

THE USE OF ENVIRONMENT AS LEARNING SOURCES OF ARTS APPRECIATION FOR PRIMARY SCHOOL

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Abstract

A student has a diversity of physical, psychological, intellectual, attitudes, interests, talents and so on. It is a challenge that must be faced by maximum efforts, fortitude and patience. Often, there are students are less enthusiastic or less serious in conducting activities in the classroom; actually those problems are very annoying and boring. However, as those problems have to be faced patience and calmness, as getting solutions to overcome the problems and obstacles. Art teacher must try as maximum as possible to motivate and encourage students' participation in learning activities such in the dance, music, visual and crafts arts. It is intended that the art is not a frightening specter and hated by the students. Instead, this appreciation is a fun activity as well as appreciation event, expression, creation and recreation for students. Therefore, activity of this appreciation is a stimulus for students to love our culture art. Through the use of an environment as art learning source when children learn, is very important to be used as information source and inspire children to learn art about knowledge, experience and skills. The most interesting issue of this study is how the use of environment as the learning source of art appreciation for primary school children.

Key words: environment, learning sources,dance appreciation

INTRODUCTION

Teacher role as a facilitator in the implementation of basic education should be able to provide facilities for children to learn things in an environment. As we know that primary school children are very curious and enthusiastic against everything and also have adventurous and deeply interest to observe the environment. He or she has deeplyadventurous. An introduction on the surrounding environment is a positive experience to develop her or his science interest.

Some issues related to the importance of the use of environment learning source for primary children begins with a discussion about a definition of the environment itself, followed by an explanation of the values of the environment, the type of environment, the technique of the environment and procedures usage for the use of the environment as a learning source for primary school children. Often the teaching staff did not notice that the use of the environment as learning source when children learn is very important used as the

source of information and inspire children to learn about the knowledge, experience and skills.

As the case, when students learn about art, they require a variety of sources enabling environment to bring an inspiration, expression, creation, and high creativity. The environment source can changeobjects existing in the classroom or outside of classroom, including a living thing, death, social, cultural, and others. For example, environment source: when students learn how to draw about the shoes, so in the class , there are shoes, helping to bring up the idea of drawing the shoes, or when students are asked to illustrateflying bird motion, the students are invited out of the classroom to see and explore movement of birds fly.

Each student has a diversity of physical, psychological, intellectual, attitudes, interests, talentand so on. It is a challenge that must be faced by maximum efforts, fortitude and patience. Often, there are students who are less enthusiastic or less serious in conducting activities in the classroom; actually those are very annoying

and boring. However, such problems have to be faced with patience and calmness, as getting solutions to overcome the problems and obstacles. Art teacher must try as maximum as possible to motivate and encourage students' participation in learning activities both in dance, music, visual and crafts arts. It is intended that the art is not a frightening specter and hated by the students. Instead, this appreciation is a fun activity as well as appreciation event, expression, creation and recreation for students. Therefore, activity of this appreciation is a stimulus for students to love our culture art.

DISCUSSION

Definition of the Environment as a Learning Source

As living being, in addition children interact with people or other humans also interact with a number of other living being and non-living being objects. The living being include a variety of plants and animals, while non-living objects, among others, air, water, and soil. Humans are one of the members in the environment that are important for the survival of the association contained of system.

In the Indonesian General Dictionary (KUBI) defines, environment which surrounds as a circle. Another definition, it is circled in an area. In the dictionary of English terminology is quite diverse environment, including no term circle, area, surroundings, sphere, domain, range, and the environment, which means more less relate to state or everything that is around or round.

In other literature states that the environment is a unity with all things space and state of living beings, including human being and their behavior as well as other living beings. The environment consists of elements biotic (living organisms), abiotic (inanimate) and human culture. The values of the environment as a learning resource are also a very important value to emerge and develop inspiration and creativity of children. Existing environment around children is one source of learning that can be optimized for the achievement of the process and results of quality education for primary school

children. Environment provides a variety of things that can be learned by child. Number of learning sources is available in this environment that is unlimited, although generally not been deliberately designed for educational purposes. Environment learning sources will further enrich the concept and knowledge of children because they are learning is not limited by the four walls of the classroom. Other than that the truth is more accurate, because a child can experience firsthand and can optimize potential of the five senses to communicate with the environment.

The use of the environment allows the learning process more meaningful learning because children are confronted with the actual circumstances and situations. This will fulfill the principle of concreteness in the study as one of the principles of primary school children's education. The use of the environment as a learning resource will encourage the appreciation of the values or aspects of life in the environment. Awareness of the importance of the environment in life can be implanted for children of primary school, so after they are mature that awareness can be maintained. The use of the environment can appeal to children. Possible learning activities will be more attractive to children because of the environment providing learning sources are very diverse and plenty of choice. The penchant learned since elementary school is the basic capital that is necessary in order to set up community learning (Learning Societies) and human sources in the future.

