

JURNAL ITENAS

JURNAL ILMU PENGETAHUAN, TEKNOLOGI, DAN SENI

A. Tatang Dachlan
Perkerasan Jalan dengan Asbuton

Carlina D Ariono
Pengaruh Suhu Karbonatasi
terhadap Hasil Sintesis Kalsium
Karbonat Presipitat

Youllia Indrawaty N.
Decy Nataliana, Muhammad Iqbal
Perancangan dan Realisasi Prototype
Sistem Buka Tutup Pintu Secara
Otomatis Menggunakan Ucapan

Dwi Aryanta
Analisis Kinerja Jaringan
Electronic Numbering (ENUM)
Indonesia

Heri Andreas
Irwan G., H.Z. Abidin, M. Gamal
Kajian Kemampuan Perangkat
Lunak GPS untuk Pengolahan Data
Baseline Panjang

Sulistyo Setiawan
Art As Media To Develop
Students' Spirituality



itenas library



SUSUNAN PENGELOLA JURNAL

ISSN : 1410-3125

DAFTAR ISI

No. 1, Vol. 12, Maret - Mei 2008

Penerbit : Lembaga Penelitian dan
Pemberdayaan Masyarakat
Institut Teknologi Nasional
Penanggung Jawab : Ketua Lembaga Penelitian dan
Pemberdayaan Masyarakat
Pemimpin Umum : Dewi Kania Sari
Pemimpin Redaksi : Dicky Dermawan
Wakil Pemimpin Redaksi : Widya Suryadini

Redaksi Ahli:

- | | |
|---------------------------|-----------------------------|
| 1. Ade Sjafruddin | 20. Hasanudin, Z. Abidin |
| 2. Agung Budi Harto | 21. Imam Buchori Z. |
| 3. Agung Wiyono | 22. Isa Setiasah Toha |
| 4. Anang Zaini Gani | 23. Ishak Hanafiah Ismullah |
| 5. Ari Darmawan Pasek | 24. Joenil Kahar |
| 6. Arry Akhmad Arman | 25. Juli Soemirata |
| 7. Aryadi Suwono | 26. Ketut Wikantika |
| 8. Bambang Ismanto | 27. Partosiswojo |
| 9. Bambang Widiyanto | 28. Ridwan Suhud |
| 10. Baskoro Tedjo | 29. Soegidjardjo Soegidjoko |
| 11. Bimo W. Soemardi | 30. Suwadi Suparlan |
| 12. B.S. Koesbiantoro | 31. Suyud R. Karyasuparta |
| 13. Danu Ariono | 32. Syamsudin |
| 14. Djuanda Suraatmadja | 33. Tommy Firman |
| 15. D. Muhally Hakim | 34. Tunggal Mardiono |
| 16. Enri Damanhuri | 35. Udjianto |
| 17. Himasari Hanan | 36. Wayan Sengara |
| 18. H.M. Jusuf Mu'min | 37. Wimpy Santosa |
| 19. Harsono Taroepratjeka | |

Redaksi Pelaksana:

- | | |
|-------------------|--------------------------|
| 1. Dewi Rosmala | 6. Rini Yolandha Parapat |
| 2. Emsosfi Zaini | 7. Siti Saodah |
| 3. Etih Hartati | 8. Yedida Yosananto |
| 4. Juarni Anita | 9. Yusril Irwan |
| 5. Ratna Agustina | |

Sekretaris Redaksi : 1. Eka Wardhani
2. Liman Hartawan

Desain Cover : Aldrian Agusta

Administrasi : 1. Asep Gunawan
2. Mia Fitria Ramilah
3. Dedi Hidayat

Perkerasan Jalan dengan Asbuton 1 - 12

A. Tatang Dachlan

Pengaruh Suhu Karbonatasi 13 - 18
terhadap Hasil Sintesis Kalsium
Karbonat Presipitat

Carlina D Ariono

Perancangan dan Realisasi *Prototype* 19 - 28
Sistem Buka Tutup Pintu Secara
Otomatis Menggunakan Ucapan

*Youllia Indrawaty N.
Decy Nataliana, Muhammad Iqbal*

Analisis Kinerja Jaringan 29 - 34
Electronic Numbering (ENUM)
Indonesia

Dwi Aryanta

Kajian Kemampuan Perangkat 35 - 43
Lunak GPS untuk Pengolahan Data
Baseline Panjang

