

Learning Batik in Trisno Kuncoro Batik Industry in Sragen Regency

Tri Nurhayati¹, Mulyanto^{2*}, Adam Wahida³

^{1,2,3} Art Education Program, Education Faculty, Universitas Sebelas Maret Surakarta, Indonesia

¹nurhayatitri05@gmail.com, ^{2*} mulyanto@staff.uns.ac.id, ³ adamwahida81@gmail.com

Abstract: Batik handcraft has an important role through economy and tourist advancement. Non-informal education in learning batik is needed in batik industry in order to boost the human resource in knowledge, skills, and attitude aspects. This research aims to formulate throughout learning process of batik from the owner to the craftsman in Trisno Kuncoro Batik industry that located in Pungsari, Plupuh, Sragen in the year of 2019 which included of the objectives, material, method, media, and evaluation. This research focused on learning process emendation from the owner to the craftsman. The method that used is a descriptive-qualitative method. The research data is learning process of batik from the owner to the craftsman obtained through deep interview, observation, and document analysis. This research result is shown that learning process of batik that appropriated by means the industry conditions, namely to improve the human resource and boost the industry. The material is about creating the design along with doing batik design process. The method that used is demonstration method, that the owner is joined directly in the way of batik manufacturing process. The evaluation is given in the end of manufacturing process, by the manner of checked each batik fabric. Based on this research result, it can be concluded that non-formal education in learning process of batik included of objectives, material, method, media, and evaluation are appropriated with the industry conditions and owner's capability in order to boost the human resources in knowledge, skills, and attitude aspects.

Keywords: *non-formal education, batik learning, handcraft*

Introduction

The art of batik is a distinctive artistry from Indonesia that have long lived and developed, so it becomes the evidence of Indonesian cultural heritage. Meutia and Ismail (2012: 47) are state that batik is adored by many countries. Batik has made Indonesia to be one of the excellent country that produces the silky traditional fabric in the world. Prasetyo (2010: 1), proposed his argument about the definition of batik,

Batik is one of the textile manufacturing. On the other hand, batik can be pointed at two things. The first is the technique of coloring textile by using paraffin to restraint the fabric a part. In international literature, this technique is known as wax-resist dyeing. The second definition is fabric or clothes that manufactured with wax-resist dyeing technique, included the use of special designs that has explicit characteristics.

Batik handcraft is very prearrange in the progress of a region, through to batik center, the regional tourism can be increase moreover it brings those region as the village tourist.

Trisno Kuncoro Batik is a batik handcraft industry that located in Pungsari, Plupuh, Sragen, the location is nearby Sangiran archeological site museum. It is very favorable for a region which pioneered as a tourist village. So that the batik industry which located in Plupuh is expected to develop, one of them is Trisno Kuncoro Batik industry. However, in fact that the work system assemble in just the way the production is run in Trisno Kuncoro Batik is caused the development of batik industry is hampered.

Non-formal education in learning batik is needed to boost the human resource in knowledge, skills, and attitude aspects. Non-formal education or out of school according to Sihombing (2000: 12) is a conscious work that directed to prepare, increase, and develop the human sources

in order to have a wide knowledge, skill and attitude, and competitiveness to sizes the opportunity which grows and develops by optimize the used of surroundings resources. Kleis (quoted by Raluca, 2013, hal. 505) defines this educational form a.,any intended and systemic educational activity, usually performed outside the traditionale school, whose content is adapted to the individual needs and special circumstances, for the purposeof humanization, learning and knowledge, as well as minimising the problems faced in the formal system (the stress due to verifications, grading, subject imposed, making homework, etc)”. It is very important in a business to boost the batik industry.

This research aims to formulate throughout learning process of batik from the owner to the craftsman in Trisno Kuncoro Batik industry that located in Pungsari, Plupuh, Sragen in the year of 2019 which included of the objectives, material, method, media, and evaluation. This research focused on learning process emendation from the owner to the craftsman as the development efforts throughout Batik Trisno Kuncoro industry. It is relevant with a result research by Qisthi Maghfiroh (2019) about lasem handcraft batik learning in Babagan, Lasem, Rembang in period year of 2014-2017, that discussed about learning which be done from the owner to his family, and from the skipper to the craftsman. Research by Nurcahyo, et al (2018) about Priority and Development Strategies for the Batik Industry. The aim is to find out the strategy for developing the batik industry. The result of research that strategy for developing the batik industry based on three mirrors.The initial stage, the activity is the development of human resources and technology . The core stage is to develop marketing batik, developing information media, and developing batik or village batik. The final stage, creating an online sales movement, increasing the development of raw materials and processed batik, and business assistance from the government.

