Mural as Educational Media at Simpay Asih Kindergarten, Cideres, Majalengka, Jawa Barat

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Abstract

Murals as educational media are a means of student development and good social life. Simpay Asih Kindergarten needs other learning media in teaching its students so that murals can be an alternative. Murals also provide motivation in learning. Another impact of a mural is to create a beautiful and positive space. Mural painting is painting in stages. Concepts and sketches are the first stage, then proceed to the preparation of the walls as a medium for painting, and the last stage is the final touch. Teachers and students of Simpay Asih Kindergarten welcomed the implementation of this mural, so that a positive response was obtained. With enthusiasm, the mural can have a positive impact on Simpay Asih Kindergarten students.

Introduction

Pedagogy in early stage of education is a foundation of child growth and development. Many experts believe that a happy childhood determine a successful future and vice versa. Therefore, a conducive situation and condition are required to stimulate and to educate the children with their needs and interests, to obtain the optimal growth and development (Sujiono, 2009).

Visual media (image or parable) gives an important role in teaching and learning process which can accelerate an understanding and a sharpen memory. It also can increase the students 'interest and connect the learning to the real world (Djamarah & Zain, 2006).

Mural is one of visual media that exploits to stimulate students 'learning and creates effective impact for the people who see it (Endriawan & Maulana, 2017). Mural has proved being extraordinary positive impacts for the society in Kampung Pelangi, Jodipan Malang (Laksana & Adiwibawa, 2018). Mural creates wall as an interior element not only as a space barrier but also as medium to give the space an aesthetic value (Wicandra, 2005).

Mural can be used as learning media at school that has become representative and communicative in school learning environment so the students can be entertained as well as getting a message from it (Suherman, Giyanti, & Anggraeni, 2019). Mural in Early Childhood Educational Institution is frequently performed to fill the space with drawings that consists of educational missions (Althaf & Aditya, 2017).

Simpay Asih Kindergarten, which is located in Cideres Hamlet, Cipaku Village, Kadipaten District, Majalengka Regency, West Java, was chosen as the location for the mural for the implementation of community service. There are several considerations in choosing the mural area, including: it is located in the same province as Maranatha Christian University, the need to increase understanding in the field of education, and increase the economic income of the community. However, the most important thing in choosing this mural space is the needs of Simpay Asih Kindergarten, which require other creative learning media, so mural becomes the choice of learning media.

Methods

The methods for how to make murals of the mural in the community service were:

1. **Survey Method**, the first stage for the community service team was to survey the location and to measure the area for the accuracy in mural painting.

2. **Presentation Method**, to introduce the painting concepts in mural. The attendances were the teachers in Simpay Asih Kindergarden in order to obtain the right concept of the purposed mural and to make sure the mural can become the educational media.

3. **Demonstration Method**, the third stage where the team described the procedure in mural making, profession themes, and animals that chosen as the mural concepts.

4. **Implementation Method**, the implementation of the mural making in the classroom wall in Simpay Asih Kindergarden.

The procedure of the Implementation of the Mural Painting was divided into several stages, as can be seen in Figure 1.
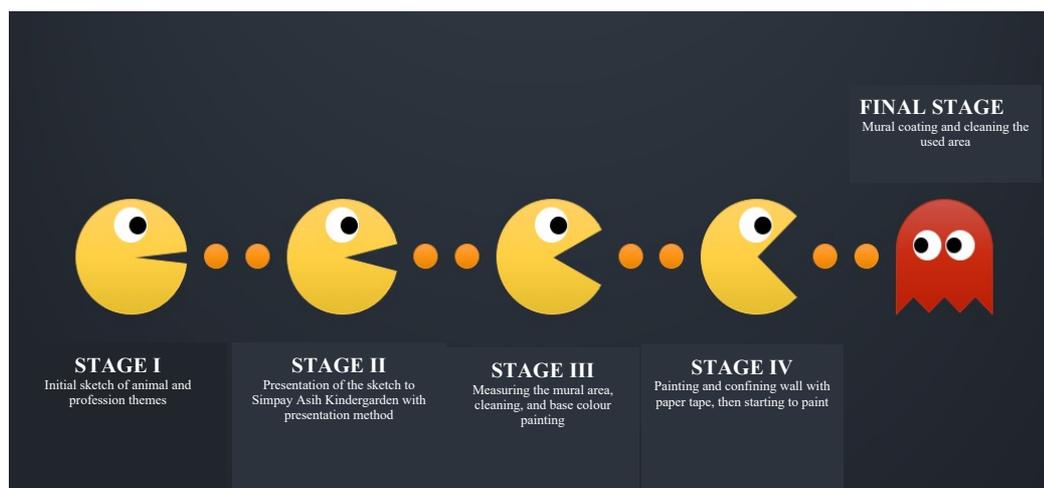

