Education Based on A Collaborative Approach with The Pottery Community for Students' Art Learning

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A R T I C L E   I N F O

A B S T R A K

Penelitian ini membahas pendidikan kolaboratif dalam kegiatan kewirausahaan program MBKM di pembelajaran seni mahasiswa Program Studi Guru Sekolah Dasar. Tujuan penelitian adalah menganalisis proses dan hasil pembelajaran seni dengan kelompok masyarakat pengrajin tembikar. Pendekatan penelitian menggunakan action research dengan desain eksploratori. Jumlah partisipan penelitian terdiri dari 10 mahasiswa PGSD. Metode pengumpulan melalui wawancara, pengamatan proses dilanjutkan hasil angket pemahaman dan test praktek berkarya seni. Analisis data melalui deskripsi, interpretasi dan menjelaskan proses situasi sosial serta melakukan intervensi dalam penelitian. Tahap perencanaan dilakukan dengan diskusi dan masukan dari para pengrajin sebagai praktisi. Hasil belajar aspek apresiasi dari berbagai siklus mengalami peningkatan dari kategori tinggi ke sangat tinggi sebesar 10%, kategori sedang ke tinggi mengalami peningkatan sebesar 89%. Pencapaian aspek kreatif hasil pretest dan posttest menunjukkan taraf signifikansi 0 < 0,05 sehingga diterima dan ada pengaruh dari pendekatan kolaboratif. Ide berkarya cenderung menciptakan mainan tradisional anak-anak dan produk rumah tangga dari bahan tanah liat. Hasil pembelajaran seni yang dilakukan mahasiswa mengalami peningkatan dalam pemahaman konsep prosedur dan karakteristik bahan berkarya. Kemampuan mahasiswa mengalami peningkatan keterampilan dalam membuat karya seni dengan media tanah liat. Temuan dari penelitian dapat memberi kontribusi tentang konsep teoretik mengenai pembelajaran seni berbasis budaya lokal dan secara praktis dapat menambah pengalaman artistik mahasiswa dalam melestarikan budaya lokal masyarakat sekitar.

A B S T R A C T

This study discusses about collaborative education in MBKM program entrepreneurship activities in art learning for Elementary School Teacher Study Program students. The purpose of the study is to analyze the process and results of art learning with the pottery community. The research approach uses action research with an exploratory design. The participants were ten PGSD students. Data collection methods are interviews, observation of the process followed by an understanding questionnaire and a test of artistic practice. Data analysis through description and interpretation of social situation processes and explaining interventions in research. The planning stage is carried out with discussions and input from potters as practitioners. The learning outcomes of appreciation aspects from various cycles have increased from high to very high category by 10%, the medium for high category has increased by 89%. The achievement of the creative aspects of the pretest and posttest results showed a significance level of 0 < 0.05. The impact of influence can be accepted with a collaborative approach. Creative ideas tend to create traditional children's toys and household products from clay. The art learning results have increased in understanding the concept of procedures and characteristics of working materials. The students' ability have increased their skills in making works of art with clay media. The findings from the research can contribute to the theoretical concept of local culture-based art learning and can practically add to students' artistic experience in preserving the local culture of the surrounding community.

1. INTRODUCTION

Education in the Industrial Revolution impacts a learning paradigm that leads to creative learning innovation and various digital technologies. The Indonesian government launched the Merdeka Belajar Kampus Merdeka (MBKM) education curriculum in 2020 to facilitate students in strengthening competencies and providing opportunities to experience knowledge in different environments. Entrepreneurial activity is one of the programs in MBKM that seeks to bridge concepts and practices. MBKM program is an effort from previous educational practices that provide independent space and social-based learning (Thohir, Ma'arif, Junaedi, Huda, & Ahmadi, 2021). The application of MBKM for students is the

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mastery of knowledge and skills and fostering moral values in contributing to upholding nationality and diversity, and social care. Independent learning is the nature of the human experience for increasing degrees (Pangestu & Rochmat, 2021; Pannen, 2021).

