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Revitalization Wayang in present context through creative learning; brainstorming, and mind mapping

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Abstract— Shadow-puppets originated from India, and Indonesians developed various shadow-puppets that differed slightly from their origin. Although there are many noble values and various cultural traditions contained in the philosophy and physical form of Indonesian shadow puppets. However, the shadow puppets are increasingly forgotten by today's young generation. The purpose of this research is to revitalize shadow-puppet in the present context and the perspective and expression of young people. Research conducted is descriptive qualitative. The research subjects were students at the Visual Art and Design Faculty, at Tarumanagara University. The research methods conducted by depth-interview to RadenBagusAnantaHariNoorsasetya and UntungSaryanto (wayang expert), quessioner, pre and post-test about the students' insights, interests, and creative ideas on wayang, and focus group discussion with 33 Tarumanagara Students who take creative experiment course. Amongst the creativemethod used, which is considered the most striking and suitable is brainstorming and mind mapping. The results of a pleasant learning atmosphere, getting to know themselves, expressing themselves, thinking freely, cooperating with others and stimulating the courage to experiment to revitalize puppets. There was a change in their insights, interests and creativity before and after attending several meetings with creative experiment lectures.

Index Terms— insight, mind mapping, brainstorming..

Introduction

Wayang is one of Indonesia's rich cultural diversity that has existed since ancient times, and continues to grow until now. Hindu culture influenced the performance of shadow puppet, which came to be known as Wayang. Indian cultural elements are absorbed and give rise to Javanese-Hindu culture [15] UNESCO provides, wayang meet the requirements of UNESCO as a masterpiece [6]. Under UNESCO's standard procedures, the Secretary General examines and considers wayang to combine five forms and discourse of art: (1) creative and conceptual art, (2) performance art, (3) carving and drawing / fine arts, (4) kawi mastermind of written or dramatic drama literature, and (5) philosophy or education [5].

There are some creative act from Indonesian to develop wayang story in puppetry theater in Bali[6], and some addition of character such as Semar which is very different with the original story. Semar's figure is a native Javanese character, and is not present inreferences to the epic Ramayana, Mahabarata, and Baratayudha in India.In Old Javanese literature, Semar figures only appear in traditionsKidung, which is oral literature that shows more populist naturewhich departs from the original Javanese story, despite the mythological deities andMahabarata figures also appear [18].

The modern era is increasingly visible trends the authors copy or adapt wayang stories into Indonesian fiction as in the title of the book *OmongKosong*, *Wisanggeni Sang Buronan* (Seno GumiraAjidarma), Abhimanyu andWisanggeni, TogogTejamantri[16].

The decline in wayang appreciation was also caused by the disappearance and decline of the wayang story that once triumphed by comic artist RA Kosasih from the 1960s to the 1970s and declined in the late 1980s due to the entry of foreign comics, especially Japanese manga [10,13] Learning about wayang shows the following points. First, each Javanese subculture holds a myriad of potentials based on local wisdom. Puppet as one of them, developed rapidly since then, and has not died until now. Second, each Javanese subculture has a unique visual form of wayang. Third, there is the potential of art education media that has been embedded in elementary schools, with wayang as the source of ideas [20].

Creative is a human mystery and is considered to be able to produce a new, surprising, and valuable. Creative inventions such as scientific inventions, musical compositions, food recipes and others. The discovery of artifacts such as paintings, sculptures, origami and puppets is one of them. Creative can be divided into two namely creative psychology (P-creative) and creative history (H-creative). P-creative revealed something new for him/her self, but not the first new discovery in history (H-creative) [12]

Creative learning that uses a variety of creative methods such as brainstorming, mind mapping and ideation. The fundamental aspect of an early phase of designing is called ideation, which means using various sources include wayangas inspiration to envision potential design ideas and solutions creatively meeting given design constraints.[21]

Many ideation methods have been developed to help designers producealternative design. The methods of making formal ideas are broadly classifiedinto two categories - intuitive and logical[11],Some of these idea-making techniques lack specific strategies and actions that students cantake use to generate ideas. For example, when brainstorming includes guidelines such as, "advice
many ideas, "" don't evaluate ideas, "and" build other people's ideas, "it doesn't provide students with specifics to develop ideas.[1]

From an educational perspective,creativity is a mixed blessing. At the same timethat time can encourage developmentcuriosity, wisdom, and problem solvingskills, it has the potential to disrupt classroom processes, such as the development of regular classes through the curriculum ororganized class work through
school day[8]. When brainstorming sessions are regarded merely as ' throwing out ideas aimlessly' results are poor, but with the right type of structure they can be very productive[3].

