

Mural as a multicultural media and paradigm for elementary school teacher education students



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ABSTRACT

Indonesia is a country with diverse cultures, ethnicities, races, religions, and all kinds of differences. Seeing the unique characteristics of Indonesian society, full of multicultural, it is very interesting to look at the learning process. It can be seen that the nation's generation comes from young people, of course through education they can be given an understanding of differences. Murals can be used as an educational medium. The aim of this research is to analyze murals as a media and multicultural paradigm for Elementary School Teacher Education students. This research method uses a qualitative research type. Using data collection techniques of observation, interviews, and document review. Data analysis uses data reduction, data verification, and drawing conclusions. The research results show that murals are a type of fine arts education that can be used as a medium for the process of transferring knowledge to students. Through art murals, students can process their feelings by expressing themselves and refreshing themselves as well as becoming aware of various social problems. Apart from that, murals can also be useful for exploring local wisdom as one's own cultural potential, apart from honing oneself to understand the meaning of the value of mutual cooperation education. Apart from that, the mural paradigm can be seen through mural learning based on cultural pluralism and cultural diversity. The gap in this research is that murals are usually only used as expressions of artistic creation, even murals on the streets also give the impression of vandalism. However, apart from that, murals have the value of conveying a certain meaning in each work.



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1. Introduction

Indonesia is a country with diverse cultures, ethnicities and religions. There are many differences that exist between it and what we usually call multiculturalism. That matter of course influences people's habits, characteristics, and of course their way of thinking in Indonesia. One of the characteristics of children in Indonesia, of course not talking about children regardless of the concept of education. In Indonesia, education is always changing curriculum each year. This change is a big question mark regarding the concept of whether the curriculum contained in it is in accordance with the characteristics of the child's soul in Indonesia, considering that the Indonesian nation was born diverse (multicultural). Multicultural education is something valuable for the nation that must exist and be developed or utilized properly [1]. Multicultural education that exists in Indonesia today cannot be separated from the history of the past, namely the motto "*Bhinneka Tunggal*" as cultural politics

in the era of the Majapahit Kingdom [2] and the events reforms that give birth to democracy by upholding equal rights for every citizen, especially in accessing education [3]. Naturally based on the long history of the formation of Indonesia as a society the multicultural foundation in conveying information or knowledge must be adjusted with media and learning strategies [4]. Use of internal media Classroom teaching is a necessity that cannot be ignored. This is understandable considering that the learning process experienced by students is focused on various activities that add knowledge and insight to provide for life in the present and the future. In educational life, communication media makes a big contribution to progress and improvement of quality in an educational institution. By using media this way, students will easily digest and understand a lesson. Therefore, through a systematic and rational scientific approach, educational goals can be achieved effectively and efficient.

The primary goal of using instructional material is to improve productivity and efficacy [5]. Through the use of media, students are required to use as many senses as possible in order to watch, hear, feel, absorb, and appreciate their learning, which will ultimately lead to a specific level of knowledge, attitude, and abilities [6]. How innovative a teacher is in media development and innovative teaching will define how good he is in the field of media education. This will greatly support his professional teaching responsibilities [7]. Based on this view, of course, the selection of media is appropriate the need for subjects and courses is very necessary to support learning success. In fine arts learning at the university level and the basic education level, visual media is the main choice for the effective distribution of information/knowledge to students or students. One medium that can One of the choices is mural [8]. This type of fine art learning in the form of murals can be used as a visual medium maximize. Riyanto et al, explain that the word "murus" (wall) refers to a mural, which is a big painting intended to support an architectural space [9]. Additionally, according to Riyanto, murals are paintings that are either directly or indirectly applied to a building's wall; the name fresco does not directly refer to these types of paintings [9]. The difference lies in the specific requirements that wall painting must meet; and its relationship with architecture/buildings, both in terms of design and age as well as maintenance and also in terms of comfort of observation. Regarding murals (wall paintings) actually, it's not something new. This can be traced from the traces of human civilization that lived in prehistoric times, or what is often referred to as the primitive era. Humans in prehistoric times often performed rituals in order to communicate with the Transcendent that they believed in, or simply express feelings, with a "visual" method. This assumption is reinforced by several assumptions stating that murals began 30,000 years ago, where a number of prehistoric drawings or paintings are found on cave walls. Take a quick look at traces of the development of murals that exist to date, murals can be used as a medium suitable for primary school teacher education [10].