Learning problems are arranged in the curriculum but are still theoretical, unidirectional and textual. As well as practical learning for students in mastering attitudes and psychomotor. Art learning for students is a learning process that must face conditions, techniques, and discipline problems (Ulger, 2018; Vermunt & Donche, 2017). Implementing the MBKM program at the Elementary School Teacher Study Program (PGSD) of Universitas Muria Kudus (UMK) has been carried out by the needs and interests of students as prospective educators at the Elementary School level. The entrepreneurship program is applied to the third semester of Art Education lectures, an integrated learning concept to support student competence in understanding the entrepreneurial spirit. Art learning for students is directed at the experience of aesthetic sensitivity to objects in the community environment through exploration and expression of self-potential (Asi, 2019; Indriani, 2016). The development of art learning for students is expected to foster sensitivity to various ideas and ideas related to media and working techniques in student learning materials in elementary schools. The multidisciplinary competence possessed by PGSD-UMK students is a unique potential that is not obtained and owned by students of other study programs.

The participation of the community as part of the MBKM program for PGSD-UMK students is essential for understanding and applying practice. The direction and purpose of the MBKM program are to create collaborative learning between the academic world and practitioners in the community. Innovation efforts are not just applying technology but can present learning models that collaborate with experts or technicians who already have knowledge and experience of the arts. Learning innovation in the collaborative model provides pedagogical value to the cross-cultural and alternative curriculum in partnership with other educator groups (Hali, Zhang, Al-Qadri, & Aslam, 2021; Sauli, 2021). Like the potter community in Mayong Lor Village, Jepara Regency, they have an entrepreneurial spirit and moral, cultural values that can teach to PGSD-UMK students. The pottery results can be an example of a three-dimensional work suitable as a medium of learning for elementary school students. Likewise, discipline and tenacity in daily work are essential knowledge and experience instilled by PGSD-UMK students. The essence of art learning for elementary school students is learning while playing, meaning that the transfer of knowledge is delivered with socio-emotional sensitivity. The approach to learning in elementary schools uses various disciplines oriented towards a basic understanding of thematic learning needs (Pratama, Dantes, & Yudiana, 2020; Opačak, Krampač Grljušić & Lončarić, 2019).

The artistic approach can create a unique experience and provide a learning process by emphasizing feelings and self-creativity (Alma, 2020; Larrain & Haye, 2019). The development of art learning for PGSD students is an effort to develop sensitivity to various aesthetic objects. Exposure to practical studies in the industrial world improves students' soft and hard skills (Effrisanti, 2015; Patacsil & Tablatin, 2017). The program's influence in the community on students can help do the final project (Kherid, 2020; Omar, Amir, & Mohamad, 2018). Student learning performance can improve the cognitive domain in knowledge, understanding, and applying theoretical concepts (Harun, Abdul Rahman, Noorazman, Mohd Noor, & Md Sahak, 2018). This research article aims to explain and analyze the implementation of collaborative education between the academic world and the world of practitioners in student learning during the MBKM program. A collaborative learning approach can be used as a reference for preparing a higher education curriculum for PGSD-UMK students to develop soft and hard skills so that they are ready to enter and are needed in today's society.

2. METHOD

The research approach uses mix-methods research with an exploratory sequential variant that emphasizes the type of action research. Research participants used random sampling of 10 MBKM program students for one and a half months in Mayong Lor Village, Jepara Regency. The research step is collecting and analyzing qualitative data, followed by collecting and analyzing quantitative data to interpret research results. Prioritization of the exploratory variant mix-methods emphasizes one type of data, which other types of data will later support to confirm or compare the findings in research (Cresswell, 2014; Hesse-Biber & Johson, 2015). This collecting research interview data to find out the needs analysis from previous lectures and responses after carrying out the MBKM activities. Continuing discussions are also held with the potter, who is the source of data in providing in-depth information and input of research data. Qualitative data analysis is associated with an interactive model process to produce findings further supported and complemented by survey data collection for respectful behaviour and one group pretest-posttest measurement to measure student performance in artistic creation. The research population represents PGSD-UMK students sampled from 10 students to be applied in the MBKM entrepreneurship

program. The research indicators measured in the appreciation aspect are understanding ideas, mastering techniques and adapting to learning conditions. The creative aspect is through the application of the rules of art and increasing the power of creativity in making works.

