



Rumah Kreatif Tambak Bayan; Arts Community Based Character Education

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ABSTRACT

This research uses qualitative methods to understand conditions in the field in a real and clear manner. This article reviews the significant role played by Tambak Bayan Creative House (RKTB) in character education for its participants, especially children from low economic backgrounds and academic challenges. RKTB provides a platform for participants to develop their creativity through various arts and cultural activities. His character education program not only enhances artistic abilities, but also teaches values such as cooperation, honesty, and respect, which are important for an individual's holistic development. The evaluation results show a significant increase in the academic achievement and personal development of RKTB participants, reflected in increased learning motivation and the ability to express themselves creatively. This article concludes that RKTB is not only a center for creativity, but also an environment that builds positive character and helps participants to grow as valuable individuals in society.

KEYWORDS

RKTB
Character Education
Art Community

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ABSTRAK

Abstrak harus dibuat dalam bahasa Indonesia dan bahasa Inggris. Abstrak bahasa Penelitian ini menggunakan metode kualitatif untuk memahami kondisi di lapangan secara nyata dan jelas. Artikel ini mengulas peran penting Rumah Kreatif Tambak Bayan (RKTB) dalam pendidikan karakter bagi pesertanya, khususnya anak-anak dari latar belakang ekonomi rendah dan tantangan akademis. RKTB memberikan wadah bagi peserta untuk mengembangkan kreativitasnya melalui berbagai kegiatan seni dan budaya. Program pendidikan karakternya tidak hanya meningkatkan kemampuan artistik, tetapi juga mengajarkan nilai-nilai seperti kerjasama, kejujuran, dan rasa hormat, yang penting bagi perkembangan individu secara holistik. Hasil evaluasi menunjukkan adanya peningkatan signifikan pada prestasi akademik dan pengembangan pribadi peserta RKTB yang tercermin dari peningkatan motivasi belajar dan kemampuan mengekspresikan diri secara kreatif. Artikel ini menyimpulkan bahwa RKTB tidak hanya menjadi pusat kreativitas, tetapi juga merupakan lingkungan yang membangun karakter positif dan membantu peserta untuk tumbuh menjadi individu yang berharga di masyarakat.

KEYWORDS

RKTB
Pendidikan Karakter
Komunitas Seni

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INTRODUCTION

Research conducted in recent decades has focused on how children develop and how their behavior develops through various factors such as social, community and interactions (Crowell, 2001: 66). This plays an important role in shaping children's behavior and the delinquency that develops in the next phase. In line with this, issues of national character have become one of the main focuses in nation building. Thugism, the dynamics of brawls and mental degradation are some of the problems that have emerged and disrupt social resilience in society.

As reported by detik.com, there were students who carried sharp weapons to fight among students in the Yong Panah Hijau area (Wisely, 2024, March 16). Likewise, as highlighted by Rismayana through forumkeadilansumut.com (2023, September 2), more and more generations of teenagers in the city of Medan are committing acts of thuggery such as attacking each other and throwing Molotov cocktails. This of course has implications for the condition of society today, such as excessive open sources of information but little access to mental education that can stem this.

One of the prominent problems faced by the generation of children born in 2010 and above is the impact of digital technology on their development and welfare. With the widespread availability of smartphones, tablets and other digital devices, today's children are growing up in an increasingly digital world. While technology offers many benefits, such as access to information and educational resources, it also presents challenges and risks.

One problem is excessive screen time, which can lead to a sedentary lifestyle, sleep disturbances, and reduced social interaction. Children may spend hours each day glued to screens, whether for entertainment, social media, or gaming, which can negatively impact their physical and mental health.

Another concern is potential online security risks, including exposure to inappropriate content, cyberbullying, and online predators. Children may inadvertently encounter harmful content

or be targeted by malicious individuals, posing a major risk to their safety and emotional health. One related case may be the exploitation of children to attract public empathy either directly or through social media. Reporting from the media cnnindonesia.com, there are orphanages that do not have operational permits using children to beg for gifts on TikTok (accessed 23 January 2024).

