PROCEEDING

ICAAE

The 1st International Conference for Arts
and Arts Education on Indonesia
(ICAAE)

Theme:
"Rethinking The Human Dignity and Nation Identity:
A Review Perspective of Arts and Arts Education"

Venue:
**Faculty of Languages and Arts,
Yogyakarta State University, March 5-6, 2014**

Invited Speakers:

Prof. Dr. Kanchana Witchayapakorn
Faculty of Humanities, Naresuan University,
Thailand

Dr. Goh Beng Lan
Department of Southeast Asian Studies,
National University of Singapore

Rudi Corens
A Belgium Artist – Curator Educational and Toy Museum "Kolong Tangga",
Yogyakarta, Indonesia

Prof. Dr. F.X. Mudji Sutrisno, SJ.
Driyarkara School of Philosophy, Jakarta, Indonesia

Prof. Dr. Ign. Bambang Sugiharto
Department of Philosophy, Parahyangan University,
Bandung, Indonesia

Prof. Dr. Suminto A. Sayuti
Faculty of Languages and Arts, Yogyakarta State University,
Indonesia

Reviewers and Editors:

Dr. Kasiyan, M. Hum.
Dr. Widyastuti Purbani, M.A.
Ayu Niza Machfauzia, M.Pd.
Siti Sudartini, M.A.

MUSIC, IDENTITY AND HUMANISM

Postmodern Humanism Paradigm in Work of Art, Its Implication in Art Education

A.M.Susilo Pradoko
Universitas Negeri Yogyakarta
susilopradoko@yahoo.com

Abstract

A postmodern philosophical views that emerged after the modern times and the process is still ongoing in conjunction with modern times. The modern era emerged during the industrial revolution around 1875 until now. The paradigm of the industrial era and technology and its societies will create a universal pattern of scientific result to the excesses of the whole human life, this reasoning then led to the postmodern philosophy. Postmodern paradigm will help peoples assess societies and the work of art more humanist and it has the implications on art education.

This paper will discuss the philosohy of postmodern thought for human and the values of works of art and its implications for art education.

The stream of modern paradigm has a strong foundation in the natural sciences *(Naturwissenschaften)* associated with natural fonomena uniform, universal scientific. While the postmodern emphasis on human culture, humanities (*Geisteswissenschaften*) especially in the realm of art, science that deals with human (humanities), is seen to have a unique human phenomenon, human consciousness. Postmodern view in human societies i.e. : (1) socio-cultural theory can not escape the context of society, (2) effect on the local context values, (3). Reference on cultural uniqueness. The artwork has an independent subject, the subject according to the situation of dialectical community service, artistic values in accordance with the local community, has its own uniqueness can not be a universal rule of aesthetics and value. Implications in art education is referring to the aesthetic values of the game's own language (language game). Assessment in art education is not the same each other for multi cultural art, each art has its own aesthetic according their own criteria.

Introduction

A postmodern philosophical views that emerged after the modern times and the process is still ongoing in conjunction with modern times . The modern era emerged during the industrial revolution around 1875 until the present . Modern society believes and bases on : forward minded , optimistic , rational universal , absolute knowledge and technology , technology -based industry in producing the necessities of life . The paradigm of the industrial era and technology and will create a universal pattern of scientific results in the excesses of the whole human life , the reason is then led to the postmodern view. Postmodern thought has a variety of perspectives in breaking down the weaknesses of the modern view of the universal . The complexity of modern culture 's weaknesses include : anxiety relationship between public culture and politics shape , and doubt the truth of universal application ratio , between secular and religious issues . Wheale Nigel reveals contradictions between modern problems , enlightenment and postmodern view as follows :

" Anxiety about the relation of cultural elites to common experiences, and the kinds of contribution made by intellectual minorities to the civil values and political form of the majority. .. Doubts about the universal applicability of particular conceptions of reason and right, along side the practical application of just such values.., Debate over the relative values ascribed to European and non-European culture… Continuing argument between secularist and peole maintaining religious fith…. " (Wheale, 1995: 7).

This paper will discuss the philosophy of postmodern thinking paradigm for further human impact on the work of art as well as its implications in art education paradigm especially the values contained in it are different between the modern universal categories with a multi cultural particularism.

Discussion

Modern age began in the 18th century extended to the whole of Europe 19 and continue until now extends worldwide. In this modern age is often referred to as a period of enlightenment, enlightenment will include understanding superstitions and myths replaced with rational thought. Glenn Ward Modern depicts a view rests on the view of the following characteristics:

" … , but it is often associated with faith in : progress, optimism, rationality, the sarch for absolute knowledge in science, technology, society and politic, the ide that gaining knowledge of the true self was the only foundation for all other knowledge. In debate about postmodernism, these kinds of value are often called Enlightenment Ideals. In other words, they associated with the Age of Reason (or Enlightnment), which originated in seventeenth and eighteenth century in Europe, and which quickly influenced all Western though" (Ward, 2003: 10).

