

PROCEEDING

**“The Diversity and Significance Values of Local Wisdom
is a Source of Inspiration in the Art and Culture Learning
that is Dignified in Our Educational Fields in Capitalism
Amid Turmoil”**

Surakarta, March 13, 2013

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Sebelas Maret University

**FORWORD BY RECTOR
SEBELAS MARET UNIVERSITY**

Assalamu'alaikum Wr. Wb.

Distinguished keynote speaker, guests, and participants,

As the rector of Sebelas Maret University, I thank Allah SWT for giving us His bless to conduct this International Culture and Arts Education Seminar, which is started with the book launching entitled: “PEMBELAJARAN SENI BUDAYA BERBASIS KEARIFAN LOKAL UNTUK PENDIDIKAN BERMARTABAT”.

I would like to express my happiness and pride as this International Culture and Arts Education Seminar is the real contribution of the Fine Arts Education Study Program, Faculty of Teacher Training and Education UNS, in actively reaching the goal of Sebelas Maret University to be World Class University.

All efforts have been done to achieve the goal. Therefore, many programs held in the university, faculty, department, study program, and other units are synergistically focused on the goal, through increasing and developing the existing resources, and creating good academic atmosphere. Besides, creating a good cooperation with several institutions both domestic and foreign can also be taken to reach the goal.

UNS will not reach its goal without a good commitment, cooperation, and support from all elements of it. Thus, I put my hope on the Fine Arts Education

Study Program, Faculty of Teacher Training and Education UNS to actively obtain valuable achievements, in order to develop UNS in this globalization era.

Last but not least, I wish you a very valuable seminar.

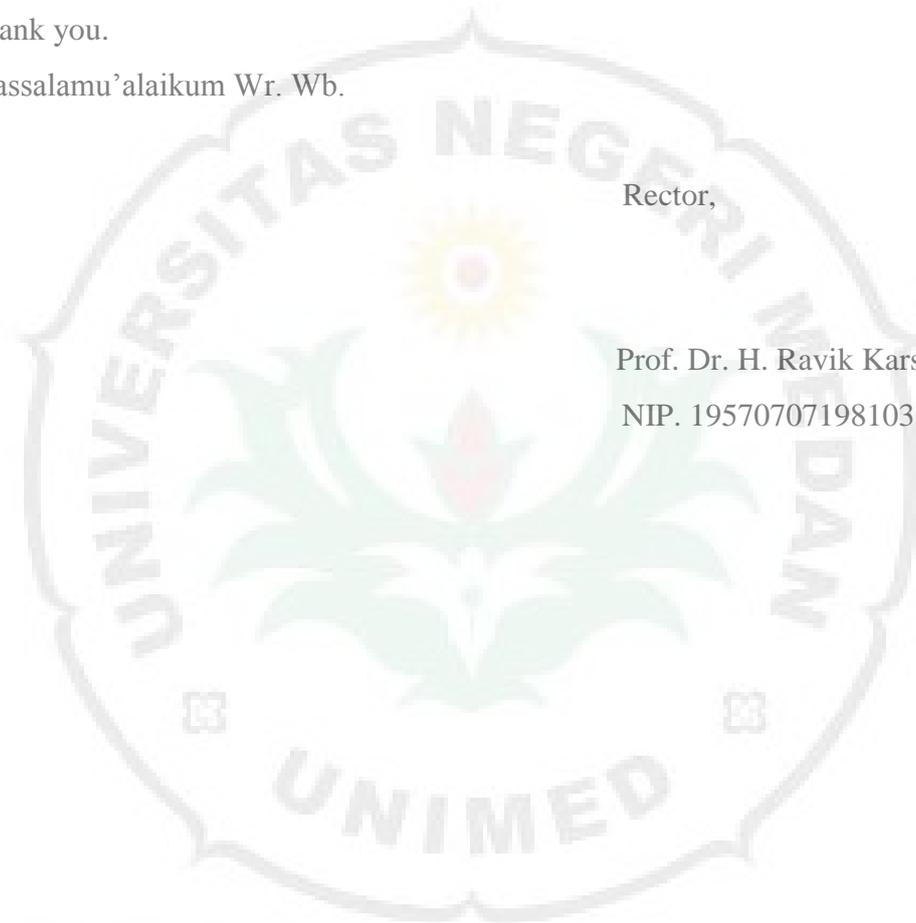
Thank you.

