



Visual Arts Learning Management Based on Local Potential at SMP Negeri 1 Bergas

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Abstract

Regional potential is a valuable resource in the development of Visual arts. One of the functions of education is as an effort to preserve the traditional nature of culture. Implementing arts education based on local potential requires good management. SMP Negeri 1 Bergas utilizes local potential in Semarang Regency as an object in creating paintings. The objectives of this research include: (1) Analyzing the role of local potential in Visual arts education, (2) understanding the management process and implementation of local potential-based Visual arts learning, and (3) identifying obstacles and opportunities. This research is qualitative research, using observation, interview and document study data acquisition methods. This research found that local potential can be utilized as a drawing object to train students' sensitivity to the environment. Art education management is carried out in the form of preparing lesson plans, implementing drawing lessons with teacher guidance from the sketching process to coloring, as well as providing feedback, to produce output in the form of drawing works. This learning is supported by qualified teachers and is hampered by limited costs and student discipline..

Keywords: Management, Learning, Drawing, Local Potential.

Abstrak

Potensi daerah merupakan sumber daya yang berharga dalam pengembangan seni rupa. Salah satu fungsi pendidikan adalah sebagai upaya pelestarian sifat tradisional kebudayaan. Pelaksanaan pendidikan seni berbasis potensi lokal ini memerlukan manajemen yang baik. SMP Negeri 1 Bergas memanfaatkan potensi, lokal yang ada di Kabupaten Semarang sebagai objek dalam berkarya seni lukis. Tujuan dari penelitian ini meliputi: (1) Menganalisis peran potensi lokal dalam pendidikan seni rupa, (2) mengetahui proses manajemen dan pelaksanaan pembelajaran seni rupa berbasis potensi lokal, serta (3) mengidentifikasi hambatan dan peluangnya. Penelitian ini merupakan penelitian kualitatif, dengan metode perolehan data observasi, wawancara, dan studi dokumen. Penelitian ini menemukan fakta bahwa potensi lokal dapat dimanfaatkan sebagai objek menggambar untuk melatih kepekaan siswa terhadap lingkungan. Manajemen pendidikan seni dilaksanakan dengan berupa penyusunan RPP, pelaksanaan pembelajaran menggambar dengan bimbingan guru dari proses sketsa hingga pewarnaan, serta pemberian feedback, hingga menghasilkan output berupa karya gambar. Pembelajaran tersebut di dukung oleh guru yang mumpuni dan terhambat karena keterbatasan biaya dan kedisiplinan siswa.

Kata Kunci: Manajemen, Pembelajaran, Menggambar, Potensi Lokal.

Introduction

Visual arts education is an integral part of the education program in Indonesia which is consistently carried out through the curriculum at both primary and secondary education levels. Visual art is not just a creative expression but also a reflection of cultural identity, local wealth and heritage of a region. Visual arts education also has a role in preserving local culture, reminding students of traditional values, and introducing students to various art forms that reflect the diversity of the Indonesian nation (Amelia, Dewi, Hayati, & Huda, 2021) (Martono, 2011). Regional wealth and local wisdom are very valuable resources in the development of Visual arts, which can enrich students' learning experiences and increase a deeper understanding of a community's cultural identity (Triyanto, 2017).

Unfortunately, the promotion of local potential, especially regarding local wisdom, is often neglected in learning carried out in public schools. In general, local aspects in learning are not given enough attention, so that the younger generation is gradually abandoning noble values and local culture (Rummar, 2017). One of the factors causing cultural values and the neglect of local potential and wisdom is globalization with the introduction of gadgets in all levels of society at various ages (Umah, 2021). This is very unfortunate, because indirectly, education has lost one of its functions. Education is actually also a preservation effort to maintain the traditional nature of culture and the process of cultural development (Rohidi, 2014).

The government has made efforts to introduce the richness of each region, aspects of locality in learning Visual arts in public schools through the subjects "cultural arts" or "cultural arts and crafts". However, implementing effective and sustainable arts education to explore this potential has its own challenges. To carry out Visual arts learning that raises the theme of local wisdom and regional potential, a good educational management process is needed so that learning runs as it should (Hidayati, Waluyo, Winarni, & Suyitno, 2020). All components in learning must be integrated and well organized to achieve the set educational goals. These components include input, process, output and feedback (Djamaluddin & Wardana, 2019). In

this way, teachers not only act as teachers, but also as managers in learning.