Additionally, there is growing concern about the impact of social media on children's self-esteem and mental health. Constant exposure to curated images and unrealistic standards on social media platforms can contribute to feelings of inadequacy, anxiety, and depression among young users. Therefore, a mechanism is needed that is able to divert the young generation to more productive activities, such as extracurricular education.

Participation in extracurricular activities such as sports, arts, and music can improve children's social, emotional, and cognitive development. However, in this case, children in Tambak Bayan Village have limited access to these opportunities due to financial limitations or lack of available programs (Ekardo, 2023: 99). Overall, children born into disadvantaged communities face systemic barriers that can hinder their academic achievement, health, and overall well-being. Addressing these challenges requires comprehensive interventions aimed at addressing the root causes of poverty and providing support to families and communities to ensure that all children have access to the resources and opportunities they need to thrive. This also has implications for the existence of educational elitism that may occur in the Tambak Bayan Deli Serdang area.

Elitism in the world of education includes systems or practices in which access to superior education, opportunities, and resources is unequal for certain groups of individuals, depending on factors such as economic status, academic ability, or social privilege (Mu'in, 2011: 13). These practices can manifest in forms such as strict admissions criteria at prestigious institutions, preferential treatment for students from affluent backgrounds, and

the allocation of limited resources to schools in disadvantaged communities. Elitism often maintains social inequality by reinforcing existing power structures, which in turn widens divisions between the privileged and the marginalized.

Educational elitism can hinder access to education for lower society, so that they do not have the same opportunities to develop their abilities and character. Character education, which focuses on establishing values and behavior, can be more difficult to implement among communities who are disadvantaged in access to education. Character education refers to deliberate and systematic efforts to instill core ethical values, social skills, and moral virtues in individuals. It goes beyond traditional academic learning to focus on character development such as honesty, integrity, responsibility, respect, empathy, and citizenship

One form of character formation according to Mu'in (2011: 325) is reading and writing activities, but in the author's opinion there is one activity that always goes hand in hand with literacy culture, namely art. Literacy and art are creative activities that can prevent children from today's chaotic reality. literacy and art are two things that can form a critical character. Through these activities it is possible for children to see themselves by imagining the world told in literacy and arts activities.

Character education can be instilled effectively through artistic activities by cultivating key traits such as creativity, empathy, perseverance and teamwork. Engaging in the arts allows individuals to express themselves creatively, encouraging self-awareness and self-expression. Additionally, through artistic endeavors such as theater, music, or visual arts, participants often assume the role of different characters, developing empathy as they explore diverse perspectives and emotions. Artistic activities also require dedication and perseverance, as mastering a skill or completing a project often involves overcoming challenges and setbacks. Additionally, collaborative art projects improve teamwork and communication skills, as individuals must collaborate with others to achieve a

common goal. By participating in artistic activities, individuals not only develop their artistic abilities but also cultivate important character traits that contribute to personal growth and success in various aspects of life.

Arts education plays an important role in broadening perspectives and enriching the insights of the younger generation, helping them adapt and play a good role in real life in the future (Sam, 2008: 86). Arts education can help people develop their potential and balance the physical and mental, and this is also in line with character education. The knowledge gained through extracurricular arts education is used as a catalyst to broaden views and understanding, through this, children are educated and trained to have a positive attitude.

Based on the explanation above, there are actually several groups oriented towards character education, including in research conducted by Ulfa in Padangpanjang City which was carried out at the Alang Bangkeh Studio where Gefniwati as the studio leader also aimed to strengthen the mentality of young people in Padangpanjang City through Randai traditional art (Ulfa, 2022: 78). Similar steps were taken by the Tambak Bayan Arts Community led by Frisdo Ekardo to shape the character of the young generation in Tambak Bayan Village, Deli Serdang Regency. Rumah Kreatif Tambak Bayan was founded as a place to relieve children of gadget addiction and make learning fun. Children who attend every activity at the Rumah Kreatif Tambak Bayan have a good impact in terms of improving learning outcomes at school, having the courage to express themselves, and honing their creative abilities (Susanti, 2024: 123).