Suherman *et al*, said that murals are a form representative and communicative works of art, living in the school environment as media or means of conservation education [11]. Murals are important and very educational because making murals in schools doesn't just think about elements of aesthetics, but, the most important thing is the contents of the message want to convey to students through the mural. Thus, para when students see the wall paintings they have created, apart from being entertained, they also become entertained while also getting messages from the mural paintings. Based on the text above, it is clear really supports the concept of thinking that murals can also be used as a media choice for can be introduced and practiced directly to students and is one option to maximize the knowledge distribution process. Fine art learning for elementary school teacher education is an inseparable curriculum in learning. The preparations teachers (lecturers) must make are: prepare a complete curriculum in the form of a Semester Learning Plan and PowerPoint points, consideration of types of Multiple intelligences in the classroom can also be done to determine the interests students in any field, so the media we choose will certainly be optimally done. This research aims to analyze murals as an educational medium for elementary teacher education students. Murals as a multicultural educational medium it is intended to be used as additional insight for students in understanding cultural diversity.

2. Method

This research uses a qualitative method, in this qualitative method the data will appear in the form of words and not a series of numbers, with data collection, observation, interviews,

and document study being processed. The target of this research is a mural in the Elementary School Teacher Education Study Program at Universitas Ahmad Dahlan Yogyakarta. Data collection techniques in this research used observation techniques, interviews, document study, as well as data validity. Data collection through observation techniques involves direct observation of the object being studied, followed by recording the condition or behavior of objects during the mural learning process takes place from theoretical learning in class to direct practice in art studios. For the interview, several questions regarding the mural were given to the Kreet, lecturers artists, and students. The interview technique was carried out based on instruments interviews that have been compiled by researchers. Document study was carried out as a student-created mural works as proof of the implementation of mural activities. Samples used in this research were elementary teacher education students from each A-H class. The class takes 1 student's work as a sample of learning outcomes. Selection criteria The mural works used in the research are student works of visual quality which is ethnic and diverse and can be interpreted clearly. Selected works too must reflect elementary teacher education students' understanding and experience of the subject researched. The validity of the data used in this research uses validity data validity and constraints or reliability of research. The triangulation technique used in this research is source triangulation. Data analysis techniques used are sorting and presenting it in a special format according to possible data. Data analysis uses data reduction, data verification, and drawing conclusions. Data analysis techniques used are Miles and Huberman [12]. Data reduction involves analyzing data that has been selected and filtered from the results of observations, interviews, and document studies, and ensuring the truth of the data. Data verification checks the accuracy of the data that has been collected to ensure its reliability. Conclusions are drawn in accordance with research findings and provide answers to the objectives and problems studied.

3. Results and Discussion

3.1. Multicultural Views, Science and Education

Liberal education is education that creates positivism as one of the bases for the educational model, and at the same time as a paradigm dominant social sciences and humanities. Positivism itself has been criticized by many critical theorists, Jurgen Habermas, explains three categories of knowledge, namely; first, what he calls instrumental knowledge, where the task and purpose of knowledge is to control, predict, manipulate, and exploit its objects; second, hermeneutic knowledge, where the task of knowledge namely to understand; then the third is critical knowledge or emancipatory knowledge, namely an approach with the two previous approaches, where is this approach places science as a catharsis to liberate humans [13]. Seeing positivistic understanding can be used as a basis for internal reference to think about science or knowledge. At first glance, Positivism is indeed a paradigm that received quite a bit of criticism. Horkheimer, Adorno, and Marcuse (theorists first generation critical), for example, show that what is said Positivism is problematic, because of its views on the methods of applying science nature (*Naturewissenschaften*) in the social sciences-humanities (*Geisteswissenschaften*) nothing other than scientism and ideology. Their criticisms at that time were still very harsh. strongly smells of morality, to the point that at its peak this issue is demonstrated epistemologically by Habermas [14]. Apart from that, there are still many people among people intellectuals who launched their criticism of this paradigm. Thus, because Positivism assumes that science is free from values behind it the understanding that glorifies Positivism is seen by one eye *Geisteswissenschaften*. Therefore, in cases like this humans as one unit of the cosmos will distance themselves and have an overflowing desire to control nature completely, as well as reduce their knowledge about social sciences and humanities universally into technical purely methodological. The positivistic view certainly supports pluralism education with the challenges are varied but Suharsono [15] expressed his opinion about "pluralism education and national maturation" in a seminar organized by the Center for Cultural Studies and Social Change, University Muhammadiyah Surakarta [15], the process of leading to a life that is mature as a nation...) says;

"In my opinion, pluralistic education is education to achieve the ability to live based on the requirements that arise from the reality of pluralism that exists in a society. National maturation according to my understanding is..."

