

Conference Paper

Study Approach Based on Art Appreciation "Should" be an Option in Art Learning During Online Study

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ORCID:*Lilik Indrawati*: <http://orcid.org/0000-0002-2773-8078>**Abstract**

Cultural arts education faces new challenges in the era of the COVID-19 pandemic, where all forms of offline learning in schools are eliminated. Cultural arts teachers are faced with a lot more problems because the curriculum 2013 still sticks to the competency of artwork skills. Also, the current cultural arts education curriculum explicitly no longer includes art appreciation and artistic expression in the achievement of competency in learning arts and culture. Art in education basically seeks to take advantage of unique artistic activities, which in education are used to shape children into full human beings who also develop emotional intelligence. Art appreciation activities teach empathy and foster a sense of emotion, helping to build new imaginations in the form of aesthetic and artistic experiences. Thus, art learning based on art appreciation is considered to be the most effective way to solve the problems of learning arts and culture online.

Keywords: art appreciation, emotional intelligence, empathy, aesthetic creativity, artistic creativity

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1. Introduction

This article is an article in the form of a review article, however, the writing is inseparable and is very based on the results of research that has been conducted; and for 40 years of experience in the profession as an art educator in Indonesia with a number of research activities, community service, and as a facilitator in the arts education sector.

Research that has been conducted is also based on of learning art in schools, which are generally perceived as a subject of art skills; and the existence of an art and culture curriculum with the formulation of basic competencies of the art knowledge and basic competencies of artistic skills (not competency in art appreciation and competency in the

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artistic expression). Then this writing is also still very inspired by the research article by [5] which states that the competence of art teachers as an appreciation guide in schools is considered inadequate because when they (art teachers) finish their education and enter the world of society, they hardly armed with the ability to appreciate art, the number of teachers who are ready to teach art appreciation is also very limited. It is considered that teachers still need to be given the opportunity to improve their own appreciation skills for works of art. This means that changes in the world of art education still require a long time and a mature strategy. Likewise, the arrival of the pandemic era which forced all learning in schools to take advantage of online facilities. Then the concern of J.F Lyotart regarding the condition of “Nirmanusia” becomes even more real for us to feel. To appreciate works of art, we have to use online media.

2. What Is Art Appreciation?

Since the existence of human life in this world, the existence of art has been a part of human life until now. What are the factors that cause the artistic life to continue today? The answer is there because basically humans are gifted and have the power to drive their lives, one of which is aesthetic power (see Lavelle & Le Senne, in [1]). Then how is the relationship between aesthetic power and art appreciation?

The appreciation of works of art is not just starting activities “objectively” based on frozen norms. Appreciation is not computative, not just analysis and synthesis or dialectics. The appreciation that is true, that is natural, which is natural, is only possible in appreciation. This means that there must be an integration between external stimuli (appreciated works) and inner sti-muli, and this means the creation of a creation which this time is in the form of appreciation, whether it only reaches a surprise or is capable of causing a feeling of touching [8].

Artworks whose encounters with devotees are always presented as manifestations that can be sensed (seen and-or heard), which in turn will eventually arouse human emotions through symbols and aesthetic elements, which are psychologically capable of influencing human emotions and building. New experiences and imaginations.

In appreciating works of art, it is “better” for the human sensory experience to be actively involved, especially for novice appreciators. That is, in performing art appreciation activities, ideally the appreciator should be able to face works of art directly (not using media).

3. Why Should Students in School Experience Art Appreciation Activities?

Art appreciation activities take the form of aesthetic responses to the phenomena of artworks. Appreciation is a cycle that exists and is very natural in life, as a response from human sight and hearing to the presence of aesthetic objects. If we examine a work of art from the point of view of an art creator/artist, the actual work of art is not merely a personal intention of the arts. As stated by [10] artistic expression does not mean an expression of a person, not an expression of his personal actual feelings, but an expression of his knowledge of human feelings in general. So artistic expression is not a personal emotional release, but an artistic expression of an emotional quality, a mental image of emotion, or an emotional manifestation. Then [9], concluded that aesthetics is the empowerment of a person's imagination and contemplation that is not limited by time and space.

4. How Does the Art Appreciation Process Take Place?

In art appreciation activities, appreciators will be involved with sensing activities to obtain aesthetic experiences, even aesthetic experiences are the "heart" of art life [3]. Because of that [7] also argues that enjoying art is not a passive process, but a process that consists of a number of responsive actions that accumulate into objective satisfaction.

Can also clearly describe that the stages in the process of art appreciation can be described as follows: (1) surprise (sur-prize), (2) empathy, (3) true sense of aesthetics, (4) sympathy, (5) a sense of ethical right, (6) fascinated, and (7) touched. Regarding empathy, Tabrani also explains that: "Empathy is an intuitive process accompanied by a sense of aesthetic beauty (felling into a form) and is between the unconscious and the conscious threshold. Those who are too rational will find it difficult to fall in love at first sight of a work". Thus art appreciation activities are very important in art education because in the process of art appreciation there is an empathy stage. This is where the power of art education as a way for empathy education to take place [8].

