious effort in terms that are prepared in such a way as to help the child in becoming a complete person spiritually, mentally, socially, and physically. The ability of humans to be educated is one of the differentiators of aging with other creatures. Education will continue and throughout life as Brenan said (Brenen, 1997). Education is also a non-formal and formal activity in introducing or interlacing individuals with tradition, structure, and social ralliation.

ECCE learning is a derivative science developed interdisciplinary from various interrelated disciplines; developmental psychological sciences, educational sciences, language sciences, communication sciences, art sciences, nutritional sciences, biological sciences, and other fields of science that are interrelated and integrated to discuss every problem of early childhood (Ezati, Madanda, & Ahikire, 2018). Learning held in early childhood education institutions is the basis for further children's education which is full of challenges and various problems in each development. ECCE learning is a window into the world for every child (Mulyasa, 2017).

Learning must be held in accordance with the needs and development of society in the era of globalization, which requires the cultivation of high-level creative thinking skills. Organizing education contains material that can develop all aspects of development

both morally, religiously, emotionally, socially, physically, motor, language skills, art and intellectual.

Art and beauty are the results of the work of expression that a person makes. Through this expression, children can express their ideas into works of art. In the beauty of art can make the right brain and left brain develop well. art in expressing expression through symbols that have meaning to the object Fantasy, sensitivity, creativity and expression are all formed in art and aesthetics must be fostered from an early age in order to develop optimally (Achumi & Joseph, 2022).

Art learning and creativity emphasize aspects of exploration, expression, appreciation. Exploration (Huliyah, 2016)

The development of exploration skills in kindergarten children is carried out with the following objectives: a) so that children can observe and explore the universe and human beings; b) for the child to explore elements of art and music; c) so that children can explore their bodies whether they are capable of doing something. The development of exploration skills can be done by providing opportunities for children to do the following: a) see the environment and its parts; b) draw a particular object based on observations made; c) pay attention to and use the types of lines, colors, shapes, and parts to create drawings; d) set high/low, fast/slow, loud/slow on the vocals of speech or song; e) be aware of the heart's feelings and ideas depicted through objects, images, and music; f) explore sound with different instruments and other objects; g) show interest in the sound of instrumental music; h) be responsive to rhythm, melody, sound, and musical form through creative movements, such as dance and drama Expression (Biersteker, Dawes, Hendricks, & Tredoux, 2016).

The ability to express preschool-age children should be carried out with the aim of: a) so that children can express and describe objects, ideas, and experiences using types of art, musical instruments and motion media; b) for children to experience increased confidence in expressing their own creations. The development of the ability to express can be done by providing opportunities for children to perform actions including the following: a) expressing what they see, think, and feel about various arts; b) building their understanding and experience of their world through art; c) expressing thoughts and feelings through drawing activities; d) use soft materials for models and drawing objects; e) singing simple songs; and f) explore types of gestures and expressions with drama (Teotia, 2021).

Appreciation

Appreciation skills must also be developed with the aim that children can assess and appreciate artistic experiences and works of art. Activities that can be carried out regarding the achievement of these goals include presenting various works and art performances to children accompanied by explanations. Early childhood education requires management according to the characteristics of children and social situations that are conducive to achieving children's learning success (Reetu, Renu, & Adarsh, 2017). The nature of cooperative learning in small and large groups, being responsible, learning to wait your turn, working without disturbing friends, cleaning up tools, making decisions, choosing activities, all happens without pressure and goes naturally. Children learn to obey the rules made together in class, time discipline, how to get the teacher's attention, how the teacher asks for the child's attention. The child organizes classroom management by organizing group materials and activities. Some work at desks, on the floor, with diverse instructions for many groups, following each child's progress, flexible, static or dynamic, the child's condition when unproductive or highly productive (Yufiarti,

Erik, Fidesrinur, Rosalinda, & Garzia, 2022). This is important for children's EQ growth and development. Art learning in early childhood is filled with material that is currently being developed. The material is a typical material of Jogja. Jogja special education is currently being prepared by the Education council and the dikpora office in the form of strengthening Jogja's distinctive values, said the head of the DIY disdikpora Didik Wardya (DIY Public Relations, 2023). The DIY Education Board also revealed that Jogja Education is not a new subject but an education that is integrated with related subjects.

