



The Children Character Improvement through Painting Activities in Art School: I Wayan Gama Painting School



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Abstract

The present study was intended to study the process of children character improving through painting activities, in an art school namely "I Wayan Gama Painting School" in Desa Keliki, Tegallalang Sub-District, Gianyar Regency, Bali Province. In term of this was interesting due to in the midst of the various economic activities done by their parents in the family, it was occurred the children character education to be neglected. It was influenced the character education in their schools at Indonesia was not taught explicitly design, unlike a single subject, however, it was given an integrated way through religious education, goodness, nationality, therefore the character Improving through artistic creativity in art school "I Wayan Gama Painting School" become a very interesting issue to be studied. The study was conducted as a qualitative approach to some findings, included (1) through painting activity, patience, discipline, honesty, respect for others, and hard work attitude in doing a job, that was an indicator of character education trained for children who participate in painting at the school; (2) through the painting activity, the children's understanding of the sense and object painted as well as increased due to they were not merely painting, however also trying to know the painting sense that was being done; (3) the children's understanding of the sense to each object painted had as well as implicated their attitude and behavior in their daily life.

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1. Introduction

Discussing character education defines involving the attitudes improvement issue and children behavior through the education process. Related to educational institutions, especially the schools should be able maximally to play its role, due to through the children school institutions are nurtured, educated, and developed their personality in order to be adult human beings capable of Improving themselves and responsible for their national development. However, the

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reality is the character education in Indonesian schools is not explicitly taught in a subject or interdisciplinary course. Therefore, the character education in the schools was given in an integrated way through religious education and God, as well as Pancasila and Kewarganegaraan (nationality) education.

According to Emmanuel Kant (in Suyata, 2011: 16-17), moral education is very important given the education. Due to moral education is essentially a philosophical basis of character education. In related to the children character improvement, the parents in the family environment and teachers in the school environment are always hoping that their students grow and develop to be a smart child and personality. For the teachers in the schools, the expectation can be realized through a learning process with a reflective approach, namely the character education application through all subjects conducted in an integrated manner.

For the parents in the family, the inculcation of character education values can be done through the process of habituation and exemplary or imitation as well as namely an imitation process. The habituation process is intended that from pre-school is accustomed to performing various activities in their family environment, in order to establish the children behavior style in the various situations and interactions. Whereas, the modeling is meant an effort be made by the parents (adults) therefore what they do is followed by the children growing up (Fuad Hassan, in Widiastono (ed.) 2004: 52-66).

In term of this is empirically very reasonable, due to the various influences that happened to a child outside of the family and school tends to be used as an image of adhering by the child concerned. It defines that outside of the family and school environment, the children can not be separated from the influences that developed around themselves. It can even be stated that the impact children experience outside of the family and school environment can have powerful impacts, which can destroy the habituation and exemplification that has been done, either by the parents in their family environment or by the teachers in the school. As well the learning approaches that are done in schools tend to prioritize the mastering knowledge (science) then the heart feeling, then the improvement of children's character to be not maximal.

The result is many of the children after entering they're teenage old get less attention from their parents and then they seek attention outside of their families and many of them end up wrong, unlike drinking unwell, drinking alcohol, gambling, and other forms of perverted acts. In order to observe this phenomenon, then some artists painting in Desa Keliki, Tegallalang Sub-district, Gianyar Regency, Bali are interested in forming an art school, the name is "I Wayan Gama Painting School" in order to develop the personality of children through the activity painting, thus they do not happen a negative behavior patterns.

Regarding the preliminary study that was conducted by the researcher, it is known that this art school, accommodates about 27 children, there are 15 primary school students, 5 junior high school students, and 7 high school / vocational high school students. The school was founded in 2005 with the main purpose, (1) to preserve the painting tradition that has been passed down from generation to generation by their ancestors; (2) to shape the children personality, due to through painting activities, the children personality can be formed; (3) indirectly can also help children to access economic resources, because their work can be sold in the market; And (4) to prevent children from a negative effect of the global culture. Based on the background of the above problems, then the issues are discussed in the present study are (1) How is the process of determining the children character in the art school "I Wayan Gama Painting School"? (2) How the implications for children's knowledge, attitudes, and their behaviors?