This research is can be reform the resource of batik industry businessman through applied learning process, so that the batik industry can be develop. Relevant to research conducted by Mayangsari, dkk (2015) about *Batik Solo Industrial Cluster Analysis as Entrepreneurial System: A Viable Co-Creation Model Perspective*, which has the final benefit of research is to develop the batik industry.

Method

This research is done in Trisno Kuncoro Batik Industry, Pungsari, Plupuh, Sragen, owned by Sutrisno. The method that used in this research is descriptive-qualitative method. Data and research data source is informant that is Sutrisno as the key informant and the craftsmen as the complement data. The location and event are in Batik home industry owned by Sutrisno, several craftsman houses, and surroundings area which used in batik learning process. The document forms are the photographs of batik learning, batik creation photograph, as well as related documents throughout batik learning. The collecting data that used is deep interview, observation and document analysis. Data validity is using a triangulation data, informant review, and peer debriefing. The analysis data technique that used in this research is Miles analysis model and Huberman flow model.

Results and Discussion

Both formal and nonformal education have different goals, time, contents of program, learning process and management. Generally, Formal education is bounded by time, strict curriculum, and it's be done gradually. While, nonformal education is not bounded by time and gradually . On the other hand, Raluca and Lorand (quoted by Festeu and Humberstone, 2006,

pp. 16-17) states that,, nonformal education is very different, even on the opposite side, as compared to formal education, in relation to the concept of knowledge, understanding and identity, approaching the education and model of contextual learning”. He illustrates a series of differences between the two forms of education (Table 1).

Table 1. Differences between formal and nonformal education

Formal Education	Nonformal Education
Conception of knowledge	
One way of interpreting of knowledge	Several interpretations, relatively true of the world
Understanding identity	
A stable and coherent identity	A changing (unstable), multiple and contradictory identity
Approaching education	
Teacher – centred	Centred on negotiation
Learning context	
Curriculum, textbooks	Society surrounding the school

Raluca and Lorand (2012: 505)

Batik learning processes from the skipper to the craftsman in Trisno Kuncoro Batik industry as follows the goals, material, method, media, and evaluation. The leaning components that used is adjusted with the situation and condition that needed in Trisno Kuncoro Batik industry.

The Learning Objectives

Batik learning process in Trisno Kuncoro Batik, generally has an aim to develop the batik industry itself. The human resource development in non-formal education is done by the purpose is to develop the knowledge, attitude, skill, and human resource motivation. Wirawan (2015: 193) is stated that human resource development is an intentional and held learning program in certain time by goal among to develop the knowledge, attitude competency, motivation, and human resource behavior and the end goal is to develop the humans resource performance and organization performance. We can find the same result in Maninggar’s, et al research (2018) about the way to create the research and learning environment that important for inovation and development of batik industry. The result about the way to develop batik industry through education the summarized by the goals of batik learning.

The Learning Material

The learning material that given by the skipper to the craftsmen related to batik manufacturing process, through batik tulis either printed batik. The material that given is started from batik designs creating process, it adjusted with the customer desire or adjusted to the skipper’s design. This material is very important to deliver to the craftsman, in order that have not any mistake in creating the design by the customer desire. Batik creating process is always coached and supervised by the skipper. In addition, the material which related to batik manufacturing process is given in everyday repeatedly in every meeting. The material is that concerning to nyorek, nyanting, colet or coloring, printing, washing, and finishing process through batik fabric is a must to given to the craftsman, either to a new craftsman nor senior craftsman. Additionally, when there is any new material or new innovation that related to batik manufacture, the skipper is always delivered to the craftsmen, it is doing for the sake of advances in his pioneered batik industry.

The Learning Method

Learning batik in Trisno Kuncoro Batik industry is used a diverse method, namely speech, interview, and demonstration. The method that applied is adjusted with the condition to the craftsman, because somehow the craftsmen are from different background, different gender, and from the different age. The speech and interview method are used to deliver the material and give the direction to the craftsmen. Demonstration method is most often use, because the skipper is also directly join in batik manufacturing process. The skipper is practiced directly in front of the craftsman through learned material it would be easier to the craftsmen in understanding and practiced given material. So, that the knowledge and craftsmen's skill throughout batik is can be increase.

