MURAL ART MEDIA FOR MILLENNIALS CHARACTER EDUCATION

Safitri Zuliana Aryanti[1], Yakub Nasucha[2], Ali Imron Al-Ma'Ruf[3]
[1,2,3]Indonesian Language Education Master's Program, Universitas Muhammadiyah Surakarta, Indonesia
[1]safitrisa2122@gmail.com, [2]yakub.nasucha@ums.ac.id, [3]ali.imron@ums.ac.id

ABSTRAK

Abstrak: Artikel ini bertujuan mengidentifikasikan kualitas tulisan dengan jenis-jenis seni mural untuk pendidikan karakter generasi milenial. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Pengumpulan data menggunakan teknik dokumentasi dan simak yang dilanjutkan dengan teknik catat. Dokumentasi yang dimaksud dalam penelitian ini adalah wacana karya seni mural yang terdapat pada dinding-dinding kota yang ada di Indonesia dan di media sosial. Metode analisis data menggunakan metode padan referensial. Hasil analisis penelitian ini menunjukkan terdapat lima jenis seni mural yang meliputi: mural politik, mural estetika, mural sosial budaya, mural ekonomi dan mural pendidikan. Jenis-jenis mural tersebut dapat dijadikan sebagai sumber pendidikan karakter generasi milenial. Adapun nilai pendidikan karakter generasi milenial yang terdapat di seni mural yaitu peduli lingkungan, usaha, semangat kebangsaan, cinta damai dan demokrastis. Jadi, seni mural memiliki nilai pendidikan karakter generasi milenial yang sangat beragam.

Kata kunci : Media; Seni; Mural; Pendidikan; Karakter; Milenial.

Abstract: *The objective of this article is to identify the types and writing quality of mural arts with orientation of millennials character education. This is a descriptive qualitative research that utilizes documentation, observation and transcription techniques. The documentation focuses on mural artwork discourse found on walls in Indonesia and those posted in social media. The data are analysed using referential identity method. The analysis shows that there are five types of mural art found, which are: politics mural, socio-cultural mural, aesthetic mural, economics mural, and education mural. These types of murals can be used as a source of millennials character education because they contain character values of: democratic character, harmony, nationhood, determination, and environmental love. Thus, it can be concluded that mural arts have diverse character education values to be utilized in character building efforts for millenials.*

Keywords: *Media; Mural; Education; Character; Millennials.*

A. INTRODUCTION

Mural is one of the art works that directly connects with community. This art has been developed for a while in Indonesia. Mural is closely related with the people in urban areas. It criticizes public space which sometimes becomes conflict of interests. Mural artists are often willing to return public space to the people to strengthen social relationship.

Educational entities from kindergarten, elementary, junior and senior high school and universities are using mural as communication media for students. The moral values are around common cultural believes which still emphasized in its aesthetic dimensions. Gazali (Gazali, 2017) stated that besides having aesthetic values, mural is an effective media to deliver message. Therefore, mural can be used by the community as communicative media to deliver aspiration to public spaces.

Character education has become major influence in the increase of community livelihood and quality because it can be used as personal transformation and development media. The increase in crimes, drugs, porn, and promiscuity become pathology in the community. Therefore, using mural as character education media has become inevitable. Character education is not a new topic since it existed along with education itself. Muslich Masnur (Rabiah, 2019) emphasizes three components of good character which are moral knowing, moral feeling and moral action. These good character components are required for community to understand, feel, and do virtuous acts.

The objective of this research is to identify the types and quality of the writings with orientation of millennials character education. Mural genre is selected because this media presents data variety and quantity; containing various meanings and easy to be found, offline or online. The sense of urgency of this research occurs because mural art is increasing in popularity in the nation; and millenials are known to be naturally quick to utilize informal methods of learning. Therefore, it is necessary to study mural arts that educate millennials; to work on the educational angle of the art genre and find a potential framework for wider utilization.

B. METHOD

Data for this research is mural art which has millennial character education value found in several cities in Indonesia and also in social media. Data was collected using documentation and review technique which was followed by note taking technique. Reviewing was conducted by reviewing language use in mural arts. Reviewing is not only verbal but also written. Note taking was then used in identified data based on the meaning of the murals. Data was analysed using referential identity method (Sudaryanto et al., 2019).

This is a descriptive qualitative research (Creswell, 2014). Qualitative method in this research is used to deliver qualitative data in the form of written data description, which is meaning of mural art, mural for millennials, mural for millennials character education (Sugiyono, 2015). Data in this research is in the form of words, phrases, sentences and discourse in murals which will be analysed, whether mural is very educational for millennials or not (Zurqoni & Rahman, 2019).