*Heri Andreas
Irwan G., H.Z. Abidin, M. Gamal*

Art As Media To Develop 44 - 50
Students' Spirituality

Sulistyo Setiawan

Jurnal ITENAS adalah Jurnal TERAKREDITASI

AKREDITASI I tanggal 21 Maret 2000 (SK. Dirjen Dikti Nomor 69/DIKTI/Kep/2000)

AKREDITASI II tanggal 12 November 2002 (SK. Dirjen Dikti Nomor 52/DIKTI.Kep/2002)

AKREDITASI III tanggal 17 November 2005 (SK. Dirjen Dikti Nomor 55/DIKTI.Kep/2005)

Jurnal ITENAS diterbitkan 4 kali dalam satu tahun. Berisi tulisan yang diangkat dari hasil penelitian dan kajian analisis di bidang ilmu pengetahuan, teknologi, dan seni.

Alamat redaksi dan tata usaha:

Lembaga Penelitian dan Pengembangan Institut Teknologi Nasional
Fakultas, Gedung 14 Lantai 3

Jl. PHH. Mustapa 23 Bandung 40124

Telp. 7272215 Pes.158 Fax. 7202892 e-mail: lpp@itenas.ac.id



ART AS MEDIA TO DEVELOP STUDENTS' SPIRITUALITY

Sulistyo Setiawan

*Department of Product Design
Institut Teknologi Nasional Bandung*

ABSTRACT

This paper derived from the tendency of formal education to emphasize cognitive rather than other aspects that disrupts the development of students' spirituality, thus causing superficial students' personality. The objective of this research is to use art as a media to assist the development of students' spirituality. The research concluded that art can work well as an appropriate media to develop students' spirituality.

Keywords: education, students, spirituality, art

ABSTRAK

Tulisan ini membahas tentang kecenderungan pendidikan formal yang lebih menekankan aspek kognitif daripada aspek lainnya sehingga mengakibatkan tidak berkembangnya aspek spiritualitas dalam diri peserta didik, yang berujung kepada perkembangan kepribadian peserta didik yang menjadi tidak utuh. Penelitian yang dilakukan di sini bertujuan untuk mengembangkan spiritualitas peserta didik dengan menggunakan media seni rupa. Kesimpulan dari penelitian ini menyatakan bahwa seni rupa dapat menjadi media yang sangat tepat untuk mengembangkan spiritualitas peserta didik.

Kata kunci: pendidikan, peserta didik, spiritualitas, seni rupa



BACKGROUND

Formal education in Indonesia has carried on for more than half a century, started long before the country gained its independence in 1945. During that time, education had had its ups and downs. Nonetheless, education was always based on aim and ideal aspiration inter-alia stated by Ki Hajar Dewantara (1889-1959), Indonesia's National Education Father, that "Education is parents' effort for children to support life advancement, to improve upon spiritual and physical strength. Educations also bring all strength in the society to achieve happiness".¹

N. Driyarkara (1913-1967)² believed that education was a fundamental change in the form of inter-personal, in which communications are to humanize a young human, the hominization (process to make person as human) and also humanization (development process of humanizing human) as stated in Basis (1980):

Young person, guided in such a way, so that the person can stand, move, have certain attitude, and act like human. It is not enough, if a person doesn't crawl with "four legs" and "bark". Human is not just being homo (human), human also has to be a humanized homo, who has a higher culture.

To have a clearer understanding about education, it is necessary to quote from education aim and function stated in Law of National Education System (Undang-Undang Sisdiknas, UU RI Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 3) which mentions that:

National education functions to develop ability and to form character as well as nation civilization in order to educate nation, intend on students' intelligent development to be faithful to God, noble, healthy, skillful, creative, independent, be a responsible and democratic citizen.

That is the aspiration of prominent figures and this nation regarding education, which should be fought for time after time, generation to generation.

