

Museum as a Source of Learning Art Appreciation

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Abstract—The museum presents artifacts with cultural nuances. This artifact can give students an aesthetic experience. This paper contains the concept of using the museum as a learning resource for students through appreciation activities that cover, see, taste, and express. Student appreciation activities will be effective if they present artwork to students because the museum has great potential for student art appreciation activities. The openness of museum managers to schools will be interesting if the museum manager offers programs that can support student learning. Teacher's role is also important in directing students to study in museums.

Keywords—keyword, museum, keyboard, arts appreciation

I. INTRODUCTION

Cultural Arts Education is multilingual, multidimensional, and multicultural. Multilingual means developing the ability to express themselves creatively in various ways and media such as visual language, sound, motion, role and various combinations. Multidimensional means the development of various competencies including conception (knowledge, understanding, analysis, evaluation), appreciation, and creation by harmoniously integrating aesthetic, logical, kinesthetic, and ethical elements. Cultural Arts and Skills Education is given in schools because of the uniqueness, meaningfulness and usefulness of the students' development needs, which lies in providing an aesthetic experience in the form of expression / creation and appreciation through an approach: "learning with art," "learning through art" and "Learning about art." This role cannot be given by other subjects. Nowadays art education is not only limited to art itself, but art education also has several functions, including educational functions, religious functions, recreational functions, artistic functions, and as a therapy function [1].

Multicultural nature implies the art education to develop awareness and appreciation of the diverse cultures of the archipelago and abroad. This is a form of forming a democratic attitude that enables a person to live in a civilized and tolerant manner in a pluralistic society and culture. The mission of art education should be able to educate and teach students (elementary schools to universities) through the art media in order to: (1) develop attitudes, knowledge and skills in the arts (music, dance, appearance, etc.) as a form of fulfilling basic aesthetic needs and preparing students to attend further education; (2) increase sensory awareness and sensitivity; (3) provide opportunities for freedom of creative expression; (4) growing and developing self-confidence, responsibility in common life (community); (5) building togetherness in differences, plurality of cultures.

The purpose of art education is not only for art itself, but to get aesthetic education. The aesthetic education that is intended is that students are not required to create

extraordinary works like artists, but art education is more emphasized to cultivate the sense to form rational and emotional, intellectual balance and aesthetic awareness. Moving on from that, the museum is a place to protect various cultures. Museum as a distributor and preserver of culture (cross-cultural) which has an important role in educational institutions. The role of the museum as a source of knowledge and place of education is quite clearly contained in the understanding of the museum as formulated by the International Council of Museums [2]. According to international institutions that accommodate all the museums in the world, the museum is "a permanent institution that is not for-profit, devoted to the interests and development of the community, and open to the public. The museum collects, preserves, researches, communicates, exhibits material evidence of humans and their environment for the purpose of study, education and pleasure. Through the museum students can observe museum collections directly so that they can give direct appreciation as an aesthetic experience and then born imagination that is realized in creative works born from aesthetic experience.

The first contact with a gallery is very important for children because it depends on whether they will return to the gallery in adulthood. In this way, they develop positive attitudes toward art and cultural heritage [3]. To improve the quality of art classes in galleries, it is necessary to include students in discussions and prepare workshops for them. In addition to observing artwork, it is also important for students to work on their artistic abilities. Even a century ago, some educators were aware of the importance and role of museums and galleries in the development of artistic appreciation. Back in 1902, Lichtwark wrote "that the main purpose of observing works of art is not to deepen one's work of knowledge but to arouse and strengthen observation skills and the ability to sense so as to form the basis for sense formation".

The use of museums as a learning resource (interdisciplinary) has also been applied in European countries such as the United States, Britain, France. In the research of Ott and Hurwitz [4] showed that as many as 200000 schoolchildren visited the Museum National du Louvre, Paris. In addition, several museums such as the *Szepmuveszeti Muzeum* provide a program of visits of eight to ten museums per class and 90 percent followed by classroom teachers. The museums have voluntary guides who have been trained in school visit programs.