2. Materials and Methods

Research Types

The principle of the objective of the present study is to cover the education phenomenon, therefore it can be categorized into the educational research type. Unlike the other research in the other field, its nature can also be categorized into the three kinds i.e. (1) discovery research; (2) proving research; and (3) development research. The research discovery means that the results obtained from the study are truly new, previously unknown; Then a proving study means the results obtained, is used to prove the existence of doubt on certain improvement or knowledge; Furthermore, the development research means deepening and extending existing knowledge (Sugiono, 2011: 5).

Based on the three research types, it can be categorized into the discovery research. Due to the research has an aim to find something new, that is children developing character method through the artistic creativity, at I Wayan Gama Painting School in the Desa Pakraman Keliki, Tegallalang Sub-district, Gianyar Regency, it is hoped that the result

can be used for understanding, solving, and anticipate, various problems arising in order to characterize children's character.

Research Approach

This research is designed by using a qualitative approach i.e. the research procedure which produces a descriptive-qualitative data in the written form or oral words from people and behavior observed (Bogdan and Taylor, 1993: 30). Furthermore, according to Moleong (2006: 6), the qualitative research is a study that intends to understand the phenomenon of what is experienced by the subject of research holistically and using a description that illustrated in the words and language, in a special and natural context by using various natural methods.

In order to collect the data, in the present study used the three techniques, i.e. observation techniques, in-depth interviews, and library studies. Whereas, the data analysis is done by interactive modeling techniques (according to Milles and Huberman, 1992: 25) included the three main steps, namely (1) data reduction; (2) data display; and (3) conclusion drawing (verification). Based on the process, it can be explained that the data analysis in the present study has actually started since data collection is underway and conducted intensively after leaving the study location or the location wherein the data source is located. The data analysis is done by reviewing all available data, either from observation, library study, or interview result.

Furthermore, the presentation of the data analysis results is done by combining the informal and the formal techniques, namely the informal display technique is the results presented by the narrative descriptive method by using a variety of scientific language. However, the formal display technique is the presentation of results in the form of figures, charts, diagrams, tables, etc.

The Concepts of Children Character and Painting Activities

According to Lickona (in Zubaedi, 2011: 29), the lexicon of the character relates to moral concepts (moral knowing), moral attitude (moral feeling), and moral behavior. Based on the three components, Lickona stated that the moral concept has several components included; moral awareness, moral value knowledge, foresight, moral reasoning, decision making, and knowledge.

The moral attitude similarly has heart components, self-confidence, empathy, love, kindness, self-control, and humility. Whereas, moral behavior consists of ability components, willingness, and habits. Thus, based on the description can be described that the completeness of a person's moral component will form a good character or superior/resilient that can be described as follows.

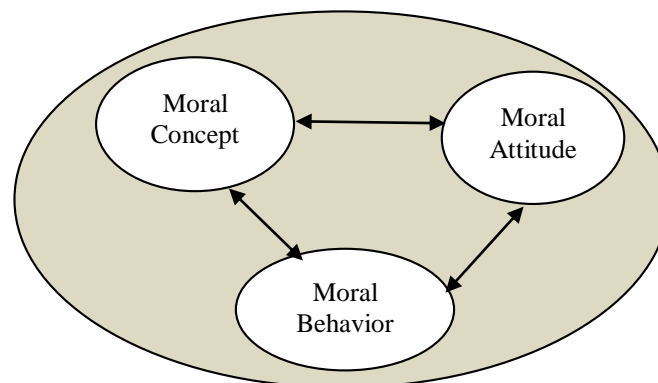


Figure 1. The relationship between the inner moral component
For improving a character according to Lickona
(Zubaedi, 2011: 30)

According to the Convention on the Right of the Child (1989), the children define has been ratified by the Government of Indonesia based on Presidential Decree No. 39 in 1990, those are under 18 years old. Thus, the meaning of characterizing children in here is the efforts made by adults towards the immature children or children under 18 years

old to be nurtured and directed therefore their personality, morality, and behavior, be good, in accordance with the nation's cultural values.