Then, the question is, will those noble

ideal prevail? Will all aspiration for education as the locomotive of change, as stated in the Law of National Education System, can be brought into reality? Unfortunately it works on the contrary since we notice that the situation and condition in present Indonesia perhaps has reached the lowest point in its history. Apparently the government has failed to deliver a system of education which is in accordance with its true aspiration, as can be seen from the tendency of emphasizing the students' cognitive aspects over others as stated by Sumardjo in our national daily Kompas (September 13, 1988)

*In reality, schools in Indonesia dominated by developing cognitive rather than other aspects. If we study this clearly, it seems that colleges have no difference with elementary schools, cognitive aspects are very dominant. Logic sciences have almost 80% of all education that were being taught.*³

Education that emphasizes cognitive aspects and limits others can cause an unbalanced, inhuman, and unjust spiritual development that alienated a person from one another, do criminal things, professional crime, conflict and human violation. Meanwhile, right and true education will not only educate the intellectual side of the brain, because "Education also stimulates emotional and spiritual intelligence to growth of social wisdom. Thus, it can be hoped that the growing of humans and new generation will be more humane, smarter and wiser" (Mulkan, 2002). This further expressed by Sukidi (2002) who argued that "True education is heart education. Up until now education has emphasized on intellectual cognitive knowledge, but heart education grows psychomotor quality and spiritual awareness which are reflected in daily life", or more specifically stated in *Education 2000: a Holistic Perspective* (<http://www.ties-edu.org/GATE/Education2000.htm>):

...We believe that education must nourish the health of spiritual life, not do violence to it through constant evaluation and competition. One of the functions of education is to help individuals become aware of the interconnec-

tion among individuals, as the ethic expressed in all of the world's great traditions: "What I do to others I do to myself."

The contradiction between what aspire as education and how it implemented in reality called for a breakthrough in creating a curriculum and learning process that can actually develop students' spirituality. An experiment then was used to prove that students' spiritual development can be done in a classroom using a specific media.

SPIRITUALITY DEVELOPMENT OF STUDENTS THROUGH ART

The unbalance emphasize in education between cognitive aspects and the other aspects, especially affective aspects, can be coped with art which is seen as media to balance between intelligence and sensibility, rationality and irrationality, logic and emotion, and to sharpen humans moral and character to become more human. Nakagawa (2000) also believed that art can develop one's spirituality since for him *"The way of art is a way of spiritual cultivation"*. Zohar and Marshall (2002) stated that spirituality, as spiritual quotient (SQ), is a soul education with wisdom beyond ego or consciousness. Soul resides in *qalb*, that is heart spirituality, where compassion, faith, moral value and spiritual experience take place, and it can be developed through art because *"arts can provide extensive nourishment for the soul"* (Miller, 1996), or as Hasumi (in Nakagawa, 2000) expressed it that art is *"...the way to the Absolute and to the essence of human life. This he [the Japanese] designates as 'DO'."*

Spirituality development was designed based on holistic education vision stated by John Miller (1996):

The focus of holistic education is on relationships: the relationship between linear thinking and intuition, the relationship between mind and body, the relationships among various domains of knowledge, the relationship between the individual and community, the relationship to the earth, and the relationship between self and Self.

which then further explained by Nakagawa (2000) and Nava (2001) that the basic assumption in holistic education is a relationist worldview where everything is interconnected, and that all human are united with one another and with their environment surrounding them in a complex network of life.

The steps for spiritual development start from knowing and understanding about self, continue to knowing and understanding the nearest relations (parents and siblings), big family (grand parents and relatives), known people outside the family, unknown people, later knowing and understanding to the world around (living and non living), the world that is unreachable, and end with thankfulness to The Creator. The steps were drawn in Figure 1.

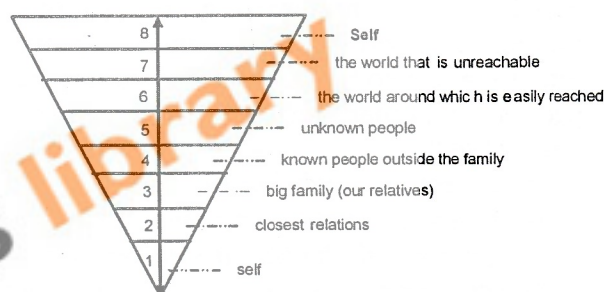


Figure 1 Spirituality Development Diagram

METHODS

The experiment was carried out in three middle-schools in Bandung. Try-out subjects chosen on spirituality development are middle-school students because they are in the age of "puberty" or "adolescence", between 12 and 15 years old, who need special treatment as they are in transition period from childhood to adulthood. This critical time changes them physically and psychologically (Zulkifli, 2002), with cultural pressure which imposes them to adapt to their environment (Hamalik, 1998) in finding their character.