 Mind mapping activities require students to actively engage in their learning, often byconnecting their prior knowledge to new information [4]. When creating a mind map, a studentfrequently interacts withan instructor, a text book, classmate, or study group, notes from the class [2]. Photographs and artefacts such as wayang can help student to create the mind map. This reaserch student will interact with wayang and also make a study group and discuss with wayang expert. Students have a variety of beliefs about the activities and what they can learn from them.

Research Methodology

The research subjects were 33 students with 20 females and 13 males, 20 years old, 95 percent is indonesianchinese descent, at the Visual Art and Design Faculty at Tarumanagara University, at Jakarta. This research was taken in the course of creative experiments in 2017. This study will try three lectures with creative learning and a variety of creative methods such as association, brainstorming, mind mapping, ideation, metaphore. Pre-tests were conducted at the beginning of the lecture for the puppet and character discourse, along with a presentation on puppet characters. Then the brainstorming task of the wayang character by drawing is inspired by the wayang discourse. 2nd metting, students are divided into 3 groups, then each student does initial assignment presentation in groups.9 students are selected to join the focus group. The research methods conducted by depth-interview with Bp. AnantaHarinoorsasetya, as a curator of the Puppet Museum and currently as a lecturer in Wayang at Multi Media Nusantara University), and Bp. UntungSaryanto (Visual Communication Design lecturer, foundation manager at the Productive Economics Orphanage).[13]

The subject of creative experimentation can enhance student creativity. Thelectures made learning become fun and courage students to do experiment. Students are invited to identify themselves, express themselves, think independently, and collaborate with others. The methods used, which are considered most interesting and appropriate are brainstorming and mindmapping.

Discussion

The mind mapping technique developed by Buzan [10] is a technique that provides associations between concepts, thoughts and information through non-linear networks or diagrams, using verbal and symbolic elements. The use of mind mapping makes it easy for students to remember the characters of the wayang, and to connect the characters, so that students can remember the stories and characters of Mahabaratha and the Ramayana. This will make it easier to come up with ideas when making puppets, especially the ones that connect the old wayang with all of today's philosophy
In practice, techniqueBrainstorming has steps
structured. StepsBrainstorming is: 1) Providing informationand motivation. At this stage the teacherdescribes the issue to be addressedand the background, then invitestudents to be active in givinghis response. 2) Identification. Students are invitedgive thoughtful suggestionsas much as possible. All that adviceprovided students are accommodated, written, anddon't be criticized. Group leader andparticipants are allowed to ask questionsjust to ask for an explanation. 3)Classification. Classifying bycriteria created and agreed upon bygroup. Classifications can also be based onstructure or other factors. 4) Verify.Contribute to the classified advice,reviewed jointly bygroup. Each recommendation is tested
its relevance to the problemdiscussed. When there is similarity thentaken is one andirrelevant strokes. But todonors can be askedthe argument. 5) Conclusions(Agreements). Master or leadergroups and other participants tryconcludes alternate detailsTroubleshooting approved issues.Once all is satisfied, it is taken awayfinal deal breakdown methodthe issue that is considered most appropriate [6]. As such, its purposes include unearthing new truths and serving as the basis for cultural creations like stories, advertisements, poems, paintings, games and other artefacts[15]. It is often used in art education with various techniques such as providing opportunities for children to explain in their own words what a creative definition is. These children aged 6-12 years issue creative definitions with simple presentations' finding treasures', 'discovering unknown

things',' talking with nature ',' doing things differently from others', ' creating something ',' has many organs like eyes, ears and mouth, etc. [3]. Similar techniques are applied to groups of Tarumanagara University students who take turns trying words, the best theme for the doll to be made. Based on the creative process, students responded to the theme of the wayang and produced a "revitalization of the wayang" on display during the Midterm Exam. Each work comes with a creative process and the student presents the work. Students with the best grades are gathered and focus group discussions are held with them.

Conclusion

The "Revitalization of Wayang" task enhances students' knowledge and interest in wayang. Many people who did not know or consider the movie to be old (old school), now have history, philosophy and contextualization, so they are increasingly aware of the rich diversity of Indonesian culture and moved to preserve it. Students will be able to reflect on and adapt to current themes and trends through the medium of work they create with contemporary themes such as Wayang Kaki Lima (Traditional Seller), Wayang Barbie, Wayang Cinderella, Farto the Pick-Up, Instagram Puppet, WayangMacet (Ahok, Governor of Jakarta), DewiDrupadi Pendant, WayangGolek Joan of Arch, WayangDurgaUmayi Comic

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