Furthermore, the term painting activity consists of two lexicons, i.e. the lexicon *activity* and *painting*. According to [Kamus Besar Bahasa Indonesia \(KBBI\) \(1995: 20\)](#) stated that activity means *n* 1 activeness; activities, 2 work or one of the work activities undertaken every part within the company. Then, the lexicon painting comes from the word paint means to make a picture, especially the beautiful ones ([KBBI, 1995: 605](#)). Based on the two explorations above, the meaning of painting activity is the drawing activity done by the children in the art school "I Wayan Gama Painting School" in Desa Keliki, Tegagallalang Sub-district, Gianyar Regency, in order to improve their character. It is through the painting activity of children's sensitivity toward the God, environment, and each other is trained, honed, and grown, therefore unlike to form a good personality in accordance with the values and norms that apply in the society.

3. Results and Discussions

3.1 *The Improving Process of Children Character through Painting Activities in the Art School "I Wayan Gama Painting School"*

Unlike the first step for the children learn to paint is the introduction of the basic elements that make a picture up (painting), e.g. picture, line, space, and shape. A point is the smallest or the most basic of the picture element. Then, the point from can be drawn into a line, then create a space, shapes, and so on, to be an object of painting. In the context of improving character children, these steps are meant to train their patience, discipline, honesty, respect for others, and hard work in performing a job, which is an indicator of character education. Due to through the practice of patience, discipline, honesty, respect for others, and hard work attitude, the cognition of children will form a knowledge that is able to paint well, it takes patience, honest, discipline, and hard work. If this is implanted in children from childhood, then after adulthood they will have a good personality that is patient facing something, unlike working hard, and discipline in doing the job. Related to the planting e.g. values, Indonesia Heritage Foundation (IHF) has set nine character values that need to be implanted to the children (young generation), as illustrated in the following table.

Table 1
The Character Values that needs to be kept for the children
according to Indonesia Heritage Foundation (IHF)

No.	Character Values
1.	love God, trust, reverence, loyalty
2.	responsibility, excellence, self, reliance, discipline, orderliness
3.	trustworthiness, reliability, honesty
4.	respect, courtesy, obedience
5.	love, compassion, caring, empathy, generosity, moderation, cooperation
6.	confidence self, assertiveness, creativity, carefulness, courage, determination, and enthusiasm
7.	justice, fairness, mercy, and leadership
8.	kindness, friendliness, humanity, modesty
9.	tolerance, flexibility, peacefulness, and unity

In the art school, " I Wayan Gama Painting School " as well as embedded values, unlike the table above, is illustrated. For instance, the loving attitude to the God and all of God creations are implanted to the children by directing to paint the statue of the god, or the landscape surrounds it. The way in the children will arise a sense of loving to the God personified on a picture of the god statue. Similarly, painting the panorama, the children will form an attitude of natural empathy and its contents. In addition, through the painting exercises for the children will also form an attitude of independence, responsibility, honest, respectful, helpful people, confident, humble, and tolerance towards each other.

According to [Kusuma, et al. \(2011: 14\)](#) for the convenient of the character education in the school sets, or other educational institutions, it is necessary to develop some values that are considered important for the possession of each

graduation. In Lickona perspective (1991: 43) the value that needs to be implanted for developing of the children's character generally can be classified into the two kinds, i.e. (1) respect and (2) responsibility. Lickona considers both values importance is important to (1) the development of the personal health; (2) keeping interpersonal relationships; (3) a humane and democratic society; and (4) be more loving and peaceful.