The ambition of universal enlightenment global model means the same paradigm in order and thinking patterns is viewed as a universal occupation, outside the West Country and Europe can be considered as a country of cultural classed under advanced (under-developed) but surprisingly often translate into developing countries. Nigel Wheale revealed as follows:

" In part it was the universalism of the Enlightenment's ambitions whichwas so compelling, because it proposed a universal form of reason together with an aspiration to universal right. But in other forms this supreme confidence could also appear as triumphalism or absolutism. Therefore another characteristic of the period was the self concius definition of

Europe as the most advanced region of the world, with a related tendency to disparage others cultures as under-developed and therefore implicitly ripe for exploitation " (Wheale, 1995: 6).

The size of the value of good and bad, right and wrong often use the size of Western and European countries, while the actual conditions, situations, people and different scientific material between Western countries and countries outside the West. Later in the 20th century American modernity under the influence of power, or often referred to as Americanization worldwide. " In the course of the twentieth century, modernity has been in creasingly described as an irresistible process of the Americanization of the entire world, as United Stete displaced Europe as the most powerful region " Wheale, 1995:

Most descriptions of modern art from medieval times until the late 19th century, with the development of painting in the impressionist and post-impressionist in Frence. That is often said to be the beginning of a period of great experimental art with the aim of changing the representation of a representation in the form of abstract expression. Impressionisme flow moving past the style of realistic art becomes abstract form of expression, other than that in this period the view of art for art purposes. Glenn Ward reveals the following:

'This is often described as beginning of a great experimental period in art, a period in which art pursued new goal and broke free from all tradition of representation. In this simplified view of events, the impressionists triggered of a break from the past in which art learned to turn away from realistic style of representation and move towards more abstract form of expression." (Ward, 2006: 38) anather line is also : " … - towards a position of highly self-concious art for art sake*"(* Ward, 2006: 38).

The flow of art in modern times by Glenn Ward has the following traits: "They are the ideas of: exaperimentation, innovation, individualism, progress, purity, originality. Modernism in art can be broadly defined as Heafy investment in these ideas "(Ward, 2003: 39). Art in modern times are often followed by the standard rules for generating artwork Green Beerk, figure painting raises the following rules: " Abandonning shaded modelling and perspective, emphasizing brush strokes, using hars colours rathe than subtle tonal changes, stressing line (line is abstrack because it doesn't occur in nature), using geometrical forms, using all over compositions, simplifying forms" (Ward, 2003: 44).

Postmodern era also marks the growing presence and image of the object as a replacement, citing Denzin in Baudrillard views as follows: "Boudrillard modern assets that the situation was defined by the power of the simulacrum that the power of images and signs roomates have come to stand for the objects (commodities) that make up the everyday life of the world capitalism" (Denzin, 1986: 195). Attempts to describe postmoden just one style or period is not appropriate . For there is only one point only while the flow of modern ideas remain together . Then it does not mean reject modern style but criticize the Modern work . The flow of the modern paradigm has a strong foundation in the natural sciences (*Naturwissenschaften*) associated with natural uniform phenomena , static phenomenon and controlled the quantitative empirical methods deemed appropriate to be applied to explain the phenomena of nature and discover the laws of nature , giving rise to a universal basic scientific research mainly positivistic then structural and functional . While knowledge of human culture , the humanities , especially art. In the realm of *Geisteswissenschaften* , science related to human (humanities) , is seen to have a unique human phenomenon , consciousness , meaning and purpose of life , is not static , have the freedom to choose to act , difficult to control and easily influenced, Social human environment is not a thing or treated as an object so that there is no dialectic between subject and object as make into a human .

One of the dominant traits that dominate the flow of thought from the Middle Ages until the late 19th century philosophy of positivism following is a characteristic flow posistivisme Positivism aims to make science has a foundation that is strong and reliable . Basic tenets of positivism as between others;" 1) . Contained in the laws of nature are known ; 2) . Causes of the existence of things in nature can not be known ; 3) . Every statement that in principle can not be restored in fact has no real meaning and makes no sense . ; 4) . Only the relationship between the facts that can be known . ; 5) . Intellectual development is a major cause of social change " (Osborne , 2001: 134-135 ; Lubis , 2012: 6) . Procedure - experimental empirical research in sociology Comte can be formulated as follows:" 1) . Observation : researching and looking for relationships between facts , and then review it from the laws of statics and dynamics , of the observations can be formulated hypotheses will be proven through research ; 2) . Experiment : social phenomena in a certain way to intervene in certain ways and thus causal unexplained phenomena and the public can challenge understanding how normal society ; 3) . Comparison : for example in biology as comparative anatomy . In a comparative study of sociology can be done between the two periods in a given society (historical sociology) " (Lubis , 2012:7) .