C. RESULT AND DISCUSSIONS

The results of this research focus on the quality of the writing and types of murals for millennials character education. Mural art found in Indonesia are potential enough to become source of millennials character education. The followings are the result and discussion on the quality and types or murals for millennials character education.

Mural is divided into several types depending on the objective, such as: 1) politics; 2) socio-cultural; 3) aesthetic; 4) economy; 5) education for children or adults (Ambrose & Harris, 2017).

Quality of mural art can be analysed using sentence structure and types of words. Keraf (Lukmantoro Taufik; Kurniasari, Triliana, 2013) classify Indonesian word type based on the morphological form or structure into four types of words. First, noun is all words based on abstract or concrete materials. Second, verb is word which used to express, do or work. Third, adjective is word to describe character, attitude, and atmosphere. Fourth, particles are words which cannot serve as primary function in a sentence.

1. Political Mural

Political Mural is politic related murals which deliver people's aspiration. Political mural can be found in many cities in Indonesia which contain aspiration, satire, and other political related opinions. The following data shows political mural.

Figure 1. Taken from kampung hepi

Data (1) "DEKLARASI KAMPOENG ANTi HOAX!!" is a declarative sentence because it is a statement from Kampung Hepi for all Indonesian citizen, especially inhabitants of Kampung Hepi to avoid the spread of hoaxes. Hoax disrupts everybody. This statement is made with agreements from the inhabitants of Kampung Hepi and marked with hand stamps in red, green and blue to decorate the mural. Letter quality used in this mural art is Franklin Gothic Demi Cond and Highlight LET. Very creative writing by combining two fonts, easy to read and has certain characteristic. The wall painting was using water paint in pink, blue, green and white which look nice.

This mural portrayed democratic character that can be utilized in character education effort. Democratic character education is a way of thinking, acting and doing which value equal rights between himself and others (Kemendiknas, 2010). Inhabitants of Kampung Hepi democratically came to agreement to not support any form of hoax which will only bring disadvantages; a noble example for millenials (Nurul Hidayah, 2015).

2. Socio-Cultural Mural

Socio-cultural mural aimed to depicts cultural identity in certain location. The following data showed socio-cultural mural.

Figure 2. Taken from Sidorejo Klaten

Data (10) "AYO GUYUB" is an adjective. This mural asks villages to live in harmony in order to feel safe, comfortable and peaceful. Ayo guyub is a Javanese expression which means let us live in peace and harmony. This is classified into socio-cultural mural because the sentence has a meaning in reflecting peaceful and harmonious cultural identity in Sidorejo, Klaten. The font used is Arial Rounded MT Bold which is easy to read. The mural was made using black paint and white painting is used as writing along with light blue. The mural also decorated with flowers and leaves. Handshake picture is also present to symbolize that the Sidorejo Village is peaceful and harmonious.

This mural incorporates harmony as character education value. Harmony is an attitude, word and act which cause others to feel happy and safe in his presence (Laksana & Prasetya Adiwibawa, 2018). This can be seen in the word guyub which means peace and harmony. Harmony will allow millenials to live a more cooperative life in healthy community.

3. Esthetical Mural

Aesthetical mural is a mural which prioritizes aesthetic value to create certain atmosphere. The following shows aesthetical mural.
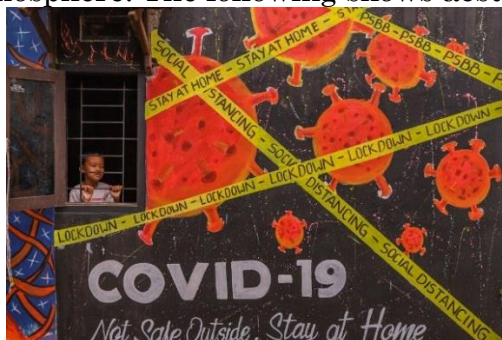
Figure 3. Taken from Cipayung Depok

Data (3) ""COVID-19 Not Safe Outside, Stay at Home. LOCKDOWN – SOCIAL DISTANCING". COVID-19 is a deadly virus invading almost every nation in 2020. Lockdown is a restriction to enter to certain place

because of emergency situation. Social distancing is reducing outside activity and interaction with other people. Data of this mural is imperative sentence because it contains an appeal to obey the regulation because it is a very dangerous, contagious and deadly virus and the writer expects others to stay at home and minimize direct contact with others. Fonts quality used in this mural are Eras Bold ITC, Freestyle Script, and Candara.

