

Creative Knowledge Transfer using Junk Art to Promotes Sustainable Development Goals

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ABSTRACT

The process of getting information regarding government initiatives to promote entrepreneurship (2016-2020) in rural area has not been clearly explained to the population in rural areas. The development of an alternative teaching and learning module has enabled for meaningful. There is a need to develop an alternative teaching and learning module to support the transfer of knowledge and skills. The aim of this study was to design and develop Junk Art Module as scaffolding for unemployed women to obtain knowledge and skills in art production. The study was conducted using the Design and Developmental Research (DDR) by Richie and Klein (2007). There were eight unemployed women and three experts from government agencies who were involved in this research. To test the usability of the module, the researchers conducted interview sessions with the experts and unemployed women which showed that the Junk Art Module offered a new knowledge and skills in producing art products using recycled items which should be commercialized through online businesses, tourism centers and other market places. Both the experts and unemployed women gave positive feedback that the module gave them a positive experience in making art products as a sustainable goal.

Keywords: *Junk Art Module, art production, entrepreneurship*

INTRODUCTION

Art education plays a vital role in our education and our lives. A work of art is a representation of the everyday social world and the real world of art (Siti Zuraida Maaruf and Khairul Ezani Abdullah Nawawi, 2018). The purpose of art education is not to coerce the individuals into the society of professional fine art but to enable them to find meaning in the art world to live in the everyday world (Efland, 2002). Art education is very broad in giving its meaning to society. In 21st century, societies are expected to be creative, flexible, adaptable and innovative and our education system should adapt to this shifting circumstances. New economies demand that human capital be more self-independent in steering through high living cost. Therefore, art education enables learners to express themselves, provides learners with skills, critically judges their surroundings. (UNESCO; EFA Global Monitoring Report, 2006). This statement proves that art education is important for society in their everyday life as an added value for them in enhancing their skills. It could also benefit them. Art education can increase one's skills and upgrade their standard of living with the production of art. One of the skills that can be practiced is the production of art using recycled items that can be modified through the process of innovation to make something valuable. According to (Xu and Gu, 2015), wasted or old materials that are cost effective can also be upgraded to be treasures of considerable economic benefits. This is possible through the "up cycling" technique; Junk art. "Up cycling" is the advanced stage of cyclic utilization, a kind of value-added reproduces of wasted or old materials, and also the redesigning of the materials.

Background of the Research

There are a lot of local and private universities and colleges that offer Art and Design education for students to continue their studies but there is still a lack of exposure in rural areas. The Arts rejuvenates, society and improves the economy (Walesh, 2001). Thus, Art and Design knowledge plays a significant role in the production of products that require creativity and innovation from their surrounding and culture. Art and Design production knowledge is important for rural society especially unemployed women. It can offer them an added skill. According to Turkkahraman (2012), art education will affect the person being educated and the whole community

starting with the family. In other words, art offers an opportunity in raising a sufficient number of efficient people for more prosperous society. It also promotes an understanding and sharing of cultures. They promote social skills that enhance awareness and respect for others.

Guetzkow (2002) stated that art education provides a stimulation for the development of social capital and the achievement of community goals. Previous studies show that with art and design production, a community can develop its creative skills using the materials from their surroundings to make art products that can be catalyst for their economy. Ontario Art Council (2002) defined art community as involving the professional artists and community members in a collaborative creative process resulting in collective public experience and expression through art production. It provides a way for communities to express themselves, help the artists in terms of financial support and engage in creative programmes with communities. Collaborations in the creative process will help them to produce artistic products. Thus activities can engage and motivate the societies in making art products as a way to express their creative skills. In this study, the usage of art and design production module containing knowledge of art production and guidance in the production process will enhance their skills and motivation to produce art that can be commercialized. This study will provide informal art education for unemployed women as a beneficial skill for them to generate income.

