

EFFECT OF VARIATION OF ENGINEERING STUDENT ART OF CREATIVITY

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ABSTRACT

In elementary school art lesson becomes part of the culture and skills of the art lesson. Varied art techniques make learning interesting and fun. This will affect the students' creativity. Formulation of the problem in this study is a variation technique How art in elementary Tanjung Tirto 1 Brebah? How is the implementation of the creative art techniques elementary school students in Tanjung Tirto 1 Brebah? The purpose of this study was to determine the variation in elementary art techniques Tanjung Tirto 1 Brebah And to know the extent to which the implementation of a variety of techniques to the creativity of art students. This study is a qualitative study with a sample of 20 primary school children in Tanjung Tirto 1 Brebah results showed that the techniques used in the art lessons have not been varied. While the implementation of a variety of techniques showed the presence connecting art and creativity of students.

Key words: Technical Variations Fine Arts, Student Creativity, Fine Arts Lessons

BACKGROUND

Basically education has several functions, including the setting up of man as man. In this case study is expected to develop the potential of human beings. Potential that one of them is a potential for inventiveness, creativity, fantasy, imagination and work. Another function is to prepare men as workers, so the school prepares men to be labor that can work for a living. (Siswoyo , 2007: 25)

To achieve the educational goals of the school are required to develop the creativity and potential of their students in order to compete in the world of work.

In developing the creativity of students in the school may be able to develop lesson SBK (Cultural Arts and Skills).

According to Plato, art is the result of imitation of nature with all its aspects. While Aristotle argued that art is imitation of nature but nature should be ideal. Eric Ariyanto the opinion that art is a spiritual activity or mental activity that are reflected in the form of work that can evoke feelings of others who look or listen. Ki Hajar Dewantara, interpret works of art are all human beings and nature arising from feeling beautiful, so moving the soul of human feelings.(anneahira.com) Some understanding of the art can be defined as any human activity to communicate their experiences in a beautiful and interesting composition.

There is some scope of art is taught in elementary schools in Arts subjects and skills, ie art, music, dance, drama and art. But now, the time spent in a 2 hour lesson art lessons during the week making less teachers can develop their creativity in developing art lessons. It is evident from the lack of variety in art technique, especially art. When in fact the teacher is able to combine multiple techniques into the art of learning. This paper will explain the course of learning art in elementary school, learning techniques and variations of art techniques that have not been up in elementary school. The study was conducted in Tanjung Tirta 1 Elementary School using a qualitative approach.

LITERATURE

1 . Art

Art is a branch of art created by using elements or visual elements and can be appreciated through the eyes of the senses . Visual elements are real tangible things (concrete) so it can be seen, lived through the eyes of the senses, including points, lines, shapes / wake, color, texture (impression material), content, space and light. Art is the result of the activities and the beauty of human expression through the medium of line, color, texture, shape, volume, and space. Art is a branch of art created by using elements / elemental form, his form of two -

dimensional and three- dimensional, either as pure artwork or works of applied art. (Sumanto , 2006: 15)

2 . Art In Elementary School

Characteristics of elementary school children that love to play, move, joking, telling stories, demonstrating something directly, and whatever is seen or heard will be recorded in the child's memory (Santrock, 2009: 55).

In conceptual art in elementary education directed at the acquisition of learning outcomes or competencies beraspek knowledge, basic art skills and attitudes related to the ability of a proper sense of the beauty of art. Indication of the attitude of the beauty of this is the emergence of the willingness and ability of an active, creative children to appreciate, respect, learning activities like art, like works of art and the natural environment of God's creation. Through art exercise will certainly be able to shape attitudes and creative abilities of children. It suggests that the presence of the arts in education are: 1) as a means of forming creative capabilities, 2) a means of developing the ability to appreciate, 3) as a vehicle of expression, 4) means of skill formation, and 5) as a means of personality formation. (Sunaryo in Sumanto , 2006: 20)

3 . Creativity

Art work activity is also associated with creativity and skill. Creativity is part of the activities of production / work included in the field of art. It is based on the adhesion process of creating a work of art by skilled creative activities. Although the levels of sensitivity and creativity on each artist varies according talents, but skill factors will determine the quality of a work of art, because it determines the quality of the skills of creativity. Besides it can also creativity of artists born through a situation and the challenges it faces, so that creativity can be a work of art that has a value expressive, unique, beautiful and other impressions.

Creativity work of art can be interpreted as the ability to find, create, create, redesign, and integrating a new idea or a new combination visualized into the composition of a work of art with its ability to support skilled. (Sumanto, 2006)

DISCUSSION

Art education elementary school child is in relief efforts basic knowledge and experience of creative art activities by applying the concept of art as an educational tool. Applied the concept art course while creating attractive conditions for learning, fun in the atmosphere of creative play. In line with the implementation of the concept of art as an educational tool in elementary school, then in development, based on consideration of the level of ability and the development of the art elementary school age children. Suitability in providing experience, working out art for children will positively impact the meaningfulness of education obtained.

The benefits of art education for elementary school children are: 1) provide an opportunity for children to express themselves, 2) developing the creative potential of children, 3) sharpen the child's sensitivity to the values of beauty, 4) provide an opportunity for children to get to know the tools, materials and techniques work of art, 5) to produce something new (Sofyan in Sumanto, 2006: 22).