Based on the references above, multicultural education starts from thinking pluralism education, then strengthened by positivistic thinking, emerging multicultural paradigm developed in the realm of education.

3.2. Mural for Students at Elementary School Teacher Education

In the fine arts learning process, of course, the lecturer prepares the first thing Semester Learning Plan as a limitation on the learning process and power point for teaching. Of course, the process of analyzing intelligence or interest Students can also be used as an option to find out the optimal media that will be used by a lecturer. Murals have benefits for students including.

- Murals on the walls can be useful in providing internal solutions to problems through visual contributions embedded in the walls. In this way, students can understand various social problems variously through tweets or several tweets contained in the visual such as is found in Fig. 1. [16].



Fig. 1. Mural containing tweets

- Murals can be useful as a medium for public space activities, one of which is spacethe scope of students as a place to explore existing tourism and culture in the surrounding environment [17], as in Fig 2.



Fig. 2. Mural about culture

- Murals can be used as a place to feel the beauty of every image or image visuals located in the mural, the mural can be used as a place for places refreshing students with the uniqueness of each existing mural, see Fig. 3.



Fig. 3. Mural decorating the wall

- Through the mural activities carried out, we can build an attitude of cooperation between people and students in creating existing murals. Apart from providing visual beauty for the environment, murals are also effective as a means of conveying messages that can be used by the community to voice their aspirations. Through mural art, people's social

attitudes can be more easily conveyed without communicating with society in public spaces [18].

3.3. Umbrella Mural as a Multicultural Education Media

Multiculturalism is an activity that is based on a state vision of democracy in a pluralistic society [19]. A democratic country requires equity, equality, and social justice in fighting against discrimination. Multicultural can be associated with the world of education [20]. Multicultural art education discusses diverse aesthetic art forms from various cultures. Emphasizing multicultural art education about teaching art in a classroom that is not limited only to standards Western aesthetic art is dominant, but also needs to embrace various kinds of art diverse aesthetics, and authentic knowledge of the arts and culture involved owned by non-Westerners so that students are encouraged to study art in more depth and students are invited to understand and understand more easily appreciate art. Multicultural education is a term that can be used at any level descriptive and normative, which explains educational issues and problems related to multiculturalism. It also includes a definition of consideration toward educational policies and strategies in society multicultural. In this descriptive context, the multicultural education curriculum includes subjects such as tolerance, themes of ethnocultural and religious differences, dangers of discrimination, conflict resolution and mediation, human rights, Democracy and Plurality, universal humanity, and other relevant subjects [21]. Another purpose of multiculturalism education is to look at humans as macro beings as well as micro beings who are one with the cultural roots of the nation and its ethnic group [22]. Strong macro roots will cause humans to become strong and not easily uproot their humanity. Meanwhile, strong micro roots will make it sturdy humanitarian footing. Thus humans are not easily swayed by changes that are happening very quickly. Characterized by modern life and world interactions that are global in all aspects of life [23]. Overall, the existence of the curriculum Multicultural education implemented aims to develop attitudes of tolerance, appreciation, and mutual respect in dealing with diverse cultures in diverse societies [24]. There are several views on multicultural education. Mariyono argues that art learning can be done through multicultural education based on cultural pluralism and cultural diversity [25]. Based on this view, researchers divide the concept of multicultural education into two, namely as follows.

- Umbrella mural learning based on Cultural Pluralism: Learning that uses traditional arts, students will get some learning experiences. Based on learning from existing local wisdom elementary teacher education students create mural works based on cultural and artistic themestransitional, see Fig. 4. This is in line with the work of several groups in practice creating an umbrella mural at the University's Elementary School Teacher Education Study Program Universitas Ahmad Dahlan Yogyakarta.