Action efforts are carried out to find the results of input, process, and output in the lecture cycle in the community so that it becomes part of the research design (Plomp, 2010). The use of student performance questionnaires in a quantitative approach using descriptive analysis. Explain the factors that support students' creative abilities in the assessment of art appreciation. The indicators used are the alignment of ideas, understanding of media creations, focus of attention, interpretation of knowledge, and respect for opinions. The assessment instrument for student art appreciation can be measured using a Likert scale with a score range of 1 to 4. Observation indicators are considered inactive at values 1 to 4 as very active score indicators (Retnowati, Mardapi, & Prihadi, 2017; Salido-López, 2017), confirming assessment for art learning activities. At the same time, the creation assessment includes; mental and physical readiness, understanding of mastery of tools and work materials, aesthetic response in work, functional performance during lectures, and the results of the completion of the artwork made. The indicators for assessing the work of art are emphasized by (Gericke 2017; Redondo & Rico, 2020) as the fulfilment of the attitude of creativity, application of aesthetic elements, and consideration of principles in the work of art. The assessment describes indicators on the values obtained and operationally analyzes them (Borsboom, 2006). The research hypothesis shows the impact of student collaborative learning treatment on increasing creative ability with clay media. The test was carried out using paired sample t-test between pretest and posttest scores with the SPSS 22 program. The data processing results were used as a supporting reference to be described and interpreted to support the previous data findings.

3.   RESULT AND DISCUSSION

Result
Analysis of Student Learning Problems and Potential Partners

Based on interviews with students during lectures, the learning process still emphasizes theoretical concepts from various literature studies. During practice, it is continued as a homework project, by a statement by one of the course lecturers who explained that there was a gap in understanding the theory presented with the artwork made by students. Based on the needs analysis data, it becomes the basis for making learning activities included in the MBKM program by determining cooperation partners. The implementation of teaching and learning activities carried out by students can be directly applied in the academic world (Barnes & Smagorinsky, 2016; Salgueiro, Quinet de Andrade, & Zanelli, 2016). Art learning practices can be created by designing simulations by presenting real experiences and situations outside the classroom. The partner environment as a place of learning is determined based on reasons for distance, active willingness, and learning potential that students get. The potter community in Mayong Lor Village, Jepara Regency, is an industrial area based on socio-culture. Clay materials and traditional techniques are still applied in producing art products in kitchen utensils, children's traditional toys, bricks, and roof tiles (tiles). Mayong Lor Village, Jepara Regency, is the centre of the small and medium enterprises industry, which has various locality products of artistic culture from generation to generation. Based on technical considerations and broader benefits, student activities in the MBKM program are implemented with community-based collaborative learning sustainably.

Design and Implementation of MBKM Program Creative Activities

The design phase of student activities in the potter community begins with making a syllabus and learning steps by discussing the craftsmen the UMK-MBKM Team has selected. The results of the lesson planning emphasize the soft skills and hard skills to equip the entrepreneurial spirit of students as prospective elementary school teachers. Overall, student skills are mastery of the concept of appreciating with aesthetic perception and expertise in making lesson plans through artistic creation activities with media in the natural environment (Cárdenas Pérez, Lagos Herrera, & Figueroa Gutiérrez, 2016; Skjelbred & Borgen, 2019). The student activities' design underlies students' needs in the thematic learning process in elementary schools. The framework of student learning materials includes understanding the concept of working with clay media, introduction and mastery of techniques and work materials used, and the ability to find ideas and ideas on the existence of the materials that have been provided. The initial needs of students are directed towards aesthetic experiences of natural objects to produce aesthetic objects in the form of culture. The creative aspects of creating art with clay media include (1) understanding and mastery of basic techniques in creating art, (2) finishing skills in creating art, (3) mastering social skills in the discipline and tenacity of the artistic process. Students' creative abilities are focused on self-skills and social

