

## Research Article

# The Art of Learning and Communication for Elementary School

Anne Maryani\*, Ike Junita Triwardhani, Endri Listiani

Universitas Islam Bandung, Jl. Tamansari No. 24-26 Bandung, Indonesia

**ORCID**

Anne Maryani: <https://orcid.org/0000-0002-7590-3891>\*

Ike Junita Triwardhani: <https://orcid.org/0000-0003-0844-8646>

Endri Listiani: <https://orcid.org/0000-0003-0525-0271>

**Abstract.**

Children deserve the best education. They need to be protected, and educated properly. Education is a shared responsibility of parents, teachers, and society. The community can play a role in improving the quality of education for children. The purpose of this study was to analyze teacher communication with children in art learning and to analyze development of local creativity in art learning of elementary school at Jatisura Majalengka West Java Province Indonesia. This research was conducted in Jatisla Village, Jatiwangi District, Majalengka, West Java, Indonesia. The research method used is ethnographic communication by tracing communication patterns built from the collaborative interaction of the community, teachers, and school children. Informants are determined through sample techniques using purposive sampling. This research is expected to contribute to children's art learning in schools. The data collection technique used is to make observations and interviews with informants, teachers, and art community activists. The research phase consisted of mapping the role of the creative community, analyzing the role of teachers in learning, and analyzing regional creativity that developed in learning. In conclusion, communication learning process in the classroom can be conveyed in various forms and communication techniques. Communication in the teaching and learning process at SD Jatisura have been doing through communication ethnography method. Interactive communication allows sharing of thoughts, ideas, feelings with one another in a way that can be understood, so that each action of communication needs and communication goals can be achieved. Communication between teachers and students is attractive and transactional, making music learning situations more effective and enjoyable. The role of the Jati Wangi Art Factory as a community, especially in the art learning of students is very large. In collaboration with teachers, we teach children how to play music using clay musical instruments, which is one of the advantages of Jatisla village.

**Keywords:** collaboration, learning communication, community

Corresponding Author: Anne Maryani; email: [anmar2005@gmail.com](mailto:anmar2005@gmail.com)

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## 1. Introduction

The pandemic conditions forced changes in various fields. No exception for education. Learning methods have changed since the Covid-19 pandemic. Learning media is changing and demands extraordinary innovation so that children's learning needs are still met. Even learning strategies change with great struggle to ensure children get the best education. Education contribute a big role for the progress of a nation, through education a better generation can be built. The responsibility for education is not only of the government, but also the community can take a role in advancing education. Good education must be managed properly so that it can produce strong human resources. [1] Through advanced and well-managed education by the government and the community, it can become a means of building a strong and competitive society among other developed countries. In the era of the pandemic, the education model has changed a lot to adapt to the pandemic situation which limits direct human interaction. So that the pandemic condition forces changes in various fields, including education. Learning methods are changing using e-learning technology. This change requires education managers to be creative and innovate so that the goals of quality education can be achieved. Through learning strategies that match the needs of students. A key aspect of continuing education is its ability to maintain quality while dealing with unexpected and potentially disruptive environmental conditions [2] Since the Covid-19 pandemic. Learning media is changing and demands innovation and creativity so that children's learning needs are still met. Even learning strategies change with great struggle to ensure children get the best education. Schools have a duty to develop students' abilities, including creativity in education. Positive values that have been embedded in children through education are expected to be able to shape human characters who are able to develop themselves while providing significant social impacts [3].

Several studies have been conducted by several researchers namely "Connecting Art Education Learning Tasks with the Artistic Field: The Factor of Quality in Art Lessons" by Petra Šobáňová<sup>1</sup> and Jana Jiroutová, aim of the research are aim to point out that the interconnection of an art task with the artistic field contributes to the quality of the art task, and thereby also to the quality of art lessons. [4] Other research has also been carried out by Einat S. Metz, the title of the research is Art Is Fun, Art Is Serious Business, and Everything in between: Learning from Art Therapy Research and Practice with Children and Teens. The aim of this research are, [5] Research about Teaching for Positive and Transformational Creativity through Service Learning have been done by Ophélie Allyssa Desmet<sup>1</sup>, and Anne Marie Roberts. The aim of the research are

This practical application highlights three examples of how service learning can foster positive and transformational creativity: experiential learning through community service or volunteering, problem-based learning through community exploration, and using Destination Imagination as a form of social or community activism [6]. Researcher Liliana Isabela Apostu, Dan Apalaghie, have been done research about teacher training in arts education in France (contemporary challenges in arts education). The aim of the research are aims to open up a vision of education, a solution among solutions, based on the development of a curriculum centered around the values of equality and equity, around the principles of freedom and secularism. The Other research about Reframing the Arts within the Liberal Arts Community Teaching an Arts Entrepreneurial Mindset to Achieve Transdisciplinary Outcomes, have been done Sarah Archino, Marta Lanier, Ross McClain [7]. This paper shares a different approach taken by a liberal arts college, to position arts education as a central component in the creation of an entrepreneurial mindset with benefits for students throughout campus [8].

