

Empowering Junior High School Cultural Arts Teachers Through Wreigrapy Training in Tanah Datar Regency

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ABSTRACT

The goal of this program is to enhance the skills of Junior High School Cultural Arts teachers in Tanah Datar Regency through training in Fine Arts, specifically Wreigrapy (Screen Printing). The program consisted of three phases: planning, implementation, and evaluation. Methods included lectures, demonstrations, and Q&A sessions, focusing on equipping teachers with practical skills and creative techniques. Results showed significant improvements in participants' understanding of Fine Arts, with 90% successfully producing serigraphy artworks that could be applied as teaching materials. The program addressed a critical gap in Fine Arts education, providing teachers with innovative tools to enrich the curriculum and foster creativity among students. Although the outcomes were largely positive, further training is needed to achieve excellence in skill application. This initiative highlights the potential of Fine Arts to inspire entrepreneurial skills and broaden students' artistic horizons.

Keywords: *Wreigrapy, Fine Arts, Serigraphy, Teacher Training, Creativity Development.*



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INTRODUCTION

Graphic art as a form of pure art is comparable to other artistic works such as painting, sculpture, and various other creative expressions. It is also classified as a two-dimensional art form, similar to painting. The key advantage of graphic art over painting or other visual forms lies in its ability to produce multiple identical works. In other words, it allows for the replication or reproduction of artwork, such as in the case of creating impressions using fingerprints or stamps. As Sullivan (2010) emphasize, "graphic arts enable the artist to share their work with a broader audience through replication".

The Subject Teacher Forum (STF) for Middle School Arts and Culture Teachers in Tanah Datar Regency represents an independent curriculum program. It essentially comprises a group of middle school teachers in Tanah Datar who actively participate in various educational initiatives. This forum serves as a platform for exchanging information related to education, teaching methodologies, and learning processes (Albright, 2005). The STF for Middle School Arts and Culture Teachers in Tanah Datar Regency also facilitates numerous training sessions, with a particular emphasis on training related to the independent curriculum. Non-formal activities, such as training for community members, primarily aim to enhance the skills of participants, particularly teachers associated with the Teacher Learning Community (TLC) of Middle School Arts in Tanah Datar. This aligns with Wenger (2009) theory that communities of practice foster professional development

by enabling collaboration and shared learning among practitioners.

Discussions held on March 1, 2024, with the Teacher Learning Community, including several junior teachers and facilitated by STF members, concluded with an agreement to conduct training sessions for STF Cultural Arts Teachers in Tanah Datar Regency. The focus of this training was on enhancing artistic skills, specifically Wreigrapy (screen printing). As highlighted by Bridgstock (2003), screen printing offers "a practical medium for both artistic expression and entrepreneurial opportunity". This training aimed to equip participants with both theoretical knowledge and practical skills in creating biography works. Besides fostering creativity and developing skills, participants were provided with effective teaching strategies and appealing educational media to enhance classroom learning experiences. Consequently, the importance of designing high-value products was emphasized, whether through the aesthetic arrangement of elements or the functional design of products. As Singha & Singha (2024) notes, "Hands-on, project-based approaches are essential for experiential learning". In general, teachers need specialized skills to effectively teach their students, thereby fostering a more engaging and efficient learning environment (Abas, 2015). The STF Arts and Culture Teachers in Tanah Datar Regency expressed great enthusiasm for the training, recognizing the scarcity of similar opportunities focused on fine arts.

The limited knowledge and skills of STF Arts and Culture Teachers in fine arts can be attributed to the fact that training activities have predominantly concentrated on curriculum development and teaching instruments rather than artistic disciplines. Despite this, fostering creativity, knowledge, and skill development in fine arts particularly wreigrapy has never been prioritized. As Kunicina et al (2019) explains, "Creative and practical skills are essential for developing entrepreneurial abilities". The acquisition of such skills, however, not only enhances personal artistic capability but also cultivates entrepreneurial mindsets among both teachers and their students, paving the way for early engagement in entrepreneurial ventures. The community service program conducted by the Visual Communication Design Study Program aligns with Key Performance Indicators (KPI) 5 objectives, which pertain to the utilization of lecturers' work by the community or achieving international recognition. The relevant data attributes for KPI 5 include scientific publications, applied works, and artistic creations (Kemenristek/BRIN, 2023).