adaptation, cooperation, and deep understanding of the meaning of what they have made. The process of designing student competencies in MBKM program activities can be seen in Figure 1.
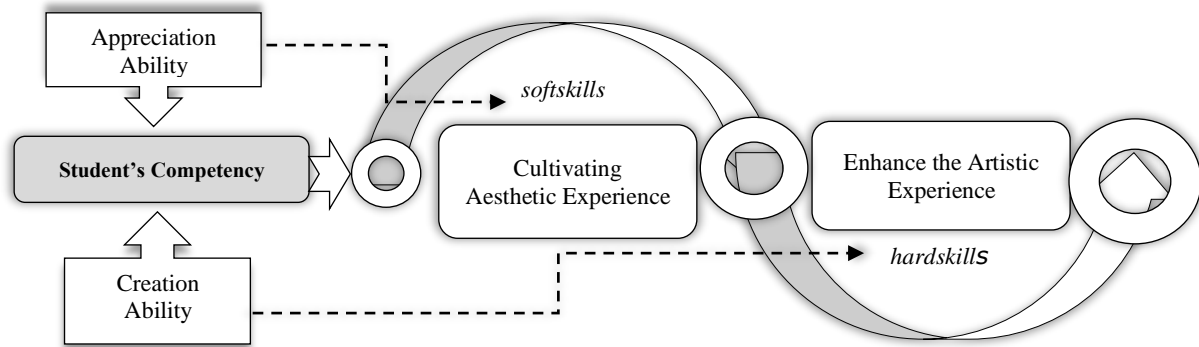

Figure 1. Student Competency Flowchart

The implementation of student activities is guided by two potters and two lecturers who teach art education courses. The first process is that students are given a social introduction to the practical environment in the craftsman's place as a laboratory for creating art using clay media. Furthermore, the students understood the material of appreciation about the characteristics of clay as a medium for creating art. The appreciation activities can be seen in Figure 2.

Figure 2. Introducing the Work Environment and Understanding the Characteristics of Artwork Materials

The process of introducing the identification of materials and techniques in making art with clay media aims to provide basic concepts and understanding of material processing which is the initial stage of appreciation. Art appreciation activity is an initial effort to stimulate the stimulus dimensions of aesthetic objects from the individual experience of the elements in the five senses by process of environmental manipulation (Boddez, Descheemaeker, Mertens, Trusts, & Van de Cruys, 2019). Students adapt to objects around them based on their aesthetic sensibility. The characteristics of clay as a medium for creating art can inspire inner depth in finding aesthetic values related to emotional abilities and forming cognitive skills in art learning. Learning media as natural materials is an alternative to introducing environmental ecology studies to preserve social, cultural, and local wisdom. The implementation stage of learning art creation with clay media is carried out after students understand the various theoretical concepts that have been given by lecturers who collaborate with the potter. The learning process is carried out with guidance and direction by the reference material for creating art for the learning media needs of elementary school students. Each student is free to explore ideas and techniques in creating art with clay media. The technique of work is focused on subtractive and addictive methods of clay materials. The tactile sensation during the process of creating works with clay media is felt by students as primitive abilities but produces deep appreciation. The student response was very positive with the direct practice of pottery in Mayong Lor Village, Jepara Regency. The process of creating art with clay media carried out by students can be seen in Figure 3.

Figure 3. The Process of Creating Art Using Clay Media

These collaborative activities in this learning transfer knowledge and bring new learning concepts from the student experience. Students' cognitive abilities and emotional perception have increased with the support of infrastructure, learning resources, and the sensation of an aesthetic experience different from the lecture process on campus. Collective interaction in this internship can form knowledge of students' social constructivism. The process of student understanding occurs by observing and interpreting knowledge. The achievement of student knowledge outcomes in collaborative learning results in a high appreciation aspect of motivation and commitment in learning (Laal & Ghodsi, 2012). The ability to appreciate the results of observing student behavior during internship activities can be seen in Table 1.