Some similar studies have not explored aspects of communication in learning art. Research that has been done related to art learning, such as Connecting Art Education Learning Tasks with the Artistic Field: The Factor of Quality in Art Lessons, Teaching for Positive and Transformational Creativity through Service, teacher training in arts education in France (contemporary challenges in arts education). While this study discussed the purpose of this research is to analyze local creativity that develops in art learning at Jatisura Majalengka Elementary School and analyze teacher communication to children in art learning.

Community involvement in education should also be increased. The parties involved in education including the community through the community in education in schools must be managed properly [4] Including thinking about how to make education run normally with all limited conditions. How to build creativity and innovation has become an important agenda for children's education. In an inclusive innovation, there will be diversity, collectivity, variation, and selection in the interactions between actors, which can be mapped in 4 aspects: involvement, interests, self-placement, and the formation of mutual concern [5]. A similar research entitled Teacher Training in Arts Education in France (contemporary challenges in arts education) was carried out by Liliana Isabela Apostu, Dan Apalaghie, aiming to open a vision of education, solutions among solutions, based on curriculum development centered on the values of equality and equality, in around the principles of freedom and secularism. [6] Another study entitled Teaching for Positive and Transformational Creativity through Service Learning, by Ophélie Allyssa Desmet and Anne Marie Roberts, aims to discuss the importance

of developing positive and transformational creativity in PK-12 and college settings, and concrete classroom strategies to nurture positive and transformational creativity. positive creativity through service learning pedagogy. [7] Research with another title, namely The Impact of Communication on the Effectiveness of Educational Organizations, by Vasiliki Brinia, Panagiota Selimi, Alexandros Dimos, and Anna Kondea. the effectiveness of the institution itself, as well as the relationship between these factors [8].

. The community has an important role to support the government in education so that it can answer the challenges of the world of education which is quite complex. To answer various challenges in education, the role of education actors becomes important. Education is not only the responsibility of teachers in schools. The environment where the school is located, Majalengka has the advantage of having a creative community in the village. Jatiwangi Art Factory (JAF) is an art-loving community that is growing along with the existence of the Terrakota industry in Jatisura village, Majalengka Regency. Through terracotta art, this community helps art teachers in teaching art education to children in schools. The creation of several musical instruments made from clay makes the art learning held at the school very unique, unique because it raises local creativity. Teachers as the transformer of education in schools are also required to have high creativity so that children feel interested and get education in a fun way. Good communication in a school ensures optimal interaction between students and teachers. With effective communication, it will create togetherness in diversity in the teaching and learning process.

## 2. Methodology

This research will develop communication patterns between teachers and the arts community in art learning for children at school. The research case selected was an elementary school in Jatisura Village, Jatiwangi District, Majalengka Regency. The research method used is communication ethnography to explore local creativity that develops in art learning in schools. The data collection techniques used were participant observation, interviewing informants, namely teachers and community movers of Jatiwangi Art Factory (JAF) and observing learning activities in schools.

The research was conducted using an ethnographic communication approach, by tracking communication patterns that were developed from the interactions of actors in a community group. Through this research, it is hoped that the community through the creative community will be able to play a role in children's learning at school.

Communication is built by various parties in the implementation of learning in schools. The subjects in this study were The subjects in this study were the driving force of the Jatiwangi Art Factory (JAF) and art teacher at the Jatisura Majalengka Elementary School who played a role in art learning. JAF as a creative community will provide learning space for children to increase their creativity in art learning and the object of the research is the Development of Local Creativity in Art Learning Communication for Children. The stages of the analysis in this study are as follows, The first thing the researcher needs to do is certainly collecting data based on questions or problems that have been formulated., Reduction and Categorization of Data,Data appearance,Drawing conclusions.

### 3. Results and Discussion

#### 3.1. Development of Local Creativity in Art Learning

Educational problems that are so complex in preparing formidable generations in the future require better handling. The collaboration of various parties in achieving superior generation quality through education requires various efforts. In today's educational climate, collaboration, inclusion, and coteaching are the standard practices [9]. The problem is that general education and special education teachers show a lack of symbiotic relationship in inclusive classrooms due to lack of adequate planning time, lack of parity, and interpersonal differences [10], [11]. Collaboration and education have become standards that need to be done to achieve better educational goals [12].

