

BAKTI: Batik Khas Tangan Indonesia Support Class V Mulok Batik Learning

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ABSTRAK

Dunia pendidikan memiliki peran yang sangat penting terhadap perkembangan pembelajaran, terutama bagi anak didik. Pembelajaran dalam kurikulum merdeka menekankan akan strategi pembelajaran yang memanfaatkan kerarifan lokal dan keunikan budaya di daerah. Hingga saat ini telah ditemukan beberapa inovasi dalam pembentukan motif batik. Berdasarkan fenomena di atas pendidikan wirausaha perlu dilakukan sejak dini dengan anak-anak, terutama di lingkungan sekolah. Metode pada penelitian ini adalah peserta didik dilatih untuk membuat batik cap di museum batik. Praktik di museum batik diantaranya dari awal mempersiapkan bahan, kemudian mempersiapkan dan juga proses akhir atau finishing. Tahap berikutnya yaitu peserta didik mulai untuk mengimplementasikan dari pelatihan yang dilakukan. Peserta didik beserta guru mempersiapkan alat dan bahan yang dibutuhkan. Hasil pada penelitian ini adalah Antusiasme anak-anak untuk menjual batik BAKTI melalui event yang ada di sekolah baik saat gelar karya, pameran buku, maupun festival yang diadakan di luar sekolah

Kata Kunci: batik; kelas v, mulok, Indonesia

ABSTRACT

The world of education has a very important role in the development of learning, especially for students. Learning in the independent curriculum emphasizes learning strategies that utilize local wisdom and cultural uniqueness in the region. Until now, several innovations have been discovered in the formation of batik motifs. Based on the above phenomenon, entrepreneurship education needs to be carried out from an early age with children, especially in the school environment. The method in this research is that students are trained to make stamped batik at a batik museum. Practices at the batik museum include preparing the materials from the start, then preparing and also the final or finishing process. The next stage is that students begin to implement the training carried out. Students and teachers prepare the tools and materials needed. The results of this research are children's enthusiasm for selling BAKTI batik through events at school, whether at work exhibitions, book exhibitions or festivals held outside the school.

Keywords: batik; class v, mulok, Indonesia

INTRODUCTION

The world of education has a very important role in the development of learning, especially for students. Learning and teaching are ongoing processes of education. Learning in general is greatly influenced by developments and discoveries in the fields of skills, science and technology. The learning process carried out by teachers also depends on the teacher's understanding of educational models, methods and technology which are now increasingly developing. Educational technology experts argue that the main role of educational technology is to help improve the overall efficiency of the teaching and learning process, improve the quality of learning or mastery of learning material and shorten the time used to achieve the desired goals in learning (Purwaningrum, 2016).

Learning in the independent curriculum emphasizes learning strategies that utilize local wisdom and cultural uniqueness in the region. Local wisdom and the unique culture of each region enable regions to develop school curricula based on regional potential for schools. This is intended so that students develop an understanding of the advantages and wisdom of the area where they live. Each region has its own uniqueness and advantages. Learning the local content subject of class V batik at the Karangmalang State Elementary School, Pekalongan City, aims to increase the level of knowledge of students. Apart from that, with a good understanding of theory, students can create unique, interesting, functional works and skills in practice.

The demand in the current industrial era 4.0 is to prepare the young generation who have entrepreneurial skills, think critically and have high creativity. 21st century learning demands creativity, especially teachers in packaging learning towards student creativity (Afandi, 2021). Batik is one of the cultural arts that has been recognized worldwide as a humanitarian heritage for oral and intangible culture by UNESCO since October 2009. Batik can also provide knowledge that emphasizes the creativity of its makers (Saputri & Sumatra, 2024). In Indonesia, batik has been around since the Majapahit era and was very popular in the following centuries. Until the 20th century, all batik produced was written batik, then after that it became known as stamped batik (Putri Amalia et al., 2023).

Therefore, batik is an artistic and cultural heritage that should be preserved and developed (Masruroh, 2023). In an effort to preserve and develop batik, one thing that can be done is to innovate in the formation of batik motifs. In forming this motif, there are 3 techniques used, namely: klowongan, isen isen, and harmony ornamentation. Klowongan is the process of forming the basic elements of batik design in general. Isen-isen is the process of filling in the ornament parts. Harmonious ornamentation is the placement of various backgrounds in the overall design so that it shows general harmony. It could be said that the essence of the formation of batik motifs is an effort to fill empty space in a two-dimensional field that is created generatively and iteratively (Ningtyas, 2019).

Until now, several innovations have been discovered in the formation of batik motifs. Based on the above phenomenon, entrepreneurship education needs to be carried out from an early age with children, especially in the school environment. One effort that can be made is to integrate it into the environment around students (local wisdom) so that it is easier for students to understand the learning material and at the same time learn to be entrepreneurial. In this paper, the author will discuss the integration of local wisdom around the Karangmalang area, Pekalongan City, Central Java, which is famous for its production of batik containing mulok batik, stamped batik material.