Visual arts learning that is rooted in local potential requires effective management to maximize its impact. Effective Visual arts learning management involves a deep understanding of local artistic heritage, including cultural traditions and values. Arts educators need to integrate these elements into the curriculum, creating meaningful learning experiences for students. With good management in Visual arts learning based on local potential, the formation of the nation's next generation who is creative, critical, cultured and adaptive can be achieved. This is important to prepare students to contribute on a global scale with a wealth of local knowledge as the basis for their creativity.

One of the public schools that carries out Visual arts learning based on potential and local wisdom is SMP Negeri 1 Bergas. The school utilizes the potential and wealth of local wisdom in Semarang Regency as an object in creating paintings. This is interesting to research, because in implementing locally based learning, teachers must also be able to integrate local potential in learning in addition to their role as managers of learning implementation. Teachers are responsible for the process of planning, implementing and evaluating learning. Teachers must also be able to ensure that students are able to participate in learning well and utilize existing local potential. Given the challenges above, researchers are interested in finding out how the management and process of Visual arts learning is carried out at the school.

There are several previous studies that are relevant to the research conducted by researchers. Rahmat, Munawarah, and Johari (2023) conducted research and wrote a journal article entitled "*Manajemen Pembelajaran Seni Rupa Berbasis Kearifan Lokal dalam Mata Pelajaran Seni Budaya Kelas VII di MTsN 1 Lombok Barat*". The difference between this previous research and the research conducted by researchers is the location of the study subjects. Apart from that, researchers will also discuss students' work as learning *output as well as providing feedback* from teachers in the learning process.

The second research which is similar to this research is previous research conducted by Aprilia and Rugaiyah (2023) entitled "*Pengaruh*

Manajemen Pembelajaran Seni Budaya (Seni Rupa) Berbasis Project dalam Meningkatkan Kreativitas Peserta Didik Kelas XII Pada Tingkat Sekolah Menengah Atas". The difference is that researchers obtained data by means of observation, interviews and document study, whereas previous research was based on literature review through accredited journals. Apart from that, the research conducted by Aprilia and Rugaiyah focused on the high school level, while the researchers focused on the junior high school level.

There are other studies that are still relevant to the research conducted by researchers. Sinaga (2022) wrote a journal article entitled "*Studi Efektivitas Model Manajemen Pendidikan Seni Rupa*". The research that will be carried out by the researcher takes a specific research object and explains the management and learning processes that occur at SMP N 1 Bergas, different from the research conducted by Sinaga which explains the management process in general.

Taking into account several studies above, researchers want to conduct research with more specific research subjects by conducting more comprehensive research. The research conducted by this researcher is positioned as a follow-up, reVisualment and comparison of previous research. This research aims to investigate and analyze Visual arts learning management that integrates regional wealth and local wisdom into arts education. The specific objectives include: (1) analyzing the role of regional wealth and local wisdom in Visual arts education, (2) understanding the management and implementation process of Visual arts learning that integrates regional wealth and local wisdom into Visual arts learning, and (3) identifying obstacles and opportunities in implementing Visual arts education management based on regional wealth and local wisdom.

Method

This research was conducted at SMP Negeri 1 Bergas, where the school implemented drawing lessons that used the local potential of Semarang Regency as inspiration for work. The subject of this research is class IX G of SMP Negeri 1 Bergas, which consists of 36 students, where this class is a class that tends to have a better enthusiasm for learning than other classes, where this class takes part in local-based drawing lessons carried out at the related junior high school.

The method used in this research is qualitative method. Data was obtained through document study and observation. Document studies are carried out by reviewing journals or research related to the approach taken. The approach taken is related to the 2013 Curriculum, learning management, potential and local wisdom, especially those in Semarang Regency. The research carried out by this researcher is analytical descriptive research, where descriptive research tends to display data in the form of narratives in text form compared to numerical data (Rohidi, 2021). This research will describe management in drawing learning based on local potential which is carried out at SMP Negeri 1 Bergas. Not only that, this research will also discuss teachers' strategies for utilizing local potential as ideas for students' work as well as supporting and inhibiting factors.