Referencing to Indonesia Heritage Foundation, and Lickona above, it can be understood that there are actually some important values that must be developed in improving the children's character. The values included love to the Almighty God with all creatures, honesty values, hard work, wisdom, generosity, confidence self, and so on. The all have been installed by the instructors to their students in the art school " I Wayan Gama Painting School ", in Desa Keliki, Tegallalang Sub-District, Gianyar.

Although, it is non-formal education institution, however in practice has been able to develop the children character who are incorporated in it well. This is evident of 27 children who participated in the art school, none of them are indicated to follow the act of juvenile delinquency in everyday society. In the character education context is targeted experiences obtained by the children through various social activities outside the school, e.g. scout activities, soccer associations, job training, dance courses, and painting activities, are important experiences that can influence for their character improvement. According to Kusuma, *et al.*, (2011: 40) the experience gained by children through various activities outside the school needs to be known by the teacher, due to the experiences that strengthen the characterization of the child's character must be strengthened by the teachers in the school, the bad character of the children should be strictly denied.

Unlike in America, there many children and adolescents attend sporting societies, they have an obsession to be a winner. If the orientation of the society justifies ways to achieve victory, then the attitude as the children can be stated that it has been involved in a situation called *demagogic Machiavelian*. *Demagogy* is meant is not pedagogy, due to it develops values that are rejected by universal humanity. However, the children in the art school " I Wayan Gama Painting School " actually trained to be sporty in terms of competing. Unlike I Wayan Gama stated (instructor and owner of the school), as follows.

... in terms here the student competing, we educated to be sporty, how if there is a student whose paintings sold, the money is deducted 5% to be used as joint cash. The money then used to buy painting materials such as paper, paint, brushes, and other purposes that can be provided for the students. This system will compete with the student in a fair manner with their other friends (Interviewed, 12 August 2016).

Based on the above data, it can be drawn through the painting activity in the art school "I Wayan Gama Painting School" the children can gain an experience that can be strengthened for developing of the children's character. The social interaction through the children engage in pedagogical situations, they are involved in the development of universally accepted of the human right. Thus, it can be stated that the social life actually consists of a number of universal needs and the group responses are to meet those needs. It responses is often called social institutions.

Based on the description, it can be understood that the educational institutions are not only within the school environment but also can be in other institutions in the community. For example, in the judiciary or defense, there is also socialization and education, but its primary function is not education. Similarly, other institutions unlike Institute courses, work training, and on the art school can also occur the socialization and education process that is non-formal. It should be emphasized in this description that as institutions, can be a conducive educational institution if the institution is in a "good" condition. Due to the good institutions or societies can assist the educational institutions in order to shape the children character and the young people in order to grow and develop naturally and able to behave in accordance with the values and norms that apply in the society. It can be achieved by the children through art activities, especially painting.

The art activity defines to lead forwarding "artistic value" perspective that art is something has a value in human life. It means someone who upholds artistic values has a higher tendency to connect with others, as compared to people who do not like the artistic value. It is stated due to basically the artistic orientation model has a tendency to connect others. Thus, the people who have an artistic soul in the face of circumstances around himself tend to be done through self-expression and avoid interpersonal circumstances. Based on it can be described a human nature of art is a simple life, happy for something beautiful, love to create, and easy to get along with anyone who is around them.

Similarly, the children who are in the art school " I Wayan Gama Painting School ". They love the art values then in their life quite simple, happy, likes to create, and easy to get along with friends in the surrounding environment. Thus, through the painting activities can find various values unlike the art value, religious values, social values, and others. In the pedagogical perspective, this is called the value clarification technique approach that is an approach by

training learners to discover, choose, analyze, decide, and take their own attitudes toward the life values that they want to strive for.

3.2 *The Painting Activities Implications towards Knowledge, Attitude and Child Behavior*

The children painting activities that are conducted in "I Wayan Gama Painting School" directly or indirectly have implications for their own knowledge, attitude, and behavior. The knowledge about the structure and abstract understanding that children acquire through the painting activities in the school. This is so evident from the children timing used to learn for painting, eventually, to fruition, that is the picture of a statue of the god or the landscape, and other objects can be interpreted and applied by the children in their daily life. In addition, the real impact that comes into the children minds after attending painting activities is the ability to explain the names, meanings, and functions of the statues of the gods and the attributes they used, either through asking their instructor, or searching for the reference sources from some books.