Fig. 4. Mural with the theme of traditional houses in Java and Papua, Elementary School Teacher Education documentation

The work above shows the cultural awareness of students by deepening their own culture (local wisdom) and by being given stimulus deep understanding of local wisdom. Students who are native to Java and Papua can create art with the concept of traditional houses in Java and Papua. Setting of the work Use pink to make the work more cheerful

and bright. Examples of umbrella mural work from students are also below, in the form of works the concept of batik on the edge of an umbrella that characterizes local wisdom in Yogyakarta as their love for their homeland and Yogyakarta. Fig. 5 is an example of a mural work umbrella with a batik theme.



Fig. 5. Mural work process with an umbrella theme of batik and local wisdom Elementary School Teacher Education documentation

- Umbrella Mural Learning based on Cultural Diversity; The goal of learning dance for students of diverse races and ethnicities is to enhance aesthetic experiences and for interracial understanding of art and culture and different ethnicities so that they respect each other socially. Fig. 6 depicts various races and ethnicities in Indonesia one of the works of a student group at Elementary School Teacher Education whose aim is to convey the diversity of races and ethnicities in Indonesia, from Java to Bali, to Papua. Various shapes are wrapped in coconut tree motifs as a regional specialty of Bali combined with the shape of the Jogya monument and houses as the background. Element the similarity of hot or warm colors is also brought out in this work, a combination of colors red, orange, and yellow creates a warm and peaceful atmosphere in this work so felt. Here are the different types of work that emerge in the process of umbrella mural learning.



Fig. 6. Various races and ethnicities in Indonesia, Elementary School Teacher Education Documentation

Mostly Students for the 2022/2023 academic year there are rarely Children with Special Needs students so the work produced not too specifically with regard to crew members, but in view the practice of creating umbrella murals can be directed at children with special needs, for example tuna the net for the umbrella texture can be made more textured so that it can be touched too makes it easier for crew members to enjoy the art and forms of their work motifs. Following examples of works that can be directed to create textures for crew members, understanding the environment life in the form of our existing solar system (planets). Fig 8 is an example of mural work with the concept of the solar system. The concept in Fig. 7, also shows the theme of the spread of different cultures in Indonesia, with the concept of Javanese Balinese

traditional houses. The work is also a combination of the shape of the Garuda Pancasila as the symbol of the Indonesian State.



Fig. 7. Various cultural houses in Indonesia, Elementary School Teacher Education Documentation

The combination of blue is the primary color for the background of the Student's work. Based on several groups of umbrella mural works owned by Elementary School Teacher Education Students, of course, the multicultural paradigm embedded in students through the learning process can be reflected through the umbrella mural work. Art learning for Children with Special Needs has been implemented by many schools special schools, such as special schools for the deaf, mentally disabled, blind, and autistic. There are several Elementary School Teacher Education student work concepts aimed at Children with Special Needs but not in all types of Children with Special Needs, for example, the deaf.



Fig. 8. Mural creation process with the theme of the solar system for life Elementary School Teacher Education documentation

Based on the various descriptions above, a table can be created in the form of an internal mural concept media and multicultural paradigms in Elementary School Teacher Education as follows Table 1.

Table 1. Murals in the Multicultural Education Paradigm

Mural Media at Elementary School Teacher Education	The Umbrella Mural is based on cultural pluralism	The Umbrella Mural is based on cultural diversity
Exploration of local wisdom as cultural potential Knowing social problems, Expressing yourself and <i>refreshing yourself</i> the value and worth of mutual cooperation education	Prior cultural understanding stimulus of cultural and artistic materials in their respective regions create murals with local cultural themes	Understanding the differences beforehand stimulus material from various cultures, arts, races, ethnicities, religions, ages, ways of thinking. Creating murals with themes of various races and ethnicities in Indonesia

4. Conclusion

Murals are a type of art education that can be used as media knowledge transfer process to students. Through art murals students can process feel by expressing yourself and refreshing yourself and knowing various problems social. Apart from that, murals can also be useful for exploring local wisdom as potential own culture, besides honing oneself to understand the meaning of the value of mutual cooperation education. Apart from that, the mural paradigm can be seen through cultural- based mural learning pluralism and cultural diversity. There are obstacles faced during carrying out the process research, namely in conditioning students to be orderly and remain disciplined when murals in the campus area, because apart from creating work, students also have to maintain it campus cleanliness. Apart from that, limited time for work is also an obstacle made a mural due to limited lecture hours.

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