The similarity learning management approach is carried out in relation to the development of core competencies and basic competencies by teachers and their implementation in the field (classroom). Meanwhile, approaches related to local wisdom and the potential of Semarang Regency are carried out in connection with sociocultural theory. To find out implementation in the field, passive participatory observation was carried out.

To analyze the art education management process carried out at SMP Negeri 1 Bergas, researchers analyzed the learning components used in learning to draw. According to Djameluddin and Wardana (2019), learning components include: input, process, output and feedback. To analyze the components in learning, researchers will observe teachers, students, curriculum and infrastructure involved in learning. Researchers also observed the material, media, methods applied by the teacher, the way the teacher provided feedback, and the students' work as *output*

In addition, to deepen the analysis, researchers refer to the 6 M theory which is the basis of the management process. However, in this case the researcher uses the 6 M concept which is applied in the current learning process which was initiated by Boca (2015) which consists of: (1.) methods, (2.) materials, (3.) motivation, (4.) meditation, (5.) mind, and (6.) mass media. In this regard, researchers will analyze the methods used by teachers to attract students' attention and motivate students, the tools used to build student

knowledge, the ways teachers encourage students to think critically, be able to work thoroughly, and take decisions on certain targets.

Data acquisition techniques in this research include observation, interviews and document study. Observations were carried out by directly observing the learning process carried out in class IX G of SMP Negeri 1 Bergas and recording the necessary things by referring to the research guidelines that had been prepared by the researcher. A structured interview was conducted with Widiyanto, S.Pd. as a teacher in arts and culture subjects at the relevant school, by recording data through recording important points and audio recording. Document studies are carried out by collecting data regarding the implementation of related learning, in the form of printed documents, soft file documents, photos and videos.

Data analysis was carried out using the Miles and Huberman model analysis. After the data was collected, data reduction was carried out as the research implementation progressed. Intended to further sharpen, classify, direct, remove unnecessary data and organize it. After data reduction, the data presentation stage is carried out. Data presentation is a collection of structured information that provides the possibility of drawing conclusions and taking action. By paying close attention to the presentation of the data, it is easier for researchers to understand what is happening and what should be done. The form of data presented can be in the form of a chart, brief description, graph, chart or table (Rohidi, 2021).

Conclusion / Verification Based on the data that has been reduced and presented, the researcher makes conclusions that are supported by strong evidence at the data collection stage. Conclusions are answers to the formulation of problems and questions that have been expressed by researchers from the start (Rohidi, 2021).

Results and Discussion

The Role of Local Potential and Wisdom in Visual Arts Learning

According to Wagiran (2011), local wisdom is a view of life, knowledge, including all life strategies in the form of activities carried out by people in an area as an effort to fulfill their life needs. Vygotsky (1978) also argued that humans

live and develop according to and are influenced by the social and cultural conditions around them.

The local wisdom and potential of an area has the potential to be integrated into learning in public schools. No exception in Visual arts learning which is part of cultural arts subjects, Visual arts has great potential to be implemented based on local potential and wisdom. According to Widiyanto, S.Pd, as a Visual arts teacher at SMP Negeri 1 Bergas, as is the name of the subjects in schools at the junior high school level, in the 2013 curriculum, arts learning is carried out in arts and culture subjects. This means that the learning carried out in these subjects is also a means of introducing culture.

In the learning carried out at SMP Negeri 1 Bergas, local potential and wisdom are used as themes in learning to draw at class IX level. In the lessons taught, students are instructed to create a drawing using colored pencils or crayons, with the theme of wisdom, potential and local wealth of Semarang Regency. With the theme raised, students can recognize the potential, richness and local wisdom that exists in their area in more depth.

The theme used in learning as a theme does not only include activities, results or cultural artifacts. The environmental potential and suitability of nature are also introduced to students and appointed as drawing objects. Not only that, the potential of tourism as an economic potential for the people of Semarang Regency is also used as an object of work for students.

With similar learning carried out based on the potential and local wisdom of Semarang Regency, students are encouraged to recognize all the potential that exists in their area, whether economic, social, cultural, historical or local wisdom within it. Students' sensitivity to their environment is also honed through the adoption of local-based themes in Visual arts learning carried out by the Bergas State Middle School..