In the try-outs, subjects were asked to visualize their explanation of certain knowledge and understanding in various chosen sub-theme in each spiritual development theme using mind-map and various hand-



drawing method as can be seen in Table 1. Subjects were closely observed by researcher throughout the whole activities, and their vi-

sualization were examined qualitatively for evidence of any knowledge or understanding that might present.

Table 1 Theme dan Sub-theme Spirituality Development Table

No.	Spirituality Development Theme	Sub-theme (in learning session)	Visualization Material
1	Self introduction and comprehension (physical features, good/bad characters, hobbies, habits, goals, favourite/ disfavoured things)	"I am created unique and remarkable"	Explain his/her uniqueness with Mind-map method; draw his/her uniqueness represented by his/her-face with expression drawing method
		Guiding words: "Who knows himself/herself, then he/she will know his/her God" Muhammad the Prophet "The Amazing Me"	Explain his/her uniqueness with Mind-map method; draw oneself uniqueness presented with favourite thing in the expression drawing method
		Guiding words: "He/she who has managed breaking through his/her mind and found him/herself have found God, The Purest Awareness" Anand Krishna "My vision"	Explain hope and vision with Mind-map method; draw hope and vision with the expression drawing method
2	Self Introduction and understanding related to the self existence and role within social environment.	Guide words: "Life is characterized by open reciprocal interaction, dialogue is the easiest way which can be used by human being to get life spirit"	Explain existence and role play with Mind-map method; draw existence and role with expression drawing method
3	Introduction and understanding others (parents, siblings).	"Other people are as unique as me"	Explain knowledge and understanding about other people with Mind-map method; draw beloved people's uniqueness with expression drawing method
4	Introduction and understanding others (relatives).	Guide words: "How can you love the unseen, if you don't love the seen?" Jesus from Nazareth "Other people are as unique as me"	Explain knowledge and understanding to other people with Mind-map method; draw beloved people's uniqueness with expression drawing method
5	Introduction and understanding known people (beyond family/relatives).	Guide words: "How can you love the unseen, if you don't love the seen?" Jesus from Nazareth "Other people are as unique as me"	Explain knowledge and understanding about other people with Mind-map method; draw beloved people's uniqueness with expression drawing method
6	Introduction and understanding unknown others (their miseries and sufferings).	Guide words: "Trust others, and they will be honest to you; respect others and they will show that they are very honourable".	Explain knowledge and understanding about other people with Mind-map method; create rock picture to make up a purse for people in need



		<p>"They are my brothers/sisters too"</p> <p>Guide words: "Nobody is like an island, which can fulfill her/his own needs; everyone is a part of a continent, part of a bigger thing; ... when others die, part of myself decreases, because I am a part of Human Being" John Donne</p>	<p>Explain knowledge and understanding about other people with <i>Mind-map</i> method; create painted bottle to make up a purse for people in need</p>
7	<p>Introduction and understanding the nearest surrounding environment/nature (beauty of twig, leaf, and flower)</p>	<p>"Twig, leaf, and flower are very beautiful"</p> <p>Guide words: "When we concentrate on heart of flower, we can also look cloud, sun, mineral, time, earth, and everything in the universe within. Without cloud there is no rain, and without rain there is no flower" Thich Nhat Hanh</p>	<p>Draw the beauty of nature presented with twig, leaves, and flower with expression and shape drawing method</p>
8	<p>Introduction and understanding the nearest surrounding environment/nature (trees)</p>	<p>"Amazing trees"</p> <p>Guide words: "Universe was prescribed as a place to find God" Robert Frager in Frager (2002)</p>	<p>Draw amazement of the nature presented by drawing trees with expression and shape method</p>
9	<p>Introduction and understanding distant surrounding environment/nature which is easily reached. (nature conservation and adverse consequences of damage to nature)</p>	<p>"The piteous forest damage"</p> <p>Guide words: "Someday try to look something which is not created by human hand; mountain, star, winding river. Then will come to you wisdom and patience, and the most important, beliefs that you are not alone in the world". Sidney Lovett</p>	<p>Create poster about deforestation effect</p>
10	<p>Introduction and understanding distant environment which cannot be reached. (adverse consequences of damage to nature)</p>	<p>"The catastrophic river pollution"</p> <p>Guide words: "God sleeps on top of rock, dreams within plant, squirm on animal and wake up in human body" Sufic Lesson</p>	<p>Create poster about water pollution effect</p>
11	<p>Thankfulness to The Creator of life for everything which has happened and may happen.</p>	<p>"We should be grateful and celebrate anything we have achieved"</p> <p>Guide words: "Thankfulness is heaven" William Blake</p>	<p>Plan and perform art exhibition of their work</p>