Rumah Tambak Bayan was founded in 2020 by a group of volunteers including Frisdo, Elwida, Andika, Jamali, and Itteh. They respond to various social issues and cases of children who need attention in Tambak Bayan Village. The creative house was created as a literacy strategy effort to prevent the younger generation from falling into useless and anarchic activities (Ekardo, 2023: 99). In this research, the author aims to reveal

the form of education carried out by the Rumah Kreatif Tambak Bayan (hereinafter abbreviated as RKTB) in shaping the character of children in Tambak Bayan Village.

METHOD

The research process using qualitative research methods often begins by formulating research questions that are relevant to the phenomenon you want to study because it is aimed at finding out the real conditions of the object being studied (Yusuf, 2016). This method emphasizes a deep understanding of the context and experiences experienced by research subjects, which are difficult to measure quantitatively (Rifandi, 2022). Researchers chose appropriate data collection techniques, namely interviews and literature studies, to obtain a rich and detailed perspective.

The process of collecting data through interviews involves direct interaction between researchers and respondents, namely Frisdo Ekardo as one of the founders of the community. Interviews allowed the researcher to gain a deep understanding of the respondent's point of view, experiences and perceptions regarding the character education he carried out together with the team and the effects it had on the children. In addition, literature study is also an important component in collecting qualitative data by reviewing related literature, relevant theories, and previous research which can provide a strong conceptual foundation for current research.

The qualitative data analysis process is a critical stage in qualitative research. This analysis focuses on in-depth understanding of the data collected, with the aim of identifying patterns, themes, or key concepts that emerge from the data (Pramayoza, 2023). Analytical approaches can vary, from thematic analysis which identifies and group's main themes, to narrative analysis which

explores narratives or stories that emerge from interview data. The ultimate goal of this analysis is to produce a deep and contextual understanding of the phenomenon under study, often resulting in findings that are valuable for theory or practice in the field in question.

RESULT DAN DISCUSSION

Character Profile of RKTB Participants

RKTB participants are children who live around the Platinum Garden Tambak Bayan housing complex, which is the residence of Frisdo as one of the founders of RKTB. According to Frisdo, the attitude of the Tambak Bayan children at that time was considered quite worrying, especially considering the condition that he had just been blessed with a child. This condition sparked Frisdo, Andika and Elwida, who at that time were passionate about discussing children's education, to create an educational forum aimed at improving the children's character. The initial condition that worries them about these children is the close access to delinquency such as the habit of speaking rudely, smoking glue and not going to school, and so on. Therefore, Frisdo and his friends designed activities once a week. In a tit for tat, the community hermitage in Tambak Bayan provides its support and works together to build good character for the children of Tambak Bayan.



Figure 1. Art Performance from RKTB

Sharing Roles in RKTB

In implementing the program, RKTB designed a special curriculum for students which he divided into two groups, namely: 7-11 years and 11-15 years. RKTB also builds communication with several stakeholders such as campuses so that there are many activities from several universities that are implemented in RKTB. The aim of providing space on various campuses is to provide opportunities for children to collaborate with students as a joint effort to explore new knowledge.

RKTB also runs a self-help system in every activity so that anyone who has the same vision can contribute through the Volunteer program. Volunteers are expected to be able to contribute with various perspectives of expertise that can be shared with Creative House children, such as teachers or practitioners in certain fields.

RKTB also realizes that parents play a very crucial role in forming children's early character. The role of parents is considered crucial because it generates emotional values that can shape children's character so that they become humanistic individuals and have deep relationships in their lives. So in every activity RKTB appeals to and provides affirmation to parents in their children's education.