METHOD

SDN Karangmalang began to utilize regional potential in the form of batik to become innovative works that were developed. The flagship product made by SDN Karangmalang is named BAKTI. BAKTI is an abbreviation of Indonesian Typical Hand Batik. Batik used for BAKTI starts from grade 4 to grade 6. This activity starts with preparing tools and materials for making stamped batik. At this stage, students also learn about the tools and materials used in making stamped batik. Starting from the tools needed in the form of a frying pan, canting stamp, stamping table, small stove, and other additional tools (stove support, scissors, rubber gloves and apron). The materials needed are wax candles, mori cloth, and batik dye. After that, students are directed to start making BAKTI with the help of their teachers.

Students are trained to make stamped batik at the batik museum. Practices at the batik museum include preparing the materials from the start, then preparing and also the final or finishing process. The next stage is that students begin to implement the training carried out. Students and teachers prepare the tools and materials needed. Then, together with the teacher, start making stamped batik with the steps for making BAKTI as follows:

1. Spread the mori cloth on a stamping table that has been covered with soft material. Make sure the fabric lies flat.
2. Heat the wax in a baking dish using the stove until it melts. Pay attention to the temperature so it doesn't get too hot.
3. Dip the bottom of the canting stamp into liquid wax until it is filled.
4. Stamp the canting evenly and press firmly on the mori cloth according to the desired pattern. Repeat until all parts of the fabric are patterned.
5. Let the fabric dry and harden overnight.
6. Dip the fabric that has been given the wax pattern into the dye solution. Dyeing time can be adjusted to the desired level of color density.
7. Boil the dyed cloth in boiling water to remove wax
8. Soak the cloth in a fixative solution to strengthen the color and dry in the sun.

As far as possible, students have a creative and innovative attitude in developing business capital to obtain results/quantities of goods that have economic selling value. In the final stage, students are taught to label the selling price based on the capital used and the number of products that have been made. At this stage, students seek as much profit as possible in developing their business capital.

The efforts made by Karangmalang State Elementary School teachers in an effort to integrate regional potential with local school content so as to form innovative BAKTI products are as follows:

1. Teachers provide an understanding of the importance of their own region's potential. This is done so that children get an idea of how useful the potential of their own region is, so that students have a sense of caring for and developing products from their region with various existing innovations.
2. Empowering local communities to become teaching parents in batik introduction activities.
3. Visit the central places for batik making, especially the batik museum, also the Setono batik market, BBC, and others to find out the correct, good and correct structure and composition of batik
4. The homeroom teacher provides material on how to make stamped batik products into BAKTI using a guided demonstration method from the batik museum.
5. Provide training in calculating capital expenditure using the results that have been made.
6. Providing guidance on the economic value of an item to gain profit.

RESULTS

From the steps that have been taken above, it turns out that we have received a very positive response from students. The positive things that students get are:

1. Students begin to recognize the potential of their region as a center for batik making.
2. Students are proud of the DEVELOPMENT results they create.
3. Children's enthusiasm for selling BAKTI batik through events at school, whether at work exhibitions, book exhibitions, or festivals held outside of school, such as literacy festivals and others.
4. Students are more enthusiastic and creative in taking local school content lessons.

After seeing these developments, SDN Karangmalang began to strive to continue to create and innovate BAKTI products so that they could equip students with creativity and independence to become entrepreneurs according to the potential of their region when they grow up. This is BAKTI, an innovative product based on regional potential that SDN Karangmalang has.

Table 1.
Details of Material Costs for Making "BAKTI"

No	Activity group	Cost type		Amount (Rp)	
1	Mori Cloth	Fabric measuring 1x1 meter	@ Rp 15.000,-	10 x Rp 15.000,-	Rp 150.000,-
2	Motif making	Night/candle	@ Rp 30.000,-	3 x Rp 30.000,-	Rp 90.000,-
		Kerosene	@ Rp 20.000,-		Rp 20.000,-
3	Coloring	Dye	@ Rp 20.000,-	5 x Rp 20.000,-	Rp 100.000,-
4	Packaging	Plastic cloth wrapping	@ Rp 5.000,-		Rp 5.000,-
		Sticker BAKTI	@ Rp 15.000,-		Rp 15.000,-
Jumlah					Rp 380.000,-

Nb. Biaya ini untuk digunakan sebanyak 30 peserta didik

Tabel 2.
Details of "BAKTI" Sales Costs

No	Activity group	Cost type		Amount (Rp)	
1	Handkerchief batik "BAKTI"	Size 30 x 30 cm	@ Rp 15.000,-	30 x Rp 15.000,-	Rp 450.000,-
Jumlah					Rp 450.000,-

Tabel 3.
Rincian Keuntungan / Laba dari Penjualan "BAKTI"

No	Activity group	Cost type	Amount (Rp)
1	Outcome	Total all manufacturing/production costs	Rp 450.000,-
2	Income	Total of all income	Rp 380.000,-
Profits/Profits obtained			Rp 70.000,-

CONCLUSION

The innovative product made by SDN Karangmalang is BAKTI (Indonesian Handmade Batik). Integration of regional potential with local school content can form innovative products in the form of BAKTI. Increasing students' creativity and innovation abilities through BAKTI products in local school content subjects.

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Schools should choose local school content according to the potential of the area, to equip students to develop an attitude of independence and entrepreneurship towards the potential of the local area. It is best for teachers to always be able to include ideas (innovations) in every lesson so that students become more enthusiastic about learning.

SCHOLA

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