Fig. 1. The procedure of the implementation of the mural painting

1. Stage I – Themes Discussion

   The activity included themes discussion of the mural painting.

2. Stage II – Sketch Process

   Creating sketch based on the approval themes, then presenting it to Simpay Asih Kindergarden.

3. Stage III – Area Cleaning

   a. Peeling the area of the wall, the painting media will take place.

    b. Cleaning and smoothing the wall for the painting media, then, coating with the base paint so the mural paint can attach in the new wall.

    c. Confining the paper tape to divide the area that will be painted and not.

4. Stage IV – Implementation of the Mural Painting

    a. Starting to sketch the coated wall using pencil.

    b. Creating mural painting by coloring and performing the desirable shapes.

5. Stage V – Finishing

The final stage which the community service team was performing the finishing touch for the mural and cleaning the used area.

Results and Discussions

Cideres Hamlet, Cipaku Village, Kadipaten District, Majalengka Regency, West Java was chosen as the Live In 2019 took place. The place was chosen as it has the same province with Universitas Kristen Maranatha and relatively near within 2 hours distance from the university. Simpay Asih Kindergarden has many students who go to school to gain knowledge. Therefore, the Simpay Asih Kindergarden was chosen as the impelementation of the mural painting for this community service.

There are five mural categories based on why the mural is created (Dewi, 2002).
1. Politic: to deliver the people's aspiration.
2. Social Culture: to represent local culture identity in certain place.
3. Aesthetic: to present beauty and create atmosphere.
4. Economic: media promotion or economic.
5. Education: to educate, it suit with children and adults.

This community service is in Educational category mural. Many similar projects had shown the successful of the mural as an effective education media. Mural is considered as an effective, representative, and effective educational media to increase public awareness. If mural is painted with the right pattern and colour, the messages in the mural can be delivered to the students (Dewi, 2002).

The mural painting that created for the Simpay Asih Kindergarden has the themes of the work profession and the famous animals in Indonesia. The purposes were to increase the

understanding of the students for the profession so they can image their dream and what they want to become in the future. The Animal patterns were created to acquaint students with the various types of animals that exist in Indonesia from the early stages of education. Another reason is that Simpay Asih Kindergarten is located in Majalengka and does not have a zoo and is far from the center of Bandung, so education is needed with mural painting media with animal themes. Besides, the mural was expected to give a new atmosphere so that the students were motivated to learn and to be creative. The activity of painting murals in the field is divided into several stages, as:

1. **Stage I – Mural Discussion Themes**

    In this stage, the team discussed the themes that wanted to be painted on the wall. Themes is the centre or the important element in the mural painting to have the idea can capture clearly. If the mural has an attractive theme, it can give the mural more values (Gagne, Briggs, & Golas, 1992). The themes in this mural painting were profession and animals. These two themes were chosen so that the students can have information with many professions in early stage of education so they can understand many alternatives to what they can become in the future. The animals 'themes were teaching and developing images for the students about the types and the habitat of the animals in the world.

2. **Stage II – Sketching Themes**

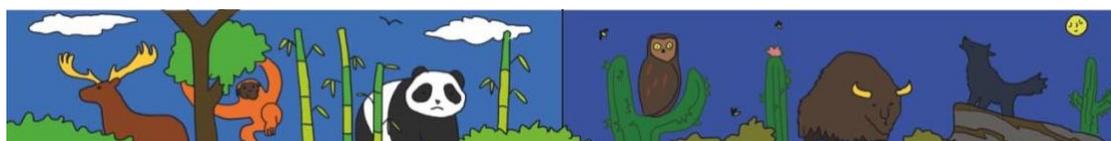Fig. 2. Profession sketch themes in the mural

Fig. 3. Animal sketch themes in the mural

The design sketch that will paint in the wall of the Simpay Asih Kindergarden was created by digital photoshop so the community service participants who were the students of the Universitas Kristen Maranatha with different background knowledge can easily redraw to the bigger media, classroom wall. This sketch was prepared with the clear colour for each character that will be draw.

