

# The Evaluation of Development and Improvement Program of Traditional Art (PPST) on The Junior High School

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**Abstract**— Indonesia is a country which well-known for its rich culture and traditional art. Many Indonesia traditional arts have been known to the world. This cannot be separated from the efforts of the people who are in attempt to preserve them. However, nowadays the traditional art enthusiasts are getting fewer. The government through one of its agencies created a program that reintroduced traditional art to the junior high schools called PPST. PPST is applied by the government to several high schools in Indonesia. This study conducted an evaluation related to PPST program in junior high school in Malang. The results show that the PPST program proved its influence in increasing youth people's interest in traditional arts. Some of the obstacles and shortcomings of the PPST program will be discussed.

**Keywords:** *traditional arts; junior high school; PPST; youth's interest*

## I. INTRODUCTION

Before 1780, according to Williams, 'culture' refers to 'the trending of natural growth' and a process of human training. Later in the eighteenth century and in the early nineteenth century, 'culture' came to be a thing itself rather than a process, 'a general state or habit of the mind' closely connected to the idea of human perfection. In scientific sense culture is everything that exist in a society. Culture includes everything that is 'man-made': technological artifacts, skill, attitudes, and values [1]. Culture is closely related to tradition in the certain region. If it is associated with art, the term becomes traditional arts.

Indonesia is a nation with a huge number of traditional arts in total. Based on the data collection recorded in 2016, there were 5.754 kinds of traditional arts in Indonesia [2]. The large number of art in Indonesia requires the same preservation. If a traditional art is not maintained, one day it will possibly be extinct. One form of preservations of tradition is to introduce the traditional arts to the younger generation, or better known as Generation Z [12].

There are no precise dates for when this cohort starts or ends; demographers and researchers typically use the early 2000s and ending births from 2000s to early 2010s [3]. According to Encarta World English Dictionary, Generation Y is defined as the people born in or after 1980 although Generation Y is defined as the origin of the 1980s in technologically advanced countries. Today's Generation Z

currently comprises 14-year-olds or those approaching their early teens; These youths were born into the world of the World Wide Web [4]. Generation Z in Indonesia itself currently belongs to middle school age students. Accordingly, this research uses research subjects in the form of high school students in Malang.

This study evaluated a program about traditional art which applied to high school students in Malang. The program goes into the daily activities of students in learning, both in the classroom and outside the classroom. The results of this program will be broadly spelled out using the CIPP evaluation model. The CIPP Evaluation Model was originally developed to provide timely information in a systematic way of decision making, which is a proactive application of evaluation [5]. In addition to CIPP, there are many existing evaluation models, such as The Flawed four-level [6], IIR evaluation model [7], and Kirkpatrick [8]. However, according to the purpose of this study, the type of evaluation used is CIPP. Indonesia is a nation with a huge number of traditional arts in total. Based on the data collection recorded in 2016, there were 5.754 kinds of traditional arts in Indonesia [2]. The large number of art in Indonesia requires the same preservation. If a traditional art is not maintained, one day it will possibly be extinct.

## II. METHOD

The research was conducted in three high schools in Malang, namely SMPN 4 Malang, SMPN 18 Malang, and SMPN 24 Malang. Subjects used in the study were all students who joined in PPST. In addition to students, principals and coaches of PPST were also involved as research subjects. There data sources were actor, place, activity, and paper. The research was conducted for 15 months in 2016-2017. The evaluation method used is CIPP (Context Input Process Product) model by Stufflebeam. The research procedure adjusted the conditions in the field and continued to develop until the desired data requirements were met.

The research focused on: (1) the development of the number of traditional art enthusiasts in schools, (2) the frequency of traditional art activities in schools, (3) the increase of art types/materials presented in the training, (4) traditional art enthusiasm among young generations, (5) the existence of the community in the effort to preserve the traditional arts, (6) the obstacles faced in developing the

traditional arts in schools, (7) the solution in overcoming the obstacles to develop the traditional arts at schools.

