

***Karawitan* Art Learning Strategy in SLB Panca Bakti Mulia**

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Abstract: A successful *Karawitan* learning in SLB Panca Bakti Mulia must be due to some factors. It may occur due to learning strategy used by teachers in *karawitan* learning process. The objectives of research were 1) to find out the successful strategy of *karawitan* art learning in SLB Panca Bakti Mulia. The method employed in this research was qualitative one with mental retarded children being the population, particularly those on Junior High School level. Techniques of collecting data used were observation, interview, and library study. Technique of analyzing data used was an interactive model of analysis. From the result of research, it could be concluded that *karawitan* art learning strategies used in the learning process in SLB Panca Bakti Mulia were teacher-centered strategy and interactive strategy (the learning strategy emphasizing on discussion and sharing).

Keywords: *learning strategy, karawitan art, SLB Panca Bakti Mulia*

Introduction

Anak berkebutuhan khusus is the latest term used widely in international world and translated from *children with special need* (Daroni, Salim and Sunardi, 2018:02). Children with special needs require special learning strategies that are appropriate to the needs of each child in order to get optimal learning results. Related to their needs, children with special needs also have a special place to develop their talents, especially in the field of education, namely in special schools or often called SLB.

Regarding the educational requirements of children with special needs, Surakarta has several special schools. One of them is SLB Panca Bakti Mulia. This school is located in the Mojosongo, Jebres. Panca Bakti Mulia SLB is one of the two SLBs in Surakarta that teaches musical arts.

Karawitan learning in SLB Panca Bakti Mulia began in 2009. According to Sumarsono, it began with a dance performance that was held by Panca Bakti Mulia SLB children who needed musical instruments to support dance performances (dance music). Then all of a sudden Sumarsono who happened to be doing research at SLB taught the art of *karawitan* to SLB Panca Bakti Mulia children. After the performance, Sumarsono submitted a letter of request to the Surakarta Education Office to conduct musical learning at Panca Bakti Mulia SLB. The permission was finally given and begin learning music in SLB Panca Bakti Mulia consistently until now (Sumarsono, 2019).

Being a teacher for children with special need is one of stressful professions (Widyana and Feleci, 2017: 73). It is due to the characteristics of students different from those of children in general. SLB level has not required a teacher to receive a briefing on musical learning strategies because until now there is no university that discusses learning strategies for musical arts with a concentration of children with special needs. Even though the learning strategies of musical arts that are used for children with special needs need to be distinguished, given the teaching participants who have different competencies and intelligence backgrounds.

Karawitan learning strategy applied to SLB Pancabakti Mulia is rarely found in other SLBs (school for children with special need). Considering this, the author wants to find out the

strategy the teacher applies in teaching *karawitan* art material to students with special needs. Therefore, the objective to be achieved by the author in this research is to find out the *karawitan* art learning strategy in SLB Panca Bakti Mulia.

Research Methodology

The research was conducted at SLB Panca Bakti Mulia located at Jalan Sumbing VI No. 65, Mojosongo, Jebres, Surakarta from July to December 2019. The reason for choosing the SLB Panca Bakti Mulia was because the SLB Panca Bakti Mulia was a successful SLB in carrying out the learning and its implementation of the art of music. In addition, SLB Panca Bakti Mulia is an SLB that is easily accessible by researchers.

This research was qualitative research with subjects are mentally retarded and deaf children who sit in junior high school who participate in musical learning in SLB Panca Bakti Mulia. The method used is the class action method and the experimental method. The research instruments were the researchers themselves, interview guides, notebooks and recording tools. The validity of the data used is triangulation technique. The analysis technique uses the analysis technique Miles and Huberman.

Results and Discussion

The term learning is simply used as "an effort to teach a person or group of people through various efforts and strategies, methods and approaches that have been planned" as stated by Majid (2016: 04). Every learning cannot be separated with learning strategies or methods. This is because a learning strategy or method is a term used to make learning successful to both teachers and learners.