3. Stage III – Area Cleaning

In this stage, the community service team was conducting the first activities which were cleaning the wall area and confining the area that will be draw with paper tapes, then, coating it with white color base paint so that the painting can be better attached and the color can be maximized.

Fig. 4. Preparation of the mural painting

4. Stage IV – Implementation of the Mural Painting

This was the stage that all participants in the community service awaited. The stage started with sketching the white coated wall using the design sketch from the stage II as the reference of the mural painting.

Fig. 5. Mural preparation process

This stage also included painting the wall with wall paint as the main coating that prepared before and after the painting accomplished in the wall. The mural used the bright colour, since the colour was the important element to create comfortable atmosphere and to influence the psychology of the residents (Indraswara, 2007).

Fig. 6. Preparation of the wall paint

The mural painting was done within three days by the multi-disiplinary students from Universitas Kristen Maranatha, Bandung. The patterns had painted with a very good accomplishment and clearly.

Fig. 7. Mural painting process

5. Stage V - Finishing

This stage was the final stage of the community service at Simpay Asih Kindergarden. The students 'participants did the final touch and clarified the details in the painting so the mural was more clear and attractive to the students of the Simpay Asih Kindergarden.

Fig. 8. Finishing detail process

The students painted the detail as well as cleaned the area, hence, the classroom can be used for teaching and learning in the following day.
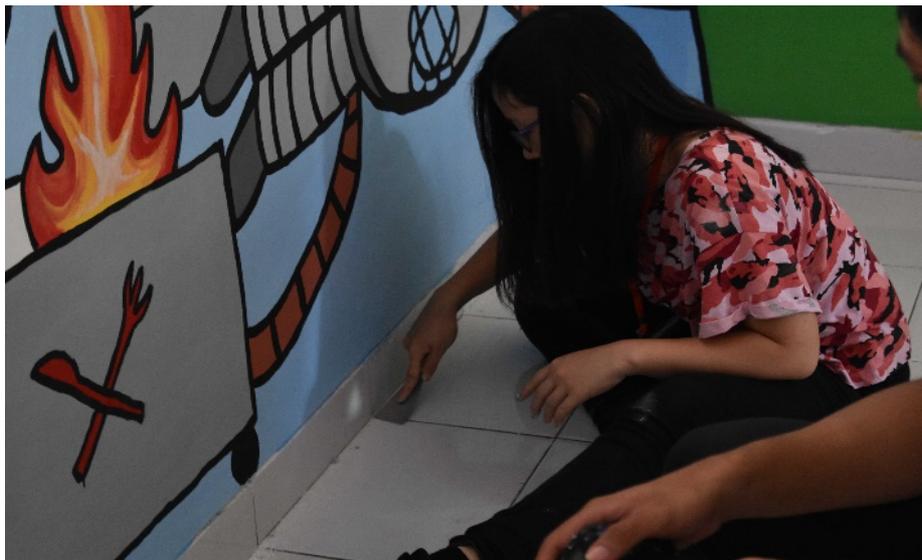

Fig. 9. Cleaning process

In the end, the final result of this community service was mural painting at the classroom wall at Simpay Asih Kindergarden with a good accomplishment for both sides as can be seen in Figure 10.

Fig. 10 Final results of the mural painting

Conclusion

The community service at Simpay Asih Kindergarten was carried out according to schedule and was planned with extraordinary achievements. There are no obstacles from the beginning to the end of the implementation of community service. The making of mural paintings is expected to provide knowledge related to professions and animals to students at Simpay Asih Kindergarten to increase learning motivation and creativity. The most important thing is that the classroom looks more beautiful and positive. The community team hopes that the mural can be maintained properly so that it can be used as a learning medium to increase students' knowledge and character.

Acknowledgements

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