### III. RESULT

The results are divided into four sections: context, input, process, and product. This is in accordance with the evaluation model used by CIPP. Each section will discuss different things, but remain at the same research focus.

#### A. Context

Context is the external environment of the system (educational institutions) that affects the activities of the organization. The purpose of context evaluation is to define the institutional context, identify the target population and assess its needs, identify opportunities to meet needs, and assess whether the proposed solution (generally in the form of objectives) is responsive to assessed needs. The program in question is PPST and the institution is a school with a PPST program.

The younger generations nowadays have minimum interest in traditional arts that exist in Indonesia, especially in East Java. Most of them consider local art is out of date, so they are less interested in it. However, in fact, many younger generations who have talent for local artistic traditions. This was proven when PPST goes to school, there were many students enrolled to be part of it. This was evident at the beginning of the PPST being implemented in schools with few enthusiasts ( $30.33 \pm 5.5$ ).

Each school has standard materials that must be provided to the students who follow it. The minimum standard capability that must be possessed by PPST students in SMPN 4 Malang is: (1) must have high interest in art; (2) have memorized and can play gending juli-juli; (3) have memorized and can play the accompaniment of ivory alit dance; (4) memorized and can play dance remo Jombang; (5) can dance from the local dance of creations; and (6) can dance additional art materials such as flying jidor games, sindenan/macapat, martial arts/warfare and juli-juli. SMPN 18 Kota Malang has a simpler standard than the standard used by SMPN 4 Malang. The minimum standard material that must be possessed by PPST students in SMPN 18 Malang is dance, karawitan, and theater. SMPN 24 Malang City has a slightly more unique standard than others. The minimum standard material that must be possessed by PPST students in SMPN 24 Malang City is if the students have artistic talent or those who have good grades at Mathematics and Bahasa Indonesia, love one of the arts and seriously practicing, and the students have at least been involved in the process of work.

Every year the PPST in each school continues to increase the number of enthusiasts. At the beginning, each school has a small number of enthusiasts ( $30.33 \pm 5.50$ ), then in the mid-period increased ( $73.00 \pm 1.73$ ), and at this time the number is increasing again ( $112.00 \pm 14.42$ ). The large numbers of enthusiasts from the PPST made this program a special treatment opinion in schools.

The existence of this special treatment has a negative impact of social jealousy among students and teachers.

Teachers and non-PPST students feel jealous of the special treatment provided by the school to all members of the PPST program. Various forms of social jealousy include (1) intimidating PPST students, (2) vilifying PPST students, (3) terrorizing PPST students, (4) demonstrations, (5) PPST students whose value is down scorned, (6) unwilling to see the achievements and advantages instead only focusing on the weakness, (7) non-PPST teachers show apathy towards trainers from outside the school, (8) refusing to talk to the trainer from outside school and do not consider them as part of the school. This certainly becomes an obstacle that must be resolved by the management of PPST. In addition, the funding issue is also one of the obstacles faced by the PPST program. PPST is an activity that requires a lot of funds, but the funds that go to the manager is not enough. Special handling is required in order to patch up the shortcomings experienced by the management of PPST.

#### B. Input

Several problems arise in the evaluation of the PPST program context. Therefore, some solutions are needed to overcome the problems that arise. The first thing the schools do is to do a problem-solving plan.

Each school has different plans. In general, the planning is a) planning the development of PPST enthusiasts, b) planning of PPST activities, c) planning of facilities and infrastructure of PPST, d) financial planning of PPST, e) evaluation planning for teachers, trainers, and students, f) improvement planning of teacher achievement, trainers, and students.

Each school has high expectation for the presence of PPST in their school. There are at least five traditional arts that are expected to develop well, namely the traditional arts such as dance, karawitan art, tembang/sindenan, theater, and other traditional arts. Each school has different expectations. The following will be the expected differences of each school in Table 1.