Management and Implementation of Visual Arts Learning

Learning is a system where in the educational process there are components that must be integrated with each other. To ensure that the education process as a system requires a good management process. Referring to the opinion of

(Djamaluddin & Wardana, 2019), learning is a system in which there is a process of interaction between teachers and students in a specific environment. As a system, there are components in learning, namely: input, process, output, and feedback.

a. Learning Input Management

One of the inputs in learning is the curriculum, where the curriculum is a lesson that is designed and implemented to achieve something (Djamaluddin & Wardana, 2019). In planning and learning teaching materials should be in accordance with what has been determined by the ministry of education and culture. As is known, core competencies and basic competencies are determined by the central government, especially the ministry of education and culture. Both core competencies and basic competencies from the central government are guidelines that are still basic but binding. In developing these basic competencies, teachers have the right and obligation to develop more detailed learning implementation plans into the syllabus by determining competency achievement indicators, learning materials, learning activity designs and assessment/assessment plans.

From this syllabus, teachers still have to develop learning plans in more detail. Meanwhile, in the independent curriculum it is referred to as a teaching module. Both the RPP and teaching module will detail the design of the learning implementation that will be carried out in class by the teacher. So that the implementation of learning in class should refer to this document.

As a preparation stage for implementing drawing lessons which raise the theme of local wisdom, wealth and potential, the teacher prepares a lesson plan as a guide in carrying out the lesson. Learning to draw which highlights local potential and wisdom was developed from basic competency 4.1 class IX in Visual arts lessons set by the Ministry of Education and Culture in learning that implements the 2013 Curriculum. This basic competency reads "making works of painting using various materials and techniques". This drawing lesson is carried out as a starting point for students to prepare students to enter painting lessons which will be carried out by students after following the drawing lesson well, as well as to measure students' abilities and affordability.

Education as a system also has other important components, namely the process component. To start learning to draw with the theme of potential, wealth and local wisdom, Mr. Widiyanto started the lesson by evaluating and providing feedback on the previous assignment, namely drawing with a free theme. In the feedback provided, the teacher also teaches how to make good sketches in drawing.

Through the preparation of the RPP, the teacher has applied methods, materials and minds . In preparing the RPP, the teacher explains the learning methods and models that will be used. Not only that, teachers should also be able to plan the tools and materials used in the student's work process according to their abilities by utilizing existing resources in preparing learning plans. The preparation of the RPP will also provide a specific theme and scope of learning so that it is hoped that learning can be more focused.

b. Learning Process and Giving Feedback by the teacher

In this local potential-based drawing lesson, the activity begins with praying according to the students' respective religions and beliefs. After praying, the teacher greeted the students and evaluated the students' previous assignments, where at last week's meeting the students were assigned to draw freely according to the students' interests using 2B pencils and motivate the students to have better enthusiasm for the next assignment.



Figure 1. teacher evaluating students' previous assignments (Rizal Sofyana Fatahillah, 2023)

After the teacher carried out evaluation activities and provided feedback on the previous assignment, he instructed the next assignment, namely drawing on A3 paper with the theme of

culture, potential, wealth and local wisdom of Semarang Regency. Delivery of local material is carried out using lecture and discussion methods. The teacher suggests that students choose image objects that are not far from each student's life and daily life.

Students begin sketching activities on paper after listening to the teacher's explanation and following the discussion. At this stage, there were still a number of students who did not bring picture books, so the teacher instructed a number of students to immediately buy picture books. However, overall students were able to sketch pictures well. The image objects chosen by students tend to be diverse. The local potential raised by students as image objects is not only limited to cultural aspects, but quite a lot of students also raised the tourism potential in Semarang Regency.

On the first day of learning to draw, the teacher implemented motivation, materials, mind and mediation management well. Teachers have motivated students to have a better enthusiasm for learning. Through control by the teacher before and during the work process, students are ensured to have appropriate work media. Students have also been trained to think critically to recognize their environment by highlighting the potential, culture and local wisdom of Semarang Regency in the assignment theme. For students who are still confused about choosing a drawing subject, the teacher takes a personal approach and advises students to draw subjects that are close to the students' daily lives.



