



EXPLORATION OF CREATIVITY THROUGH EMPOWERMENT ACTIVITIES TIE DYE MAKING USING A COOPERATIVE LEARNING APPROACH FOR ELEMENTARY STUDENTS

Dina Kurniastuti^{1*}, Moh. Rusnoto Susanto², Mela Dina Arumsari³, Shafa` Selimanorita⁴

¹Student of Master Program in Basic Education, Directorate of Postgraduate Universitas Sarjanawiyata Tamansiswa Yogyakarta-Indonesia,

²Teacher at SD Negeri Klaci, Sleman Yogyakarta-Indonesia¹, Lecturer of Master Program in Basic Education, Directorate of Postgraduate Universitas Sarjanawiyata Tamansiswa Yogyakarta-Indonesia

³Student of Master Program in Art Education, Postgraduate Universitas Negeri Yogyakarta-Indonesia

⁴Student of International Communication Studies Program, FISIPOL Universitas Muhammadiyah Yogyakarta-Indonesia
Email: dina12aza@gmail.com¹

Abstract

Exploratory activities through empowering the creation of Tie Dye works in practical Arts, Culture and Crafts (SBdP) learning can improve various character values in students. Some of the characters that can be developed are love of art and culture, love of the homeland, responsibility and cooperation. This competency empowerment activity aims to reveal the development of cooperative character through the SBdP practice of making jumputan or tie dye batik. This article is a process of community service carried out in the school environment using a participatory approach, using joint data collection techniques in activities and empowerment through observation and peer review. The subjects were 18 grade 5 students at Klaci State Elementary School. Data obtained directly in the field when practice is reduced to sorting, selecting and simplifying subject matter, then the appropriate data will be presented through analytical exposure in a phenomenological perspective. Competency exploration and empowerment activities carried out on May 17 2023 at SD Negeri Klaci through the practice of making batik and Tie Dye with a cooperative learning approach can develop the character of cooperation through the steps of making and group work carried out.

Keywords: Batik Tie Dye; cooperative learning; SBdP; elementary school.

INTRODUCTION

Indonesia is a nation rich in culture and noble values. The nation's cultural wealth is expressed in the content of SBdP in the school environment. Cultural arts and crafts (SBdP) is one of the subjects that must be taught in elementary schools in thematic learning and the independent curriculum (Putri, Dewi, and Pastika 2023). This is in accordance with the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Content Standards for Primary and Secondary Education (2016) which explains that the scope of SBdP learning at the primary school level includes fine arts, music, dance, workshop creations, and cultural heritage (Miranti et al. 2021).

One of the fine arts that is well known among the public is batik. Batik is an activity of giving motifs to the media by covering and dyeing processes with various kinds of motifs (Rachman 2017). In essence, batik is a cultural art that contains various values of human life that coexist with their environment. This means that through the art of batik, Indonesian people can channel the spirit of belief, outlook on life, and be sensitive to the surrounding life (Rosyidah et al. 2017).

Batik is one of the products of fine arts developed in elementary schools (Pertiwi et al. 2022). The Indonesian nation has cultural wealth in the form of various batik motifs. As the wealth of the nation, batik needs to be preserved in various ways. Some of the ways that are done are by training in

batik making, habituation to the use of batik, to the introduction of batik to the nation's generation. The introduction of batik to the nation's generation is very important (Susanti et al. 2020). This is because Indonesia's future generations can feel proud and able to preserve batik as a cultural treasure of the Indonesian people.

Batik art has two functions, namely practical function and aesthetic function. The practical function of batik is that the products of batik cloth can be used in everyday life. An example is the use of batik as clothing, tablecloths, and bags that can be used daily. From the aesthetic function, batik art can be used as an attractive decoration and can be enjoyed in terms of fine art (Witjoro et al. 2019). Therefore, batik art needs to be developed with various motifs to add to its aesthetic value and increase the richness of batik motifs. There are at least three types of batik based on the way it is made, namely jumputan batik, written batik and stamped batik. Jumputan batik is batik made by tying the cloth with a rope and then dipping the bond with dye. Unlike other types of batik, jumputan batik does not use malam in the making process. Written batik is batik made by applying malam through canting manually with human hands. Meanwhile, stamp batik is the application of night using a canting cap made of copper (Setyorini and Susilowati 2019).

