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Empowering Local Mind
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EDITORS AND COMPILERS:

Dr. Azahar Harun
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En Nadzri Mohd Sharif
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Pn Fatrisha Mohamed Yussof
Pn Anith Liyana Amin Nudin
Pn Ilinadia Jamil
Cik Fazlina Mohd Radzi
Cik Aidah Alias
Cik Nurkhazilah Idris

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Norsharina Samsuri

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Participatory Art Project To Develop The Creative Potential Of Students Of Senior High School In Surakarta

Adam Wahida[1,*],

[1]Department of Art Education, Faculty of Teacher Training and Education, Universitas Sebelas Maret (UNS), Surakarta, Indonesia

*corresponding author: adamwe91@yahoo.com

***Abstract*— This study aims to: 1) Develop creativity students of senior high school through participatory art project, 2) Creating works of art according to the socio-cultural conditions of students. This research method based participatory arts practices that is done through the phase of preparation and formation. The preparation phase is done through: 1) elaboration, establishes the idea, and integrates the project material with socio-cultural context of students, 2) create a synthesis of learning / workshop with art participatory practice to realize the conception of the artwork, 3) define the concepts of creation sourced of youth culture into a variety of art media, 4) plotting embodiment the concept to the final form of participatory art work in the format of two-dimensional, three-dimensional, and installation. Phase of formation is done with: 1) exploration to seek solutions that can foster an interest and potential students through the study of art. 2) improvisation/experimentation by giving a artistic creation workshops that involves students. 3) the embodiment of ideas into works of art done together participants (students). The results of this study indicate that students are able to express their ideas and gave rise to a personal character that is typical of young people. The works of art with the medium of comics, graphic, and the stencil is a tangible manifestation of the growth of students creativity . Involved as participants in this art project, the students were able to show the spirit of communality and solidarity to be more concerned to socio-cultural conditions.**

Author Keywords: *Students, Creativity, Participatory Art*

1. INTRODUCTION

In the senior high school curriculum, subjects of art has a unique, meaningfulness, and usefulness to the developmental needs of students, by giving the an aesthetic experience through activities of expression / creating and appreciate. The approach is through “learning by art”, “learning through art”, and “learning about art.” While the goal to improve sensitivity, the ability to express and the ability to appreciate the beauty and harmony.

When we look the concept and purpose of art subjects above the expected competencies of learning of expression / creating arts is for growth of students’ creativity. In this case, teachers are expected to be able to explore and evoke the creative potential of students. Thus it would be arise selfawareness of students to study seriously in any art learning process. However, the hope is still far from reality because the facts show that in a school with more than hundreds of students, found only a few students who have attention on the subjects of art.
From the observation, I found a weakness in the learning process, including: 1) teachers still linearly thinking and has not been developed a learning model that construct creative minds of students. 2) teachers have a tendency to convey the subject matter regardless of meaning in it. The weakness will be minimized if the learning process fit the purpose of art subjects, namely the growth of the creative power of students in solving every problems. Steps that can be taken to answer the above problems is to create a participatory art projects with students. Through this participatory art projects, students can encourage mutual understanding and energy to the creation of works of art together, establish freedom of ideas rests on education contextuality and socio-cultural of adolescents. The mechanism of participatory work can unify experience, vision, and encouraging the appearance of creative ideas are able to represent themselves and the creative potential of students. It is important, addition to give a tangibly overview for teachers in explaining the concept of learning is also very useful for students as a provision of life, especially related to the ways of thinking and working creatively

2. METHODS

Implementation the method of participatory art project includes two phases, namely the preparation and formation. The preparation includes: elaboration, synthesis, the realization of the concept, and completion. While formation include: exploration, improvisation / experimentation, embodiment.

In general, the steps are: 1) Preparation; (a) elaboration, set the basic ideas related to the implementation of participatory art projects rests on lateral thinking to integrate the projects material with socio-cultural context of students, (b) synthesis, makes synthesis the process of learning / workshop with participatory art practice to realize the conception of an artwork, c) the realization of concept, determine the concepts of creation that comes from youth culture into a variety

of art media, (d) the completion, to plan the embodiment of concept to the final form of participatory art work in the format of two-dimensional, three-dimensional, and installation. The formation phase include: exploration, improvisation / experimentation, and embodiment. Exploration conducted to look for solutions that can foster an interest and potential students through the study of art. Solutions are expected to include: discovery strategies of materials, methods, and media of innovative art learning. Improvisation / experimentation done by providing artistic creation workshops involving students. This workshop is to explore the potential and interests of students in creating works of art. During the workshop process was also carried out experiments of materials, techniques and formats to achieve a suitable form with the concept of creation. Embodiments of ideas into works of art done with the participants (students). In realizing the artwork with students, I act as the initiators and collaborators artists who set the whole process of embodiment. While students as participants that fill or complete some parts of the works of art produced.