Wassalamu'alaikum Wr. Wb.

Rector,

Prof. Dr. H. Ravik Karsidi, MS.

NIP. 195707071981031006



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PENDIDIKAN
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CULTURAL ARTS EDUCATION 2013

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**FORWORD BY DEAN
SEBELAS MARET UNIVERSITY**

Assalamu'alaikum Wr. Wb.

Distinguished ladies and gentlemen,

As the dean of this faculty, I warmly welcome and support the activity of the Fine Arts Education Study Program, Language and Arts Education Department, which is now in the form of the International Culture and Arts Education Seminar. This seminar is held to commemorate the 37th Dies Natalis of Sebelas Maret University 2013.

The theme of this seminar is very interesting as we can see that the culture and arts (including fine arts and music) learning in the school is very important: to implant the great value toward the students. It is hoped that they will grow into a better generation.

This seminar provides varying presenters with different culture and arts competences, so that it is expected that it will give more knowledge and experiences and also especially, references for the students of culture and arts education.

I do expect that this academic activity is continuously developed in terms of the theme, the upholding, and the existing cooperation. Thus, this will be a good contribution especially for the arts education. The active role of the Fine Arts Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Sebelas Maret University, is well needed in order to produce a better and creative generation having high cultural value.

May I wish you all an informative and interesting seminar.

Thank you.

Wassalamu'alaikum Wr. Wb.

Dean,

Prof. Dr. H. M. Furqon Hidayatullah, M.Pd.
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THE HEAD OF COMMITTEE : A PREFACE

On behalf of the organizing committee, we would like to thank Alloh SWT for all His blessing as this international proceeding has been finished done right on time. This proceeding is a part of the international seminar held in line with the 37th Dies Natalis of Sebelas Maret University. A Fine Arts exhibition is also held during the seminar as an integrated part of it.

This proceeding is a collection of presented papers in the seminar coming from some universities both domestic and foreign. It is also a series of ideas, research concepts, and experiences of creating art works in the context of culture and art education and research. The proceeding covers almost 28 articles from 14 universities both domestic and foreign written by the keynote speaker and other presenters.

It is expected that this proceeding will enrich the knowledge development and it can be used as an inspiration in the context of education learning in which nowadays it faces confusion in the middle of capitalism. Thus, it will possibly lead to the invention of the variation of culture and art education learning model based on the local wisdom.

We would like to express our gratitude to all elements supporting this international seminar. Our deepest thank goes to the rector of UNS, Prof. Dr. Ravik Karsidi, M. S and his staffs, and also to the dean of Faculty of Teacher Training and Education, Prof. Dr. Furqon Hidayatulloh, M. Pd and his staffs. We would also like to extend our sincere gratitude to the chairperson of Language and Arts Education Department, Faculty of Teacher Training and Education, Dr. Rohmadi, S. S. M. Hum and the chairperson of Fine Arts Education Study Program, Dr. Slamet Supriyadi, M. Pd. We also want to thank all the supporting sponsors and also the organizing committee.

We realize that this international seminar is far from being perfect. Therefore, the organizing committee looks forward for any supporting criticism and suggestions.