The Learning Media

Learning media that used a media which usually used in batik manufacturing that included of all equipments and material, surrounding nature, and surrounding batik industry society. Supported by used of the sophisticated technology as smartphone and internet, which make the craftsmen's knowledge widely about batik in order to boost batik industry. The exact learning source is from the society, because it would be easier to accepted and understood. Suprijanto (2008: 55) proposed that the learning source is devised take from local society, because it can be more know about the society in detail.

The Learning Evaluation

The evaluation that done in non-formal education learning batik in Trisno Kuncoro Batik industry which be done after batik manufacturing process is done. Batik fabric is corrected in depth, in order to have not any mistakes from the batik fabric, neither in the motive design nor the color. Founding and evaluation of craftsmen's performance in implementing each order is delivered kindly. It means to rebuild the craftsmen's performance in the following day, in order to keep the quality of batik product.

Conclusion

Non-formal education that done by learning batik in Trisno Kuncoro Batik industry, which included of goal, material, method, media, and evaluation that adjusted to society's condition and the location of batik industry. The goal of learning batik is to develop the knowledge, skill and human resource attitude from the craftsmen as an effort to boost batik industry. The material learning that given is related to batik creativity process from the beginning to a batik fabric. There are many learning method that used, namely speech, interview, and demonstration that can be run well. The learning media that used is come from the environment that supported by technological science that are adequate and develop. Evaluation is done after all of the manufacturing process is done, from the batik product neither from the craftsmen performance. So, with this learning process can be reform through batik industry system and can be increase the batik industry progress.

Acknowledgment

I praise belong to Allah SWT that completed this article, and thanks to many people that help in completing this article in the following list: To Mulyanto, as the head consultant, and to Adam Wahida, as the second consultant. To Sutrisno, as the owner of Trisno Kuncoro

Batik industry that permitted to this research. For father and mother who aid in write this article. For my friends who have given any idea, critique, and motivation in this article. For postgraduate education of Art, Sebelas Maret University.

References

- Maghfiroh, Qisthi. (2019). *Pembelajaran Kriya Batik Tulis Lasem di Desa Babagan Kecamatan Lasem Kabupaten Rembang Periode 2014-2017*. Penelitian. Surakarta: UNS Surakarta
- Maninggar, Nimas, dkk .(2018). Low-Tech Industry, Regional Innovation System and Inter-Actor Collaboration in Indonesia: The Case of the Pekalongan Batik Industry. *Jurnal. Asia Pasific Viewpoint* 2018 ISSN 1360-7456
- Mayangsari, L., Novani, S., Hermawan, P. (2015). Batik Solo Industrial Cluster Analysis as Entrepreneurial System: A Viable Co-Creation Model Perspective. Elsevier. *Procedia-Social and Behavioral Sciences* 169 (2015) 281-288
- Meutia & Ismail, T. (2012). The Development of Enterpreneurial Social Competence And Business Network to Improve Competitive Advantage And Business Performance of Small Medium Sized Enterprises: A Case Study of Batik Industry In Indonesia. *International Congress on Interdisiplinary Business and Social Sciences 2012 (ICIBSoS)*, 65 (2012) 46-51
- Nurchahyo, Rahmat, dkk (2018). Strategy Prioritization and Development for Batik Industry. *Jurnal. IEEE 5th International Conference on Engineering Technologies & Applied Sciences*, 22- 23 Nov 2018, Bangkok Thailand.
- Prasetyo, Anindito. (2010). *Batik Karya Agung Warisan Budaya Dunia*. Yogyakarta: Pura Pustaka
- Raluca, M., Lorand, B. (2013). School Physical Activities between the Formal and Nonformal Education. 5th International Conference EDU-WORLD 2012- *Education Facing Contemporary World Issues*, 76 (2013) 503-510
- Sihombing, Umberto. (2000). *Pendidikan Luar Sekolah Manajemen Strategi*. Jakarta: PD. Mahkota.
- Suprijatno. (2008). *Pendidikan Orang Dewasa*. Jakarta: PT Bumi Aksara.
- Wirawan. (2015). *Manajemen Sumber Daya Manusia Indonesia*. Jakarta: PT Raja Grafindo Persada