Management Assistance of Cahaya Baru Art Studio as a Place to Develop the Children’s Interest and Talent in Cahaya Baru Village, Jejiangkit District of Batola

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Abstract

The advancement of technological development allows humans to be oriented to things that are easily accessible through digital media. It is also when looking for entertainment or free time. Considering their level of age, children are very susceptible to the negative impacts of technological sophistication. Those who should go through the phase of playing with activities to build creativity and innovative nature, in fact many who pass their days by playing online games or social media via smartphone/device. Concerned about this condition, we are cooperating with the first-generation students of Community Service Program students of Universitas Muhammadiyah Banjarmasin (UMB), providing assistance to manage art, language, and literature studios in Cahaya Baru Village. The method of implementation is to provide training to children in the Cahaya Baru Village. Training in the form of reading poetry, singing, and staging drama (theater). The results of this activity show the enthusiasm of children to learn, develop interests and talents in the fields of art, language, and literature. In addition, children have a place to foster their creativity and fill their free time with positive and useful activities.

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Introduction

Cahaya Baru Village is one of the villages in the Jejiangkit District in the southern part of the capital city of Barito Kuala Regency. This village consists of 8 RTs, some of whom are residents of transmigration from Java. Most people have a livelihood in agriculture and trade. In this village, there are one Early Childhood School, one Islamic Elementary School, one State Elementary School, and one Junior High School (4 Mandastana).
In Batola Regency especially in Jejangkit District, all village hall offices have free Wi-Fi/Internet connection for residents. This makes many residents, especially children and adolescents/youths often gather at the venue in the afternoon until the evening. The same also in Cahaya Baru Village. Based on interviews with local village officials, every afternoon until evening around 15-30 people come to the village hall to get a free internet connection. Generally, what they do is to play online games and accessing social media.

In this modern era, sometimes children are spoiled with things that related to technology. Giving cell phones or devices to children makes them lazy to interact with the surrounding environment not to mention negative things that can affect children if children choose the wrong social environment. The emergence of literary or art studios in the community can be a solution for parents to supervise relationships and increase children’s creativity (Hasan, 2017).

In the initial survey when talking with several communities and the school, it was found that there are children who have artistic talent. But there is no place to channel the interests and talents of these children. In February 2020 it coincided with the implementation of a first-batch Community Service Program (KKN) for students of the Universitas Muhammadiyah Banjarmasin. There were nine students who were placed in Cahaya Baru Village to carry out KKN. They have a joint program that includes establishing the Cahaya Baru Art Studio (Sacaba). The studio was pioneered by Muhammad Wira Wahyudi, who is also the head of the Rufaidah-UMB Art Studio Organisation (UKM). Therefore, Indonesian Language Study Program lecturers who are also Field Lecturers in Cahaya Baru Village do community service in the form of mentoring in the management assessment of the Cahaya Baru Art Studio.

The Cahaya Baru Art Studio is expected to be a place to develop children’s interests and talents in the fields of language, literature, and art. Activities will be filled with various activities such as poetry reading, musical poetry, drama, and others.

The objectives of this management assistance are: 1) Creating the hopes of the children in Cahaya Baru Village to have a forum to develop their interests and talents; 2) Supporting the students’ program of Batch 1 KKN UMB; 3) Providing a place for children to carry out positive and beneficial activities; 4) Fostering an early interest of literacy through art activities at Cahaya Baru Art Studio; 5) Sharpening the children’s creativity and productivity, especially in Cahaya Baru Village; and 6) Initiating Cahaya Baru Village as a partner village, both with the Universitas Muhammadiyah Banjarmasin and the Bahasa Indonesia Education Department.

According to KBBI Online the studio means (1) place of worship located in the yard of the house; (2) a place for art activities (dance, painting, etc.). In this case, Studio language, literature, and art can be defined as a place to conduct art activities relating to language and literature. According to Siswanto (2014) the Indonesian Language and Literature Studio is an activity that studies, produces, and creates Indonesian language and literature for a variety of purposes.

Furthermore, Siswanto stated that the function of Indonesian Language and Literature Studio could be divided into two things, namely social function and personal/individual function. The social function as a unifying tool and as an educational tool for students. Personal function as a place to express something, hone creativity, recognize the environment, references to the truth, and expressions of beauty. The art studio aims to a) Providing a place for children to develop interests and talents in the fields of language, literature, and art; b) Fostering children to increase creativity, initiative and innovation; and c) Fostering a love for language, literature, art, and local culture.