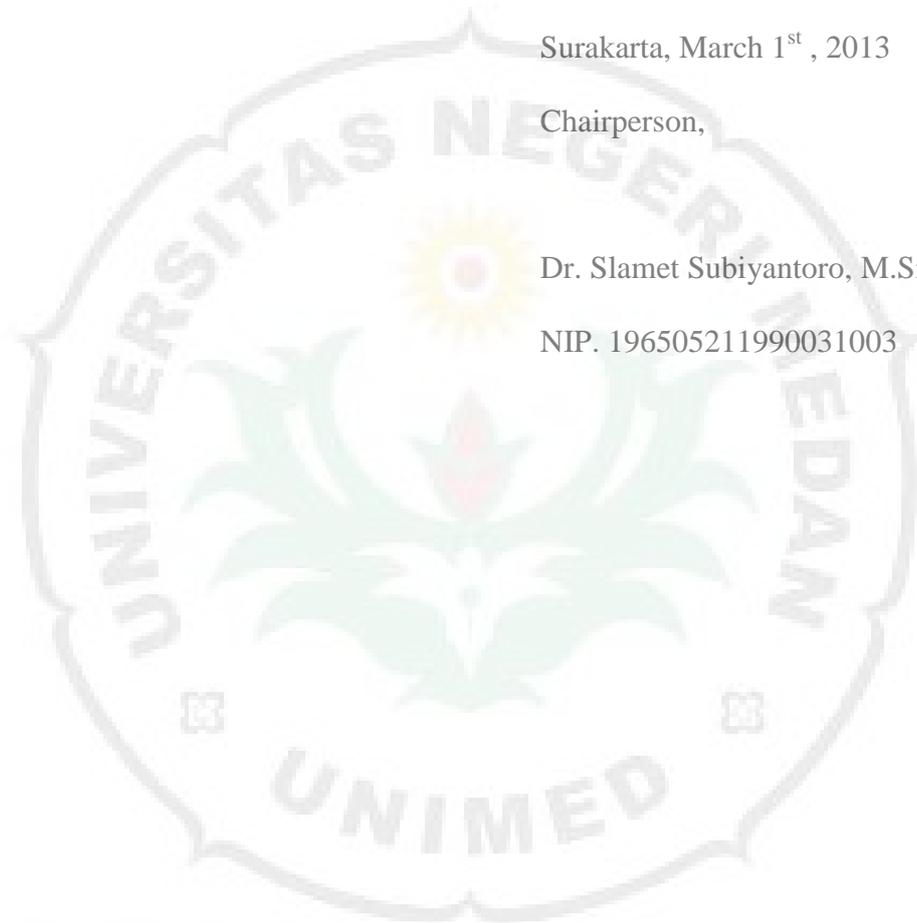
Last but not least, we do hope this international seminar will be beneficial for all. We wish you an interesting and valuable seminar.

Surakarta, March 1st, 2013

Chairperson,

Dr. Slamet Subiyantoro, M.Si.

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**DEVELOPMENT OF VISUAL ART EDUCATION BASED ON LOCAL
NATURAL RESOURCES TO STRENGTHENING THE ENDURANCE OF
INDONESIAN CULTURE**

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State University of Medan

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Abstract

Visual art education based on local natural resources is very potential in Indonesia. This Country had so many natural resources to be used as media for visual art creation. Stones, wood, bamboo, fiber from plants, shells, animal horns, up to natural colours were available to be used as media of creation. The world of education conducive to develop natural resources as media of creation. Creating visual art based on local natural resources can strengthening the endurance of Indonesian cultural.

Key words: education, visual art, resources, natural, endurance. cultural, Indonesia.

Introduction

Visual art education based on local natural resources was very important to strengthening the endurance of national culture. Recently, globalization able to eliminate culture of weak nation (Priyatno,2007). Visual art education must be designed as instrument of development of creativity in order to the students able to process a great deal of local natural resources so they did not depend on other nation.

Visual art education ideally able to increase individual ability to creation so that the natural resources in their environment able to be used for increasing the quality of human life, for himself or others. The process of self empowering through visual art education and utilization of local natural resources able to create powerful culture, so that we defendable in the stream of globalization that gained strength.

Indonesia had so many natural resources that spread in the wide area, in the thousands islands. Indonesia rich with potentio of natural resources, among those were stones, forest product, flora and fauna, sea product, and others (Encarta encyclopaedia, 2006). The potentio of natural resources can be used as media creation in the process of study of visual art. It was avident that creative people able to cange stones become luxurious temples in Java. Creative people able to change clay become various beautiful earthenware vessels, teakwood become furniture, plants fiber become fabric, cocon become silk, animal horn and sea shell become cooking utensils and beautifull things.

Visual art education ideally able to develop human creativity so that they able to process natural resources in their environment. Curriculum of education must be designed based on link and match with their environment of nature to strengthening the endurance of nation culture.

Analysis

Indonesia consist of multiethnic group of people, more than 300 ethnics. Every ethnic had their own caracteristic culture. It was formed because of ability to process the potentio of natural resources with their own metode. Their creativity able to make interesting visual art products/ culture products. After centuries, every ethnic processed their natural resources based on their own ability to increase their quality of life.

The ability of Indonesian (every ethnic in Indonesia) to process their natural resources and their environment, include to create visual art were excellent. Visual art elements at batik, ulos, and songket were a few examples of excellent types of visual art in ethnic cloth that existed for centuries. And so it was with visual art elements in architecture, luxurious temples decorated with relief and various statues were existed for centuries. Borobudur temple was one of Indonesian masterpiece that was amazed by people in the world. Temple that combined architecture with visual art, it combined with thousands of reliefs and statues in highest quality. And so it was with puppets leather, it was the visual art inheritance. That product made by Indonesian and all products utilized local natural resources.

