

Empowerment Of Students In The Extracurricular Subject Of Tatah Sungging In Development Curriculum In Pocung Elementary School Imogiri Bantul

Mastin Rusmala⁽¹⁾; Desi Setyaningrum⁽²⁾; Sutini⁽³⁾
*Corresponding author: setya_qdesi@yahoo.com
Universitas Sarjanawiyata Tamansiswa Yogyakarta

Abstract

One element that must be preserved and maintained through educational activities is the values, traditions, culture, skills and concepts that apply to society. In recent years, the government rolled out curriculum changes by adding local content subjects. Through extracurricular content learning, students are expected to not only have academic knowledge in the form of global knowledge as expected, but also have a concern for cultural values but also add special skills that surround students in the future. Conceptually, the local content-based curriculum integrated in extracurricular activities is a Sungging curriculum development in Pocung elementary School.

Keyword : *tatah sungging, curriculum, extracurricular*

Background

To achieve the educational goals set by the Indonesian government, the curriculum should be strategically arranged and formulated into certain programs because the curriculum is an important issue and curriculum is a part of the educational program. The main objective of curriculum development is to improve the quality of education and is not merely to produce teaching materials. The curriculum does not only pay attention to the development of the present but also directs attention to the future. The purpose of school education is more extensive and complex because it is always in accordance with the changes required. The curriculum should always be updated in line with the changes to keep it relevant to the changing society. Curriculum development should take into account various aspects such as child development, the development of science, the development society's needs and employments and so on. Curriculum planning should include several aspects including goals, materials, resources, learning activities and evaluation as the basis for establishing the curriculum (Ahmad, 1998, p. 30). One of the things that are important in the curriculum development is the delivery of the contents regarding the environmental issues by incorporating environmental issues into almost all

subjects. Based on this, then there is the question on how environmental education is packed into the curriculum, especially in curriculum 2013.

The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served. Therefore curriculum development and the educational reform process continually under goes review, revision, and constant change (Johnson, 2001). Curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision (Johnson, 2001). So, this paper will discuss the importance of teachers' involvement in curriculum development, the challenges that teachers face in curriculum development, preparation for teachers involvement in curriculum development, the teachers role in curriculum development, and then conclusion.

In cultural education, local wisdom is included in curriculum development, which will always be maintained and generated by the future children of the nation, one of them in the tatah sungging stature extracurricular activities at Pocung Elementary School. Tatah Sungging is an art of sculpting and coloring in one medium, while the media itself in this village is cow or buffalo leather which can usually be made into various leather works such as puppets, bookmarks, fans, lamp holders, wall hangings and more. Tatah Sungging is included in the Pocung Elementary School curriculum because the tatah sungging art is part of the livelihoods of the people of Wukirsari and around Pocung Imogiri, therefore this tradition must continue to be regenerated so that cultural values and traditional values are not lost or extinct, and can improve people's economy around. Students are trained to have more skills because the tatah sungging art is the biggest livelihood of the surrounding population.

Focus of the research

Based on the background described, this study focused on the empowerment of students in the extracurricular subject of Tatah sungging in development curriculum.

Literature review

2.1 Empowerment of students in the extracurricular subject

The concept of empowerment is humanistic. Empowerment means giving students more than the authority to follow the subject matter. The teachers do not have to be rigid in delivering material. Therefore, students want to be given a more active role in school activities. They are not only participants, but also the initiators of the implementation of an activity. They also need to be involved in decision making within certain limits so that teachers and students are both subject. This means that students are expected to play an active role, take initiative, and be creative in the learning process at school the context of empowering students, it is necessary to regulate activities related to students. As I have

stated before, activities that need to be empowered include extracurricular activities. Then it needs regulation and guidance in the implementation. If the curricular program is carried out in accordance with the subjects that have been scheduled in school, the extracurricular program is carried out outside the hours that have been scheduled and held at school or outside of school.

