

Comparison Of Indonesian And Japanese Art Education In Traditional Art Culture

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Abstract – Education and culture are interrelated with each other. Education always develops according to cultural changes. Culture develops with the times. These developments also changed the values of education and cultural arts in the scope of knowledge. The comparison is an alternative to see how the system built by the Japanese state maintains traditional cultural values in the art education space. This can be used as a reference for the system that was built in Indonesia to be better in the future. Through education we can form cultured humans or humans, and culture can also guide humans to live according to the rules or norms that are used as guidelines in living life.

Keywords – Education, Culture, Comparison, Art Education.

I. INTRODUCTION

Humans and culture are inseparable, together make up life. Humans gather themselves into a socio-cultural unit, into a society. Human society gives birth to, creates, grows, and develops culture: there is no human without culture, and conversely there is no culture without humans; There is no society without culture, there is no culture without society (Kistanto, 2017). Basically, culture becomes more focused when it is associated with educational values.

Education and culture are very closely related to one another. These two aspects have a very close relationship that both have important values for the continuity of life (Pendahuluan, 2017). An understanding of cultural values is seen from the values inherent in society such as harmony, harmony and balance that occur within the scope of society..

Culture is a special feature of a nation, with the existence of culture, the community can be said to have rules that have been arranged since their ancestors. Basically, culture is very meaningful because there is a touch of art in its preservation. Art has an important role in teaching educational values contained in culture. Art is the most effective means of preserving and transferring the value of education in a culture (Yuda et al., 2020).

Along with the times, culture also moves to follow the flow of life and adapt to the demands of novelty pursuing technological developments and the current human mindset. Developing local culture is the main target every year, although it looks simple, it is actually difficult to apply regional identity (Tari et al., 2020). Regional identity is also known as local culture, so local wisdom can be interpreted as positive human behavior in dealing with nature and the surrounding environment, which can be sourced from religious values, customs, ancestral advice, or local culture, which builds naturally in a community. community to adapt to the surrounding environment. (Astuti, 2016) These developments also have a great

impact on educational values in the arts. The value of education in art today is directed to create a novelty in the context of criticism or social issues that are used as the basis for a work of art.

The shift between cultural values contained in the pattern of people's lives has turned into a medium of criticism for a specific purpose. It is clear that the shift in culture and the increase in knowledge about education have made art a means of coming out of its understanding as a cultured nation's identity (Rosalina et al., 2020). The dynamics of the journey will always develop to the next stage and have an impact on the erosion of the value of art education in culture in society. Art education plays a very important role in developing culture because through education there is a very important process to implement such as coaching, growing and developing every human potential to be better in the future. The better the human potential, the better he will maintain and preserve his culture.

Based on this understanding, a study is needed that can direct the concept of a good art education policy set. Cross-cultural studies do play an important role in helping people understand the culture of other nations. That understanding is needed by anyone who interacts with citizens of other nations in order to prevent misunderstandings and conflicts (Intan, 2018). The comparison is the right choice to see how far the cultural values that carry the theme of art education in Indonesia are with countries that also have good quality culture and art education in the current era of globalization. The development of art education in Indonesia must also have the courage to appreciate the concept of preserving the arts and culture of other nations in order to maintain and improve the quality and value of education contained therein. Therefore, a choice was made for Japan, which historically is also a country that has educational and cultural values in the life of the nation. The development of the value of art education in Japan has started from an early age by mentally preparing students to face the clash of cultures. The values of art education in Japan have been embedded in the nation and the country also has high artistic quality by making culture a key foundation in realizing it..

II. DISCUSSION.

Education is a conscious, planned effort in realizing a learning atmosphere to make students more active in developing a potential that exists in themselves so that they have spiritual strength, self-control, personality, intelligence, noble character, and skills. Education is expected to shape humans to become cultured and socialize humans in the community and adapt to the environment for survival, both individually, in groups, and in society as a whole. (Yayatharyati, 2011).