Jumputan batik making is taught in grade 5 elementary schools in Theme 9. Learning in this theme invites students to make tablecloths with jumputan motifs. Based on the 2013 Curriculum textbook, making jumputan batik can be done independently and in collaboration with a group. In making jumputan batik independently, learners can develop the characters of responsibility, independence, and creativity. Meanwhile, in working with groups, students can foster and develop the ability to work together, responsibility, and creativity exploration of students.

In the observation activities carried out by researchers in several elementary schools, it was found that learning to make jumputan batik was less developed or even not implemented at all. Some schools replaced learning to make jumputan batik with drawing batik on a piece of paper. This is certainly not in accordance with the basic competencies referred to and the learning objectives. In addition, this reduces the development of student character in loving the nation's culture. Whereas in the learning steps of making jumputan batik there are various characters that can be developed by students, such as love for the country, cooperation, independence, and other characters.

Making jumputan batik is done in groups to be able to foster the character of cooperation among students. Through cooperation, it is hoped that a sense of mutual need and mutual assistance will grow among students in completing the project of making jumputan batik. This is in accordance with Sari's (2020) opinion regarding the definition of cooperation, namely cooperation is an effort to achieve goals together both between individuals and between groups through certain interactions that can be done positively. In the context of learning the character of cooperation means involving students in the form of activities that are done together by helping each other and understanding group members in order to achieve learning goals.

The indicators used to measure cooperation according to Triowathi & Wijayanti (2018) consist of six indicators, namely 1) following the rules, (2) helping friends who are having difficulty, (3) wanting all friends to play and succeed, (4) participating in completing games, (5) controlling temper, and (6) accepting other people's opinions.

In learning conducted at SD Negeri Klaci in grade 5, the teacher makes an innovation that the work of making jumputan batik uses t-shirt media, not tablecloths. In addition, the making work was also done in groups. This is intended to find out whether learning to make jumputan batik in groups can foster and develop an attitude of cooperation or vice versa. This research is expected to make a positive contribution to SBdP learning in the material of making jumputan batik, so that it can foster and develop the character of cooperation among students.

METHOD AND PROCEDURES

Exploration and empowerment activities through the creation of tie dye batik using a participatory approach. In extracting data, the author explored directly the activities with students in making tie dye works. The purpose of using descriptive methods is to reveal, describe, and interpret objects naturally and as they are. The object in this activity is the development of cooperation character through making jumputan batik. In collecting data, the researcher used observation sheets and closed peer assessment given to the subject to find out the process of making jumputan batik. In collecting data, the team used observation sheets and closed peer assessment given to the subjects to find out the process of making jumputan batik and the development of cooperation experienced by students during group work. The questionnaire consists of seven positive statements that must be filled in by all research subjects. The subjects in this study were grade 5 elementary school students totaling 18 students, with 9 boys and 9 girls who would then be divided into 6 groups.

After the data is collected through the peer review questionnaire process and observation, the data will be reduced to sort, select, and simplify the subject matter based on the data obtained and adjusted to the research needs. After obtaining the appropriate data, the data will be presented in the form of descriptive descriptions. From the description data, conclusions will then be drawn from the results of research related to making jumputan batik in fostering an attitude of cooperation (Rusandi and Muhammad Rusli 2021

RESULTS

The activity exploration and empowerment the process of making jumputan batik accompanied by the development of cooperation attitudes during batik making through observation. Making jumputan batik was carried out by 5th grade students of SD Negeri Klaci in groups which was carried out during the learning hours of Theme 9 subtheme 3 lesson 5 on Wednesday, May 17, 2023. In making jumputan batik, students were divided into 6 groups. In the division of group the teacher considers the

diverse abilities of students, so that in each group there are various characters and different abilities. This ability differentiation is an innovation that teachers do to be able to develop cooperation and responsibility of each group member. The work steps for each group in making jumputan batik are as follows.