In improving the children understanding of the sense and object they painted them about not only to paint but also to find out the meaning of the painting that is being done. Based on the observations made, it can be described that the children who participated in painting in the art school "I Wayan Gama Painting School" have a concrete knowledge of the objects painted. The following is an excerpt from an interview with a child participating in the school, I Wayan Sunarta (15 years old) as follows.

... I initially can not paint, however after I pay attention to the students and often play to this art school, I also feel interested in joining here. After attending the painting training for the difficulty about 5 years, I finally can paint some objects, with understanding and the objective meaning of the painting (Interviewed, August 28, 2016)."

The informant statement above is in accordance with the constructivist schools perspective, [Gagnon and Collay \(2011: 10\)](#) stated that "constructivist approach refers to the assumption that humans develop themselves by engaging both in their personal and social activities for improving science." Regarding the children will have a different understanding of their knowledge gained based on experiences and perceptions that children used, especially in interpreting a painting object.

It is in accordance with [Baharuddin and Wahyuni \(2010: 116-117\)](#) opinion that in the learning process, the children should be actively involved and become the learning activities center as well as learning practices. The counselors can facilitate the process by teaching in a manner that makes improvement meaningful and relevant. The constructivist learning purpose is determined by how the children improve their own knowledge that is exploring new insights that demand activity and creativity as a motivator for children to think and imagine in the beautiful form and high-value paintings as well as meaningful efforts towards what they paint.

The constructivism is one of the studies derived from cognitive theory. The aim of using constructivist approaches in learning is to help improve children understanding the content or subject matter. It is closely related to discovery learning methods and meaningful learning concepts. Both learning methods are in the context of cognitive learning theory stated that the learning events will take a place more effectively when the children are in direct contact with the object being studied and in the environment ([Alifuddin, 2012: 43](#)).

The knowledge aspect other that involved the children painting activities in the art school "I Wayan Gama Painting School" also has implications on the attitude and behavior of the children themselves. The attitude is a personal tend to accept or reject an object based on a value he/she considers be good or bad. Thus, the learning is to have meant getting a tendency to accept or reject an object based on an assessment of the object from all things useful/valuable (positive attitude) and useless/unworthy (negative attitude). The attitude is an internal ability that plays a role in taking action, the possibilities are opened for action or available alternatives ([Winkel in Raka, 2014: 63](#)). The statement of the pleasure and displeasure of the object it faces will be greatly influenced by its level of the object understanding. Therefore, the reasoning level of a person towards an object and the ability to act about it, contribute to determine an attitude toward the object in question.

In the present research, the attitude aspects observed in the painting learning process in the Art School "I Wayan Gama Painting School" include several things included (a) the children interest in painting activity begins with the child has a positive attitude toward the activities. It can arise an interest in learning and the children seriousness on painting activities, so that the children are easily given the motivation and absorption of expertise in the painting field; (b) the children attitude to their teacher, defines that when the children have and apply their positive attitude toward the teacher in the thoughts, words, and deeds, the children indirectly will easily understand the material from their teacher in the enthusiasm high level; (c) the child attitude toward the learning process means that the learning outcomes

achievement of the children will increase, if there is support of the positive children attitude to learning process being done; (d) the child attitude is related to the values and norms on painting lessons.