Strategy is a term that comes from the Greek language *strategos*, which is a combination of the word military *stratos* and *ago* which means to lead (Majid, 2016: 03). Majid further stated that the strategy is a pattern planned and determined intentionally to carry out activities or actions (Majid, 2016: 03). Learning strategy is an action plan including the use of method and the utilization of various sources/powers in learning (Aji and Budiyo, 2018:59).

Dick and Carey in Sanjaya (2006: 126) mentioned that learning strategy is a set of learning materials and procedures used simultaneously to generate the students' learning outcome. Another argument states that learning strategy is a plan containing a series of activities designed to achieve certain objective (Ngalimun, 2014:04).

Considering those definitions, it can be concluded that learning strategy is methods or a series of learning activities conducted by teacher to teach the students aiming to provide an effective and efficient learning.

Related to the object of research on children with special needs, it can be seen in the results of Koasih's writings that states that children with special needs can be interpreted as children who experience physical, mental, intelligence, and emotional disorders so that special learning is needed (Koasih, 2012: 01) . There are so many types of children that are classified as children with special needs. In this study only focused on mentally retarded children and deaf children. Children with intellectual disabilities are children whose intelligence is far below average and characterized by limited intelligence and inability to social communication (Koasih, 2012: 05). While hearing impairment is the loss of one's hearing ability, either in part or in full (Koasih, 2012: 173).

Karawitan Art

Karawitan art is a Javanese cultural art born from the need for and the guidance of musical esthetic feeling among its proponent community as the manifestation and crystallization of Javanese community's esthetic feeling (Daryanto, Rustopo and Sunarno, 2019:02). The position of karawitan art is very close to the court (Palace) activities; thereby karawitan art is the one inseparable from kingdom's activities and life (Daryanto, 2019:01). *Karawitan* derived from word *rawit* meaning fine, soft, complicated, detail, elaborate, tiny (Palgunadi, 2002: 27). *Karawitan* is a voice art containing *laras slendro* and *pelog* elements and using *gamelan* instrument as its media. Such the voice art is the one produced from human beings and *gamelan*. Human voice art processed by art performers and *gamelan* sound played by art performers make this art very beautiful (Rohmadin, Haryono and Sulisty, 2019: 06)

Karawitan Art Learning Strategies in SLB Panca Bakti Mulia

The learning strategy used in learning at SLB Panca Bakti Mulia is a direct learning strategy. Majid when quoting the *Saskatchewan Educational* article also referred to direct learning strategies mentioned as "strategies that concentrate on the teacher ... in which lecture methods, didactic questions, explicit teaching, practice and practice and demonstration" (Majid, 2016: 73).

In the process of learning musical art or *karawitan* SLB in Panca Bakti Mulia, there are many obstacles faced by a teacher and students when the learning process conducted. This can be seen from the learning process of the musical arts which is classified as very slow. Therefore, in order to solve the problems faced by teachers and students, a teacher must think of appropriate strategies for learning arts in SLB Panca Bakti Mulia so that the learning process can be as successful as planned. Here are some learning strategies undertaken by the teacher in learning musical art in SLB Panca Bakti Mulia:

Notation Technique

This technique is done by the teacher writing the balungan gending notation on the blackboard. After the balungan notation is written on the board, all students are asked to demonstrate the material simultaneously.

Garingan Technique

This technique is done by means of students being asked to read the notation first simultaneously and then welcome to read the notation individually. After all students finish reading, the next step taken is to play the gamelan individually by students have done the instrument trying.

Guidance Technique

This technique is carried out in a way that students are invited to play gamelan simultaneously and the teacher guides it from the front by showing the notation that will be sounded that has been written on the blackboard.

Impersonation Technique

This technique is done by the teacher giving an example first then students are required to pay attention and then demonstrate what has been given by the teacher when the process of learning musical instrument conducted.

Conclusion

This research have concluded that the strategy used by the teacher in teaching musical art is a strategy with experimental methods based on the results of the analysis conducted by the author. A teacher have chosen a learning strategy by experimenting first to find the proper and right strategy to apply to students at SLB Panca Bakti Mulia.

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List of Interviewees

Gogot Joko Sumarsono. 33 years old. Mojosongo. *Karawitan* art teacher at SLB Panca Bakti Mulia.