This mural has millennials character education value which is nationhood. Nationhood character is a way of thinking, acting and putting nation needs above individual or group needs (Suherman et al., 2019). This can be seen from the sentence 'not safe outside, stay at home due to the corona virus'; which is obviously an effort of the nation to reach a certain goal as one entity, one nationhood. Healthy nationhood will allow millenials to contribute to the nation in a satisfactory manner.

4. Economy Mural

Economy mural is Mural with economic or promotional interest. The following data shows economy mural.

Figure 4. Taken from Krenekan, Ceper Klaten

Data (4) ""FUTAKE MESIN UKM, TIANG LAMPU & KURSI ANTIK, MANHOLE COVER, GRILL DAN GRATING" are concrete noun. The words in this mural are products promoted by a company producing. Small Medium Enterprise machineries, lamp post, antique chair, manhole cover and grating. This Funtake company utilize mural to directly promote their products to the people. This is economy mural because it promotes a product from Funtake. The font quality used in the mural is Agency FB which makes the writing neat and easy to read. It is written in red paint (Prasetyo, 2017).

This mural has millennials character education value of effort. This character can be seen from the owner of the company which utilize mural to promote their products to consumers. With effort, millenials will be capable of achieving greatness; such is the goal from character education angle.

5. Education Mural

Figure 5. Taken from Sidorejo Rw 11 Klaten

Data (5) "Buanglah SAMPAH! Pada Tempatnya" is an imperative sentence. This sentence ask people not to litter which is marked with the word "Buanglah" and exclamation mark in the word "SAMPAH!" which means asking to put the trash on its proper can. This is considered educational mural because it has educational purpose in keeping the environment clean by throwing trash into its place. The quality of the font use is bold Berlin Sans FB to make the words clear and easy to read. This mural is made using water paint with different colors. This mural pictured students in their uniform throwing waste to the bin. The message is written in red and black.

This mural has millennials character education value which is environmental care. Environmental care is an act and attitude which prevent environmental degradation and develop efforts to improve current environmental condition (Cahyanto et al., 2020). This can be seen from the sentence asking people to throw trash into its place; which is a character that each millennial must have in order to keep the environment clean and healthy.

The result of this research indicates that writing quality and types of mural for millennials character education can be classified into five which are: political mural, aesthetical mural, socio-cultural mural, economy mural and educational mural. The result of this research is different with previous research results. Ika Riswanti (Riswanti, 2014) discovered murals are very effective in improving knowledge of elementary school in obesity. Deddy Award Widya Laksana (Laksana & Adiwibawa, 2019) showed that even though murals are varied, the object described in the picture is close to its observer. The research showed that mural is use as social criticism media related with new art movement started in the 70s where young artists were fighting the dominance and hegemony of old artists in the New Era. Tessya Assyfah, et al. (Assyfah et al., 2019) suggested that librarian and teacher should optimize the infrastructure according to the growth and development of students. One of the efforts is to use mural in school library as an alternative to improve the reading habit of students in library.

Muhammad Ali Ramdhani (Ramdhani, 2017) described that educational environment give major influence in character education. Yulia Citra (Citra, 2012) showed that implementing character education

in learning can develop relationship between his knowledge and application in daily life using variety of learning approach and method. Santoso et al. (Santoso et al., 2017) showed that character education in Jokowi Facebook accounts covers: motivation, hope, compliment, praise, and pride. Sunaryo (Sunaryo et al., 2017) showed that teaching language model in local content based on folklore is relevant to use as character education material.

D. CONCLUSIONS AND SUGGESTIONS

The results of research show that the types of mural artworks found include: political mural, socio-cultural mural, aesthetical mural, economy mural, and educational mural. These murals can be utilized as a source for millennials character education material because they contain character values, including: democratic character, harmony, nationhood, effort, and environmental care; with each bringing their benefit from perspective of character education for millennial. Thus, it can be concluded that mural art has various character values that are potential to be utilized in millenials character education; educative and constructive mural arts should be encouraged in society.