Postmodern emphasis on human culture, humanities *Geisteswissenschaften* especially in the realm of art, science that deals with human (humanities), is seen to have a unique human phenomenon, human consciousness. Raises postmodern view of, among others: (1) socio-cultural theory can not escape the context of society, (2) effect on the local context values, (3). Reference on cultural uniqueness. The artwork has an independent subject, the subject according to the situation of dialectical community service, artistic values in accordance with the local community, has its own uniqueness can not be a universal rule of aesthetics and value. Implications in art education is referring to the aesthetic values of the game's own language (language game). Implications in art education: art appraisal is not the same apply universally, in a multi-cultural society, each art has its own beauty suit their own aesthetic criteria.

Postmodern art forms have a character in mind the following:" Aim to appeal to a wider audience ; re - thing the relationship between art and popular culture , and reconsider the supposed differences between works of art and other consumer goods ; are against modernism 's idea that art defines itself , and see the artness of objects and images as defined by the social acts of interpretation ; propose that all cultural production is involved in complex social relations . Artists are very much inside society . Whereas the critical vs.conservative debate assumes that artists have to be in position out side of popular culture and comodification in order to offer a substantial critique of them , postmodernism suggest that such a position my be Neither possible nor desirable . ; Criticize aspect of culture from within . For example , rather than reject the language of the masss media for something better , a post modern artist would present the work that ironically uses those languages , or under erasure . ; Do not define Themselves by Rejecting either modernism or popular culture , but exist as unsteady territory between the two ...... " (Ward , 2003: 54) .

In the modern era of advanced countries (development countries) implementing dominance of power through knowledge, through the so-called soft power, soft power. Hoed explained as follows: "Here we see that the power structure of the software are in" power "(power struckture) and also in terms of glasses semiotic number of cultural elements which have the power of the state is a symbolic sign of an agreed and enviable by most of the nation's state-controlled. When a symbolic sign that overwhelms us, there was a mental structure that controls us, or a nation" (Hoed,2011:286). Similarly, the rules are referred to as enlightenment

for the world to put in place the system of three modern culture with the rules of the dominant culture of the country.

This is the modern view that one side can be considered to advance knowledge but on the other hand is actually a pattern of driving to the knowledge and culture is the dominant culture in this country , especially western countries that have schools of capitalism . Other cultures no longer be oppressed and ignored its development or even die In The Field Of art, soft power has penetrated too modern . Nation to think that the highest art is the art of the Western model , the size is good and bad , beautiful and not beautiful by itself is determined by the dominant culture in this case the ideology of modern western culture . While the art has been stated earlier that , in this case art and culture Indonesian nation has its own beauty , has its own language game . Grammar of his art , his art grammar , syntagmatic and paradigmatic art circuit different from western culture and art ; included in it is bad as well as good - sized beauty. Each nation has its own culture and art has its own rules of the game , especially the Indonesian people who have more than 640 tribes and has its own wealth . Arts excel nation 's call it Karawitan , Kroncong , Batik , Dance of Java, Bali and so should not be cut by modern paradigm , but they have to exist side by side with modern art . In this beauty criteria can refer to gasgasan Zanden about wealth insider paradigm :

" We cannot grasp the behavior of other peoples if we interpret what they say and do in the light of our value, beliefs and motives. Instead of we need to examine their behavior as insider, seeing it within the framework of their values, beliefs and motives. This approach, termed cultural relativism, suspend judgement and views the behavior of people from the perspective of their own culture" (Zanden, 1988: 69). This is what one of the criticisms that led to a paradigm postmodern paradigm criticize the philosophy and practice of soft power through universal scientific

In the world of art education , art belonging to the Indonesian people should be developed to move forward and pushed into the soft power of gratitude even to other countries . Countries that adopt a modern idea , but criticized and do not want art tradition is the country Japan lost it, they still have a Kabuki dance , Traditional Music , Existence clothing tradition , Origami Art , Art of Ikebana . After the development of arts and culture itself is no less important is the assessment of the cultural arts . There are ethical and aesthetic criteria in the context of the culture itself . The size of criteria in assessing the ethics aesthetic are not universal scientific paradigm west . Criterion's size about Gamelan beauty with the size of the orchestra both games have different aesthetic criteria sizes ; beauty Size Batik art was not precisely matched to the size of the color selection criteria of modern painting . It is important to realize because it has implications for the national traditional arts education in schools both primary and secondary education .

