

## A Visual Art Education Curriculum 2013 in Junior High School Based Entrepreneurial on the to Draw Ornament

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**Abstract:** National Education Indonesia aims to educate the nation's life. Art education aims to refine the manners learners and to growing hibiscus the sensitivity of taste, aesthetic, artistic, critical, appreciative attitude and creative in every learner thoroughly. Art education in Junior High School levels is education through art. The problem is that art education especially visual art from time to time has not experienced significant changes. So the development of the world of visual art education in Indonesia appears to be static. Some of the factors that affected the old mindset is the teacher of art subjects, only that teachers deliver material (content based learning) and not the competence achieved or "what can students" (competency based learning). Process analytical study is still centered on the teacher, whereas in the curriculum 2013 of teacher as a facilitator, and the lesson activities centered on students. In the curriculum 2013 of visual art education adapted to the development of the students and the times so it needed an innovation in learning visual art. Learning in the visual art, students learn through art, students can develop or optimize the capabilities or potentialities of the other are inside each learner, sharpen the imagination or the expression of students. Learning is an effective learning and support student success. Entrepreneurial learning is a model to facilitate learners to be creative, innovative, productive and oriented added value. Learning that is useful for the development of the students and the world of visual art education.

**Keywords:** visual art education, entrepreneurial

National Education Indonesia aims to educate the nation's life. Art education in the curriculum of the lesson of Seni Budaya (*the lesson of art and culture*) in the Junior High School mentions that art education aims to refine the manners of learners and to growing hibiscus the sensitivity of esthetic taste, artistic, critical, appreciative and creative in the every learners thoroughly. As for the learning model of entrepreneurial facilitate learners to be creative, innovative, productive, and oriented on added value. That is proper to the characteristic of art and culture lesson which closely relates to the creativity of learner.

The curriculum is compilation of lesson that is delivered by teacher and learned by learners. Curriculum 2013 is curriculum that can produce Indonesian people which are creative, innovative, through the strengthening of attitude, skill, and integrated knowledge. Therefore, the process of learning in the education units is conducted interactively, inspirative, fun, challenging, and motivate the learner to active participation, and give them enough room to the initiative, creative, and independent which proper to the talent, interesting, and physic development and psychology of the learners.

The principle of Seni Budaya learning (art and culture learning) is recreated which have usefulness value, aesthetic, and artistic to build learners harmonious. Seni budaya education (art and culture education) encourage the learners to reach multi intelligence that consist of intrapersonal intelligence, interpersonal, visual partial, musical, linguistic, logical math, intelligence adversity, kinesthetic intelligence, intelligence of spiritual and moral, and

inelegance of emotional. This intelligence can help in developing of creativity, both of in the thinking process, appreciation, and art creation.

The subjects of Seni budaya has main role in the development and need of learner because of the unique, meaningfulness, and usefulness. Seni Budaya learning is conducted to give aesthetic experience that cover of conception ability aspects, appreciation, creation, and art creating two and three-art dimensions. The fourth things synchronize with the main competition in the curriculum 2013.

The characteristic of Seni Budaya lesson (art and culture lesson) is developed by challenging in the century 21<sup>st</sup>, where acquisition and utilization information technology and communication become part of learning. Therefore, the ability in acquisition and utilizing information communication technology can be customizable with the characteristic learning Seni budaya (art and culture) who answer the challenging of century 21<sup>st</sup> must attend the need of region and learners. So this lesson can be filter of foreign culture also encourage the learners to have wisdom to local culture.

### CONCEPT OF ART LEARNING IN JUNIOR HIGH SCHOOL

Art education is formed from art education. This takes implications that process of art education is not only functioned to train children in order to be able to master in the art process and technique but through this process is also functioned as education tools in developing learner in order to be optimal. Learning concept is conducted to give experience and prowess in creating art and appreciating the art is conducted in appreciating the process (Soebandi, 2008: 44).