Thus it can be obtained that the instructional impact and effects of accompaniment (nurturant effect) that dare to express opinions , to have a sense of social solidarity and tolerance , respect being the nation's culture , able to think integrally and have insight into art that can be used to study other fields (Herawati in Sumanto, 2006: 22)

In addition it has the function of art in the education of students in elementary, namely a) as a medium of expression, b) as a medium of communication, c) as a media play, d) as a medium of talent development, e) as a medium of development capability to think and f) as to obtain aesthetic experience. Function is essentially the art students as a means to shape the personality (creativity, taste, intention) as a whole and meaningful, through the practice of exercise in accordance with the potential of art as well as his personal competence and sensitivity of appreciation power .

On the promontory sd Tirta art taught by the art teacher. Each class is taught different material . However, the techniques taught from grade 1 to grade 6 is limited. This is due to school hours only 2 hours in one week.

When in fact there are various techniques that can be taught in elementary school . The technique is a technique that has taught drawing, painting, weaving and batik. Still there are some techniques that have not been taught in Elementary School.

At the time the authors conducted interviews on art teacher at Tanjung Tirta 1 Elementary school, teachers confirmed that in the subjects of art created works of art that does not try to kid other techniques, such as mosaic, montage and collage has never been on trial in the classroom. Activity is the most studied fine art drawing with the theme. This makes the art lesson was boring because monotone. Besides activities actually there are so many art techniques that can develop students' creativity.

The elementary forms of art creativity can be realized in the form of: 1) the activities of creative work practices and 2) exploration activities through the medium of art. Creative activity in elementary art based competencies can basically be divided into two types of activity -dimensional art and three-dimensional type of creative activity. Two -dimensional art activities include: a) draw a free, b) finger painting, c) draw a simple batik techniques, d) iridescence, e) coloring pictures, f) drawing expressions, g) application montage, mosaic and collage, h) printing / graphic arts, i) and j craft paper) woven crafts. Three-dimensional art activities include: establish / create a free toy models, b) forming cube wake, c) arranging / meronce, d) decorate objects, and so on.

Various techniques are an interesting and fun activities. This is consistent with the characteristics of elementary school students who are basically still like to do activities that menyenangkan. At the stage of primary school age children are also children love to play . So that lessons can be created in such a way to make learning interesting art and fun.

Of activities that the students can menyengkan bereksplorasi encouraged to develop creativity in all forms of work are embodied in works of art. Students can be creative by combining techniques or even combine the media who have been taught the art lesson. This activity will train students' creativity in the work of art.

Explore through the medium of art for example draw freely by using various types of tools are pencils, small markers, crayons, colored pencils, watercolor brushes, and the like media. By recognizing the nature of the materials / tools are expected to be able to train the creative skills of children in the form of expression makes the picture freely.

But on the subject of art students using only one medium of art to create works of art. They are less free in the use of mixed media. Teacher also confirmed that the student has never been taught to use a combination of staining. So they tend to work with a medium stain.

In addition students are less able to explore the material that has been given by the teacher. When the plant to draw lessons for example. Because the lessons conducted in the classroom and just based on the pictures in the book or magazine unable to make children creative according to what the student wants. The technique used has not varied. Students only use one medium staining. Either using markers, crayons, and colored pencils.

Whereas the presence of a variety of techniques to create works of art produced more interesting. Students are not going to get bored in following art lesson . This will greatly affect the creativity of students. They will be easier to express yourself and explore different for each student.

But that must be considered is the development of creativity in elementary art should be based on the condition of child development and the level of competence achieved by taking into account : a) guiding the development of creativity , b) supporting factors in the development of creativity , and c) the development of children's creativity.

To achieve this should not only teachers who encourage children to be able to work. The role of parents is also needed in this regard. The teacher can assign tasks to children who require collaboration between children and parents so that the child can develop creativity to the maximum.

According to Rogers (in Munandar, 2009), the factors that can promote the establishment of individual creativity including: 1) Encouragement of the self (intrinsic motivation), which has the tendency or impulse from within itself to creativity, realizing the potential, express and activate all its capacity. This impulse is the primary motivation for creativity when individuals form new relationships with the environment in an effort to become fully himself. 2) Encouragement of environmental (extrinsic motivation), it means that the family, school, and community can affect individual creativity. Family environment is an important force and is the first and primary source in the development of individual creativity. In the school environment, at each level of education ranging from pre- school up to college can play a role in growing and enhancing individual creativity. In societies, cultures were grown in the community also affect individual creativity.

The wide variety of art techniques can actually be combined through a mixture of techniques. For example, when drawing a particular theme. At least the students can draw using a combined technique of fine arts or students can use a combination of staining. For example, markers with crayons. This will make many art techniques can be conveyed easily when the teacher must convey a certain theme. In addition, in one in one lesson the teacher can teach more than one art techniques. This will create a variety of work produced. The existence of such diverse works that will train students to free expression, and train students' creativity.

CONCLUSION

From the above discussion it can be concluded that the variation in learning art techniques can enhance students' creativity. Besides these variations will create an atmosphere that is not monotone. Learning will be interesting and fun for students. This will create a variety of work produced. The existence of

such diverse works that will train students to free expression, and train students' creativity. However, not just the teachers who should play a role in developing the creative abilities of students. The role of parents and the environment is also required.

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