Indonesian was loaded with talent in visual art, it must be developed. Through visual art education, students were educated in order to creative to process natural resources in their environment. Although without formal education in realm of visual art, talented artist able to creative through study autodidact and become professional artist, it was very interesting to develop the creativity through formal academic education with scientific approach. Academic and scientific approach able to develop visual art continuously. Through this approach, development of visual art can be identified, classified, explained, and predicted. So that the development can be designed to achieve higher quality, more quickly, and exactly.

The world of education able to learn from central production of visual art that developed in society. Beyond the academic world, there are any central production of visual art that developed by talented artist, they were autodidact but professional. Their products were excellent, students can learn from them. They could be direct instructional to students. There are a few central production of visual art based on local natural resources in so many province in Indonesia. These central production were developed by talented artis, through their own effort.

The world of education could learn from professional artist in Bali. Although they were autodidact, they produced excellent works of art. They also had studios as a place to creation and gallery as a place to display their works of art. There were so many artists in Bali that processed natural resources in their environment. They made creations from animal bones, wood waste, clay, stones, plants fiber, and so on become beautiful works of art.

The world of education can also learn from professional artis of Java. There were so many artists had ability to process stones that available in nature become works of art such as statues, place of decorated lamp, and so on. There were also any people that processed wood waste and areal root become interesting works of art. In another places, in Pucang Secang Magelang regency, there were any people had ability to processed horn from buffalo or cow become various coocking utensils and beautiful things.

In Yogyakarta, there were so many professional artists that also can be used as direct instructional. They had ability to process plants fiber such as *enceng gondok*, stem of banana trees, and others become yarn and string, then those changed into works of art or applied art or usefull things, and those are interesting because of there were any visual art elements. There were any central production used natural material such as bamboo, rattan, scallop shell, and other. There were also any artist used natural colour made of stones, fruits, plants, and other as a dye. They used natural material to colour works of arts. Their existence could be used as direct instructional and also to developed through scientific approach.

Indonesia had so many natural resources, there were any various natural resources. All potention of natural resources were unuseful if not applicable to be beautiful thing or usefull thing. Visual art education had responsibility to create curriculum of education in order to students had competence of creativity to process potention of natural resources in their environment. Their creativity to process natural

resources into works of art in high quality utilized to against the stream of globalization that crushed our culture.

Although the potention of natural resources must be managed and utilized, it was important to raised consciousness about natural resources protection. There were any local wisdom in each ethnic in Indonesia, they utilized natural resources judiciously. There were any tradition rules that applied in order to people utilized the natural resources without damaged their environment.

In each regions, there were any tradition rules to protect forest territory, sea, river, mountains, and other. Restriction to hew tress, forbidden to take fish every time, were a few examples of local wisdom to protect natural resources. Local wisdom values must be applied continuously to avoid the damage of environment.

Creativity, Natural Resources, and The Independent of Nation

Creative human able to changed natural resources in their environment to fulfilled human needs. Among the human needs were visual art. This needs could be fulfilled with creating various visual art product (Fichner, 1995). Each nation in the world had ability to create works of art to increase their quality of life through processed their natural resources in their environment (Janson, 1995). And so Indonesian artist, they created various works of art in high quality. Puppets leather, batik cloth, and luxurious temple were the evident.

The ability to create visual art correlated with creativity of art creators. Human creativity to processed natural resources obtained from self experience (authodidact), also obtained from learning visual art in formal institution. In this age, formal education of visual art ideally able to increase students creativity, continuously and planned. Through learning program, they had ability to process natural resources in their environment. Through visual art education that linked and

matched with natural resources, they had ability to become art creator and competence, so that they were creative and productive in visual art production.

Through visual art education, ideally born so many creative and productive art creators, so that they had ability to changed their natural resources in their environment. They had ability to change fiber into yarn, change yarn into cloths, and change cloths into fashions. Through visual art education, they had ability to change stones into statues, temple or other building. Out of the academic world, human learned autodidact had creativity to be great sculptor, they could changed stones into statues, temple and ather buildings. Sculptors in Muntilan were the evident (Priyatno, 2010). Other example, creator had creativity to process sands become works of art, such as Winarto Kartupat, his works of art made of sands (Priyatno, 2011).