In extracurricular programs, students are more emphasized on intellectual abilities that refer to the ability to think rationally and analytically. While the empowerment program for students through extracurricular activities, students are fostered towards the solid understanding, loyalty, and practice of the values of faith and piety towards God Almighty, noble character and character, national and state consciousness, skills and independence, sports and health, as well as the perception, appreciation and creation of art.

Empowerment through student coaching activities is an effort to make students grow and develop as Indonesian people as fully as possible with the objectives of national education.

2.2 Tatah Sungging in Development Curriculum

Pucung Elementary School is one of the Public Elementary Schools located in Imogiri District, Bantul, Yogyakarta. The location of elementary schools in mountainous areas and surrounding areas is the producer of puppets. Therefore, the school develops a curriculum that can support the development of local content, namely tatah sungging. The development of local content by education units is carried out by curriculum development teams in education units by involving elements of school / madrasah committees, and resource persons and other relevant parties. The development of local content by the regions is carried out by the provincial Curriculum Development Team, the District / City Curriculum Development Team, the Curriculum development team in the education unit and can involve resource persons and other relevant parties. The development of local content is coordinated and supervised by the education office or the office of the provincial and district / municipal religious ministries according to their authority.

The art of Tatah sungging is one type of craft that is found in the process of making leather puppets, wall hangings, fans, lamp shades or handicrafts made of leather. But until now, the art of tatah sungging is more identical to the process of making leather puppets.

As the name implies, sungging tatah art is two activities consisting of arranging (sculpting) and coloring (coloring). Although it is only called tatah sungging, the making of wayang kulit requires a long process. Some of the steps taken include the selection of raw materials in the form of leather, leather processing, upgrading, sculpting and finishing.

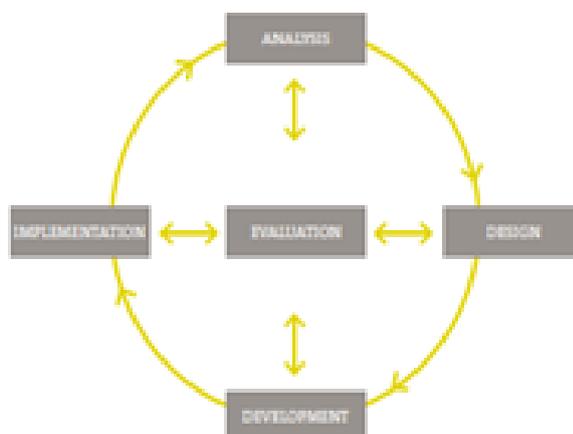
Cutting is making a translucent or perforated pattern on one field. The element in arranging the leather puppet in question is part the smallest of inlay in wayang kulit. The elements of inlay that have been arranged according to the rules in the puppet can produce

a which is complicated but beautiful as can be enjoyed on wayang kulit shadow nowadays.

The meaning of the word *sungging* is to increase objects of form simple is beautified into a more beautiful form. The term creation of *Tatah sungging* or *sungging* is to color the carved pattern. The word *sungging* comes from the ancient Javanese language that is *sungging* which means to elevate or improving from a still simple form to a shape the most beautiful. The *sungging* element is the basic forms applied in *sungging* shadow puppets.

The *sungging* stature art is a blend of stature and the creation of *tatah sungging*, which generally begins with making a pattern later accompanied by giving color to the pattern. So that the notion of art is stained *tatah sungging* is an activity activity that starts from pattern making until the application of color to the carved or inlay pattern so as to produce beautiful artwork.

Curriculum development is focused on the improvement and innovation of education. During this process, which may take many years – especially where generic curriculum development is concerned, which extends beyond a specific local context – desires and ideals are incorporated in a cyclic process of design, implementation and evaluation to achieve concrete results in practice. Literature contains a variety of models for curriculum development (see van den Akker & Kuiper, 2007). In these models five core activities are distinguished.