TABLE 1. TRADITIONAL ARTS EXPECTATION ON EACH JUNIOR HIGH SCHOOL

Traditional Art	SMPN 4 Kota Malang	SMPN 18 Kota Malang	SMPN 24 Kota Malang
a. Traditional Dance Arts	The students love and appreciate local culture especially traditional arts. The students are expected to be independent, discipline, and achieve skill in dance.	The participants of PPST can dance gracefully and have achievement on every competition or festival, moreover can create new things.	The students love, appreciate traditional arts more, students can be independent, discipline beside dancing ability.
b. Karawitan Arts	The students appreciate and preserve local culture especially Karawitan arts,	The participants of PPST can drum smoothly and have achievement on every	The students appreciate more, preserve Karawitan arts, be independent, detailed,

Traditional Art	SMPN 4 Kota Malang	SMPN 18 Kota Malang	SMPN 24 Kota Malang
	and in order to be independent, thorough, discipline beside skillful in Karawitan arts.	competition or festival, moreover can create new things.	discipline beside skillful at Karawitan.
c. Tembang Sindenan Arts	The students know, love, and preserve Javanese tembang arts or sindenan more.	The participants of PPST can sing gending Jawa fluently and can have achievement on every competition and festival, moreover can create new original songs.	The students acknowledge more, and love tembang sindenan arts.
d. Traditional Theater Arts	The students appreciate, preserve, develop traditional arts more. 80 percent of the activity has been done.	The participants of PPST can play on the stage very well and have achievement on every competition.	The students appreciate more, preserve, develop traditional arts. This activity has run and has been done.
e. Other traditional arts	The students can learn other traditional arts in order to add knowledge about traditional arts.	There is no other traditional arts.	The students can learn other traditional arts in order to add knowledge about traditional arts from their own region or another region. Thus, the students realize that Indonesia is rich with culture and arts.

**TABLE 2. TRADITIONAL ARTS PRACTICE FREQUENCY**

Arts	SMPN 4 Kota Malang	SMPN 18 Kota Malang	SMPN 24 Kota Malang
Traditional Dance Arts	2 times per week	3 times per week	2 times per week
Karawitan Arts	2 times per week	2 times per week	2 times per week
Tembang/Sindenan Arts	2 times per week	2 times per week	2 times per week
Theater	2 times per week	once per week	2 times per week
Other Traditional Arts	2 times per week	no other tradition	2 times per week

PPST has an important role in preserving Indonesian culture, especially traditional art in the younger generation. There needs to be an effort in preserving PPST in the world of education so that the younger generation can participate in maintaining the original Indonesian traditional arts. The management of PPST in SMPN 4 Malang currently has a focus on the implementation schedule training program. PPST coaches in SMPN 4 Kota Malang regularly supervise scheduled training to fit the expected. In addition, the teachers are also active in searching for events that will take place and can be followed by SMPN 4 Malang City PPST. Different things were done by teachers/coaches of PPST SMPN 18 Malang. Teacher supervisors in schools make efforts by communicating with schools on a regular basis. Communication is done with non-PPST teachers and principals to launch every activity undertaken. Coach PPST SMPN 24 Malang also has its own effort done in preserving PPST in school. Currently, teachers are always socializing PPST to students' parents who participate the PPST.

This is to inform the parents of the activities undertaken during the PPST. Attempts made by principals and teachers in each school also influence the students of PPST. Students who are members of the PPST in every school always carry out routine exercise in an orderly and disciplined manner. They are always active in every exercise to get maximum results. The efforts undertaken by the children of PPST members are then supported by the parents of each child. Their parents give full support to the children of PPST members by providing motivation as their children begin to loosen their spirits.

#### *D. Products*

PPST has been running long enough, especially SMPN 4 Malang which became the first SMP in Malang that apply PPST in school. During that time also has many achievements that have been achieved by SMPN 4 Malang. Not only SMPN 4 Malang, SMPN 18 Malang and SMPN 24 Malang City also has a lot of incised achievement during follow PPST. Various products have been produced from the results of this PPST program in all three schools.