Generally, the art education, there two is education of art and education through art. An education of art is learning about art, someone learns art to master the art. This learning is applied in the vocational schools (SMSR or SMK) or in the college with the purposes the learner can master the art. Education through art is leaning through art, the learners learn art to get another, for the example by learning art the learner can refine the manners learners, grow the hibiscus the sensitivity of aesthetic taste, grow the creativity, balancing between right and left brain (logical, math, and taste), making sharp the imagination, expression, appreciation and to developing and optimizing the other ability of learners. Education through art is implemented at the elementary school, junior high school, and senior high school. Thus, learning subjects of art at level of junior high school is education through art.

In the curriculum is mentioned that the subject of art have multilingual, multidimensional, multicultural and multi intelligence. The fourth aspects are supporting each other in the learning of art at elementary school to senior high school.

#### 1. Multilingual

The multilingual develops the ability of student in their self-expression creatively with any kinds of way and media, utilizing the visual language, sounds, moving, roles or the combination.

#### 2. Multidimensional

The Multidimensional develops the ability of student about art concept, including of knowledge, understanding, analysis, evaluation, appreciation, and creation by combining harmonious of the elements of aesthetic, logical, and ethics.

#### 3. Multicultural

The multicultural develops the awareness and the ability of student to appreciate the kinds of culture in this country and abroad this is the formation of democracy that enable to the student to have good behavior and tolerance to the diversity value in the community. This

attitude is needed to build the awareness of student about the several of culture value that is living in the middle of community.

#### 4. Multi-intelligence

The multi-intelligence that is the art role builds the harmonious which is proper to the development of student psychology is the intelligence of intrapersonal, interpersonal, visual spatial, verbal linguistic, musical, logical math, physique-kinesthetic, and so forth.

The learning is in the middle of 20<sup>th</sup> century is interpreted as a process of giving guidance and advancing the ability of learner which becomes center is the teacher. In the next development of learning is more directed to student center or student centered learning. Teacher as facilitator encourages the student to find the meaning themselves through solving the problem in the real terms, in order to the learner can construct their knowledge. The facilitator roles as follows:

- To help the learner get their self-understanding about the subjects.
- To give the guideline and creating the environment of learner to draw conclusion themselves.
- The Facilitator, curiously, make dialogue with the learners
- The facilitator can adapt the best studied experience by using initiative of the learners to control the studied experience goes to the value that the learner create (Barnawi & Arifin, 2012: 71-72).

Follows are the differences between content based learning and competency based learning can be seen in the table below:

Content Based Learning	Competency Based Learning
The learning orients to the subject and content Teacher centre Only assess in the product or the result of the study	The learning orients to the mastery of the competency Student centre, teacher as facilitator The assessment use authentic assessment

The setting of the art and culture curriculum in 2013 response to the challenges of education in the 21<sup>st</sup> century that emphasize the conception with technique understanding and work of art procedural. Attitude aspects is conducted through appreciation activity in the formation of individual culture that have character as honest, responsibility, empathy, and appreciation to the other people. Skill aspects through expression activity and creation are conducted with implementing the art works that is useful to the community, so it can optimize the creativity of innovative art work.

The standard competency of graduation (SKL) for art-culture subjects in the SMP is regulated in the Permendikbud No. 54 2013 as follows:

##### a. Attitude competence

Means their behaviors which are expressed that they are good people, noble, bookish, confidence, and responsibility in interacting effectively with the social environment and socialize and the existing.

##### b. Social competence

Having factual knowledge, conceptual, and procedural in the knowledge, technology, art-culture with insight knowledge nationality, statehood, and civilization relates to the phenomenon and the events that seemed.

##### c. Skill competence

Having thought and acts ability that is effective and creative in the realm of the abstract and concrete that is learnt in the school or other resources.

The curriculum 2013, in the subjects of art-culture emphasize at creativity, where the intelligence based learning will not give the significance result, but only increasing 50% that based creativity. Therefore two-thirds of someone creativity ability is obtained through

education, another third comes from genetic, and the converse is true for intelligence capability. Based on the explanation of the creativity, the creativity is the important aspects in curriculum and development of art-culture learning, especially in the visual art.