Table 1. Data Recapitulation of Student Abilities in Appreciation Aspects During MBKM Program Activities

Student ability	Category	Cycle Percentage 1	Cycle Percentage 2	Cycle Percentage 3
Very High	16-20	0%	20%	89%
High	11-15	90%	80%	11%
Medium	6-10	10%	0%	0%
Less	1-5	0%	0%	0%

The student's ability to appreciate aspects during MBKM program activities in Mayong Lor Village, Jepara Regency, increased from the dominant initial cycle in the high category. Students' appreciation ability is related to the support of previous knowledge, namely the introduction and understanding of clay materials. Students better understand clay as a natural object that is often found in their home environment. This is because most students live in coastal areas, and the educational experience from previous learning is practising art and the products around them. Based on the results of the paired sample t-test between pretest and posttest scores with SPSS showing a significance level of 0.000, H0 is rejected (Sig < 0.05), and Ha is accepted (Sig > 0.05). This data shows an impact of treatment on creative activities to increase students' ability to create art using clay media. The supporting factors that have an increasing impact are due to interactive learning interventions and learning conditions. Dialogic learning can help develop imagination and expression in empathic knowledge between educators and students (Ford, McNally, & Ford, 2017; Zazulak, Halgren, Tan, & Grierson, 2015). Some student artworks have different ideas and themes. Most of the sources of inspiration in making works of art are from childhood experiences, knowledge and understanding of objects that have been observed, and the expression of ideas that occur with the stimulus of educators. The results of the artwork that students have made can be seen in Figure 4.

Figure 4. Student's Artwork in Creating with Clay Media

Students' creativity in making works of art with clay media has various themes from the basic idea of creating works. Some basic ideas related to applied and functional products from toy media and household appliances. The manifestation of pottery (ceramic) works is a manifestation of applied art to the daily needs that exist in society (Satrio, 2013; Dorland & Ionico, 2021). Community-based works of art are symbols of aesthetic and social behaviour embodied in cultural aesthetic objects. The needs that exist in the pattern of society become helpful and valuable works of art to be realized as functional art products. Likewise, the expression of students in making works of art with clay media is an embodiment of aesthetic behaviour that represents the depth of ideas from personal knowledge efforts. Furthermore, the learning model using clay media as a learning approach that supports technical competence, aesthetic experience, and socio-cultural wisdom is an effort to increase student creativity (Carson & Sorin, 2016; Shipley, 2010).

Participatory-Based Art Learning Model in the Implementation of the MBKM Curriculum

Participation and support for MBKM curriculum policies in learning at universities, the PGSD-UMK has started the application of a learning paradigm that leads to social and cultural transformation through internships for students in pottery community groups in Mayong Lor Village, Jepara Regency. Fulfilling the needs of student learning loads includes providing facilities and participation from outside parties to contribute to the intellectual development of the nation's generation by instilling the values of local wisdom from the surrounding community. Efforts to adjust the MBKM program were carried out in curriculum adaptation to conduct cross-disciplinary learning and community empowerment according to existing courses. The preparation of alternative learning activities can make a superior educational model according to the characteristics of the study program. The sustainability of the MBKM program activities can become a role model for participatory learning in the PGSD-UMK study program. Based on the implementation of the MBKM program activities, the conceptual framework of the results of student lectures in art education courses in the PGSD-UMK study program can be seen in Figure 5.
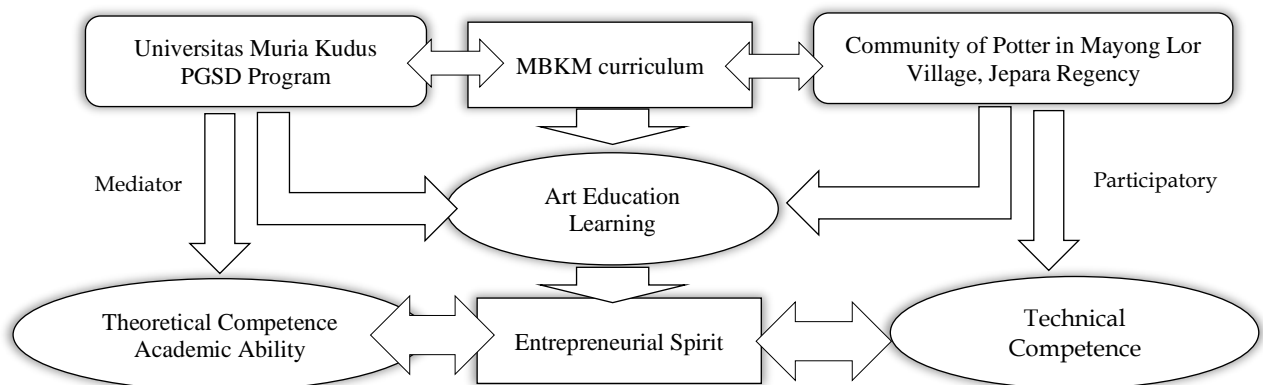

