



Patterns and Strategies for Developing Student's Artistic Talent in Elementary School in Padang City

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ABSTRACT

This research aims to address the issue of unsatisfactory development of students' artistic talents in State Elementary Schools (SDN) in Padang City. It is a qualitative study that involved three schools, namely SDN 13 Lolong, SDN 14 Belanti Barat, and SDN Percobaan. The study examined the reality of students' artistic talent development based on the 2013 State Elementary School Curriculum and explored the various strategies and patterns used by teachers in nurturing artistic talent among their students. The findings of the study reveal that teachers have implemented diverse approaches to promote artistic talent development among State Elementary School students in Padang City. Furthermore, the study shows that teachers have been successful in managing the development of students' artistic talents based on the 2013 curriculum. In conclusion, this research provides insights into the current state of artistic talent development in State Elementary Schools in Padang City and highlights the effective strategies employed by teachers in nurturing the creativity and artistic abilities of their students.

Keywords: *artistic talents, State Elementary School, curriculum, Padang City.*

1. INTRODUCTION

Art in Indonesia is one of the magnets in attracting the world community to come visit and travel. Art is not only entertainment, but also a lucrative business and industry. Art is an entertainment that requires a lot of energy, technical skills and tactics. In art there are various basic techniques, the basic techniques in art are something that is fundamental and must be mastered by all players to be skilled based on the ability of basic motor skills [1];[2].

Through works of art, the name of Indonesia is slowly known to the world. As for Indonesian arts that are displayed on the international scene, such as the Kecak dance from Bali, wayang comes from Java which is a culture recognized by UNESCO in 2003, Angklung originating from West Java is a culture that was recognized by UNESCO in 2011, Keris comes from Java which is a traditional weapon that has been recognized by UNESCO in 2005, Saman dance originating from Aceh is a traditional dance that has been recognized by UNESCO in 2011, Reog ponorogo

from East Java is a dance that will be recognized by UNESCO in 2023 [3].

Indonesia has implemented a talent identification program in collaboration with UNESCO since 2011, but this program did not continue, due to several weaknesses, including only by conducting several kinds of field tests, a person's talent can be determined. This method is considered too simple to be used as an instrument to make decisions about someone's talent in art. Some experts on talent identification in the arts explain that the process of identifying and developing a good talent starts from the detection, orientation, identification, development, and transfer of talent.

This process of detecting talent can be conducted when students are playing together, when students are learning, and in which process the great potential in art can be displayed. In this case, students have not been able to determine their specific field of art. So in this phase, you have to find potential students who are not currently involved in a particular branch of art [4]. Talent detection is largely determined by the basic abilities possessed by students. The basic skills that are

sought to be learned through art education [5] are skills that form the basis of human movement. Although everyone has varying levels of talent and ability, everyone can become 'educated' in art. In its position as 'something to learn' (field of study, academic lessons, teaching and learning materials classified as soft skills) the educational environment can be formal or informal.

Art serves as a medium of education. However, the term "art as a medium of education" does not mean that artistic activities are not important (because they are considered merely media). The involvement of students with art must still be a priority in order to form artistic abilities or improve the artistic abilities that already exist in students. Efforts to improve the quality of learning become the focus of activities; and this is generally true in any learning program [6].

Furthermore, this is what makes many elementary students do not choose and are interested in participating and participating in various kinds of art activities [7];[8]. Talent identification is the process of selecting individuals who have superior potential over others in the similar population. Talent identification is very important to know and develop their potential based on the Gelders Model. Students will practice hard when they like art, so that their progress and abilities will be seen quickly. For example, the talent of a dancer can be identified through movement.

For dancers who show the best performance, the identification process shows that the dancer has great potential to become a professional dancer [9]. Identify the characteristics of gifted students in a branch of art carried out at the youth level will provide a comprehensive perspective on award opportunities. Furthermore, a long-term coaching program is carried out for these students. Based on this objective, it is important to need an instrument that can reveal certain profiles and characteristics related to student abilities and students' personal strengths (potential) for each artistic activity [5].

Along with the importance of the trainer's understanding and perspective on student talent development, an evidence-based talent identification and development program is needed [10]. The key question in talent identification is deciding which students have the most potential to perform well and succeed at the highest competitive levels [11]. Resources in developing gifted students are still limited, but most art associations expect to provide a return on investment in the talent identification process [12]. In the last few decades, the profile of artists who are active at various levels of participation and in various art performances such as the art of randai dance, reog, Minang music has been partially documented [13]. However, it is still based on an expert's perspective, while several other arts fields have not been developed,

especially based on art and performance experts in Indonesia.

Based on these problems, researchers are interested in conducting development research with the title: "Patterns and Development of Art Talent of Elementary School Students in Padang City".

2. METHODS

This research is a qualitative research type [14]. Data collection techniques in this study used a questionnaire given to informants. The survey data were collected from interviews conducted at three state elementary schools in the city of Padang including the State Elementary School (SDN) 13 Lolong, State Elementary School (SDN) 14 Belanti Barat and the Experimental State Elementary School (SDN) Padang City.