Traditional dance art produces many achievements in each school. The results obtained SMPN 4 Malang is every student can master dance Malangan at least 3 dances. Students can win

When the context evaluation detected that there were problems of social jealousy between teachers and students, each school has several different solutions to solve the problem. At least the general solution given to students and teachers experiencing social jealousy is to provide understanding to non-PPST students and teachers. Understanding given in the vision and mission of the history of PPST held in schools. In addition, non-PPST students are also given equal opportunity to participate in the program, of course, with consequences that must be accepted. To be a student PPST is the achievement, willingness and attitude of sincerity in following the activities.

#### *C. Process*

This stage will describe the process of planning implementation that has been described in the input stage. Some troubleshooting processes will be spelled out according to the focus used in the study. The first thing discussed is the frequency of traditional art activities that have taken place and the participants. Each school has a different frequency of activities, for more details the frequency of each school is described in Table 2.

various competitions, and PPST try to print students into qualified dancers, it can be the media of all art land, achieving the maximum in every race. SMPN 18 Malang won 1st place FLS2N level Malang City. Students SMPN 24 Malang City get the result of traditional art in the form of more loving/appreciate the traditional arts, students can be independent, discipline in addition to dancing skills.

Karawitan art at SMPN 4 Malang produce students who can master gending Jawa Timuran Remo and jula-juli. Currently students have also been able to win various CASPP, FLS2N competitions. SMPN 1 Malang won 1st place PSP Malang City level on karawitan art. While students from SMPN 24 Malang become more independent, conscientious, discipline other than adept karawitan, appreciate/preserve the art of karawitan as a great nation culture of adi luhung.

Tembang and Sindenan in SMPN 4 Malang City produce products in the form of PPST students who are at least able to master two tembang macapat Malangan or Jawa Tengahan. Students from SMPN 18 Kota Malang got 1st place in East Java Province. And students from SMPN 24 Malang City more know/love and preserve the art of tembang/sindenan.

The result of the theater at SMPN 4 Malang City is the 1st winner of ludruk festival of East Java, theatrical and literary theater, the first winner of national theater festival, was chosen to be the participant of national theater week. SMPN 18 Malang got the 1st place for traditional theater in the city level (Malang). While SMPN 24 Malang got 1st place in East Java region ludruk festival, theater and literature pioneer, 1st place for national theater festival and chosen to be participant of national theater week.

School services from each school are also getting better now. The speakers from SMPN 4 Kota Malang stated that the service to PPST students is very satisfactory with facilitated gamelan and dance costumes are quite complete, PPST teachers in the school friendly and patient to every student that is taught, good and facilities are all, very good, to exercises were given art space, gamelan for music, costume room as a costume for race equipment, provided music room for modern music practice such as piano, guitar and so on, the school has provided enough facilities for PPST class students. While the informant from SMPN 18 Kota Malang stated that the service to PPST students is good but there are some less supportive teachers, either because when there are activities some teachers can understand us, both when there is teacher training support each other and motivate us, either because when students PPST class there are activities, teachers can understand the state of the student. The informant of SMPN 24 Kota Malang stated that the service to PPST students is very satisfactory in teaching so that students can balance between the right brain and left brain, the service to the students is quite adequate, the service to the students is quite good, the teachers are friendly.

#### IV. DISCUSSION

The results of this study indicated that the interest of the younger generation before the PPST program in schools was very low. Many of them did not even know anything about traditional art. But after the introduction of the PPST program in schools, the younger generation's interest in traditional art

began to grow again. Even every year there is always an increasing number of traditional art enthusiasts from every school. The arrival of PPST in schools gives a positive influence on the interest of traditional art of young generation.

The younger generation today has a greater interest in what is identical to the digital world. Many young people are currently addicted to electronic games. Despite the amount of negative contents that often lurking after the teenagers, one of them is pornography [9], teenagers who have been addicted to electronic devices will find it difficult or even forget the traditional arts that exists. It cannot be denied that this is the digital era [10]. The era of all things demand fast and instant. This also makes traditional arts increasingly out of existence.