Figure 1: Preparing tools and materials

The first step is to prepare the tools and materials. Learners bring the equipment that has been agreed upon at the previous meeting, namely, plain white cotton t-shirts, enough rubber bands, fabric dyes, waterglass liquid, two tablespoons of salt, and water. Meanwhile, the tools needed are a bowl, a dipping bucket, and a fork. The materials and tools are brought in groups, so that students divide tasks and work together with each other's belongings. In the step of preparing tools and materials, all groups did not have significant obstacles because all groups brought the tools and materials needed. This step is in accordance with Purnaningrum's (2019) statement that the materials and tools for making jumputan batik with dyeing techniques consist of at least basic materials, binding materials, coloring materials, drawing tools, and coloring tools.



Figure 2: Motif Making Steps

The second step is motif making. Making motifs using the technique of rolling t-shirts with the help of a fork. In this activity, it seemed that all groups had difficulty in rolling the shirts, but after doing it together and helping each other, all groups could finish rolling the shirts neatly. Some groups divided the tasks among their members, some were in charge of rolling using a fork, holding the t-shirt, tidying up the results of the roll, and tying it using a rubber band. This technique is in accordance with Prawoto's (2019) statement that there are two techniques for making jumputan batik, namely the ikat technique

and the sewing technique. The ikat technique is done by tying the base material into several parts before the dyeing process. Meanwhile, the sewing technique is to first give a pattern to the fabric which will then be sewn together.



Figure 3: Coloring the base material

The third step is the coloring of the base material. Groups 1 and 2 bring five kinds of colors, namely red, blue, yellow, green, and black. While groups 3, 4, and 5 brought four colors, namely red, blue, yellow, and green. Before the coloring process, the teacher guides students to prepare the dye liquid by mixing fabric dye, salt, and waterglass liquid with 100 ml of water into a bowl. After mixing the dye liquid is complete, the whole group takes turns and helps each other to dip the tied t-shirt into the t-shirt dye. According to Widodo (2013), the coloring techniques commonly used in making jumputan batik are dipping and grasping. The teacher chose the dipping technique for effective use of time.



Step 4: Letting the base material sit

The fourth step is to let the base material that has been colored rest. After finishing the coloring on the front and back, the teacher then guides students to collect the work of the whole group to the back of the class. In this activity, it appears that groups 2 and 4 are helping each other to bring their groupmates' shirts. However, when carrying a groupmate's shirt, the shirt fell to the floor, even though the owner of the shirt did not mind this and helped to carry the shirt to the back of the class. The teacher then instructed them to leave the shirt alone until the next day. On the next day, the fabric was rinsed using clean water to remove the remaining dye (G. H. Sari et al. 2022).

The fifth step is drying. The whole group arranged the T-shirts they had made together in the place that the teacher had prepared. It appears that groups 3 and 5 divide the tasks, male students squeeze the clothes and female students dry the clothes. Other groups were seen helping each other to wring out the shirts before the drying process. Drying is done in the school yard by choosing a place that is not exposed to direct sunlight. This is intended to keep the color of the newly made shirts from fading (Putro et al. 2023). The sixth step is the presentation of work and assessment. Each group went to the front of the class to present the results of making jumputan batik t-shirts. Each group has 7 minutes to show and explain the steps they have taken during the process of making jumputan batik t-shirts. Each group has successfully explained that each group works in groups and cooperates with each other.

