

CHARACTER BUILDING BY MEANS OF TRADITIONAL ARTS

Victor Ganap
Institut Seni Indonesia Yogyakarta

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Abstract

Indonesia has been blessed with a rich cultural heritages that consequently needs to be preserved and developed by the existing and future generations. The arts education is believed to have a strategic potential in labouring human resources, who would be able in return to appreciate the arts, and to maintain cultural identity in society, as to respect the traditional values, to peacefully stepping on the heavenly stairways toward global competition, in terms of the ability to earn living through their art-works creativity. Discourse on arts education in public school will naturally implement a unique learning process described in the local contents, where students imitate the instruction and obtain the esthetical experience in making the arts into practice. It is for that reason, an adequate learning process in arts requires not only the knowledge and skill alone, but the esthetical sincerity as well, in which students will have the opportunity to develop their own personal styles, based on the values of their cultural heritages. Therefore, the esthetical experience within a traditional culture for all generations is a *conditio sine qua non* to strive for a nation and character building.

Keywords: *Character building, traditional arts, cultural heritage*

A. AESTHETIC EXPERIENCE

Art education is presented at all levels of undergraduate education from kindergarten to higher education, in formal, non-formal, and informal education with a competency-based instructional purpose of art. The learning process of art is unique, because it contains the principle of partnership between educators and students in providing knowledge and skills in the classroom, and shared experiences in the art activities outside the classroom. The art learning by using a structured imitative method can direct the students to gain aesthetic experience in appreciating the appearance. Aesthetic experience for all children in school age is a keyword for efforts to establish the character of their future as the next generation so that they can have good behavior, commendable, and dignified.

Aesthetic experience will be embedded more deeply when each traditional art background of culture is presented as local content lesson to the students through the learning process in schools. To that end, traditional art education is believed have the potential to develop the character of the students because the principle of unity in the learning process, beside of the potential to develop the students' character who uphold the nation's culture, respect the diversity of art, have a sense of patriotism, and concern for the fate of the nation future.

Aesthetic experience through traditional arts will also develop the character that provides a starting point for those who take the direction of higher education of art in doing research and produce art works. The characters also provide opportunities for those who engage the profession as a traditional artist, so they are not only professional in the field and gain public recognition for his achievements but also able to support himself through his art.

B. LEARNING METHOD

Art education is presented at all levels of undergraduate education requires vary teaching methods, according to the substance of the art itself, namely: (1) art as a positivistic science; (2) art as a human creation; (3) art as a hermeneutic statement (Ganap, 2011: 61). The substance of art as learning materials in public schools has more substance content of science, so that the teaching methods that are used is quantitative. The art substance as teaching materials in art schools have more artistic content in produce a humane artwork (Blacking 1974: 3-31), in the meaning of artwork are designed, created, and perceived by humans, so the teaching methods which is used are more qualitative. The substance of the highest artistic is the learning material that is presented by a master craftsman, a hermeneutic statement that the master cannot be denied or disputed, because the teaching method which is used is the interpretative method from the master himself.

Art education has a strategic role through the use of quantitative methods for communicating art in public schools, especially in provide a learning experience that contains the aesthetic to the students. When art is experienced and understood aesthetically, that experience will give you satisfaction and happiness which never be gained from other experiences in human life. Aesthetic experience intake at the school on an ongoing basis will provide balance to the development emotional intelligence and reasoning power of the students in their development (Reimer 1970: 85).

Similarly, the learning process in the art school which demands the resulting of artwork, qualitative methods can be used proportion, not limited by narrow subjectivity and artistic...