Figure 2. students sketching images (Rizal Sofyana Fatahillah, 2023)

After students carry out the sketching process, the next stage is coloring. On the second

day, students are targeted to have entered the initial stage of coloring. Widiyanto, S.Pd. as a teacher in class IX arts and culture at the school, he allows students to color their pictures using colored pencils or crayons. Students are targeted to enter the coloring stage at the second meeting in the planned local potential-based drawing lesson. At the second meeting, students colored after listening to a brief explanation from the teacher regarding coloring techniques.



Figure 3. students coloring pictures (Rizal Sofyana Fatahillah, 2023)

When entering the coloring stage, students are often found to be hesitant at the beginning of the coloring stage, so the teacher directs students at the beginning of coloring by provoking students' sensitivity to the colors in the image object and controlling students in carrying out the coloring process. Teachers carry out monitoring to ensure students can carry out the work process well. Educational management related to *mass media* has also been carried out by teachers. The teacher also gave suggestions to students so they could use smartphones to find references for easy coloring techniques.



Figure 4. teacher monitoring students (Rizal Sofyana Fatahillah, 2023)

As a component of learning, providing feedback on student work is very necessary to bring positive changes to students. At the end of the second meeting, the activity closed with evaluation activities and providing feedback by the teacher. In *the feedback* given, the teacher advised students to be more confident in the work they created and motivated students to be willing and able to complete the coloring process to completion.



Figure 5. teacher evaluates students' coloring progress (Rizal Sofyana Fatahillah, 2023)

The third meeting in drawing learning which utilizes local potential, wealth and wisdom is planned as the final meeting in this drawing learning. That day's lesson began with the teacher's explanation regarding what things need to be paid attention to when drawing. Not only that, the teacher also provides guidance regarding effective coloring techniques. Students continue the coloring process after listening to the teacher's explanation. The teacher monitors the students' coloring process and helps students if they need help.

After students have finished the coloring process on the main object in their work, the teacher advises students to color the background of their work as one of the stages of the work finishing process so that the work can be seen as a complete finished work. This third meeting ended with an evaluation of the learning process and the teacher providing feedback on student work. Mr. Widiyarto also instructed students who had not finished their work to immediately complete the drawing assignment. In preparation for learning at the next meeting, the teacher also announces the material at the next meeting and asks students to prepare the appropriate tools and materials for the next assignment.

c. Learning Output

As a system, there are other components that also form a unity in learning. These components are *output*. *Output* is the intended or desired result in learning. The desired learning outcome in learning to draw is that students are able to present drawings on the themes of potential, culture and local wisdom of Semarang Regency completely. Teachers assess student work by collecting assignments on Google Forms.

Overall, students were able to present drawings that highlight the local wisdom, potential and wealth of Semarang Regency well. Even though some students still experience problems regarding the application of drawing techniques, the students have good ideas and raise themes that comply with the provisions. According to Widiyarto, S.Pd, students have been able to actualize their ideas well and each student's work is unique both in terms of techniques and ideas. Based on observations by researchers of all students' work, it can be concluded that students have been able to recognize the wisdom, wealth and potential that exist in Semarang Regency, students are able to process and have a complete aesthetic experience, and students are able to apply relatively good work techniques. The following is a work by Rima Avrillya



Figure 6. drawing artwork by Rima Avrillya (Rizal Sofyana Fatahillah, 2023)

Rima Avrillya took Gedongsongo Temple as inspiration for making her drawings artwork. Gedongsongo Temple is one of the potentials of Semarang Regency in the form of a historical site, cultural tourism object which also helps the economy of MSMEs around the temple (Ermawati,

2021). In presenting the subject of Gedongsongo Temple, Rima presents good detail, where she displays the arrangement of the stones and crown of the temple relatively well and neatly. The student has also paid attention to the presentation of dark and light so that the subject of the temple looks more realistic.

Rima presents the view of Mount Ungaran as a background for the temple object in her drawing, where this presentation beautifies her drawing. Not only that, the student also presented the subject of a reddish blue sky where the gradations between colors had been created with a relatively good technique with soft transitions. As for another interesting thing about the sky background presentation, Rima also has good creativity where she displays cloud subjects made with a decorative touch, but still considering the gradations in it, so it doesn't seem monotonous. Overall, Rima Avrillya has succeeded in creating drawings with the theme of the local potential of Semarang Regency, with relevant themes, good creativity, through the application of excellent coloring techniques.