Therefore, the learning of visual art education in the curriculum 2013 use competency based learning approaches. The effective learning can support the success of the students. According to Soebandi (2008: 46) the principles that must be considered to conduct the learning activity those are paying attention the explanation of the subjects systematically, gradually, adjusted to the level of development of the learner. For the example, in order to the student can draw a shape, for the first they are trained to make line, learning shading technique, mastering the impression of light and dark and etc.

According to Sani, (2013:41) in his book (Inovasi Pembelajaran” (innovation of learning) says that the condition of the learning which is effective must include of three factors, those are:

1. Motivation in the study (why must learn)
2. The purposes of the study (what will be learnt)
3. Suitability of learning (how the way to learn)

In the learning visual art, the learner will study well if they are ready to study. Giving learning motivation on the first learning must be considered by learner. The learning motivation is the combination of learner focus about what must they learn. The purposes, what is going to reach will give the clearness to what the learner learns. A good learning is also supported by suitability of learning material with curriculum and environment condition, the availability of facilities and infrastructures to support in the learning process. With the condition of the differences of geography environment with the subject of art-culture in the other region that must give good contribution for environment and world of education

### **THE MODEL OF ENTREPRENEURIAL LEARNING**

The model of entrepreneurial is concept framework of learning that describes the steps of learning which is center on the student to reach the certain purposes and get the entrepreneurial competency that are creative, innovative, productive, and orienting in added value.

The steps of entrepreneurial learning are:

1. Exploring: the student find the information with observing, asking, collecting data through video/image that is asked by teacher.
2. Planning: the student make a work planning.
3. Doing: the student implements the planning.
4. Communicating: the student communicates the work outcomes.
5. Reflecting: the student give the assessment to the friend’s creation (Pranata).

The activity of the students in the entrepreneurial learning:

The Stages of Entrepreneurial Learning Model	The Contents of Student Activity
1. EXPLORE Observation	<ul style="list-style-type: none"> <li>➤ Listening and recognizing the ideas, creations, phenomena have in order to understand fully, thoroughly creation or phenomena’s that is learnt.</li> <li>➤ Train to the senility and responsive to the ideas, creation, and phenomena in the around.</li> </ul>
Asking	<ul style="list-style-type: none"> <li>➤ Recognizing the ideas, creations, and phenomena’s deeply with submitting the critical and creative questions.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Submitting the questions about ideas, creations, phenomena's and themselves in order to find problem, need, or opportunity to build a new creation which is innovative.</li> </ul>
Collecting the data /idea	<ul style="list-style-type: none"> <li>➤ Finding data, information and ideas to the possible built a new creation which is innovative.</li> <li>➤ Finding new ideas about an innovative creation which is produced. It is better the creation have added value.</li> </ul>
2. PLAN	<ul style="list-style-type: none"> <li>➤ Planning the new creation which is innovative in the form of model or sketch or that is completed by information about the size and material that is used,</li> <li>➤ Making work plan and providing the equipment's, materials and procedure to make innovative creation that will be produced.</li> </ul>
3. DO	<ul style="list-style-type: none"> <li>➤ Realizing the works with implementing the planning to realize the design works which is produced.</li> <li>➤ Organizing themselves to be as compact team that works collaboratively and consistence based on work plan to realize the creation with noting the standard of attitude.</li> <li>➤ Calculating the value of work profit with make details of the financing and the advantage and set the cost of production per unit/dozen and selling prize per unit/dozen.</li> </ul>
4. COMMUNICATE	<ul style="list-style-type: none"> <li>➤ Communicating innovative works which have been produced to friends, teacher, or work users in order to get response, suggestion, criticism, or prices.</li> <li>➤ Training communicating skills and recognize the response from community.</li> </ul>
5. REFLECT	<ul style="list-style-type: none"> <li>➤ Doing the assessment themselves to the process and work outcomes based on the personal experience, group, friends, teacher, or work users.</li> <li>➤ Recognizing the weakness and the strength themselves or group to improve to the next learning cycle.</li> </ul>

