

Application of Gulijat Techniques on Textile Products of The MGMP Art And Culture SMK of Gresik

Fera Ratyaningrum^{1*}, Marsudi², Ika Anggun Camelia³, Muchammad Bayu Tejo Sampurno⁴

^{1*} Universitas Negeri Surabaya, Surabaya, Indonesia

² Universitas Negeri Surabaya, Surabaya, Indonesia

³ Universitas Negeri Surabaya, Surabaya, Indonesia

⁴ Universiti Pendidikan Sultan Idris, Perak, Malaysia

Email : feraratyaningrum @unesa.ac.id



ABSTRACT

Keywords:

Gulijat
MGMP
Art
Culture SMK

Gulijat cloth is the name for cloth decorated using a combination of folding and knitting. Gulijat itself is an abbreviation of roll-fold-jump-tie. The motifs produced from this technique are different from jumpcut or shibori fabrics. This service activity aims to increase knowledge and skills as a provision to enable students to create fine arts. Considering the existing level of education, of course more than one knowledge and skill is needed. Knowledge and skills in the field of fine arts are still minimal for most members of the Gresik Regency Vocational School Arts and Culture MGMP because their educational background is not in the field of arts, including fine arts. The research method used is qualitative research presented descriptively. Data collection was obtained from documentation studies, questionnaires and direct observation. The research subject was the Gresik High School-Vocational School Arts and Culture MGMP. To validate the implementation data with triangulation. As a result of the training, partners have been able to practice Gulijat techniques according to the correct procedures and the products created show clear motifs. After attending this training, it is hoped that the MGMP Arts and Culture participants at the Gresik Regency Vocational School will be able to teach it to students at their respective schools.

INTRODUCTION

Subject Teacher Deliberation (MGMP) is a forum for teachers who teach the same subject, with the aim of sharing experiences, insights and thoughts, in an effort to improve the quality of learning in that subject. Through MGMP, coaching and training is usually carried out to increase the knowledge and skills of its members, one of which is carried out by the Gresik Regency Vocational School Arts and Culture MGMP. MGMP Arts and Culture SMK Gresik district was only established in 2017, after being separated from MGMP Arts and Culture SMA Gresik district. This separation was carried out in an effort to maximize potential and considering the large number of members. On the other hand, the differences in Arts and Culture learning outcomes in SMA and SMK are also a separate consideration.

Gulijat cloth is the name for cloth decorated using a combination of folding and knitting. This name and technique emerged as an effort to develop jumpcut cloth, which is a traditional Javanese cloth, combined with the Shibori technique, said to be from Japan, whose motif is produced from folds. Gulijat itself is an abbreviation of roll-fold-jump-tie. The motifs produced from this technique are different from jumpcut or shibori fabrics.

The application of the Gulijat technique to textile products was chosen with the consideration that participants simultaneously practice applying certain motifs to certain parts, for example on sheet fabric, blouses, hems, t-shirts, mukenas, and chair cushion covers. In this way, participants can have experience and then develop it in their learning at their respective schools.

As teachers of Arts and Culture subjects, in this case the field of fine arts, teachers are required to master the knowledge and skills to enable students to create fine arts. Considering the existing level of education, of course more than one knowledge and skill is needed. Knowledge and skills in the field of fine arts are still minimal for most members of the Gresik Regency Vocational School Arts and Culture MGMP because their educational background is not in the field of arts, including fine arts.

Training activities are carried out using lecture, question and answer, demonstration and joint practice methods. Lectures are given to convey material related to the meaning of the Gulijat technique, the materials used, the equipment required, steps for making Gulijat works, coloring with naphthol, and completion of the process. In more detail, the method of implementing Gulijat training activities with Naphthol dye is described as follows Introduction stage and Implementation Stage. The introduction here includes an introduction to the PKM team and an introduction to training materials. An introduction to the Gulijat technique was carried out by giving a short lecture accompanied by a PowerPoint presentation and supported by handouts. The PKM implementation stages are divided into three, namely:

1) Preparation

Preparation participants for this activity included all members of the MGMP Arts and Culture Vocational School in Gresik Regency, approximately 25 people. Participant are vocational arts and culture teachers who do not yet have the knowledge and skills to make works using the Gulijat technique. Efforts are made to prepare a place for carrying out activities that has easy access, has adequate space for the work process, has an open shaded area with sufficient water supply for the process. Coloring and drying Materials and tools need to be prepared in advance so that training can be carried out on time. Checking the materials and tools needed is also carried out before the activity so that if there are needs that have not been met, efforts can be made immediately. The main materials needed are plain/light colored fabrics and textile products, as well as naphthol dyes. The equipment needed includes rubber bands, raffia rope, ice cream sticks, color tubs, scissors/cutter, and rubber gloves.

2) Implementation of Activities

Training activities are expected to be carried out in July, August or September 2023. The timing will be mutually agreed with the partners, namely MGMP Arts and Culture SMK Gresik district

3) Final Stage

At this final stage, an evaluation is carried out with the participants by appreciating the works produced. It is hoped that this will provide two-way benefits, namely for the implementing team and for the participants. For the team, through casual chat or through questionnaires, you can determine the level of absorption of training material by participants as well as determine participants' responses to the training provided. As for the participants, through dialogue it is hoped that they can ask questions, impressions, and also criticize the training has been implemented and hopes for further training.

RESEARCH METHODS

The research method used is qualitative research presented descriptively. namely by describing the activities of applying the Gulijat technique to textile products in the form of bags, t-shirts, tablecloths and headscarves. Data collection was obtained from documentation studies, questionnaires and direct observation. The research subject was the Gresik High School-Vocational School Arts and Culture MGMP, which was carried out in two meetings. To validate the implementation data, data triangulation is carried out, namely the stage of checking the suitability between the results of questionnaire observations and documentation studies.