In Indonesia also has become a discourse about the use of museums as a source and medium of learning. An example is the Basoeeki Abdullah museum which held a seminar with the theme "Museum as a medium of education and the formation of national character". The remarks delivered by Wahyudin in [5] that "Museum as a medium of education and the formation of national character, how to change one's

character?", A person's character can be formed with integrity, and a disciplined attitude. The museum is a space for learning, the museum is not only related to education and not only about art, but in museums can be used as a space for the public. The point here is that museums in Indonesia have the potential as learning resources that can build students' character.

Seeing the importance of the role of the museum in education, this article describes the concept of art education, especially the application of art through museums as one of the learning resources in providing aesthetic experience to students in appreciating through seeing, tasting and expressing. As well as an effort to overcome the problems of education in general and art in particular in Indonesia to strengthen the achievement of goals rather than learning art itself.

The rest of this paper is organized as follow: Section II describes about museum as learning concepts through cultural arts. Finally Section III concludes this work.

II. MUSEUM AS LEARNING CONCEPTS THROUGH CULTURAL ARTS

Learning resources are all things that can be used by participants to learn material and learning experiences in accordance with the objectives to be achieved [6]. The museum which is known to the public is one of the places of visit which is actually only a normal place for students or the wider community. In the Indonesian Museum Guidelines, 2008, the museum is an institution that is permanent, does not seek profit, serves the community and its development, is open to the public, obtains, maintains, connects and exhibits artifacts about human identity and its environment for study purposes, education and recreation. It should be underlined here, the museum is not for profit, meaning that it is free from all forms of individual politics and the benefits of group interests. The museum aims solely to provide education and recreation for the wider community.

Therefore, the use of museums should be more optimized to obtain broad knowledge.

As one source of learning, in general, the museum has benefits for the wider community and education as follows:

- Collecting, maintaining, preserving and presenting objects that have cultural and scientific value.
 - Doing library business and scientific documentation.
 - Introducing and disseminating the results of research on collections of objects that have cultural and scientific value
 - Conducting Cultural Educative guidance and presenting recreational objects that have cultural and scientific value.
- Other functions of the Museum include: Scientific Documentation and Research Center, Center for public knowledge distribution, Center for the enjoyment of art, Center for cultural introduction between regions and between nations, Media for the development of arts education and science, Nature Reserve and Cultural Sanctuary Mirror of human history, nature and culture, means to be devoted and give thanks to God

Therefore, through the museum we learn about aesthetic (taste), history (culture, tradition, values of local wisdom), so

that it can shape the character of students. The concept of an essential curriculum emphasizes cultural inheritance with character and national morality. This concept is in accordance with the condition of Indonesia which has a variety of cultures as characters and characteristics.

A. Aesthetic Experience Through Art

Aesthetics is the science of sensory observation (Aesthetic education emphasizes the affective and psychomotor domains between them so that they are different from other education. Affective domains are the realms of attitudes and values. Affective domains include behavioral characteristics such as feelings, interests, attitudes, emotions, and values Whereas psychomotor emphasizes creativity obtained from observation. According to Sumardjo [7] aesthetic experience or art experience is one of the quality values in art, meaning that experience can be created for students to further stimulate their interest. Students are not given the pressure to do what they can, but instead do what they want as a reflection of ideas derived from their aesthetic experience.

B. Museums as Learning Resources for Art Appreciation

Museums as one source of learning can contribute in the form of aesthetic experiences. Inner interactions that involve aesthetic (aesthetic) things that have cultural values appear when watching directly the museum collection is an aesthetic experience. While the museum collection is in the form of artifacts, works that contain high aesthetic values are history which is the basis of humans for critical thinking so that it creates creative ideas in preserving culture as Indonesian characters and characteristics.

1). See, Feel, and Reveal

The concept of artistic appreciation was pioneered by Alfred Lichtwart [8, 9] and Konrad Lange [10-13], with the idea that children's "perceptions" of art and beauty need to be developed through direct appreciation, both through drawing and observation activities, by visiting art objects such as museums, artists' studios. exhibition and others [1]. While the concept of appreciation according to Aminudin in [14] is an art recognition through feelings and sensitivity to art that is introduced to understand and recognizes the beauty values expressed by artists. Related to that, according to Seabolt in [8], that appreciation is a process of recognition and understanding of the value of artwork, to appreciate it, and interpret the meaning contained in it.