Direct community involvement in children's education is very necessary. The role of the community through the existence of communities that are now widely formed has been seen, although not yet dominant. Collaboration has become a fundamental part of the education system as schools move towards inclusion [13]. According to Morgan, collaborative practice is a method used by general education and special education teachers to teach students in inclusive classes. Direct interaction between two teachers who share in the decision-making process to achieve common goals is a form of interpersonal collaboration [13]. The essential elements of collaboration are: "(a) parity, (b) shared goals, (c) shared responsibility for decision making, (d) shared resources and accountability, and (e) respect for personal opinions and expertise" [13].

Jatiwangi Art Factory (JAF) is a community engaged in the arts, especially in relation to various clay productions such as tile production. Jatiwangi is already very well known for the existence of various home businesses making roof tiles or the local term is called

"Jebor". In 2005, he initiated the Jatiwangi art Factory (JaF) with his wife, Loranita Theo, his sister, Gingi Syarief Hasyim, and Deden Imanudin and Ketut Aminudin. They agreed to use art to bring back the joy of Jatiwangi residents. "The art of capturing and sharpening what is in everyday life. It contributes interpretation and taste to what is done every day. The initiators made JaF a social organization in the form of a creative arts and culture space that empowers rural life and resolves community conflicts.

The former precarious factory owned by the Arief family was renovated into an art space entitled Jebor Hall as the center of JaF's activities. Music teaching is based on two main axes: perception and sound production. It is constantly linked and developed from kindergarten onwards in music lessons. Future students thus benefit from the "professionalization pathway", as they alternate the two-year period of attending the Master's degree at the university with pedagogical practice in the field. Generally, they have two music teachers as supervisors: one for university studies, the other for teaching practice. Each teacher obviously has his own training scheme, but both teachers and students can collaborate so that prospective teachers can benefit harmoniously from adequate theoretical knowledge and pedagogical practice in real situations [6].

Various attempts were also made Various efforts were also made by bringing in various figures to pay attention to this field. Another effort is campaigning through various activities. JAF has become a community whose work continues to grow even in the international arena. JAF's "headquarters" is located in the village of Jatisura Majalengka where there are two elementary schools, namely SD Jatisura one which is located in the same area as JAF and SD Jatisura two which are still within the scope of one village. With the existence of JAF in the midst of the community, it is hoped that JAF's role in the development of education in the village is expected. Community-engaged learning and teaching is an academic approach that seeks to engage and accredit students, within the curriculum, to work in partnership with civic organizations and civil society to act on local community challenges. Working in collaboration with community organizations enables students to use and enhance skills, competencies, and knowledge in real-world capacities, leading to a broader and more satisfying educational experience. Through engineering projects involving the community, students can: (i) develop the ability to identify, formulate and solve engineering problems in their field of study in real-world contexts [14].

JaF's activities are very diverse, but its origins and backbone are a series of festivals involving artists and residents. In three different festivals, Indonesian and foreign artists live in one of the residents' houses in 16 villages in Jatiwangi, interact with the residents, collaborate on art works, and then display them together. The guest-host concept aims

to penetrate the boundaries of artistic practice and encourage the creation of works that reflect the ideas, traditions and issues of the local community, combined with the artistic ideas and practices of resident artists. In collaboration with Sunday Screen, a video-making group from Bandung, JaF organizes the Village Video Festival every two years.

The residency was carried out for two weeks, when the video maker collaborated with residents and village officials. In the process, residents are trained to map daily problems and events. Videos documenting village life are then shown in the event at the end of the festival. The teacher can develop different ways of learning through projects, assessing the areas of personality manifestation in artistic action. Current pedagogical research approaches the holistic vision as follows: the interaction and interdependence of the components of the whole<sup>63</sup>, the interconnection of the elements of the whole; the state of being inseparable from the whole; methodological thesis for studying the behavior of complex systems, against atomism that divides things up to know them better, etc.<sup>64</sup> In this context, learning through art will operate the various areas of the student's personality (emotional, behavioral, sensitive, cognitive, values) to produce knowledge through different means of all elements of correlation, integration, and conjunction. It is about a holistic approach to the individual in the learning process [7].

There is also a Ceramic Music Festival which is held every three years. As the name suggests, this event focuses on music made of ceramic, processed clay. This event explores and reuses various traditional ceramic musical instruments that had been lost to society. At its first event in 2012, the festival opened with more than 1,500 people beating the chimes to a rocking beat. In 2015, the number of precarious musicians jumped to more than 5,000. In the third festival to be held in November 2018, it is estimated that the number will increase even more. Various activities carried out by JAF have actually involved the community and even elementary school students. The big event which is held every year under the name "Rampak Tile" is a mass music concert with tile music instruments that involves people from various circles. In addition to involving people with various professions, Rampak Tile also involves elementary school students. With the harmony of the sound of the music from the tiles being beaten, a slick collaboration is created with the initiation of the ideas of Jatiwangi Art Factory.