3. RESULTS AND DISCUSSION

3.1 Preparation of Art Project

3.1.1. Elaboration

To improve the quality of learning, is required strategy of participatory art creation through workshops and formation the artwork which is based on student needs. In this case, students need to be taught how to creative thinking in addressing the subject of art. In addition, students are given the freedom to create artwork with managing of the idea from environment. The issues related to youth culture, such as consumerism and self identity can be used as the theme of the artwork creation. To changing the perspective of students, need to be taught lateral thinking methods because this method can awaken the imagination be freely. Lateral thinking is to provide alternative ideas related to the visual aspects be freely and are not confined by the conventions or rules prevalent. Lateral thinking has a role in escape the shackles of conception of old ideas. This role has resulted in attitudes and approaches to observe the problem in a different way (Edwar De Bono,1991:11-12). Considering the problems of this art creation is the phenomenon of art learning in senior high school, then the method / process of creation can not be separated from the context of the curriculum. Thus, the creation of participatory art will provide direct benefit to the effectiveness of learning the art as a medium to awaken the creativity of students. Although referring to the curriculum, workshop materials can be loose to achieve a fundamental understanding of art learning; began to from dig up the idea, determine the theme, teach technical and media, frees expression, to bring about his art work intact. The workshop materials are also directed to provide awareness of self creative potential and awareness of socio-cultural.

3.1.2. Realization of Concept

To realize the ideas into the medium of art, I prepared a draft strategy of participatory art creation that comes from the curriculum and students' socio-cultural context. The issues that arise among adolescents, such as consumerism and self identity is realized with visual medium that are familiar in youth culture (students), such as: comic, graphic (woodcut technique), and stencil. Thus, it is expected to attract students to learn the art and fosters creativity. Technical to realize the concept into the medium of art done with the workshop of art creation and the creation of participatory art.

3.1.3. Plan of Idea Embodiment

Results of artistic work and the whole documentation of this art project activities will be presented into the artworks in format two-dimensional, three-dimensional, and installation. Presentation of the artwork and documentation of these activities is the result of a participatory art project that could be seen to know how far the benefits for participants. In this case, art can be a medium of education, awareness raising and empowerment of creativity. In the end, works of art produced not merely as an object but as a means to find various problems of students. They can decipher it and try to solve them with creative ways through art practices.

3. 2. Formation

3. 2.1. Phase of Exploration

In the exploration phase, we are looking for a wide range of possibilities to make observations to search for the main information and supporting information on the subject of creation. In this case, the struggle of the mind and imaging process of the object desired began to be studied, laid out, even modified its visual imaging. Of the variety of processed visual image It then been selected to aligning the maturity of concept and visual. Main and supporting information are emphasized on the issues of young people, associated with the realization of the concept of the artwork creation. The information is to provide a complete picture in order to sharpen the concept of creation and embodiment of art. Exploration conducted on each issue in order to avoid overlapping of ideas, even though the issue of one another can complement each. This is done to find information related to the issues to be raised. Thus, it will give a clear idea to the next phase of embodiment.

In exploration, I held workshops about how to lateral thinking to find a wide range of approaches and a different perspective on things. Through lateral thinking, students are encouraged to try a different perception over the meanings of artworks. I dug students' understanding of art works by showing examples of visual attributes of adolescence, such as: stickers, t-shirts, key chains, pins, emblems, shoes, bags, and hats. Furthermore, students are asked to parse the visual elements, such as: line, shape, color, and texture. From his observations,

students can interpret that visual attribute of adolescents are also at as works of art, because in it there elements of art.

I also taught the method of brainstorming to explore ideas as much as possible. Through this workshop, the students were able to explore different ideas independently and with their friends. Students are able to open up a democratic perspective without any pretension about every idea that flows into the imaginative spaces that were never thought about before. The sources and the diverse ideas can inspire various tendencies, such as: technical, shape, expression, visualization or things that more substantial.