The positive attitude shown is the attitude of preserving and maintaining Balinese culture that has begun to be crushed by the foreign culture. Regarding the children involved in the art school, they hope the Balinese culture, especially in the field of painting remains sustainable. The following results of interviewing to a child, namely Dewa Gede Andita Merta Yudistira, (11 years old) as follows:

... I studied painting in the art school, supported by a desire to preserve the Balinese cultural values, especially the painting tradition. After a long time, I studied painting, therefore I began to know how important the painting tradition is preserved or maintained (Interviewed, August 28, 2016)

Based on the above data, it can be known that the child character can also be formed through the non-formal education system. Unlike, the activities through in the art school, even in the dance school, art percussion school, or painting school. It shows an evidence that character education is not only obtained by the children through formal education in the schools, however, can also be achieved through non-formal education, such as courses, vocational training, and through painting activities in the art school. This is in accordance with the Meaningfulness Learning Theory as stated by David Ausubel, which is one of the many learning theories that become a basis for *mild learning*. Meaningful learning is a process of linking new improvement to relevant concepts consist of the cognitive structure that a person already possesses experiencing the learning process. The cognitive structures included the facts, concepts, and generalizations that have been learned and remembered by the children.

According to Ausubel the subjects that should be learned by the children must be "meaningful". The meaningful learning occurred when the children are able to link new phenomena into their knowledge structure. It means, the subject must conform to the children skills and must be relevant to their cognitive structure. Therefore, the subject must be linked to the concepts that children already have, so that the new concepts are completely absorbed in it. Thus, the intellectual-emotional factors of the children involved in learning activities included in painting activities.

In addition, the aspects of knowledge and attitude, painting activities in the art school "I Wayan Gama Painting School" also has implications for the children behavior involved on it. The behavior is a human action or activity itself that has a very wide coverage. For example, walking, talking, crying, laughing, working, writing, reading, etc. regarding the description can be described that the behavior is all human activities or activities, even it can directly be observed by the outsiders, and those not (Noto Atmodjo, 2003). Whereas, in the general sense the behaviors are all actions or actions performed by every the living creature. The behavior can be limited as a state of the soul to argue, think, behave, etc. it is a reflection of various aspects, both physical and non-physical. It can be interpreted as a person's psychological reaction to the environment, the reaction is classified into the two, namely: in the passive form (without real action) and in the active form (with real action).

According to the *American Encyclopedia* (1972), the behavior is defined unlike an action and the reaction of an organism to its environment. It means that the behavior will manifest when there is something necessary to generate a response called stimulation, thus a certain stimulus will produce a certain behavior as well. The behavioral form basically can be observed through their attitudes and actions, however, it does not mean that the behavior form can only be known from their attitude and actions itself. The behavior can also be potential, namely in the knowledge form, motivation, and perception. In this context, it can be divided into the three type's forms namely the cognitive, an effective, and a psychomotor.

In the present study, the behavior observable aspects unlike the children involvement implications in painting activities at the art school of I Wayan Gama Painting School can include some aspects such as disciplinary behavior, hardworking, and skillful for the time used. For example, after a few years the children studied in the art school, they begin to feel the behavior changes, especially in the discipline terms, hard work, and in the time used. Unlike stated by Gede Tedi Sastrawan (15 years old) as follows.

... after adhering to paint here, there are some things that I feel changed on myself. Before I started studies here, I less of the discipline in spending time, for example when the teacher given the task at the school, I like to delay time, due to I have a lot of free time. Then, after joining here, I started more discipline spending my time, due in addition to having to do the school task, I as well as have to take a time to paint and also help my parents at home (Interviewed, August 28, 2016).

Based on the above data, it can be illustrated that the children involved in painting activities I the art school "I Wayan Gama Painting School" apparently has implications on the behavior aspects, in addition to the knowledge aspects, and attitude. It defines that the children involvement unlike painting activity, not only makes their skillfully brush on the canvas/paper, but also implies other behaviors. E.g. in terms of managing time, work hard and act discipline in the *Suda, I. K. (2017). The The children character improvement through painting activities in art school: I Wayan Gama Painting School. International Research Journal of Management, IT and Social Sciences, 4(4), 11-21.*
<https://sloap.org/journals/index.php/irjmis/article/view/470>

various activities. This is in accordance with Djaali statement (in Adisusilo, 2011: 67) that the attitudes are a mental readiness of a person composed through an experience and exerts the direct influence on the individual's response to all things or situations related to the object. Thus, the attitude instantaneously does not arise, but it is composed and shaped through an experience and gives a direct influence on one's response.