This training program was designed to enhance teachers' abilities in Wreigrapy. Upon completing the program, teachers can incorporate this skill into their teaching repertoire, thereby introducing it as a new topic for their students. Considering the diverse backgrounds of STF Arts and Culture Teachers, who specialize in four artistic domains (dance, music, drama, and fine arts), the training supports the development of innovative teaching materials. Moreover, it contributes to achieving the goals of the independent curriculum, which emphasizes project-based learning and empowers students to become productive individuals (Gibbs & Coffey, 2004). The overarching goal of this program is to empower teachers with innovative skills that will not only enhance their professional growth but also positively impact their students' learning outcomes, thus fostering a productive and creative future generation.

METHODS

The implementation of this service involved several instructors with expertise in fine arts, particularly in the field of graphic arts, such as Wreigrapy, as well as in the development of effective and efficient teaching materials. The participants were STF teachers of Cultural Arts in middle schools within Tanah Datar Regency. This Fine Art training, with a focus on Wreigrapy, aimed to enhance the skills and creativity of STF teachers, enabling them to create fine art pieces that could be taught to their students in their respective schools. This service activity was conducted in three stages: 1) Planning, 2) Implementation, and 3) Evaluation and Output. These stages are explained as follows:

- Planning Phase: This phase involved conducting observations and initial interviews with several STF teachers of Cultural Arts in middle schools in Tanah Datar Regency. The Community Service Team introduced their professional backgrounds and expertise to the participants. The interviews aimed to understand the backgrounds of the potential partners. After analyzing the existing conditions and needs, an agreement was reached to collaborate on training for STF teachers in the arts. This initiative sought to enhance their skills and enable the creation of innovative, high-value products with creative and marketable qualities.
- Implementation Phase: The training was conducted under the theme “Wreigrapy in Graphic Art Work.” This training was essential for enhancing the skills and creativity of STF teachers in Tanah Datar Regency. It aimed to equip them with the ability to produce learning materials, particularly visual arts products, with commercial potential, while also improving their knowledge of media and teaching material development.
- Evaluation and Output Phase: The final phase involved evaluating the achievements of the activity, particularly the quality of products completed by the participants. This phase also included completing the activity report and achieving the targeted outcomes, such as promoting the created artworks through social media platforms.

The Community Partnership Program (CPP) for STF Teachers of Cultural Arts in middle schools within Tanah Datar Regency involved workshops and specialized training in Wreigrapy. The methods employed included lectures, demonstrations, Q&A sessions, and evaluations. The details of these methods are as follows:

- Lecture Method: This method was used to deliver material related to Wreigrapy Fine Arts (Screen Printing). The lectures were conducted by experts and instructors specializing in their respective fields. The purpose was to equip STF teachers with knowledge and skills in creating Wreigrapy artworks.
- Demonstration Method: This method provided hands-on skills to STF teachers across Tanah Datar Regency. It involved demonstrating the basic techniques of Wreigrapy, covering steps such as: Preparation, Elaboration, Synthesis, Realization of Concepts, and Finalization or Finishing.
- Question and Answer Method: This method facilitated a communication process between the instructors, the service team, and the participants during each activity phase of the CPP. It allowed for clarifying doubts and fostering interactive engagement throughout the training process.

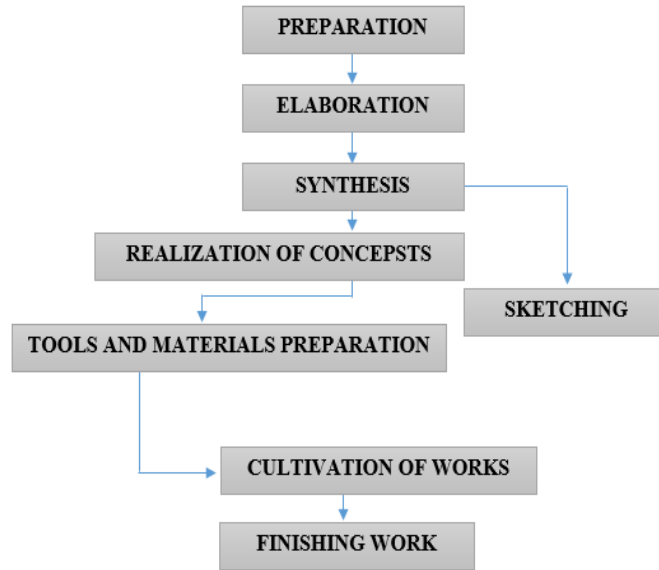


Figure 1. Workflow Process for Wreigrapy Artwork Creation

RESULTS

The lack of skills among Cultural Arts teachers across Tanah Datar Regency in Fine Arts is primarily due to their educational backgrounds, which are predominantly in other areas of the arts, such as music, dance, and drama. While these disciplines are integral to cultural arts education, the imbalance has created a significant gap in Fine Arts expertise. This disparity poses challenges to the development of a well-rounded arts curriculum and limits the creative potential of both teachers and their students.