Yogyakarta is a Special Region that has various cultural values that characterize the region. This value arises based on the philosophy sparked by previous leaders. The value of Jogjaan is Hamemayu Hayuning Buwana which is interpreted as maintaining human attitudes and behaviors that always maintain balance, harmony, harmony, and harmony of human relationships with God, humans with humans, and humans with nature. Sangkan paraning dumadi, god is the origin and place of the return of all things. Leaving the people and Gusti, popular leadership and a symbolic symbol of spatial management (Ighalo, 2015).

This value is implemented in terms of learning carried out in kindergartens in Yogyakarta. This study aims to see how kindergartens teach Jogja values in early childhood through art learning.

Research Methods

The strategy used in this study is the survey method. Where this study chooses quantitative analysis. (Sugiyono, 2016) stated that quantitative methods can be interpreted as research methods based on quantitative can be interpreted as research methods based on the philosophy of positivism. In this study using questionnaires as a data collection tool. The survey method was chosen to find out the values of jogjaan taught in early childhood through art learning. In this study using questionnaires as a data collection tool. According to (Sugiyono, 2018) survey method is a quantitative method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behavior of variable relationships and to test several hypotheses about sociology and psychological variables from samples taken from certain populations, data collection techniques with observations (interviews or questionnaires) that are not in-depth, and research results tend to be generated.

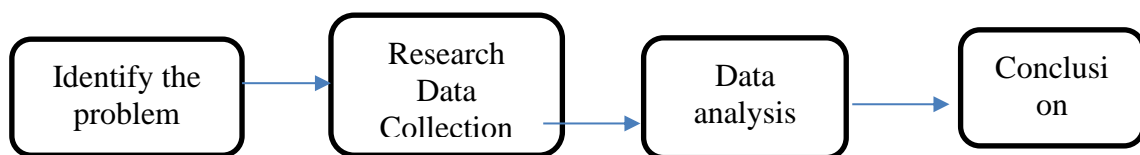


Figure 1 Research Scheme

Results and Discussions

The purpose of this learning is to know how the management carried out by kindergartens in Jogjakarta in organizing education. Especially art learning based on jogjaan values. Art learning itself is important for early childhood because it has benefits for early childhood development because children at this time experience a golden age (Nurfaizah, N., & Na'imah, 2021).

Art learning for early childhood is an educational approach that focuses on developing creativity, self-expression and art skills in preschool or early school age

children. The main goal of art learning is to develop cognitive, emotional, social and motor children through various art activities. Art learning is very important for kindergarten-age children because it can help them express what they know and feel through art (Asa, L. M., Nursyam, R., Setiawati, R., & Haerudin, 2020).

Art learning and creativity emphasize aspects of exploration, expression, appreciation. Exploration (Huliyah, 2016). The purpose of kindergarten is to cultivate children's ability to explore, improve children's ability to observe and observe and explore the universe, improve children's ability to explore art and music, increase children's ability to get what they want to know. The ability to express preschool-age children should be carried out with the aim of: a) so that children can express and describe objects, ideas, and experiences using types of art, musical instruments and motion media; b) for children to experience increased confidence in expressing their own creations. Appreciation skills must also be developed with the aim that children can assess and appreciate artistic experiences and works of art. Activities that can be carried out regarding the achievement of these goals include presenting various works and art performances to children accompanied by explanations. Early childhood education requires management according to the characteristics of children and social situations that are conducive to achieving children's learning success.

This value arises based on the philosophy sparked by previous leaders. The value of Jogjaan is Hamemayu Hayuning Buwana which is interpreted as maintaining human attitudes and behaviors that always maintain balance, harmony, harmony, and harmony of human relationships with God, humans with humans, and humans with nature. Sangkan paraning dumadi, god is the origin and place of the return of all things. Leaving the people and Gusti, popular leadership and a symbolic symbol of spatial management.

The importance of teaching Jogja values for early childhood is very important to be done in kindergartens to support the implementation of culture-based education in accordance with regional regulation no. 5 of 2011 (DIY government regulation, 2011).