Figure 2. Activities with Volunteers

Impact of the Character Education Program

There are several principles in character education that the author uses as indicators in qualitatively assessing

the impact of character learning, namely consistency, oriented towards good things, optimistic, wise, habituated to good things, oriented towards success (Fadilah et al, 2021: 8). Based on the data the author obtained, almost all students who took part in the RKTB program became diligent in reading and writing.

This has an impact on the academic activities of students at RKTB who experience an increase in academic scores at school. This refers to the consistency of students in participating in every activity carried out outside school. This impact also refers to the point of habituation to good things, because these habits cannot be implemented or accustomed to meeting once a week but are applied continuously at home and at school.

Of the 10 children who were respondents, they also stated that students at RKTB could express their dreams. This has implications for increasing children's optimism and orientation towards good things. This value arises because children at RKTB are given the opportunity to speak in public and share their thoughts.



Figure 3. Children's Games at RKTB

DISCUSSION

Contribution of RKTB in Shaping Character

Tambak Bayan Creative House in Deli Serdang, North Sumatra, has a significant contribution to the education of its participants at school. The following are some of the main contributions of this community to education: Tambak Bayan Creative

House provides opportunities for its participants to develop their creativity through various arts and cultural activities. This not only enhances their artistic abilities but also helps in the development of creative thinking skills, which is an important aspect in modern education.



Figure 4. Learn regional dance

Participants are also given the opportunity to strengthen their cultural identity through activities related to local arts and culture, such as dance, music and traditional crafts, this community helps participants to better understand and appreciate their own cultural identity. This can have a positive impact on their confidence in school, as well as increasing engagement in learning. At the initial meetings at RKTB, children will be given the opportunity to learn basic fine arts with drawing, painting and coloring activities based on things found around the students. At the next meeting, children will be provided with an understanding of performing arts, namely the basic skills of pantomime and the program will be developed so that children are able to channel their emotions and knowledge through movement.

Apart from artistic skills, Tambak Bayan Creative House also often emphasizes values such as hard work, cooperation, and honesty through group activities and collaborative projects. Character education is important in forming a good person and making a positive contribution to the school environment. This character education

is also supported through the learning design at RKTB which emphasizes aspects of national insight or what they often call general insight. RKTB urges volunteers to also sharpen their ability to discuss Pancasila and multicultural insights because North Sumatra is one of the provinces with the greatest diversity in Indonesia.

Through various productive activities at RKTB, several parents stated that their children's school achievements had improved. Even though it is not very significant, this shows that there is progress shown before joining RKTB and after joining RKTB. By providing positive creative outlets, such as arts and cultural activities, these communities can help their participants develop a strong interest in learning. This can have an impact on increasing their learning motivation and indirectly improving academic achievement.

An important principle of character education of course places continuity as an important indicator. Even though there is no instant process, sustainability indicates RKTB's hope of positioning children as lifelong learners. Tambak Bayan Creative House also teaches values about the importance of lifelong learning and sustainability in developing creativity and skills. Participants are invited to continue learning and developing, not only in the school context but also outside the formal education environment. Thus, through these various activities and approaches, the Tambak Bayan Creative House in Deli Serdang, North Sumatra, plays an important role in supporting the education of its participants at school in a holistic and comprehensive way.

Implications of Findings for Children's Education

The profile of students with low learning backgrounds and coming from

low economic families often reflects challenges in their academic achievement and personal development. However, through participation in extracurricular arts activities, many of them experience significant positive changes. Arts extracurriculars not only provide a platform to express their creativity but also help improve self-confidence, social skills, and motivation to study.

Participation in arts extracurriculars often opens up new opportunities for students to discover previously unexpressed talents or interests. Activities such as music, painting, theater or dance not only develop technical skills in those areas but also enrich the overall learning experience. This can provide a positive boost for students who may feel left behind in a more formal academic environment.