The use of environment fosters student learning activities (learning activities) is further improved. The use of methods or various methods is the demands and needs that must be completed in education for elementary school children. Much values and benefits that can be gained from the environment as a learning source in the education of elementary school children and almost all themes can be learned from environment activities. However, they need creativity and innovative spirit of the teachers to be able to use the environment as a learning resource. Environment is a

learning resource rich and interesting for children. Any environment can be a fun place for children.

If learning in the class, child is introduced by teacher about by the animal, by making use of the child's environment will be able to gain more experience. In the use of the environment, the teacher can bring the activities that are usually carried out in the classroom into the outdoors. However, if the teacher tells the story in the classroom, the nuances that occur in the classroom will not be as naturally as it does if teachers encourage children to use the environment. Using of the surrounding environment by bringing the children observe the environment that will add balance in learning activities. This means that learning occurs not only in the classroom but also outside of classroom in this regard the environment as a learning source that greatly influence the development of the physical, social skills, and cultural, emotional and intellectual development.

The explanation is as follows:

1) Physical development

Environment plays an important role in stimulating the physical growth of children, develop their muscles. Children have a natural opportunity to run, jump, chase to their and move their body in unlimited ways. This activity is very natural and very helpful in developing the physical aspect of the child.

With the use of the environment as learning source, children become aware of how their body works and how they feel when they climb a certain tree, swing, crawl through a tunnel or roll in the leaves.

2) Development aspect of social skills

Environment naturally encourages children to interact with other children and even adults. When child observes certain objects in the environment, surely he or she wants to tell his or her findings with others. So, his or her finding is known by his or her friends that tried to approach another child, so

there is a process of interaction / a harmonious relationship.

Children can build their social skills when they make a promise with their friends to take turns in using certain tools when they play the objects, existing in a particular environment. Through this activity, the child makes friends and enjoys relax and fun atmosphere.

3) The development of emotional aspects

Environment generally provides a challenge to be passed by the children. Its usage will be possible for the child to develop a positive self-confidence; for example when the children are invited to a garden that there are some trees that are possible for them to climb. By climbing the trees, the child climbs the tree to develop aspects of courage as part of the development aspects of emotion.

The confidence which is owned by the child towards themselves and others developed through real life experience. The neighborhood itself provides facilities for children to get a real life experience.

4) Intellectual development

Children learn through direct interaction with objects or ideas. The neighborhood offers to teachers' opportunity to reinforce concepts such as colors, numbers, shapes and sizes.

Using of environment is basically explaining certain concepts naturally. The concept of color is known and understood by the child in the classroom, it will be more apparent if the teacher guides the children to look at the real color concepts existing in the surrounding environment.

Similarly, some issues related to the environment impact of the aspects usage of child development. However, teachers also must have the knowledge, abilities, and skills in developing a child's learning by using the environment as the source of learning. The source of the study including:

- Observing what an interesting to children
The children usually are serious if they find something most attractive to him or her. When the teachers see it, give the guidance to the child by asking what he or she is observing.
The benefit from these activities is the child can develop intellectual ability to know the various objects observed. In addition, children will be able to develop social skills by developing their ability to interact with adults, especially the teacher. The teacher efforts by observing what is an interesting for children will also be able to develop a child's emotions such as when a child expresses the things interest for him or her, he or she shows a serious expression and eyes sharp. A child's language ability will also increase if the teacher asks questions revealed by the child's language, its vocabulary will grow up.
- Paying attention and using the time to teach
Actually, using the environment as the learning source provides alternative approaches in teaching children. This caused the alternatives and selection of learning sources that are very much. By using the environment and learning activities will be student center.
- Asking your child to use open-ended questions
Providing the questions the children encourage to make sense of the things they have experienced and seen. Open-ended questions will encourage the child to reveal things that he or she has observed freely according to language skills.
- Using a diverse vocabulary to describe new things
Children sometimes have experience in lacking of vocabulary

to describe what they see. Limited vocabulary occurs in children should be assisted by the teacher, so that step by step language skills and vocabulary will increase.

- Trying be more curious
Teachers do not always know the answers to their children's questions. Teachers who know everything will grow child's trust. Child feels to have people who can be the place of asking about things that they cannot solve. The child will have a high confidence to the teachers who want to help in everything. Conversely, if the teacher does not know a lot of things will cause him or her to occur lacking of confidence because every time they ask something children do not get a clear answer and satisfying.

Types of Environment Learning Sources as Art

Basically, there are many kind of environment existing around children that can be used to optimize the relevant art education along with basic competency, and learning outcomes which can be either the natural environment or the physical environment, social environment and cultural environment or artificial.