In the 2013 curriculum, the government emphasized the existence of character education in every aspect of learning in schools. Learning no longer focuses on the cognitive realm, but is also balanced in the affective and psychomotor domains. The formation of student characters is prioritized to form good individuals and meet eighteen-character standards in the curriculum. Among the eighteen-characters are students who are expected to have religious, independent, creative, innovative, disciplined, and critical characters. One of the media to form these characters is through the Language and Literature Studio.

Harsanti (2017) stated that literature has a great potential to bring people towards change, including changing character. As a reflection of art and language that is both reflective and interactive, literature can be a spirit for the emergence of a movement to change society, even the rise of a nation for the better, strengthening the love of our country, as well as a source of inspiration and motivation for moral strength for social and cultural change from circumstances which is slumped and colonized to become independent.}
METHODS

The activities carried out at Cahaya Baru Art Studi include training in reading poetry, storytelling, and drama/theater performances. The exercise is held twice a week every Wednesday and Thursday after the Asr prayer. Poetry and drama scripts are prepared by instructors (KKN students) to be taught to children. This activity is also coordinating with art teachers at Cahaya Baru State Elementary School. The community service team provides direction and guidance so that the activities are structured and sustainable.

Preparation and Planning Phase

Community service activities by universities must be prepared carefully, programmed, integrated, and there is sustainability (Santosa, 2018). Therefore, the team did the preparation and planning by conducting a survey to obtain the required data. The team went to the village office and school office to coordinate and arrange the permit. Village officials welcomed the arrival of the team, even helping to collect preliminary data. After sufficient data, the team prepares the material to be taught and establishes a training schedule.

Implementation Stage

The activity is carried out twice a week, which is every Wednesday and Thursday, after the Asr Prayer or at 4 in the afternoon until it is finished. The place of implementation is at the KKN post / Puskesdes Cahaya Baru office. The art studio was attended by around thirty elementary students with an age range of 8-12 years. Society can make an art studio to maintain the existence of local arts and culture that become a unique identifier of the community (Isnanda & Azkiya, 2019).

Evaluation Phase and Follow Up Plan

The evaluation is conducted before the Community Service Program is completed, which is at the end of February 2020. The evaluation is conducted to measure the level of success and the availability of material and training for students. After the evaluation results are obtained, a follow-up plan in the form of follow-up training is conducted in coordination with the art teacher at the Cahaya Baru village elementary school.

RESULT AND DISCUSSION

After carrying out this activity, the result is the students who have interests and talents in the fields of language, literature, and art, have a place to carry out positive activities in an organized manner. In addition, increased love and care for language, literature, and art. Another result is the growth of creativity and productivity of children, especially in the fields of language, literature, and art. Children in the Cahaya Baru village can do positive and beneficial activities outside of the school hours and foster a love for culture, language, and local wisdom.

At the first meeting, we became acquainted with the children in the Cahaya Baru Village who enthusiastically came to the location of the KKN post. We explained a variety of arts, from music, dance, literature, appearance, and theater. While we explained about the types of art, we noticed a child was singing in a very beautiful voice. At first, we were not sure of the success of the art studio. However, the children’s responses were very excited to come, we are optimistic that this art studio will benefit them. During the training period, it is not demanded that children should come, we just say come to the art studio if they want to learn and have fun. It turned out they remain enthusiastic even they also invited other friends to join. The enthusiasm of children can also be seen from their courage to ask many things related to what we teach.
After one month, some children have shown their talents. This is evidenced by their appearance at school when reading a poem and singing. Proudly and confidently the children's performance was very good. Witnessed by teachers, KKN students, and especially witnessed by their friends at school, the children showed their creativity.

The weakness in this activity is the lack of opportunity to display the learning outcomes of children playing drama. Initially it was planned that the children would present a drama/theater during the KKN students' farewell event in Jejangkit District which would be attended by sub-district officials and village officials. However, due to constraints of time and place, as well as other technical obstacles, the event was finally abolished. However, until now the studio is still running with the assistance of an art teacher in elementary school.

CONCLUSION

After one month of community service activities, the results showed the enthusiasm and interest of the children to study at the Cahaya Baru Art Studio. From the discussion it can be concluded that the Cahaya Baru Art Studio can be useful to the community. Suggestions for art, language, and literature lovers so that they can carry out similar activities in other regions with the aim of youth, community, or other age groups who has an interest and talent towards language development. Hopefully, it can explore the potential of local art to be maintained, developed, and preserved.

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REFERENCES