Apart from that, arts extracurriculars can act as a form of social support for students from low economic backgrounds. They can feel that there is a community that supports and motivates each other, which can increase their self-confidence and sense of belonging in the school environment. This not only impacts their academic performance but also their overall personality development.

Overall, arts extracurriculars have great potential to change the views and experiences of students from low-quality and low-economic backgrounds. Through the creative expression and social support these activities provide, many students are able to discover their true potential and experience positive improvements in various aspects of their lives.

Recommendations for Development

In implementing the character education program that has been running at RKTB, perhaps there are

several considerations or recommendations that could improve the program or curriculum used by RKTB. Of course, this recommendation is based on the author's observations in observing the phenomena that occur at RKTB. Here are some recommendations to consider; (1.) Integration of Character Values in Every Activity: Ensure that every activity held at the Tambak Bayan Creative House explicitly integrates character values such as cooperation, honesty, responsibility and empathy. For example, discussions after each art project can be used to reflect on these values and how they can be applied in everyday life. (2.) Character Development Program: Provide a special program designed to develop participant character, for example through lectures, workshops, or reflection activities that focus on developing critical aspects such as fortitude, patience, and respect for diversity.

(3.) Strengthening Family Involvement: Involve participants' parents and families in character education efforts. This can be done by holding open events or educational sessions for parents about the importance of character values in children's development. (4.) Emphasis on Ethics and Etiquette: Teach participants about the importance of ethics in performing arts and interacting with other people. For example, speaking politely inside and outside the Creative House environment and respecting shared spaces and equipment.

(5.) Social Skills Development: In addition to art activities, provide time and space for participants to learn and practice social skills such as communicating effectively, resolving conflicts peacefully, and working together in teams. This can be done through role-playing or large art project collaborations. (6.) Mentorship and

Personal Coaching: Provide opportunities for mentorship and personal coaching for participants who need it. Mentorship can help strengthen character values by providing positive role models and direct support in personal development.

(7.) **Continuous Monitoring and Evaluation:** Carry out continuous monitoring of participants' character development. Regular evaluations can help identify areas where improvements or improvements need to be made in the character education approach. Based on these recommendations in a consistent and integrated manner, the Tambak Bayan Creative House can become more than just a place for creativity, but also an environment that builds positive character and helps participants to grow and develop as valuable individuals in society.

CONCLUSION

In conclusion, the Tambak Bayan Creative House (RKTB) in Deli Serdang, North Sumatra, stands as a beacon of hope and transformation for its participants, primarily children from low economic backgrounds facing various academic and personal challenges. Founded with a vision to uplift the community's youth, RKTB has successfully instilled essential character values through its innovative educational approach. By integrating arts and cultural activities into its curriculum, RKTB not only nurtures creativity but also fosters crucial life skills such as teamwork, communication, and perseverance.

The impact of RKTB's character education program is profound. Participants have shown marked improvements in academic performance and personal growth, evident in their increased motivation to learn and express themselves creatively. Beyond academic achievements, RKTB emphasizes values like honesty, cooperation, and respect,

shaping participants into responsible and empathetic individuals within their school and community settings.

Moreover, RKTB recognizes the pivotal role of family involvement in character formation. By engaging parents in educational efforts and providing a supportive community environment, RKTB strengthens the familial and societal bonds that contribute to participants' holistic development. This holistic approach not only enhances participants' self-confidence and sense of belonging but also empowers them to navigate challenges with resilience and optimism.

Looking forward, RKTB can further enhance its character education program by continuously integrating character values into every facet of its activities, fostering social skills development, and expanding mentorship opportunities. By doing so, RKTB ensures that each participant continues to grow as a lifelong learner, equipped with the skills and values necessary for personal success and positive contributions to society. Through its dedication to creativity, education, and character development, RKTB exemplifies a transformative model of community-driven impact in education.

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