Table 2. Learning Education Steps

First step: Theme conditioning	Second step: Experience exploration (sharing & reflection)
Facilitator explain the theme to encourage students to discuss it	Facilitator encourage students to share experience (related to the theme) to other students
Third step: Technical explanation	Fourth step: Theme exploration
Facilitator explain theme working technicaly	Students explore the theme with mind-map and hand-drawn picture
Fifth step: Share workingexperience (sharing & reflection)	Sixth step: Work appreciation
Students share their working experience with one another	Students and facilitator display students' work to apreciate them together, closed with offering thankfulness to God

Each learning session required a preparation of learning session steps for facilitator, which is flexible enough toward changes and development, depended on the learning session situation and condition, as seen on Table 2.

RESULT

The following are two samples by two subjects from try-outs with the choosen sub-theme "I am created unique and remarkable", visualized in mind-maps and expressive drawing.



Figure 2 Mind-map about self by Bernardus



Figure 4 Self portrait by Bernardus

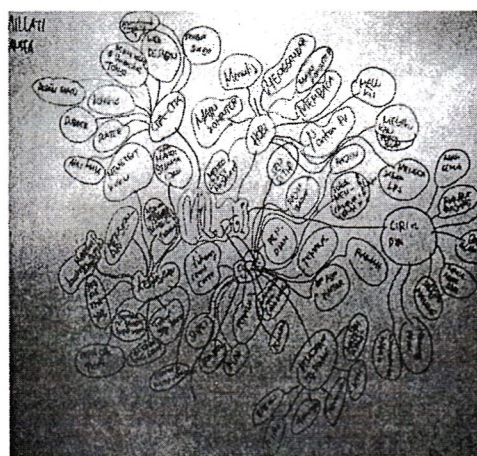


Figure 3 Mind-map about self by Melati



Figure 5 Self portrait by Melati

CONCLUSION

From the experiment, it can be concluded that mind-map and art are very effective to be used as "tools" to explore knowledge and understanding about theme and sub-theme for adolescent students. Both media were also proven to be very effective in developing students' spirituality. It should also be noted that using the technique can significantly improve the atmosphere of learning session, from formal and stiff prior to try-out, to enthusiastic, happy and informal after the try-out had taken place. Even the schools thought that the try-outs were successful and they want to adopt it as school extracurricular activity. However, this program cannot be implemented soon due to inappropriate timing.

REFERENCES

- Basis. 1980. *Driyarkara Tentang Pendidikan*. Yogyakarta: Kanisius.
- Darmaningtyas. 1999. *Pendidikan Pada dan Setelah Krisis. Evaluasi Pendidikan di Masa Krisis*. Yogyakarta: LPIST dan Pustaka Pelajar.
- Fragar, R. 2002. *Psikologi Sufi untuk Transformasi Hati, Diri & Jiwa*. Jakarta: Serambi.
- Hamalik, O. 1986. *Dasar-dasar Pengembangan Kurikulum*. Bandung: CV. Pustaka Martiana.
- Miller, J.P. 1996. *The Holistic Curriculum. Revised and Expanded Edition*. Toronto: OISE Press.
- Nakagawa, Y. 2000. *Education for Awakening: An eastern Approach to Holistic Education. Volume Two of the Foundations of Holistic Education Series*. Brandon: Foundation for Education Renewal.
- Nava, R.G. 2001. *Holistic Education Pedagogy of Universal Love*. Brandon: Foundation for Educational Renewal.
- Sukidi. 2002. *Rahasia Sukses Hidup Bahagia. Kecerdasan Spiritual. Mengapa SQ Lebih Penting Daripada IQ dan EQ*. Jakarta: PT Gramedia Pustaka Utama.
- Zohar, D, Marshall, I. 2002. *SQ. Memanfaatkan Kecerdasan Spiritual dalam Berpikir Integralistik dan Holistik untuk Memaknai Kehidupan*. Bandung: Penerbit Mizan.
- Zulkifli. 2002. *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.