In a cyclic process, analysis, design, development, implementation, and evaluation take place interactively. Curriculum development often starts with an analysis of the existing setting and the formulation of intentions for the proposed change or innovation. Important activities in this phase include a problem analysis, a context analysis, a needs analysis, and an analysis of the knowledge base. Based on these activities, first design guidelines are drawn up. The design requirements are carefully

developed, tested and refined into a relevant and usable product. Evaluation plays an important role in this process, as can be seen from its central position in the model. Evaluation activities cast light on the users' wishes and possibilities in their practical context and reveal the best way to attune the product to the practical setting. When the product has sufficient relevance, consistency and practical usability, the impact of the product can be investigated. Whereas the primary emphasis lies on generating suggestions for product improvement (formative evaluation), during later phases, this emphasis is shifted towards the evaluation of effectiveness (summative evaluation).

How the five core activities are conducted depends on the development approach envisaged by the curriculum developer. Four types of curriculum development approaches can be distinguished (Visscher-Voerman & Gustafson, 2004): Instrumental approach, communicative approach, artistic approach, pragmatic approach.

So, *Tatah sungging* in curriculum development should be focused on the improvement and innovation of *Tatah Sungging*. Because The creation of *tatah sungging* can help them to increase their income and also we can show about Indonesian traditional creation of *Tatah Sungging*.

Methodology of the Research

The purpose of this research is the environmental education about development curriculum specially *tatah sungging* in *Pocung Elementary School*. The approach used in this study was a qualitative approach. This was not to test the hypothesis, but to describe the data, facts, and the conditions as they are. The results using a qualitative approach according to Creswell can be used to analyze and predict what should be done in the future and also help to overcome the problems that exist at this time (1998, p. 37). The method of content analysis as a method of qualitative research was used in this study, and there are six steps that should be implemented, namely (1) interview, (2) documation or pictures, (3) identifying a sample of documents that have been chosen and coding, designing the scale, (4) Observation.

Findings and Discussion

The finding of this study focus on development curriculum of *tatah sungging* Based from the observation and interview some teachers, principals and Students of *Pocung elementary school*. It is known that development curriculum of *Tatah Sungging* is needed because *Tatah sungging* creation has became one of their livelihood and also part of treasure history so, most of *Pocung* people should live with it and keep it. *Tatah Sungging Subject* in *Pocung Elementary school* has became taken of one news channel *ANTARA NEWS*, and some of university students do visiting there to see and know about *tatah sungging* itself. There are two teachers who teach in *Tatah Sungging* subject. They are Mr. Hendri and Mr. Margono. They are expert in *tatah sungging*. The results of student' s creation have saved in *pocung elementary school*. When there is exhibition they

will join and show student's creation of tatah sungging. They usually join Bantul Expo every year and show about Tatah Sungging to all.

Conclusion

Based on the development of the local content curriculum of Pocung elementary school through local content subjects that are still part of extracurricular activities, Pocung State Primary School can also develop local content curricula through self-development activities in extracurricular forms. Pocung State Primary School can develop extracurricular programs and tatah sungging activities related to local culture, traditions and excellence. Among the activities in question are a) extracurricular activities include developing students' talents and interests such as tatah sungging, dance and music, and batik as well as skills and others. Education as a human effort to develop a better life is required to be able to adjust to the dynamics of society. In this process, the entry of new values is inevitable. Even so, it must be kept in mind that in addition to the transformative mission, education also acts as a place to conserve noble values inherited from generation to generation as contained in the culture where students are located. In this connection, education should not deprive students of their cultural roots. In this context, then the existence of the local content curriculum found its significance.

References

- Dakir, S. *Perencanaan dan Pengembangan Kurikulum*. Jakarta: Rineka Cipta. 2004
- Gunarto, G. (1979). *Pengolahan Teknik Kerajinan Kulit*. Direktorat Pendidikan Kejuruan dan Kebudayaan: Jakarta.
- Laurie Broudy, *Curriculum Development in Australia* (Australia: Prentice-Hall of Australia Pty Ltd, t.th.
- Sunarto, 1995: *Seni Tatah Sungging*. Yogyakarta: Kanisius.
- Thijs Annette, (2009), *Curriculum In Development*. Netherlands Institute for Curriculum Development: Netherlands.