Conclusion

Modern view of the movement begins at about age 18-19 , started in 1875 and has continued until now. Modern age marked by the rise of the industrial revolution and developing rational scientific view that opposing views superstitious society . Paradigm emphasizes the universal view of scientific philosophy in which the patterns of scientific laws apply equally . Industry pioneer countries develop modern philosophy to all other countries that led to the dichotomy between Countries Development and Under Development Country . Culture and modern philosophy penetrated into all the world and it is actually also a Soft - Power for Western

countries . Postmodern see the gap flow shortages , bad consequences of modern thinking that led to language games that the other country is a multi-cultural society which has its own rules of ethical and aesthetic criteria , so the artwork is often deviate from standard rules that have been made in the modern period . Arts education needs to be aware of the postmodern paradigm and its application in the world of art and culture education elements of domestic and assessment criteria in accordance with the ethical and aesthetic context of the society and the country in terms of area in Indonesia .

References

Denzin, Normak K. 1986. " Postmodern Social Theory" *Sociological Theory.* Vol.4 No.2. Publ. By American Sosciological Asosiation. Diunduh dari: http://www.jstor.org/stable 201888

Hoed, Benny H. 2011. *Semiotika dan Dinamika Sosial Budaya*. Jakarta: Komunitas Bambu.

Jencks, Charles Ed. 1992. *The Postmodern Reader*. New York: St.Martin's Press..

Lubis, Akhyar Yusuf. 2004. *Filsafat Ilmu – Metodologi Posmodernis* Bogor: AkaDemiA
_____. 2006. *Dekonstruksi Epitemologi Modern: Dari Posmodernisme, Teori Kritis , Poskolonialisme Hingga Cultural Studies*. Jakarta: Pustaka Indonesia Satu.

Pradoko, Susilo. 2013. *Landasan Filosofi Postmodern dalam Inovasi Pembelajaran Seni.* Makalah: Seminar Nasional Inovasi Pembelajaran Seni, FBS UNJ 4 Juni 2013.

Ward, Glenn. 2003. *Teach Yourself Postmodernism.* Chicago: Contemporary Books.

Wheale, Nigel. 1995. *Postmodern Arts.* Canada: Routledge.

Zanden, James W.V. 1988 *The Social Experience*. New York: Random House Inc.

Judul karya Ilmiah (paper) : Postmodern Humanism Paradigm in Work of Art: Its Implication in Art Education.

Penulis Prosiding : Dr. Drs. A.M. Susilo Pradoko, M.si

Jumlah Penulis : 1 orang

Status Pengusul : Penulis mandiri

Identitas prosiding :
a. Judul *Prosiding* : Rethinking the human dignity and nation identity:a review perspective of arts and arts education.
b. ISBN : 978-602-7981-26-3
c. Tahun Terbit, : 5-6 Maret 2014
Tempat Pelaksanaan : Universitas Negeri Yogyakarta
d. Penerbit/organizer : UNY Press
e. Alamat repository PT/web prosiding :
f. Terindeks di (jika ada) :

Kategori Publikasi Makalah
(beri √ pada kategori yang tepat)

[√] *Prosiding* Forum Ilmiah Internasional
[ ] *Prosiding* Forum Ilmiah Nasional
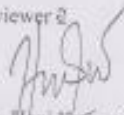
Hasil Penilaian *Peer Review* :

Komponen Yang dinilai	Nilai Maksimal *Prosiding*		Nilai Akhir Yang Diperoleh
	Internasional [√]	Nasional [ ]	
a. Kelengkapan unsur isi paper (10%)	(80 + 80)/2X10%	(.....+.....)/2X10%	8.00
b. Ruang lingkup dan kedalaman pembahasan (30%)	(78 + 78)/2X30%	(.....+.....)/2X30%	23.40
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	(78 + 77)/2X30%	(.....+.....)/2X30%	23.25
d. Kelengkapan unsur dan kualitas terbitan/prosiding (30%)	(80 + 82)/2X30%	(.....+.....)/2X30%	24.60
Total = (100%)			78.95
Nilai Pengusul =			B.

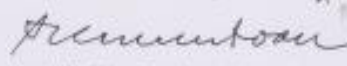Catatatan Penilaian paper oleh Reviewer

Atas dasar tabel di atas, nilai karya tersebut adalah : a. Amat Baik (A), b. Baik (B) c. Cukup (C)

Reviewer 2

Dra. Heni Kusumawati, M.Pd
NIP 19671126 199203 2 001

Tanggal 19-07-2017
Reviewer 1

Prof. Dr. Drs. Suminto A Sayuti
NIP 19561026 198003 1 003

Catatan:
1. Bumbuhkan nilai pada kolom yang sesuai dengan karya ilmiah
2. Rentang nilai: 50-100
3. Konversi nilai angka ke huruf dan sebutannya: 81-100: A (Amat baik), 66-80: B (baik); <6,50: C (cukup)