The data found through direct observation in the field, the experience of the students, or from newspapers, magazines, and the Internet, in the form of verbal and visual. Some of the visual data is found and support the idea have been processed visual imagery to find the artistic and aesthetic potential

Fig 1. The processed visual image about the consumerism culture and graffiti as a form of self-existence.

3. 2. 2. Phase of Improvisation / Experimentation

At this phase, we try and find a wide range of ideas possible, concepts and visual images that have been obtained in the exploration phase. Exploration of creative to display forms that are expected will possibly experiencing trial and error. To equip the abilities and technical skills of the students, the process of experimentation conducted through a technical workshop of art creation. From the process of improvisation, then selected the draft of the most ripe to be made into art work through the phase of embodiment. Workshop artistic creations held to teaches a variety of techniques and mediums in creating the art works. The workshop materials adapted to the medium of artistic expression in accordance with the visual culture of youth, such as: graphics, comics, and stencil.

Experimentation through graphic workshop rests on consumerism issues, especially the phenomenon of indie clothing. Through this workshop students conduct technical experiments and visual form of graphic works that inspired by clothing products, they expanding it or expressing personal ideas in visual form the other. The material taught in graphic art workshop include woodcut and collages techniques.

Fig. 2. Students applying woodcut printing technique on the t-shirt.

In the workshop on artistic creation, I also taught stencil technique to create works of art. The idea rests on the visual forms of personal merchandise products on the market, especially those made with stencil medium. Students develop visual forms of existing or create it independently. Experimentation is also done by giving workshops about comics. This comic medium to facilitate the creative ideas of students in expressing its identity through a picture story. As with any activity which is often done to express an idea into the wall magazine.in the school.

3. 3 Phase of Embodiment

Various works of art produced through workshops, arranged and presented in a format installations. Process of embodiment is done with participation of the students.

3.3.1 Embodiment of Art Installation 'Graphic' Embodiment of installation art is grounded in issues of consumerism / indie clothing phenomenon. The process begins by providing a canvas size of 20 x 30 cm stitched edges, each corner was given ribbon. Furthermore, mold produced during the workshop, imprinted on the canvas with black ink. The whole canvas is already printed compiled and merged into one. Merging the canvas is done by connecting the ribbon in each corner of the canvas. Canvas has been connected subsequently shaped into a tent.

Fig. 3. The process of printing on canvas (left) and structuring tent (right)

3.3.2 Embodiment of Art Installation 'Stencil'

Embodiments of this work rests on the issue of identity and the trend of teen idol. This work is made with stencil technique on the sticker paper and cans, arranged in installative format. The process begins by selecting some sticker produced during the workshop as elements of installation art. Sticker-sticker put in a plastic one by one and arranged lengthwise,align sideways and hanged in a wood.

Fig.4. Making the sticker with stencil technique (left), display of sticker installation (right)

3.3.3. Embodiment of Art Installation 'Comics'

Embodiments of this comic installation rests on the issue of self-identity, behavior and lifestyle of adolescents. Technically presented in the form of books and panels. Comics made by students during the workshop realized in the form of a book. While comic panels made with a combination of drawing and cutting techniques using paper and sponge. Some characters are selected and redrawn.

Furthermore, various characters are cut on the the line outside and affixed to the sponge is cut to follow the outline.

Fig 5. Student making comics together (left), display of comic installation in panels and books (right)

4. CONCLUSION

The participatory art project as a social activity, more emphasis on the actuality and practical work, not symbolic. Art creation process is executed, directed at the student's understanding with socio-cultural of adolescents, to be integrated in learning the art. As such, the communication that occurs between me and the students will bring up emancipatory attitudes. Through actuality and practical work, I am able to produce collaborative art impacting the art learning becomes more meaningful, not only creates a representation of the problem alone.

Various activities were initiated in participatory art project is always based on the goal of creating art works as a medium of expression and creativity of the students as teenagers. In the process of creating the artworks, I empower students by understanding the visual culture of teenagers as aesthetic potential that can trigger the growth of creativity. I can help students to better recognize the environment as a source of creative ideas.

Creating works of art with medium of comics, graphic, and the stencil is a a concrete manifestation the growth of students creativity. The ability of all students in expressing the ideas, gave rise to a personal character that is typical of young people. Involved as participants in an art project was able to demonstrate spirit of communality and solidarity to be more concerned with conditions of socio-cultural.

Through this participatory art project approach, teachers will be easier to develop learning that is grounded in the needs of students. In this case, the teacher can condition students to identify various problems that hinder his interest in studying art, also giving artistic creations practices in accordance with the needs of students.

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