Regarding the above data, it can be stated that basically the painting activities are done by the children in the art school 'I Wayan Gama Painting School', in Desa Keliki, Tegallalang, Gianyar can lead to the knowledge improvement efforts, the children of character. Due to the painting process is done in the school using inquiry learning strategy. In the strategy, application emphasizes the learner's activity to find and discover the knowledge itself, or by the other terms, an inquiry strategy puts the learners as subjects.

In addition, an inquiry learning strategy, all activities are undertaken by the children are directed to search and find their own answers to the questionable things, therefore, to foster a trusting sense for themselves. It is not merely it, the most important goal of implementing the strategy is to develop systematic, logical, and critical thinking skills in the children who follow the learning process. Thus, in this strategy, the children are not only expected to master the material learned, but also able to take advantage of its potential.

The instructors similarly do in teaching the children in the art school "I Wayan Gama Painting School". They are given the freedom to search and discover themselves for various techniques that can be exploited to pour their artistic creativity on the paper. As well, in terms of understanding the various objects of painting that they made, unlike the meaning of the object of the god statues, landscapes, and the other cultural objects.

3.3 Research Findings

In the present study, there are some findings obtained, both in the form of factual and theoretical findings. The factual findings are (1) The children involvement in painting activity is due to the cultural value system adopted by Desa Keliliki society, called the ethos crafted as part of the work ethic, according to the local term is called "feeling of embarrassment", it defines that everyone who has the feeling of embarrassment if they are not able to do what can be done by the neighbors, the relatives or anyone who became their friend. Similarly, the children in the village, they will feel very ashamed that they can not paint as their peers done; (2) the children are also interested in participating in painting activities in the school, due to the talents (*taksu*) or in the Balinese beliefs are often called *karma*, and supported by an environment (Dewi Kumara) and the instructors in the school environment; (3) In the children's school not only learn to paint, but also often they discuss the about subject matter given by the teacher in the school, therefore the school forwarded to acting unlike an arena to develop their art activities, as well as serves as an arena for the children to discuss the things regarding the science.

The theoretical findings included (1) the research was obtained the theoretically finding in accordance with the postulates constructivist theory and the meaningful learning theory. The theory emphasizes the education process based on the *contextual teaching and learning* approach. It defines that the children involved in painting activities in order to find and develop their own knowledge through the painting activities and exchanging improvement with their mates; (3) the children involvement in painting activities in the school is as well as due to the combination of talents (*taksu*) brought from their birth and their social environment, so that it can reinforce postulate convergence theory which states that the children development is influenced by two the factors i.e. the talent and environment in the interdependence.

4. Conclusion

First, the improvement process of the children characters through painting activity in the art school "I Wayan Gama Painting School" can be divided into two steps. The first step, it is through the painting techniques introduction, wherein in this step, the children are trained their patience and perseverance in training, starting to create a line, fields, and draft up, then make a sketch, to the coloring stage. It is certainly a part of the process of characterizing the children's character. Furthermore, it is a meaningful step towards the various objects painted for the children done by constructing their own meaning behind the object they're painted.

Second, the children involved in painting activities in the art school 'I Wayan Gama Painting School' Desa Keliki, it has implications on the knowledge aspects, attitude, and behavior of the children themselves. The knowledge implications meaning that the children involved in painting activities at the art school can form their knowledge, both in terms of painting techniques and each object they painted. The children's attitudes implications can be known from their attitude for those who deeply appreciate the cultural values of their ancestors after they directly participate

involved in painting activities. Whereas, the implications on the children behavior can be observed from their behavior change. For example, before they participated in painting activities they lacked the discipline of using the time, less hard-working, and less skilled at doing things, however, after joining the art school, everything changed. They are more disciplined in using the time, they become more patient and hard-working.

Conflict of interest statement and funding sources

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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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