Figure 5. Conceptual Framework for MBKM Program Activities

Discussion
Analysis of Student Learning Problems and Potential Partners

The implementation of student activities in the MBKM program refers to the aesthetic education lecture material, namely the learning outcomes of the courses. One of the competency achievements of PGSD-UMK students is to identify the concept of art learning design through approaches, media, and student learning methods for elementary schools. The following achievement is developing aesthetic concepts in teaching and learning activities through appreciation activities and art creations around the environment. Aspects of students' abilities in cultivating sensitivity to artistic experience are directed at art appreciation activities regarding ideas, understanding, and designing media and artwork techniques. The creative activities are obtained from the expertise and discipline of students in making examples of artwork from the surrounding materials (Nurmeta & Sutisnawati, 2021; Suhaya, 2016). The student learning process in campus lectures is constrained by the lack of available facilities and infrastructure. Practice-based learning conditions are also a problem during learning interactions that are not optimal.

Design and Implementation of MBKM Program Creative Activities

The clay is a medium for playing and educating children in representing themselves with natural materials easy to find around their lives. Habits and routines influence the supporting factors of the initial results of the cycle in knowledge from informal and non-formal education (Maisarah, Mahmud, & Saugi, 2020; Supriatna, 2014). In the second cycle stage, there was an increase in exploring ideas to observe

various examples of works submitted by the craftsmen of Mayong Lor Village, Jepara Regency. The stimulus process in tri-dimensional works such as "remitan" products (children's toys in the form of mini pottery) and other forms of work inspires students' ideas to respond to the artwork. Students are also more concentrated on processing the characteristics of clay as a medium for creating art. The final result of the cycle has increased significantly from the average student's ability in the appreciation process with the achievement of 89%, where the need for understanding knowledge has been familiarized with the concepts of theory and reality in examples and empirical simulations. The results of the student appreciation activity stage, the process of creating art with the beginning of making clay works of art through the basic abilities of students spontaneously. The next stage of creating art with clay media is given treatment reflecting the previously made results. The ability of creativity is raised in the form of stimulation of what has been created by increasing creative potential and talent on an ongoing basis (Reeder, Ricciardi, Zacharia, & Harnett, 2021; Salido-López, 2017).

Participatory-Based Art Learning Model in the Implementation of the MBKM Curriculum

Social practice in learning has a socio-cultural approach that puts forward humanities values in the collaborative application of society in education (Cornish, 2017; Altınay, 2017). Student competencies have theoretical, academic benefits and are supported by practical technical skills and social skills in the community. It is hoped that in the future, PGSD-UMK students can have the advantage of their potential as prospective elementary school teachers, learning practitioners, and part of community groups that are useful for advancing education broadly. PGSD-UMK students are social agents of innovation change that prioritize collaborative learning models—the contribution of quality human resources and national and global competitiveness. Developing student skills is the experience of developing the creative process for undergraduate education graduates at the elementary school level (Daly, Mosyjowski, & Seifert, 2019; Kokko, 2021).

4. CONCLUSION

The MBKM curriculum policy program encourages a more independent and flexible learning process. The art learning process of PGSD-UMK students has increased appreciation in terms of the ability to understand theoretical knowledge and inculcate the character of work discipline creating effort shows that the artwork is getting better, such as mastery of clay media materials. The results of activities in the pottery craftsman community can increase creative ideas and hone students' sensitivity related to their potential in professionalism as prospective elementary school teachers who are superior and responsible. Suggestions from the results of this research are followed up as materials, media, approaches, and teaching materials for prospective educator students who are expected to equip social competence in the community later. The recommendation from this MBKM program is to design a curriculum at the national stage to be used as a General Basic Course at the Higher Education level.

5. ACKNOWLEDGEMENT

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