Education in general can be interpreted as an effort to instill traits and skills in the community so that they can take positions in their respective environmental arrangements. This process becomes a pattern that is formed in the community ecosystem and becomes a process in preserving culture. Another perspective of education is to support everyone's human potential to become a person who is knowledgeable, spiritual, has noble character and skills individually and in groups. Education is also intended to be one of the important friends in maintaining culture so that it can create a modern, harmonious and peaceful life with cultural values that are understood by the community.

Cultural identity is seen from how art develops in society. Art is a means for the community to preserve culture or become a learning process in remembering, knowing and applying the values that were taught by the nation's ancestors. The most identical thing is an art that is rooted in cultural values and is known as traditional art.

In the current era of cultural transformation, traditional art has become a turmoil that needs to be considered, such as cultural elements that are starting to erode with the influence of the times. Basically, traditional art which becomes a culture in society is never separated from the educational value of the life of the supporting community, functionally we can see that traditional art is starting to be marginalized by the progress of every aspect of life in every field. The decline in the love of traditional arts is also influenced by popular culture which is easily accessible by today's technological media. The spectacle is quite a lot and makes people spoiled with all the needs of knowledge only through a gadget that can access anything.

Traditional arts in the era of cultural transformation have many influences that can change views on the existence of an element of culture, such as traditional art. The development of society from an agrarian society to a non-agricultural society has made traditional arts that used to always exist to become an inseparable part of the life of the supporting community, at this time its functions and uses seem to have been excluded due to progress in every aspect of life in various

fields. Traditional arts are also displaced by the fleeting tastes offered by popular culture and originates from the cultural community itself and people outside the cultural environment.

In response to these conditions, there are many things that make it possible to revitalize the value of education in traditional dance culture. As one of the efforts made is the existence of art education which is held in every school in Indonesia. Art education in Indonesia starts from kindergarten. Art education is an alternative that can be applied in preserving culture. As an effort to form a personality that is strengthened by elements of the values of creativity and education in each of its creations.

Art Education

Art education is responsible for exploring and increasing the potential of every human being to feel the power of the presence of art, a creative point of view in seeing the quality of art in the environment and culture. Art education also plays a role in developing individual qualities to maintain culture in daily needs and social groups. The influence of art education applied in the academic scope will have developments in the social sphere of society. Art education is also used as a means to preserve culture in the process and creative reflection so that everyone has a social order that has been conceptualized in community culture. Through ideas and creativity in art, each individual has the opportunity to solve visual problems by being aware of the limitations of freedom as stated in the culture he adheres to.

Art education is applied in the learning process in the school environment. Through the media of art, art education has artistic substance as stated by Pamadhi in (Danar, 2020):

- a. . The substance of expression, the field of practice: painting, sculpting, arranging free waste objects according to the rules of art. The purpose of fostering artistic expression is the courage to express opinions, whether spontaneous or not. Students are expected to have the courage to express ideas, ideas and aspirations, as well as complaints about themselves and their environment honestly and openly.
- b. The substance of creation, means that creation demands ideas and the feasibility of their appearance. The purpose of this creativity training is to grow new ideas that can be accounted for; Students are expected to be able to gain satisfaction in discovering new things and managing them in the context of daily needs as well as creative industry training.
- c. Skills, which emphasize technical abilities and crafts so that they are reproductive or the ability to reproduce works accurately and quickly and people can and are able to imitate the results of their work, for example: handicrafts, weaving, carving.

Art education becomes an aesthetic understanding and expresses a cultural reality into a form of art. Studying art in all its beauty through the constructivism method makes students have direct experience of objects. Using observations, imitating and imitating all the realities of life that are packaged into educational values and shown to cultural stakeholders into an experience of the process of making culture in the value of art education.

Through art education, the process of elevating the conservation of traditional art culture into an art today is organized through lessons at school. Traditional art is currently only used as a source in the creation of popular cultural arts. In order to maintain the rules stated in the basic concept of art, the right curriculum is made with teaching materials that have been tested for validity. Along with the need for art that elevates traditional art idioms, popular art has a higher selling value. Without realizing it, problems like this will shift the existence of traditional arts in the midst of the supporting community.