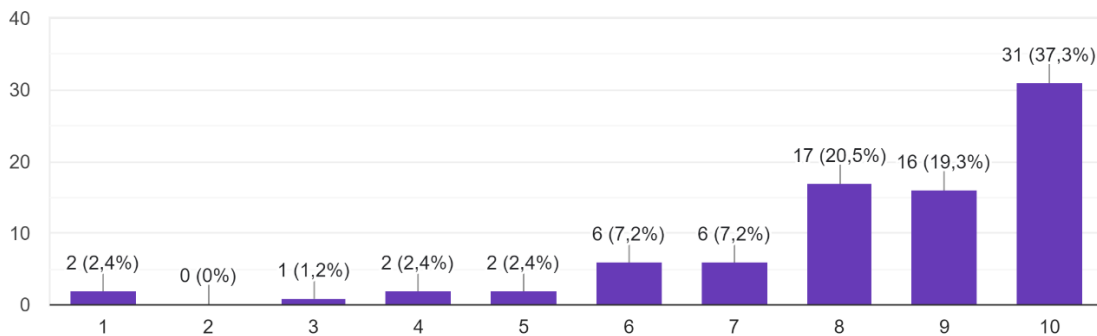


Figure 1 Survey Results on the importance of art learning for children

From the graphic image above, many teachers choose a scale of 10 to assess the importance of teaching art learning based on Jogja values in schools. As many as 37.3% of teachers think it is very important, while for a scale of 1 2.4% or vote is not very important. This looks very significant. Teachers who think they choose the number 1 because they have not organized education based on jogja's values.

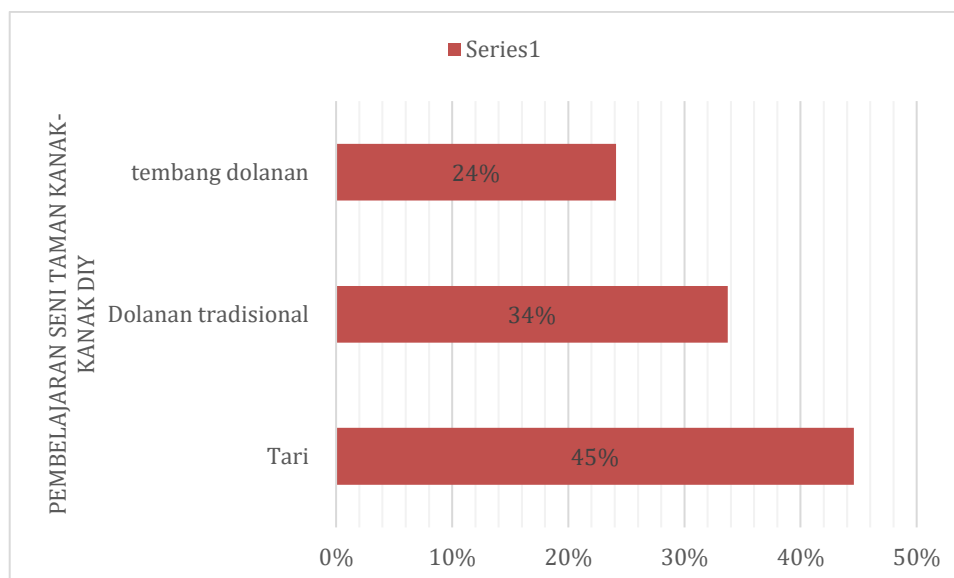


Figure 2 Art learning in early childhood

In the diagram above, it can be seen that art performance in kindergartens in the Special Region of Yogyakarta includes 24% dolanan songs, 34% traditional dolanan, and 45% dance. Dance learning is the most widely used art learning to teach keojogjaan values in early childhood. With dance children can learn children's creative development, cognition, fine motor, and emotions. It is heavily influenced by art learning for early childhood. Art is not only making art, but it also encourages the overall development of children.

Art learning conducted in kindergartens in the special region of Yogyakarta includes appreciation, exploration and appreciation activities. The implementation of art learning education based on jogjaan values includes learning carried out using traditional dolanan. Traditional games are forms of gaming and / or sports activities that develop from a certain community habit. In its implementation, traditional games can incorporate elements of folk games and children's games into them. Children's dance Art expression in the form of movements in the body accompanied by music to find expression in the dance itself. Children's songs that are performed together can be accompanied by music can also not be accompanied. The material of the song held is certainly related to the values of jogjaan in the special region of Yogyakarta.

Conclusion

From the research above, the implementation of art learning education based on jogja-based values has been carried out in kindergartens of the Special Region of Yogyakarta. This art learning includes the development of children's dance, songs and children's traditional dolanan. The values contained in Jogja are the main ingredients in pouring this art learning material. These values are Hamemayu Hayuning Buwana, Sangkan paraning dumadi and manunggaling kawula gusti. In teaching these values, techniques in art learning that cannot be separated are elements of appreciation, exploration and expression.

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