RESULTS AND DISCUSSION

The team carried out service activities at the MGMP Arts and Culture Vocational School, Gresik Regency. The activity was carried out in July 2023. The activity began with an introduction to the PKM team and an introduction to material about Gulijat. The term Gulijat technique is an abbreviation of Roll, Fold pinch, and tie. three techniques combined into one to produce new motif innovations. This is the basis for providing material to vocational arts and culture teachers so that they are motivated to provide different things in developing their students' skills.



Figure 1. Delivery of knowledge

(dok. Budi Defri, 2023)

In the process of making Gulijat cloth, participants fold, pinch, tie and roll the prepared material using sticks, rubber and raffia. In making Gulijat cloth, the team did not limit the techniques used because with experience from training, the hope is that participants will know the characteristics of the folds and ties of the cloth. The results of projects given by MGMP arts and culture teachers can explore various motifs.



Figure 2. Fabric folding stage

(dok. Budi Defri, 2023)

After the folding process continues with the coloring process, in this stage the teacher can combine several colors in applying the motif, this will influence the results of the motif created. After the coloring process is complete, it continues with the untying stage, this stage determines the resulting motif. The dye used in practice is naphthol dye.



Figure 3. Coloring process

(dok. Budi Defri, 2023)

The Gulijat products produced from the training are ready-to-wear fabrics in the form of t-shirts, scracts, and tote bags. Gulijat cloth can increase creativity and high artistic value, the technique of binding the cloth is the main factor that determines artistic value. in the following picture is the result of the MGMP exploration of arts and culture in Gresik district.



Figure 4. The results of the Gulijat technique

(dok. Budi Defri, 2023)

Innovative teachers tend to use learning methods and approaches that are more interesting and relevant to students. This can increase students' motivation to learn and encourage their interest in the subjects taught. Apart from that, innovative teachers often encourage students to participate actively in the learning process. They may use methods such as group discussions, problem-based projects, or simulations, which can help students become more engaged in learning. The application of the Gulijat technique is very suitable when applied to the learning process, especially for vocational school students.

Teachers often use educational technology, such as interactive learning software, instructional videos, or online platforms, to support learning. This can help students develop digital skills that are important in the modern world. Apart from that, there are still teachers who tend to use assessment methods that focus on abilities and competencies that are appropriate to the needs of the world of work. This can help students better prepare for their careers after graduation. Apart from innovation, providing constructive feedback to students on a regular basis can help students understand their abilities and provide opportunities to continue to improve themselves.

Developing Soft Skills through innovative learning can also provide opportunities for students to develop social skills and soft skills, such as communication skills, teamwork and problem solving. Innovative teachers encourage students to think creatively and critically. They may provide assignments that challenge students to find new solutions to problems or develop creative ideas. The positive influence of teacher innovation in learning can have a big impact on students' abilities in vocational schools. This can help them become better prepared for the world of work or continue their education to a higher level. Therefore, it is important for schools and teachers to support innovation in the learning process.

CONCLUSION

The application of the gulijat technique provides new innovations for the MGMP Arts and Culture Vocational School in providing learning innovations to students, apart from

that it also increases the abilities and creativity of Gresik Regency Vocational Arts and Culture MGMP training participants. The results obtained from the training are that the application of gulijat is not only applied to fabric but can be applied directly to other textile products such as t-shirts, bags, headscarves or pillowcases. Partners have been able to practice creating the Gulijat technique according to the correct procedures and the products created show clear motifs by combining the Roll technique, tie technique, sewing technique so that the motifs are more varied. After participating in this training, it is hoped that the Gresik Regency Vocational School Arts and Culture MGMP participants will be able to teach and develop these techniques to students in their respective schools.

ACKNOWLEDGEMENTS (OPTIONAL)

We extend our heartfelt gratitude to the Universitas Negeri Surabaya, particularly the Languages and Arts Faculty, for their invaluable financial and moral support, which has served as the cornerstone for the realization of this endeavor. We also express our sincerest appreciation to our colleagues in the Fine Arts Education program who have accompanied us throughout this journey to success. Furthermore, we wish to acknowledge the Cultural Arts Teachers' Working Group (MGMP Seni Budaya) of SMK Gresik as our collaborative partner. May all our collective efforts pave the way for a brighter future ahead.

REFERENCE

- [1] Thidiweb, "Cara Meningkatkan Profitabilitas dan Mengurangi Resiko Dengan Diversifikasi," *thidiweb.com*, 2020. <https://thidiweb.com/pengertiandiversifikasi/> (accessed Mar. 28, 2021).
- [2] L. Hermawan, "Dilema diversifikasi produk: meningkatkan pendapatan atau menimbulkan kanibalisme produk?," *Stud. Manaj.*, vol. 9, no. 2, pp. 142-153, 2015, doi: <https://doi.org/10.21107/kompetensi.v9i2>.
- [3] <https://www.clicks.id/read/ENpw1B-kisah-titik-winarti-berdayakan-850-difabelbuat-kerajinan-tangan>
- [4] <https://www.solider.id/baca/4981-tiara-handicraft-kisah-cinta-pekerja-difabel>
- [5] <https://bisnisukm.com/profil-tiara-handycraft-sang-pembela-penyandang-cacat.html>
- [6] <https://surabaya.tribunnews.com/2015/04/21/titi-winarti-poles-para-difabel-jadiperajin-kelas-dunia..>