Comparison of art education in Indonesia and Japan

1. Indonesia

Art education in Indonesia can never be separated from local traditional arts which are a source of inculcating values and forms. Indonesia itself has a diversity of arts, traditions and local culture that are different in each province from Sabang to Merauke. This diversity makes Indonesia one of the archipelagic countries with diverse cultures for each ethnic group. Basically, local traditional arts are created as a result of the collectivity of the local community with all the geographical,

social and anthropological factors of each resident. The wealth of traditional and artistic values is then included in the education aspect in order to maintain its sustainability and a structured inheritance system by the government..

Art education occurs in Indonesia in two ways, namely formal education and non-formal education. Formal education is education held in schools in general, ranging from basic education, secondary education, to higher education. Non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner (Sinaga, 2020). For example, various courses, including music courses and music art studios, dance and theater. Formal and informal education have the same goal in instilling the value of art education.

The scope of formal education makes art education into subjects that aim to hone the creativity of students in developing the artistic potential that exists in themselves. Basically, art education in schools starts from the level of children's ability to capture and explore according to the level of education they are currently experiencing. In general, art education carried out in Indonesian schools is in the form of subjects in general every semester and then strengthened with extra curricular activities which are conducted once a week with the art interests of each student's choice. The school only teaches art in general and does not focus on the local traditional arts inherent in the culture.

The impact of the art education system which is felt to be somewhat sidelined in formal education has a negative side such as the lack of children's love for traditional arts and culture. Because schools in Indonesia focus more on children's abilities on the cognitive aspect, art on the psychomotor side is not honed well. As a result, the reality in the field is that many young Indonesians don't really know their traditional culture, the culture they know today is popular culture, which is often seen on the screen and read. The power of foreign culture is very dominant in Indonesia today. This needs to be made a special consideration from various parties so that our traditional culture is not eroded.

2. Jepang

Education in Japan is classified as very successful in a well-organized system and consistency of all administrative institutions, educational institutions, curriculum supervisory institutions and others. Support between the government, teachers, students, school principals and parents play an active role in advancing education in the country.

It is the collaboration of all these components that makes Japan a Japanese success by achieving all the educational goals that were conceptualized since 25 years ago and noted Japan as a country with the best quality education and education system in Asia. Compulsory education held in Japan is free of charge at all. Japan attaches great importance to Human Resources in its country. The state plays an important role in providing quality facilities and infrastructure for the teaching and learning process.

Hard work and a culture of discipline in Japan were instilled in them since the time of their ancestors so that in their daily life they are used to doing everything in an orderly manner. Cooperation in achieving the success of the Japanese state can be used as a reference to maintain every local genius contained in each individual country.

Japanese art education is more directed at developing the individual's personality as a whole, instilling a free and responsible spirit, tolerant to respect between individuals. It can be concluded that the principles of art education in Japan are more humanistic in relation to everyday life and the knowledge is really real and can be applied and needed in real life.

Japan really loves traditional art culture which is always inserted in every school. Art education in Japan departs from the traditional arts that developed in the community. Traditional art is a basic culture that is developed through supporting elements such as formal education. Japan prefers art subjects in the scope of formal education. Because for them, to love the country is to love the cultural arts itself.

III. CONCLUSION

- a. The art education level subjects in Japan are not as diverse as those developed in Indonesia, the numbers are not many, so the various subjects are given at different times every day for a week, so there is rarely the same lesson schedule on different days so that each fragment will be focused on only one form of art subject.
- b. In Indonesia, it is rare to find formal education with traditional art materials, especially painting, so that many students are not familiar with traditional arts. This may be because the learning orientation of Indonesian students is

much different from that of Japanese students, because support and encouragement are very important to support knowledge of regional arts.

- c. Compulsory education in Japan is free for all students, even for underprivileged children who receive special assistance from the central and local governments for the cost of lunch, school, picnics, study needs, health care and other needs, while in Indonesia it is still only a slogan (except in certain areas, such as the policy in Sukoharjo, but only limited to school fees). We can conclude that sometimes everything that is financed is not necessarily what the community wants.

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