This issue highlights the urgent need to focus on sharing insights and expanding knowledge in Fine Arts. Empowering Cultural Arts teachers with expertise in fields outside their formal education would not only diversify their skill sets but also enrich the overall teaching and learning experience. By equipping teachers with foundational and advanced skills in Fine Arts, schools can foster an environment where students are encouraged to explore a broader spectrum of artistic expression. Currently, the lack of skills and insufficient knowledge among teachers has led to art education in schools becoming stagnant, often restricted to repetitive and limited activities. This situation has resulted in what is commonly described as a “that’s all” approach, where the potential of art education remains underutilized. This stagnation not only diminishes the vibrancy of classroom activities but also restricts students’ exposure to various forms of art that could inspire creativity and innovation.

In reality, Fine Arts offer a wealth of opportunities that extend beyond classroom learning. These opportunities include exploring creative avenues that can serve as practical skills for students, potentially paving the way for entrepreneurship. Techniques such as serigraphy, screen printing, and other visual arts can empower students with marketable skills, enabling them to produce artworks that hold both aesthetic and economic value. These activities can also nurture critical thinking, problem-solving, and innovation qualities essential for their personal and professional growth.

Addressing this gap requires a comprehensive approach that prioritizes teacher training and professional development in Fine Arts. Workshops, hands-on training, and peer-to-peer learning sessions can serve as effective tools to equip Cultural Arts teachers with the necessary knowledge and skills. Collaborative efforts between schools, local communities, and Fine Arts practitioners can further enhance this process by integrating practical applications and real-world relevance into the curriculum.

Ultimately, bridging this gap in Fine Arts education has the potential to transform Cultural Arts learning in Tanah Datar Regency. By empowering teachers with diverse artistic skills, students can gain access to a richer, more dynamic educational experience. Moreover, the integration of entrepreneurial elements in art education can create a sustainable pathway for students to explore art as a viable career option, contributing to both their individual development and the broader community. To address this, priority issues are determined collaboratively between the implementation team and the partners. Efforts are focused on improving the skills of STF Cultural Arts teachers in junior high schools throughout Tanah Datar Regency, particularly in the area of Fine Arts through the practice of serigraphy or screen printing. The determination of priority issues is organized into three correlated aspects, as illustrated in the following chart in Fig 2 below.

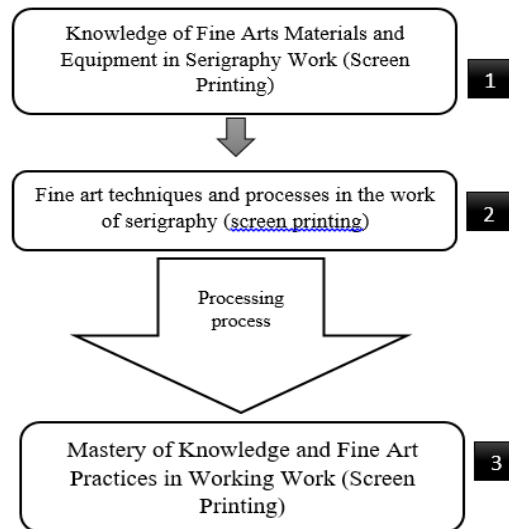


Figure 1. Three Aspects of Priority Problems

Participants trained in this program were STF Teachers of Junior High School Arts and Culture in Tanah Datar Regency, totaling approximately 12–15 individuals. The primary goal of this training was to equip participants with the knowledge and skills required for mastering screen printing (Wreigrapy) techniques in workshops, which could significantly enhance their teaching capabilities and promote creativity in schools.