There are a lot of traditional art spread across Indonesia, especially in East Java. However, now the enthusiasts of traditional art from the younger generation has begun to fade. Especially began the elimination of traditional art performances and replaced by a more modern spectacle such as music concerts. Richard [11] states that currently the music is a favorite thing teenagers. According to music is something that suits the teenager personally. Even today's music fits well if used in learning media in the classroom. The spectacle on TV has also been very rare that aired about the traditional arts. Though television has a great influence on children, especially children with age under 15 years [12]. Television is becoming a new medium in unparalleled entertainment, information, and educational delivery [10].

Currently it is very rare to find television stations that broadcast about traditional arts. Even if it exists, it is a local television channel that can be enjoyed in certain areas only. In addition, the television station that is still broadcasting about the traditional art program is the TVRI government television station. However, since 1980 the popularity of TVRI began to decrease drastically. This is due to the rules applied by the then president, Soeharto [13]. Today's society prefers to enjoy television shows from private television stations showing various types of entertainment. As a result, people's understanding of traditional arts that aired on television decreased.

The re-introduction of traditional art to the young generation is needed to keep the original art traditions in Indonesia. Various ways can be done to preserve the existing traditional arts. One of them with a wider recognition pattern to the community. Like a very famous tradition in Japan, Geisha. Geisha is a tradition that can be practically very long exist in Japan. Until now, Geisha still maintains its tradition and existence, and still keeps its traditions well. Although a lot of exposure to problems that come and go, but until now the tradition of a Geisha still maintained. The more number of enthusiasts wants to become Geisha fewer. But this can be overcome by Geisha homeowners or can be called with Okiya by doing promotion through the digital world. Geisha cannot survive without maintaining a strong network of relationships among its community members [14]. By exploiting the digital world that is now growing rapidly, then the network expansion pattern from Geisha becomes easier.

This study found that interest in traditional arts can be re-emerged through education. Education path is the easiest place

for children to get something new. In addition, in Europe today has used the school as a medium of therapy for children related to psychology [15]. Not only in Europe, some countries such as Canada and the United States also use schools to improve students' mentality. Based on two things it is known that through school, students' psychological mentality can be influenced. In other words, with the application of traditional arts in the world of education, the younger generation will be easier in recognizing the existing traditional arts.

This study used three junior high schools in Malang as research location. The results showed that the number of early enthusiasts of traditional arts in SMPN Malang is very small. But over time, until now the number of traditional arts enthusiasts has increased quite rapidly. Implementation of PPST in schools is expected to help and build the preservation of traditional arts in the younger generation.

#### V. CONCLUSION

Currently the number of traditional art enthusiasts in the three schools is increasing. The last data obtained by the number of students PPST in SMPN 4 Malang is 128 students, SMPN 18 Malang is 100 students, and SMPN 24 Malang is 108 Students. PPST throughout the school has become a recognized extra-curricular, even by local governments. The pattern of exercise is also more active, considering the density of art activities that must be prepared by all members of the PPST. PPST in SMPN 4 Malang city has standard material memorized and can play gending jula-juli, accompaniment of ivory alit dance, dance remo jombang, dance dance from local area, dance creations arable. PPST in SMPN 18 Malang City has standard materials that must be mastered by students, namely dance, karawitan, and theater. SMPN 24 Kota Malang does not use basic materials as standard, but the ability in the field of Mathematics and Bahasa Indonesia subjects is used as a standard acceptance of members. The addition of material is given while there will be a competition that will be faced by PPST. In addition to the competition, the addition of materials is also done when there will be school incidental activities. The addition of material can be an additional time when the exercise and also new material that has not been given. The interest of traditional art from the younger generation before the existence of PPST is very small. However, after the introduction of PPST in schools, the interest of young generation in art arises again and grows more rapidly.

Problems that arise in the process of passing PPST in schools appear both from within and from outside the school. In addition, there is also a lot of social jealousy from students and teachers of non-PPST. The right solution to solve the problems that come to the PPST is with the smooth cooperation of all components of PPST. This is evidenced by the overwhelming problems that hit during the PPST trip at school. Currently there have been many achievements made by PPST in schools. The achievements of PPST in schools especially junior high schools in Malang has reached the provincial level. PPST in several schools has often performed in Jakarta in various Activities.

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