On the sidelines of the festival, JaF carries out various activities. Forum is a monthly discussion series held every 27th. In the forum, all residents of Jatiwangi can come to discuss thoughts, ideas, and approaches in various fields. Not only art is discussed, economic, educational, and political issues also often arise. Collaborative learning which

is generally regarded as a more effective educational approach than passive forms of learning [15], [16]. Tinto viewed by scholars as a very promising pedagogical approach in teaching higher education [17]. As Astin argues, having students work collaboratively on academic assignments, “may be more powerful than traditional pedagogical methods because it motivates students to be more active and participants are more involved in the learning process.” [6], [18]

In terms of funding, almost all aspects of JaF are financed independently, both by residents and artists. A small part was obtained from the government, for example the renovation of Jebor Hall, with funding from the Creative Economy Agency (Bekraf), and the Maestro Joint Learning program, with the support of the Ministry of Education and Culture. JaF’s success brought joy to its residents and attracted the attention of many people, both artists, mass media, and residents of other sub-districts.

### 3.2. The Art of Learning and Teacher Communication

Communication in the teaching and learning process in the classroom can be conveyed in various forms and communication techniques. Communication in the teaching and learning process at SD Jatisura 1 as in other schools is done more often with one-way communication, where the teacher plays a dominant role in delivering material. This one-way communication process is because the number of students in the Jatisura 1 Elementary School is quite a lot, as many as 35 students in one class. The number of students makes communication between teachers and students linearly. Likewise for art subjects, some materials are also delivered by the teacher in one direction.

Ideally, an effective learning communication process runs interactively or in two directions, so that each person communicating their communication needs and goals can be achieved. Interactive communication allows the sharing of thoughts, ideas, feelings with one another in a way that can be understood. Hamilton defines communication as ‘the process of people sharing thoughts, ideas, and feelings with one another in a way that is generally understandable’ [19], [20]. So that more effective communication is needed between teachers and students. No teacher communicates in exactly the same way as other teachers. Teacher communication behavior introduces considerable variation into the instructional process. What teachers say and what they do nonverbally is a continuous flow of messages that have an impact on the meanings that are stimulated in the minds of students. Usually, individual teachers tend to have consistent patterns of communication behavior that can be observed by students [21].



In contrast to learning in the classroom, during the preparation for the “Rampak Tile” event initiated by JAF which involved people from various backgrounds including Jatisura 1 Elementary School students, art teaching was given differently. In teaching music, especially the sounds that come from tile musical instruments, the teacher collaborates with trainers coordinated by JAF. Even in the preparation and implementation, students also collaborate with various circles of society to play music made of clay together. Learning is provided by means of collaborative musical instrument games between coaches, students and the community

Collaborative learning allows for more interactive communication between teachers and students so that it is more attractive, because the teacher immediately shows the skills that must be learned and imitated by students. The two partners in communication as a transaction model simultaneously play the role of source and receiver. Experts view this model as a nonlinear model in which two people who interact together create and negotiate shared meaning through verbal and nonverbal messages [22], [23]. In classroom settings, instructors who consider the idea both teachers and students learn from each other tend to model this form of communication. Furthermore, participants in this learning environment openly share and respect each other’s ideas, opinions, and feelings [24].

Collaboration is also carried out with the community in delivering material about Rampak Tile music. The teacher also teaches how to play music from clay by teaching directly the songs to be played. The songs taught to students have been coordinated in advance by the teacher with JAF as a community in Jatisuro village. Even the teacher has equated the perception of the material before teaching it to students. Through interactive and collaborative communication and direct action through practice, more interactive communication can be built.

## 4. Conclusion

Educational problems that are so complex in preparing formidable generations in the future require better handling. Collaboration of various parties in achieving superior generation quality through education requires various efforts, including collaboration with the community, direct community involvement in children’s education is very necessary. The role of the community through the existence of communities that are now widely formed has been seen, although not yet dominant. Collaboration. Jatiwangi Art Factory (JAF) is a community engaged in the arts, especially in relation to various clay productions such as tile production.

Communication learning process in the classroom can be conveyed in various forms and communication techniques. Communication in the teaching and learning process at SD Jatisura have been doing through. Interactive communication allows the sharing of thoughts, ideas, feelings with one another in a way that can be understood. so that each actor of communication needs and communication goals can be achieved. Collaboration is also carried out with the community in delivering material about Rampak Tile music. The teacher teaches how to play music from clay by teaching directly the songs to be played. The songs taught to students have been coordinated in advance by the teacher with JAF as a community in Jatisuro village. Even the teacher has equated the perception of the material before teaching it to students. Through interactive and collaborative communication and direct action through practice, more interactive communication can be built.

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