In this study, the author tries to explore and understand the efforts to develop students' artistic talents based on the 2013 curriculum in the city of Padang. This research was conducted in three elementary schools that are in the same cluster, namely public elementary schools in the city of Padang. The three schools are: SDN 13 Lolong, SDN 14 Belanti Barat and SDN Experiment in the city of Padang. Based on the subject sampling method, the informants in this study were 1) State Elementary School 13 Lolong, 14 Belanti Barat and State Elementary School Experiment Padang City, 2) Principal of State Elementary School 13 Lolong, State Elementary School 14 Belanti Barat and State Elementary School Experiment Padang City, 3) Teachers in State Elementary School 13 Lolong, SDN 14 Belanti Barat and SDN Experiment Padang City, 4) Parents of students from SDN 13 Lolong, SDN 14 Belanti Barat and SDN Experiment Padang City.

3. RESULTS AND DISCUSSION

3.1 *The Reality of Fostering Art Talent at State Elementary Schools in Padang City*

The preparation of lesson plans to convey the objectives of the material presented is very important to pay attention to the objectives of the material achieved and the artistic talents that will be developed in the material. In planning learning, teachers prepare learning facilities in the form of curriculum and lesson plans. Tools such as syllabus and lesson plans have been previously reviewed by the homeroom teacher and contain materials available for environmental value learning.

In relation to the development of artistic talent recorded in the Curriculum Development Institute [15] there are three identified artistic talent developments that can be developed through the development of national artistic talent sourced from religion, Pancasila,

culture, and national education goals. This stage is a process in which training programs are developed for students who have great potential in a particular field of art. Training and development aims to explore the potential that exists in students to achieve optimal performance in the field of art that they are engaged in [7].

To enable effective and efficient development of the arts, one of the important factors is the availability of talented artists. After that, the responsibility as a coach and other parties is to assist the training process, preparing good knowledge, skills and educational knowledge, providing training facilities, as well as motivating and fostering commitment from all parties related to the coaching program [8].

To develop long-term potential, valid and reliable systems and programs are needed that involve the roles of parents, teachers, trainers, scientists, and stakeholders. In 2012 the National Endowment for the Art (NEA) developed arts education and training activities [16] The National Endowment for the Art (NEA) builds a model to develop four stages, namely art activities, art evaluation, instruction, and discipline [16].



(Sources: NEA 2012)

Based on this study, it can be seen that the reality of talent development at the elementary level in the city of Padang in general has met expectations. In short, every school has tried to create an effective and innovative learning environment to adopt the right models and strategies in accordance with the development of students' artistic talents and the existing environment, and integrate and make it happen in all subjects in a series of activities taught in schools.

3.2 Art Talent Development Patterns and Strategies in Elementary School

Patterns and tactics for developing artistic talent for students at SD Negeri (SDN) 13 Lolong emphasizes learning the art of music and drama. The strategy for

developing artistic talent in this school can be done by performing arts and dramas. Patterns and tactics for developing artistic talent for students at SD Negeri 14 Belanti Barat emphasize musical and singing talents. This art talent development strategy includes the habit of playing music and singing and giving sanctions, rewards & punishments in the form of music and songs. Patterns & tactics for developing artistic talent at the Experimental Elementary School in Padang city which emphasizes talent for performing a play/drama and theater. This strategy includes the habit of learning simple drama related to the material taught in class and also providing sanctions, rewards & punishments.

Based on research at the three schools, it can be seen that the application of the above patterns and tactics is carried out using 2 approaches: 1. Art education is positioned as a subject, 2. Art education is positioned as an integrated value in every subject and learning activity at school.

According to Fitri, there are 5 forms of integrating art education including integration into subjects, integration through thematic learning, integration through creating a learning atmosphere and habituation, integration through extracurricular activities, and integration between school, family, and community educational events. Based on the findings in the field, the three schools also applied the five approaches to integrating talent development in students. Thus, the use of the application of these patterns and strategies is able to realize the development of artistic talent in each student.

In line with that, Ardipal said that the planning and implementation of artistic talent development was carried out by school principals, teachers, education staff together. as a community of educators and implemented into the curriculum through the following: Daily activities are activities that students do consistently and repeatedly every time. The daily activities in the school based on the results obtained in this area include the assessment of students' artistic activities. Because this activity is supported by teachers and students, any student who violates or does not participate in this normal activity for no apparent reason will be subject to sanctions.

To support the implementation of artistic talent development, schools must be conditioned as supporters of this activity. For example, in implementing the development of artistic talent in schools, creating a drama that will be shown in class or a music class that attracts students' attention. The above behavior makes it a model and strategy to apply the formation of artistic talent to students. The above is also a form of teacher's duties and responsibilities to raise student awareness through the development of artistic talent so that students can become mainstays in improving students' artistic talents.

This process also requires teacher intelligence to productively and competitively develop reading, use and opportunities. In this case, the teacher is very good at realizing the development of artistic talent by incorporating artistic values contained in educational materials. This ability comes from the ability of students to not only communicate the material, but also enrich their reading so that they can connect the material with events that occur at that time.

4. CONCLUSION

Based on the results of research on the development of students' artistic talents based on the 2013 curriculum at State Elementary School 13 Lolong, State Elementary School 14 Belanti Barat, and State Elementary School Percobaan in Padang City, it can be concluded several things related to the reality of the development of student artistic talent based on the 2013 Curriculum at the Padang City State Elementary School. The art of music is very important for the life of a student, especially for students and refers to artistic values that have been passed down from generation to generation in Indonesia. On the development of drama talent itself so that students can develop themselves and able to develop stories in the form of drama or performing arts dramas in Indonesia such as Reog Ponorogo, Malin Kundang and others. In the development of other artistic talents, it must be done seriously so that it is not easily claimed by other countries.

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