The justification for addressing this issue is as follows:

- The absence of knowledge and skills in Fine Arts, particularly in serigraphy, among STF teachers of junior high schools in Tanah Datar Regency. Without proper training, teachers cannot diversify their art lessons or introduce new art forms, as suggested by Amolloh et al. (2018), who emphasized the importance of equipping educators with practical skills to enhance experiential learning.
- The lack of organized training in Fine Arts for STF teachers. Effective professional

development programs are crucial, as highlighted by Candra et al. (2023), who argued that continuous training is necessary to ensure educators are equipped with updated skills and methodologies.

- The problem can be addressed through the expertise of the implementing team. Experts in serigraphy and Fine Arts have developed tailored training programs for teachers to fill these gaps, aligning with recommendations by van der Geest et al. (2023), who stated that expertise-driven interventions significantly improve professional growth.
- The identified problem is urgent and needs immediate resolution. Teachers play a pivotal role in shaping students' creative capabilities. As per Stigler & Hiebert (2009), the failure to address gaps in teacher training limits both the educators' potential and the students' learning experiences.
- The problem stems from three interrelated aspects of skill-building activities: lack of awareness, lack of training, and limited resources. These interdependencies are critical, as discussed by Nopas & Kerdsomboon (2024), who highlighted the necessity of addressing interconnected learning gaps to foster comprehensive professional growth.
- Trainees from STF are expected to actively participate in problem-solving activities. Active engagement ensures that participants not only learn but also practice and apply their knowledge effectively, aligning with Vygotsky's (1978) concept of active learning through social interaction.
- Problem-solving activities are conducted through structured programs involving STF teachers. The structured nature of the training program allows teachers to systematically acquire, practice, and internalize serigraphy skills, fostering sustainable skill development.

Based on these justifications and the urgency of the situation, it is evident that structured, planned, and directed training programs in Fine Arts are essential. The proposed training on serigraphy for STF teachers in Tanah Datar Regency aims to provide the following solutions:

- **Providing Knowledge:** Through lectures, demonstrations, and Q&A sessions, participants will gain a solid understanding of the concepts, principles, and procedures of serigraphy. The training is designed to ensure that at least 90% of participants improve their insights into Fine Arts, including knowledge of materials and equipment specific to serigraphy. As noted by Knowles (1980), adult learners benefit most from structured and relevant instruction tailored to their specific needs.
- **Developing Skills:** Participants will produce tangible works of art using serigraphy techniques, with variations in motifs and sizes. A minimum of 90% of participants are expected to create at least one serigraphy product that is ready for practical use or sale. This aligns with Schön's (1910) theory of reflective practice, which emphasizes the importance of hands-on experience in mastering new skills.

Anticipated Outcomes:

The final results of this CPP are as follows:

- **Academic Outputs:** The results of the program will be published in ISSN-accredited journals, enhancing the visibility and credibility of the initiative.
- **Media Dissemination:** Program activities will be shared through print and electronic media, such as Tribun News, to inspire similar initiatives.
- **Video Documentation:** A video showcasing the training process and outcomes will serve as a resource for further educational purposes and as promotional material to

encourage participation in future programs.

This comprehensive approach ensures that STF teachers not only acquire new skills but also gain the confidence and resources needed to transform their teaching practices, contributing to both their professional growth and the creative development of their students.

CONCLUSION

The community service program, Fine Arts Training in Wreigrapy (Screen Printing) for Middle School Arts and Culture STF Teachers in Tanah Datar Regency, has achieved several important outcomes. First, it has significantly improved participants' knowledge and understanding of Fine Arts, particularly in serigraphy. This includes better comprehension of concepts, techniques, and materials, as well as providing effective and practical teaching materials for the Independent Curriculum. Initially, participants struggled to answer basic questions about serigraphy, but by the end of the program, they confidently addressed all theoretical questions. Participants also developed practical skills in creating serigraphy works. They successfully produced various artworks with different sizes, shapes, and motifs, demonstrating their ability to apply the training to real-world tasks. This indicates their growing creativity and capability in Fine Arts. The program achieved most of its targets, including the production of serigraphy artworks and the development of alternative teaching materials. While participants showed notable progress, their performance has yet to reach the "very good" category, leaving room for further improvement. In summary, this program successfully provided STF Teachers with the knowledge and skills to integrate serigraphy into their teaching. It marks a significant step in improving their professional competence and enriching arts education under the Independent Curriculum. Future programs should continue to build on this progress to achieve even greater success.

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