### **THE CONCEPT OF DRAW THE ORNAMENTS**

Indonesia has wealth diverse that is ornaments. The cultural diversity of Indonesia is a reality and wealth of country. The cultural diversity is the characteristic that is pride. That diversity creates the unique, beauty and pride. Every region has ornament which is difference, neither of form, characteristic of ornament, meaning and implementation of ornament. Ornament of Indonesia can be found in the batik art, sculpture, weaving (tenun), architecture, temple, and webbing.

The ornament (English) is also called with ornament (Bahasa Indonesia). The ornament comes from Greek that is "ornare" the meaning is ornaments or jeweler. The Ornaments have several of motifs and the motif is used as trimmer that we decorate. Therefore, motif is basic to decorate the ornament. The ornament is to decorate fields or objects, so the objects become beauty (Soepratno, 1997: 11).

In the wide understanding, the ornament is the composition of decorative patterns which uses motif with certain rules in the fields or space so it produces the beautiful form. Decorative patterns is the basic elements that can be used as guidance in the designing the garnish. Decorative motifs is the essence of mind and basic form in the ornaments, which covers of creating God such as Human, animal, plants, mountains, rock, water, cloud, and etc. also the outcomes of creation of human. Form of ornaments in the Indonesia is forms that are stylized shape but it is not leaving the original characteristic.

The ornament can be differenced into three motifs:

1. Geometric motif those are double volute, tumpal, meander, swastika and kawung.
2. Non-geometric motif those are human, animal, and plants.
3. Motif inanimate those are water, fire, cloud, rock, mountains, and sun.

### **Recognizing Indonesian Traditional Ornament**

Generally carving motifs which are in Java and Bali always uses tilasi technique from plants, animals and even sometimes from humans also. Carving motif has the graceful shape, the rhythm with flexible style, noble and dignified, as if describe the character of the king and the people. The names of the carving motif as follows:

The names of motif associated with the names of the kingdom: (1) Motif Pajajaran, (2) Motif Mataram, (3) Motif Majapahit, (4) Motif Bali. There are some typical regional patterned motifs which are known in the further development, namely: (1) Motif Jepara, (2) Motif Madura, (3) Motif Cirebon, (4) Motif Pekalongan, (5) Motif Yogyakarta, (6) Motif Surakarta, (7) Motif Semarang.

Beside of the royal motifs and typical with regional, there are motifs which in the development influenced by the common motifs, namely: (1) Lotus Motif, (2) Cloud Motif, (3) Coral Motif, (4) Clove Flower Motif, (5) Flowers Motif, Fruit Motif and so forth

### **Tools And Materials For Drawing Ornament**

In general, the tools and materials that used in drawing ornament are pencil, ruler, dye and paper. There are various types of pencils, and they are pencils type H, B, 2B, 3B, 4B, 5B, 6B, 7B, 8B and EB. Pencil type H (hard) is a pencil with the lowest blackish intensity, B (black/soft) and EB is a pencil type with the highest blackish intensity (Apriyatno, 2007: 2).

### **Ornament Application And Work Technique**

Materials that can be used to draw ornament are the paper media with the pencil and colored pencils and also poster paint or acrylic paint. The application of the ornament can be applied to the textile media, wood and other natural materials. For the textile material can be seen in the batik works, t-shirts design, bags, and in the wood material, e.g. household furniture carving works, wall hangings relief, etc.

Thus, the fine art education in curriculum 2013 is an education which teaches students toward mastery of the attitude competency, the knowledge competency, and skill competency with the student-centered learning. Fine art learning provides added value for learners, explore and develop the potential of learners in accordance with the development of education. Ornament which is as the rich heritage of Indonesian nation can be known by the youth generation, so that it can be maintained the continuity and developed for the country's progress and the fine art education in Indonesia.

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