The natural environment or the physical environment are everything that are natural, such as natural resources (water, forests, soil, rocks), plants and animals (flora and fauna), rivers, climate, temperature, and so on. Its natural environment are relatively sedentary, therefore this type of environment will be more easily recognized and studied by children. According to children's ability, they can observe the changes occur and have experience in daily life, including the occurrence of something. By studying the natural environment is expected that children will better understand the natural phenomena that occur in their daily life, also they are expected to raise awareness early to love nature, and perhaps also the child can

participate to maintain and preserve the natural environment.

In addition, the natural environment as described above, other types of environments in information are rich for primary school children to learn about the art that is the social environment. The things that can be learned by primary school children in relation to the use of the social environment as the learning source, for example: know the customs and habits of the locals where the child resides; knowing the types of livelihoods around the residence and the school; recognize social organizations existing in the surrounding community and school residence; recognize religious life embraced by people around the residence and the school; know the culture including the arts in the neighborhood and the school; recognize local governance structures such as RT, RW, village or urban villages and sub-districts.

Using of the social environment as the learning source in art activities for elementary school children should be started from the smallest environmental or closest to the child. In addition, the cultural environment and the natural environment that are natural to learn the art, there are also called cultural environment or artificial environment that deliberately created or built man for certain purposes that are beneficial to human life. Child can learn the artificial environment of a variety of aspects such as process, usage, functionality, maintenance, carrying capacity, as well as other aspects pleasing to the development and benefit of man and society in general. In order for effective use of this environment needs to be matched with the existing activities or programs. So, this environment can enrich and clarify the teaching material is learned and can be used as a children's learning lab.

The Procedures Using Environment Learning as the Art Appreciation Source

If we want children acquire learning outcomes are numerous and significant from learning environment source, we need preparation. Without preparation, the child will not well controlled that will affect the

occurrence of expected educational goals. We need to know that there are three-step procedures that can be taken in using the environment as the learning source for elementary school children, named: planning step, step execution, follow-up action (follow up). Planning occupies an important part. Through careful planning is arranged systematically, the overall patterns of thought will provide forceful base in performing art activities.

Teacher as learning activities manager must know and understand about what is to be planned. Just as the planning of the activity of art appreciation, art activities cannot be separated because of the appreciation activities. Art appreciation contains three elements in appreciating that are an art creation, creative activity, and the art appreciation activity. The third is a unity that cannot be separated. Etymologically, the appreciation derived from foreign word "Appreciation" (English), "Appreciatia" (Dutch) and "Appreciatus" (Latin), meaning (Latin), which means respect. In general, the appreciation of the issue itself provides an assessment and award. Art appreciation basically is divided into two groups, named low appreciation classes and groups of high appreciation. The definition of lower class is a low power appreciation, while the mean of high level is a society that power high appreciation.

A supportive environment influences on student appreciation activities. This activity has very useful function for students. The function of art is for giving an award of appreciation, enjoyment, assessing of the arts or the awareness of art. Assessing function is for searching for artistic values, understanding the content and message and conducting comparisons, so they can be concluded. In the process of appreciation of the art creation will make a sense of satisfaction, disappointment, pleasure and so on to the audience. The purpose of the appreciation of the art creation is for enjoying of art creation. In addition, the mean of the art appreciation is the ability to know to understand a value on something that is very noble or glorious.

Appreciation of art has the purpose to get the aesthetic experience based on the observer in accepting art creation guided and aimed to derive from pure art or art life. To develop the power of dance appreciation, we can use learning sources both directly and indirectly. The use of learning sources directly to add to the art appreciation, for example in the field of dance art, students see live performances or dance performances, a visit to the dance studios or a visit to the dance artists. The use of learning sources indirectly adds to appreciate the dance art, for example by watching TV, movies, pictures or dance photos. The important activities in the art creation, especially the art dance creation is: 1) creative activity (the creative process), a process with respect to the process of creating or making art, done by artists. 2) Activities appreciative (appreciative process), a process relates to the enjoyment of the art creation and is done by the recipient or appreciators. Art activities are often referred to as a process of communication between artists who convey a message through his or her art by connoisseurs as his or her appreciator that attempt to receive a message from the artist's creation.

The examples of using of the environment as a learning source of the dance appreciation. In learning activities of the dance arts appreciation, teachers can perform the following steps:

- a. Providing the guidance in appreciation activities for children to have the attitude please/admire and appreciate the dance creation.
- b. The planning of activities that can be done outside the classroom (if around the school there is a studio / dance performances), the planned visit to a dance studio or see the dances.
- c. Giving the assessment of dance creation objectively, it means how to provide an assessment easily workable child.

The process of appreciation of the activities that can be done by: 1) an introduction to the artist and the Indonesian dance creation 2) assessment dance creation including reasoning, interpretation and

discussion / review, 3) fill out a formal evaluation. While the appreciation of the stages, namely: 1) observation, 2) appreciation, 3) assessment and awards, 4) empathy.

CONCLUSION AND SUGGESTION

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