The implementation of learning to make jumputan batik shirts in class 5 of SD Negeri Klaci on May 17, 2023 went smoothly. Before starting the making of batik, students were shown the process of making batik with the media of the video sharing page. When shown the process of making batik, some students seemed less confident and pessimistic about being able to make jumputan batik as well as shown in the video. This is inversely proportional when students are faced with the manufacturing process. They seemed excited and worked well together when making jumputan batik. Based on research during batik making, the following are the results of peer assessment data and observations made.

Statement 1 regarding following the rules stated that 100% of students answered that the friend they assessed had followed the rules set by the teacher. These rules relate to following all the stages of making jumputan batik shirts and helping each other. This is also evident from the observation that all students participated in all processes of making jumputan batik and participated in group activities. By learning to follow the same rules as group members, it means that individuals try to work together with their group members (Marzoan and Hamidi 2017).

Statement 2 regarding helping friends who are having difficulty. As many as 80% of students that their friends help friends who are having difficulty. This can also be seen from the results of observations where it was found that all groups helped each other who were having difficulty in all the processes of making jumputan batik shirts. Helping each other is one of the keys to the success of the team to achieve goals, thus helping each other is one of the steps that must be taken to be able to develop good teamwork in order to achieve learning goals (Hasanah and Himami 2021).

Statement 3 regarding wanting all friends to play and succeed. A total of 80% answered that their friends wanted all their friends to succeed and take part in the process of making jumputan batik shirts. The desire for everyone to be able to play is one of the sporting spirit that proves that there is a desire to have equal opportunities for everyone. This also shows the existence of social inclusion where students support each other, are honest, disciplined, and have the ability to think positively, which indicates that cooperation is going well (Ramadhanti and Handayani 2020).

The fourth statement, regarding participating in completing games. 100% of learners answered that their friends participated in completing the jumputan batik making. This was also evident in the

observation activities, where all learners participated in working and trying to be active in the group during the process of making jumputan batik shirts. Participation is a real form of working together. Without the participation of group members, cooperation cannot be achieved (Hasanah and Himami 2021).

The fifth statement regarding controlling the temper of students stated that 80% percent of their friends were able to control their temper during group activities. This was also evident in the observation activities, one of which was when the batik jumputan greeting of one student was dropped by his group mates, the student was not angry. Instead, he helped his groupmate to carry the group's work to the back of the class. The ability to control temperament is closely related to the ability to interact socially with others. With good emotional control, individuals can build good interactions and good cooperation with others (Gultom 2019). The sixth statement is accepting other people's opinions. Learners stated that 80% of their friends were able to accept other people's opinions. In the observation, it can be seen that learners can give and listen to the opinions of their groupmates. Even so, there are still learners who stick to their opinions. The discussion took place in two directions, this gives a good sign that the discussion carried out by learners can be lively and provide mutual feedback. The ability to accept other people's opinions even though the individual does not like it is a form of realizing and appreciating common interests. The individual is able to accept other people's opinions that may differ from his opinion, indicating that the individual values and prioritizes the group over himself (Khalistyawati and Muhyadi 2018).

In making jumputan batik t-shirts, there are several difficulties encountered. These difficulties include the pessimistic attitude and lack of confidence of students before trying. The teacher managed to overcome this difficulty by providing reinforcement and motivation to work to students. The second difficulty is that in group formation there are students who still choose group friends. As a whole, the learning activities for making jumputan batik shirts ran smoothly and in accordance with the expectations of the researchers.

The implementation of character education in the school environment is to improve educational outcomes and the quality of education directed at achieving the formation of noble character in accordance with established competency standards. Through mastery of noble character, students are expected to be able to independently grow, use, develop their knowledge to study and apply these values in everyday life (Rachmadyanti 2017). Cooperation is one of the characters that needs to be developed in students to provide skills to interact with others so that it can make it easier for students to solve problems and time efficiency at work (Agusta, Setyosari, and Sa'dijah 2018).