Through visual art education, students must be had high creativity, so that born art creator that had ability to recreated all natural resources as works of art. Such as artist or craftman in foot of Merapi, they had ability to changed animal horn become spoon, comb, armllet, and other (Priyatno, 2009). Such as the sculptors in Mungkid Magelang, they had ability to change wood waste and areal root become furniture, statues, and interesting things.

Natural resources in great quantities must be processed and utilized to be works of art that could strengthening the endurance of cultural nation. From ancient, Indonesian ancestors given us lessons to independent to fulfil their needs. In Sumatera, people from ancient, utilized natural resources tu built a house. They used material from their environment (Marsden, 2008). In Java, people made pantile made of clay as roof . Structure of building was constructed with material from nature such as wood and bamboo. And so each ethnic in Indonesia, they utilized natural sources to fulfilled their needs of life. Their own ability to built based on their local natural resources make them independent. They were not depend on other nation.

The creativity of people determined ability to process the natural resources in their environment. People with high creativity would produce high quality product. The high creativity could be obtained through learn in formal school or university. The high quality of product could increase the quality of life of people. Those had ability to create high quality product tended to independent to construct their culture. People that independent to fulfilled their needs of life had endurance to encountered the strong stream of globalization. High quality product had ability to confronted low quality product from foreign countries.

Visual Art Education in Globalization Era.

Visual art education in elementary, middle, and high school intended to develop creativity and increase appreciation of art for students. Visual art education at that level not intended to create art creators (professional artist). At college, visual art education intended to resulting art creators (professional artist) and an expert in theory of art. Visual art education at both levels ideally could increase human quality in order to they had creativity and ability to utilized natural resources in their environment to fulfilled their needs of life, include the needs of beautiful things (visual arts).

Visual art education correlation with the endurance of nation. In globalization era, visual art education was strategic to resist hegemonic culture from other nation that inconflict with our values. Curriculum in visual art education ideally was designed to develop student's creativity in order to had ability to process local natural resources, so that they independent to create works of art and could encounter mainstream of foreign culture.

In globalization era, international relationship was opened, so Indonesia as open country would be influenced by foreign culture (Lombard,1996). Advancement of information, communication, and transportation technology, made international

relationship more easy to be influenced to each other. This condition bringing foreign product that more interesting and cheap quickly received by people.

Uncompetitive local product of visual art would be eliminated in the international competition. Quality product of visual art must be increased in order to able to compete with foreign product. Local product would be competitive if visual art education had strategy to made students competence and reliable, so that they had ability to be art creator and ready to encounter foreign product from mainstream of globalization.

Visual art education ideally designed for the graduated in order to had ability to encounter development of visual art that canged quickly. The works of art characterized by novelty and creativity (Newmeyer, 1957) must be learned and developed. Lesson about modern art that was given in education world must be correlated with natural resources in their environment. The curriculum must be correlated with local natural resources. So that, all modern works of art could be produced independently, the material did not depend on foreign country.

Visual art education in globalization era ideally a part of strategy to strengthening national identity. Utilization all potention of local natural resources as medium to create works of art in the world of education, in order to independent, was one of solution to solve the problem.

Closing Chapter

Conclusion

Visual art education based on local natural resources must be developed to increase the endurance of national culture of Indonesia. Visual art education based on local natural resources was very important and strategic to encounter the strenght stream of globalization that could crushed the elements of indonesian culture. Visual art education ideally was designed curriculum in order to the students become excellent

art creators and they could processed and utilized natural resources in their environment. Visual art education ideally produced graduated that creative and productive creating works of art in high quality and based on local natural resources.

Suggestion

Institutional policy in art education in Indonesia able to designed the curriculum that resulting excellent art creators, and they could utilized local natural resources as medium of creation. So that, Indonesian become independent to fulfilled their needs of creation, they did not depend on material from foreign country.

Indonesia consist of so many region with multiethnic society, natural resources in each region ware different, development visual art education in Indonesia ideally based on natural resources in their own environment in order to the students had ability to utilized and develop visual art in their region.

The powerfull culture in each region could strengthening national culture. It could reduced the influence of foreign culture that in conflict with our culture and tended to make Indonesian culture become weak. The various works of art (culture) in Indonesia could be developed based on the uniguey and natural capital in each region.

Through visual art education that contiuously follow the development of advancement of age, the various works of art could be produced. So that works of art received by people and become a part of their identity culture. Those would encounter the influence of foreign culture.

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