Such is the importance of the role of empathy in human life and development, as well as the role of art education that can be learned through learning art appreciation. The existence of an empathy stage in the art appreciation process that is present precedes the acquisition of feelings of emotion and the formation of interpretation. Empathy is not a logical activity, but an activity that is very emotionally charged, according to [2],

empathy can provide extraordinary energy; that empathy is lubricating oil for the wheels of social life. When we share, love, cooperate, and give; that's when empathy comes into play. When empathy is absent, intimacy is lost, and relationships are damaged. Violence, harassment, discrimination, and selfishness become commonplace when empathy is lost.

The process of art appreciation starts with the process of inducing. Through sensing, the information will be obtained which is then sent to the brain so that the interpretation process occurs. Interpretation is influenced by: intellect (IQ), experience (experience), emotional attitudes at a time, and the intensity of concentration. So interpretation as a result of the process of art appreciation is a combination of information, experience, and intelligence.

Why Is Art Learning Based On Appreciation of Art A Thing That Should Be Done In Teaching Art In This Pandemic Era? In the implementation of cultural arts education in schools (And in art colleges?), It is predicted that there are still many art teachers in schools who are lacking, even not understanding that art appreciation learning is part of art activity (other than art creation/art creation and art criticism). However, what is most concerning is that there is still a lot of understanding from cultural arts teachers who perceive art appreciation learning as learning about art insight, art knowledge, identifying art elements, analyzing the composition of works of art, and simply being learning art theory.

The research results of [5] stated that students were never invited to see or hear a presentation of art directly. As a result, it is difficult for them to be impressed by the art. Learning music for example, but never being invited to listen to music; studied local arts, but was never invited to see art performances. Art is not words and theoretical, it has its own language, which cannot be replaced by 'words.'

So basically art activity called appreciation is an activity of enjoying and appreciating works of art. Furthermore, [5] also argues about the competence of art teachers as appreciation guides in schools, which is predicted that when they complete their education and enter the world of society, they are hardly equipped with the ability to appreciate art; in fact, the number of teachers who are ready and able to teach art appreciation is also very limited. Art teachers themselves still need to be given the opportunity to increase their appreciation. This means that changes in the world of art education still require a long time and a more mature strategy.

If we look carefully, learning cultural arts in public schools basically does not aim for students to "can" art, but rather try to mature students so that they have emotional intelligence and aesthetic intelligence through art. That's why art is done in education

because of the characteristics of art in the form of art activities or activities (art appreciation and art expression), which can involve the role of emotions. For this reason, the competencies achieved in learning art in schools (SD, SMP, SMA) are competencies that are characteristic of art activities, namely competence in art appreciation and competence in artistic expression (art creation). Although in the 2013 Cultural Arts Curriculum, Core-3 Competencies (KI-3) are in the form of knowledge competencies, and Core-4 Competencies (KI-4) are skills competencies, in this context [4] emphasizes and states that the competence of art education in schools should be given with an appreciation approach. Art education with an appreciation approach is intended to foster student interest and appreciation to appreciate and enjoy art, stimulate artistic abilities, and take advantage of their aesthetic experiences in everyday life. In addition, art education with an art appreciation approach is expected to help students take advantage of nature around them as inspiration to develop aesthetic sensitivity, thereby fostering spirituality awareness through art appreciation of the beauty of His creations that are seen, heard, felt, and enjoyed [4]. The impact of art education based on art appreciation will also educate children to be tolerant and respectful so that they are able to establish a harmonious life in society [6]

5. Conclusion

As a conclusion, this section will be the answer to the last sub-chapter of this article, namely: “why should appreciation-based art learning be carried out in art learning in this pandemic era?”

The answer is, that: (1) learning art based on art practice will be difficult to implement, because the teacher will not be able to measure the process in the process of practicing art skills objectively, thus the evaluation of learning carried out by the teacher is only based on the assessment of the work, which does not reflect and describes an authentic assessment; (2) appreciation learning in schools can take advantage of an integrated learning model for art appreciation learning, because to provoke the emergence of an appreciation stage of empathy and an advanced appreciation stage, the object of art appreciation presented can be any object of art (literature, performing arts, music, art). likeness); (3) although basically enjoyment (appreciation) of works of art should be done by facing the work directly to build the emergence of an appreciation stage of empathy, enjoyment of artworks through media (photos or videos) is still a better possibility to be presented in the online classes; (4) as a suggestion, both for art teachers and activists in the art world in general, it is better if efforts are made to introduce and utilize alternative

mediums and techniques for creating fine arts with new media. On the other hand, the conventional use of art media and art techniques can begin to be understood as an alternative, arguing that we are in a “new era.” Thus, the exposure of artworks through the media of communication technology is increasingly becoming an alternative choice as a means of appreciating current works of art, and will certainly also be a motivation for the birth of new forms or types of ‘new and different’ works of art. “The future is today.” Welcome to the world of tomorrow, now!

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