ACKNOWLEDGMENT

DAFTAR RUJUKAN

Ambrose, G., & Harris, P. (2017). Mural. In *The Visual Dictionary of Graphic Design*. https://doi.org/10.5040/9781474293761.0157

Assyfah, T., Halimah, M., & Giyartini, R. (2019). Seni Mural untuk Meningkatkan Minat Membaca di Perpustakaan SD Laboratorium Percontohan UPI Tasikmalaya. *Indonesian Journal of Primary Education*, *3*(1), 29. https://doi.org/10.17509/ijpe.v3i1.17979

Cahyanto, B., Rahayu, S. D., Fitria, R. N., Azizi, P. R., Al Arobi, A. S., Masrukhin, M., Mutmainah, S., Yulandra, N., Arrozak, M., & Malik, A. (2020). Pendampingan Pembuatan Mural Sebagai Upaya Peningkatan Pendidikan Karakter. *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)*, *1*(2), 73. https://doi.org/10.33474/jp2m.v1i2.6601

Citra, Y. (2012). Pelaksanaan Pendidikan Karakter dalam Pembelajaran. *Jurnal Penelitian Pendidikan Khusus*, *1*(1), 237–249. https://doi.org/https://doi.org/10.24036/jupe7950.64

Creswell, J. W. (2014). Research Design: Qualitative, QuCreswell, J. W. (2014). . Research design Qualitative quantitative and mixed methods approaches. *Research design Qualitative quantitative and mixed methods approaches*. https://doi.org/10.1007/s13398-014-0173-7.2

Gazali, M. (2017). Seni Mural Ruang Publik dalam Konteks Konservasi. *Jurnal Imajinasi*, *11*(1), 69–76. https://journal.unnes.ac.id/nju/index.php/imajinasi/article/view/11190/6732

Kemendiknas. (2010). Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing Dan Karakter Bangsa. In *Kemendiknas. BPPPK*.

Laksana, D. A. W., & Adiwibawa, B. A. P. (2019). Identifikasi Dan Kategori Ragam Hias Bangunan Cagar Budaya Gaya Neo-Gotik. *GESTALT*, *1*(1), 25–38.

https://doi.org/10.33005/gestalt.v1i1.18

Laksana, D. A. W., & Prasetya Adiwibawa, B. A. (2018). Mural Dalam Paparan Media Dan Pembelajaran Sosial Bagi Masyarakat Kampung Kota. *Desain Komunikasi Visual, Manajemen Desain dan Periklanan (Demandia)*, 46. https://doi.org/10.25124/demandia.v3i1.1210

Lukmantoro Taufik; Kurniasari, Triliana, T. S. (2013). Eksistensi Graffiti sebagai Media Ekspresi Subkultur Anak Muda. *Interaksi Online*.

Nurul Hidayah. (2015). Penanaman Nilai-nilai Karakter dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Pendidikan dan Pembelajaran Dasar*, *2*(2), 190–204.

Prasetyo. (2017). Diversifikasi Produk dan Teknik Pemasaran Kerajinan Kulit di Solo Raya Propinsi Jawa Tengah. *Jurnal Imajinasi*, *XI*(1), 69–76.

Rabiah, S. (2019). Character Education through Indonesian Language Course on Higher Education. *Journal of Physics: Conference Series*, *1339*(1). https://doi.org/10.1088/1742-6596/1339/1/012069

Ramdhani, M. A. (2017). Lingkungan pendidikan dalam implementasi pendidikan karakter. *Jurnal Pendidikan UNIGA*, *8*(1), 28–37.

Riswanti, I. (2014). Media Buletin Dan Seni Mural Dalam Upaya Meningkatkan Pengetahuan Tentang Obesitas. *Journal of Health Education*, *25*(1), 57–60. https://doi.org/10.1080/10556699.1994.10603001

Santoso, J., Sabardila, A., Wahyudi, A. B., Haryanti, D., Faizah, N., & Riyanto, S. (2017). Aspek Nilai Moral Dalam Akun Facebook Jokowi. *Jurnal Penelitian Humaniora*, *18*(2), 38. https://doi.org/10.23917/humaniora.v18i2.5190

Sudaryanto, S., Soeparno, S., & Lilis Ferawati. (2019). Politics of Language in Indonesia (1975-2015): Study of History and Language Policy. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *3*(1), 129–139. https://doi.org/10.21009/aksis.030113

Sugiyono. (2015). Metode Penelitian. *Metode Penelitian*, 1–32.

Suherman, Sunarto, & Anggraeni, S. P. K. (2019). Mural di Lingkungan Sekolah dalam Konteks Pendidikan Konservasi. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, *9*(2), 192–203.

Sunaryo, H., Zuriah, N., & Kusniarti, T. (2017). Model adaptasi nilai kearifan lokal dalam pembelajaran sastra berkarakter. *Sosio Humanika Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, *10*(1), 107–116.

Zurqoni, & Rahman, F. (2019). Aplikasi Statistik Proses Kontrol Untuk Evaluasi Proses Pembelajaran Menggunakan Diagram Kontrol X⁻ dan R. *J Statistika: Jurnal Ilmiah Teori dan Aplikasi Statistika*, *12*(2), 30–35. https://doi.org/10.36456/jstat.vol12.no2.a2226