Supporting and Inhibiting Factors

Based on the researcher's observations and the results of interviews with Mr. Widiyarto as the learning instructor, there are several things that can be supporting and inhibiting factors in implementing locally based drawing learning activities that have been implemented at SMP Negeri 1 Bergas.

Mr. Widiyarto is a Visual arts teacher who graduated from Visual Arts Education, where he was the graduate with the highest GPA from the Visual arts education study program when he graduated. With teachers who have adequate knowledge, the transfer of knowledge from teachers to students can run well, and students gain good insight too. The affordability of SMP Negeri 1 Bergas with a number of bookstores that provide various art equipment nearby also makes it easier for students to access the tools and materials needed to take part in drawing lessons. Apart from that, the location of SMP Negeri 1 Bergas is quite close to various tourism objects, making it easier for students to recognize the local potential that exists around it. The existence of several things

above can be a supporting factor in the learning that has been carried out.

There are several things that hinder the implementation of drawing lessons that highlight local wisdom and potential. Students' interest in learning Visual arts and student discipline tend to be low resulting in students' progress in creating work being sometimes hampered. Apart from that, limited financial costs also prevent students from accessing good quality tools and materials for work.

Discussion

The local potential that exists in Semarang Regency is one of the intellectual assets that can be utilized and integrated into learning in public schools in Semarang Regency, especially in Visual arts learning at junior high school level. In implementing local potential-based learning, good management is needed so that the learning objectives that have been set can be achieved. SMP Negeri 1 Bergas has implemented local potential-based learning, where the potential, culture and local wisdom of Semarang Regency are used as themes in learning to draw.

Widiyarto, S.Pd., as the learning instructor has carried out a good and relatively structured management process. He has managed all learning components (according to Djamaluddin (2019)) in the form of input, process, output and feedback well. As input for learning, he has prepared a lesson plan by considering the basic competencies that have been determined by the Ministry of Education and Culture, as well as adjusting students' abilities and affordability, and integrating the material with the local potential of Semarang Regency. In the learning process, he teaches and controls students so they can apply the correct techniques in drawing. During the work process, the teacher periodically provides feedback to students so that students can work more optimally, so that the specified learning output has also been achieved, where students have been able to create creative, original drawings and according to the specified theme.

Boca (2015) formulated the 6M concept for modern educational management which consists of: (1.) methods, (2.) materials, (3.) motivation, (4.) meditation, (5.) mind, and (6.)

mass media. This has also been implemented by Widiyanto, S.Pd., as an arts and culture teacher at SMP N. 1 Bergas. He implemented project-based learning for students where students were asked to create drawings with the theme of the local potential of Semarang Regency. The work media has been specifically determined by the teacher, namely colored pencils and crayons on A3 paper, where this has been taken into consideration with students' affordability. As a teacher, he provides regular motivation so that students can work thoroughly and takes a personal approach to provide suggestions and input to students when necessary. This local potential-based learning can also build students' sensitivity to their environment, where students must be able to recognize the socio-cultural potential and richness around them before creating art. The use of smartphones connected to the internet is also an alternative for teachers to make it easier for students to find references, where students can use mass media via the internet as a source of learning and exploring ideas.

Overall, the learning was carried out well, where the implementation of the learning was supported by competent teacher resources and easy access for students to tools and materials for creating work that were available in the market near the school. However, this learning still faces obstacles in the form of students' lack of enthusiasm for learning and limited funds for students to purchase high quality tools and materials for work.

Conclusion

From the statement above, then can be concluded that potency area and wisdom local can be utilized as object draw in frame practice sensitivity student to environment. SMP Negeri 1 Bergas has implemented local potential-based drawing lessons using potential, local wisdom and regional culture as themes for drawing project-based assignments. Management education art held with good, where each learning component has been prepared and implemented well, in the form of preparation of RPP, implementation learning draw with teacher guidance of the sketching process until coloring, as well giving regular feedback and motivation, to students produce learning output form work creative and original themed images of local potential. Factop supporter

implementation learning the is a qualified teacher and convenience access tools, materials, factor the barrier is discipline and interest low students, as well limited cost.

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Author Profile

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