CONCLUSION

Based on the competency exploration and empowerment activities in the process of making tie dye works, it can be concluded that making jumputan batik t-shirts for 5th grade elementary school

students is a fun activity to foster a sense of love for the country and cooperation. Collaboration and active participation of students can be mutually respectful, polite, mutually helpful, and synergistic together in the group work process. The character of mutual cooperation is visible in every process of making Jumputan batik shirts, of course forming good character for students. This complements the adequacy of various indicators consisting of six indicators, namely following the rules, helping friends who are having difficulty, wanting all friends to play and be successful, participating in completing the game, controlling emotions, and accepting other people's opinions. This kind of exploration, creative empowerment and strengthening activities can be recommended in learning activities using a cooperative learning approach.

ACKNOWLEDGMENTS

Thanks for all Support from All community who have helped and participated in this activity very well and thanks to my lecturer and my friend.

REFERENCES

- Agusta, Akhmad Riandy, Punaji Setyosari, and Cholis Sa'dijah. 2018. "Implementasi Strategi Outdoor Learning Variasi Outbound Untuk Meningkatkan Kreativitas Dan Kerjasama Siswa Sekolah Dasar." *Jurnal Pendidikan* 3(4): 453–59. <http://journal.um.ac.id/index.php/jptpp/>.
- Gultom, Sariaman. 2019. "Kerjasama Orangtua Dan Guru Mendorong Kegiatan Belajar Untuk Meningkatkan Prestasi Belajar Siswa." *Jurnal Ilmiah Simantek* 3(4): 96–105.
- Hasanah, Zuriatun, and Ahmad Shofiyul Himami. 2021. "Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa." *Irsyaduna: Jurnal Studi Kemahasiswaan* 1(1): 1–13.
- Khalistyawati, Martha, and Muhyadi Muhyadi. 2018. "Pengaruh Model Stad Dan Jigsaw Terhadap Karakter Kerja Sama, Kemampuan Berpikir Kritis, Dan Hasil Belajar Kognitif." *Jurnal Pendidikan Karakter* 9(2): 187–205.
- Marzoan, Marzoan, and Hamidi Hamidi. 2017. "Permainan Tradisional Sebagai Kegiatan Ekstrakurikuler Untuk Meningkatkan Kompetensi Sosial Siswa." *Journal An-Nafs: Kajian Penelitian Psikologi* 2(1): 62–82.
- Miranti, Afni, Lilik Lilik, Retno Winarni, and Anesa Surya. 2021. "Representasi Pendidikan Karakter Berbasis Kearifan Lokal Dalam Motif Batik Wahyu Ngawiyatan Sebagai Muatan Pendidikan Senirupa Di Sekolah Dasar." *Jurnal Basicedu* 5(2): 546–60.
- Pertiwi, Adharina Dian, Tri Wahyuningsih, Anis Nurul Layly, and Fathimah Dayaning Pertiwi. 2022. "Implementasi Pembelajaran Membatik Berbasis Budaya Pada Anak Usia Dini." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6(6): 6225–36.
- Prawoto, Eko Cahyo. 2019. "Pembuatan Batik Jumput Teknik Ikat Desa Grogol." *Jurnal Abadimas Adi Buana* 3(1): 43–47.
- Purnaningrum, E, K N Putranto, H A Azies, and A S Ningrum. 2019. "Pembuatan Batik Jumputan Sebagai Sarana Media Pembelajaran Siswa Sekolah Dasar Guna Peningkatan Kreativitas Peserta Didik." *Penamas Adi Buana* 03(1): 43–50.
- Putri, Dewa Ayu Armelia Putri, Kadek Aria Prima Dewi, and I Gede Tilem Pastika. 2023. "Penguatan Pendidikan Karakter Dalam Pembelajaran Seni Budaya Dan Prakarya Pada Peserta Didik Kelas IV SD Jambe Agung Batubulan." *ADI WIDYA: Jurnal Pendidikan Dasar* 9(1): 72–82. <https://ojs.uhnsugriwa.ac.id/index.php/AW/index>.
- Putro, Die Bhakti Wardoyo et al. 2023. "Pelatihan Batik Jumputan Bagi Siswa Sd Nu Pemanahan Dalam Program Kampus Mengajar Angkatan 5." *EJOIN: Jurnal Pengabdian Masyarakat* 1(6): 500–505.