The aesthetic experience that is intended is students' appreciation of the art of the museum collection. In the case of appreciation, students will feel the values contained in the work that is appreciated without looking at the object but can take the meaning, after which the student will reveal what he has felt after seeing the artwork. Appreciation will produce imagination that is transformed with a collection of works in the museum. Students will feel directly the impact gained from the appreciation. For example, students appreciate one of the paintings in a museum, first of all students will see the artwork directly, then feel the meaning and values contained in the artwork. After imagining and feeling it, the student will express it either through a work of art in the form of form, sound / music (music), or motion (dance.). From the results

of this appreciation raises the potential of students to give birth to creative minds.

According to Mustari [16], the process of creative thinking in human life often starts from a rational vision, namely consideration of previous studies, reflective thinking and observation. For example, in this case, students who have had experience in exploring and experimenting with various art materials and media tend to be as they develop, to produce personal art. Each student has a variety of visual art experiences that enrich both two- and three-dimensional media based on their critical thinking.

2). *The Role of Teachers and Museum Managers in Art Learning through the Museum*

The teacher as a facilitator will give direction to students before making a visit to the museum. Students are invited to visit the museum; the aim is to observe the objects on display. While in the museum, it is expected that their minds work and the object of the exhibition they observe can be a learning tool. Student observation in the museum is a stepping stone for the emergence of new ideas and ideas, because here they are stimulated to use their critical thinking skills. Some of the students' learning abilities, according to Takai and Connor [17] include:

- compare and differentiate, identifiers of equations and differences in objects;
- identify and classify, recognize and classify objects in the appropriate group;
- submit a verbal description or the writing of the object that is displayed;
- predict what will happen; and
- conclude, present the conclusions of information collected in a concise and concise report.

In this regard, the teacher provides introductory material before making a visit to the museum. For example in appreciation material, especially at the high school level, the teacher gives theories about appreciation as an introduction. After conveying the objectives to be achieved, students will be invited directly to appreciate the art in the museum where students will be faced directly with artworks or artifacts in the museum. Jarolimek in [18], stated that optimal use of museums can be done by students after they are given the opportunity to form adjustments to the material taught with the material on display. That is, visits are made after students explore ideas and concepts in the classroom through reading, learning, and discussions that are carried out before starting an activity [19]. Once they are ready to clarify ideas, they are able to answer questions and can enrich their understanding after a visit to the museum. When assigning students to the museum, the teacher will prepare the class beforehand by identifying several relevant questions related to the items to be observed (for example, appreciating the artwork in the museum). It can be concluded that, the teacher here facilitates students before and after a visit to the museum.

The role of the museum manager is also not important in facilitating students. The museum manager must work with the school to help students understand the purpose of aesthetic education in this real art education. Museum managers must have training standards for their guides in order to provide the best service in dealing with students.

Museum managers should be more open in offering programs related to education in order to attract students to study through museums. The form of offer given by the museum can utilize technology.

III. CONCLUSION

Museum as one source of learning is one of the solutions to overcome problems in Culture Arts education, especially in giving students aesthetic experience whether it is appreciating artwork or reaching creativity in artwork. Seeing the potential of museums in Indonesia, it should be maximally utilized because the museum itself describes cross-cultural Indonesia so that it is not wrong to be used as a source of culture-based art learning through aesthetic education. Students' direct visits to the museum will provide an aesthetic experience in the form of direct appreciation of the artwork. Through seeing, feeling and expressing towards the thinking process. Students will develop their creative ideas based on the aesthetic experiences they experience with the touch of feeling in them so that not only in their creativity, but also reflected the value of cultural and moral awareness in the work that they realized based on the collection of works and objects in the museum.

To make the museum as a source of learning to appreciate art, it cannot be separated from the role of schools and museums or the teacher and manager of the museum itself. Cooperation is needed to help students demonstrate the true goals of art education. The teacher gives direction before visiting the museum, while the museum manager provides an explanation that makes students understand what they are observing while in the museum. The museum must also be more open to schools such as offering programs related to art education in order to attract students to study through museums.

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