- Rachmadyanti, Putri. 2017. "Penguatan Pendidikan Karakter Bagi Siswa Sekolah Dasar Melalui Kearifan Lokal." *Jurnal Pendidikan Sekolah Dasar* 3(2): 201.
- Rachman, Arief. 2017. "Batik Sebagai Media Dakwah: Studi Tentang Penggunaan Batik." *Orasi: Jurnal Dakwah dan Komunikasi* 8(1): 1–20.
- Ramadhanti, S, and T Handayani. 2020. "Pembentukan Karakter Kerja Sama Siswa Melalui Kegiatan Ekstrakurikuler Entrepreneur." *Eklektik: Jurnal Pendidikan Ekonomi dan Kewirausahaan* 3(2): 94–102.
- Rosyidah, Nur Indah et al. 2017. "Pembuatan Batik Jumpt Di Desa Gluranploso Kecamatan Benjeng Kota Gresik." *Penamas Adi Buana* 02: hal.63.
- Rusandi, and Muhammad Rusli. 2021. "Merancang Penelitian Kualitatif Dasar/Deskriptif Dan Studi Kasus." *Al-Ubudiyah: Jurnal Pendidikan dan Studi Islam* 2(1): 48–60.
- Sari, Ghina Hanum et al. 2022. "Pelatihan Kewirausahaan Bersama UMKM Batik Wiroyudhan Di Kelurahan Kepanjenlor, Kota Blitar." *INCOME: Indonesian Journal of Community Service and Engagement* 1(2): 121–29. <https://journals.eduped.org/index.php/income/index>.
- Sari, Yusni. 2020. "Peningkatan Kerjasama Di Sekolah Dasar." *Jurnal Bahana Manajemen Pendidikan*, 1(1): 307–461.
- Setyorini, Christina Tri, and Dewi Susilowati. 2019. "Pendampingan UMKM Batik Dalam Mengoptimalkan Nilai Tambah UMKM Melalui Pelatihan Pembuatan Motif Batik Khas Purbalingga." *Darma Sabha Cendekia* 1(1): 54.
- Susanti, Nova, Nyimas Muazzomi, Indryani Indryani, and Aulia Sanova. 2020. "Workshop Eco-Batik Berbasis Konservasi Local Wisdom Bagi Guru-Guru Paud/Tk Di Kota Jambi Sebagai Upaya Revitalisasi Budaya Batik Jambi." *Jurnal Pengabdian Masyarakat Pinang Masak* 1(2): 30–39.
- Triowathi, Noni, and Astuti Wijayanti. 2018. "Implementasi Team Games Tournament (TGT) Dalam Meningkatkan Kerjasama Dan Hasil Belajar IPA." *Jurnal PIJAR MIPA* 13(2): 110–18. <http://etd.iain-padangsidempuan.ac.id/id/eprint/6297%0Ahttp://etd.iain-padangsidempuan.ac.id/6297/1/1420400023.pdf>.
- Widodo, Suryo Tri. 2013. "Kriya Tekstil Tie-Dye (Ikat Celup): Sebuah Media Eksplorasi Estetis Yang Populer." *Corak: Jurnal Seni Kriya* 1(2).
- Witjoro, Agung et al. 2019. "Pemberian Pelatihan Membuat Batik Jumptan Kepada Ibu PKK Untuk Upaya Pelestarian Dan Meningkatkan Ekonomi Masyarakat Di Lowokwaru, Malang." *Jurnal Karinov* 2(2): 75–80.