The art production module for the unemployed women in the rural area focused on the utilization of used materials (recycled items). Hallie Ford Museum of Art (2006) stated, in the 1950s, that fine artist Louise Nevelson created aesthetical sculptures from scrap wood while other artists such as Robert Rauschenberg began to explore the creative possibilities of using recycled items as artistic materials. In the 1960s and 1970s, John Chamberlain used car body parts comprising squashed fenders, broken doors, twisted bumpers, and dented hoods to create creative and expressionistic works of art. The increase in environmental concerns in recent years show that the use of recycled items in art has gained new credibility and possibilities in creative field. This shows that art products from recycled items can be commercialized by adding some aesthetic and consumerism value that can be highlighted as innovation products with value in the marketplace.

Research Problem

Transferring art education knowledge through the process of art production is relevant especially for unemployed women in the rural areas who have low education to generate side income as similar to Emily B. Zimmerman, Steven H. Woolf, and Amber Haley research findings in Kaplan R, Spittel M, David D (2015). The rate of unemployment women in rural area is high because of low education background, family background, lack of job opportunities, and their low motivation level in improving their skills and generating their income. This could be supported with researcher's observation in rural areas and the statistics of unemployment in Malaysia (2015). The Department of Statistic Malaysia Official Portal (2015), shows that the percentage of labour force participation declined by 0.7 percentage point to 67.2 in January 2015 compared to the previous month at 67.9 percent. This reduction was due to the reduction of population aged 20 to 34 years old in the labour market. The eleventh Malaysia Plan (2016-2020) states that Malaysia has continued to strengthen its economy though there are still challenges to be addressed such as lagging productivity growth, low compensation to employees, and disparity in household income. Based on government blueprint there are needs to provide an opportunity to society especially women by involving them in entrepreneurship with art knowledge and skills that can improve their income. In addition, the blueprint of Ministry of Rural and Regional Development (2016-2020) emphasizes on the entrepreneurship in rural area. (Shan, P. L. M., Yunus, M. M., & Mohamad, M., 2016). This blueprint was made to identify strengths and potential in villages and develop entrepreneurs to find appropriate resources for the purpose of income generation. Therefore, the 'Junk Art Module' for unemployed women aims to transfer art knowledge and skill through the production of art product from recycled items that can be commercialized fills the gap of developing entrepreneurship in rural areas.

Research Objective

The aim of this research is to explore the usability of Junk Art module for unemployed women in a rural area to generate income.

METHODOLOGY

This research applied the Design and Development research approach by Richie and Klein (2007) that focuses on the processes of designing and developing Junk Art Module for the unemployed women in rural areas through informal education workshop. This research has three phases that contained specific procedures in line with the ASSURE Model which are phase 1: Need Analysis, Phase 2: Design and Development and Phase 3: Implementation and Evaluation. For the purpose of this writing the researcher will discuss the research findings for Phase 3: Implementation and evaluation. ASSURE Model was used as a guide for planning and conducting educational instruction that uses media. This Model has six steps that represented by the acronym in its inscription that describes a set of tasks dominant to the informed selection for the use of educational technology (D.Hala Ibrahim Hassan, 2014).

In-Depth Interviews

The researcher used in-depth interview as an instrument to get deeper information based on respondents' understanding, thought, experiences, feelings and feedback after the implementation of the Junk Art Module. Boyce and Associate (2006) stated that in-depth interview involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation. The interview sessions were conducted separately for officers from *Majlis Amanah Rakyat* (MARA), Rubber Industry Smallholders Development Authority (RISDA), and *Lembaga Kemajuan Wilayah Kedah* (KEDA) mean while group interviews were conducted with the unemployed women on a casual basis. According to Alan Morris (2015) the In-depth interview should be flexible and free-flowing interaction. The Researcher interviewed the respondents who are unemployed women and experts from *Majlis Amanah Rakyat* (MARA), Rubber Industry Smallholders Development Authority (RISDA), and *Lembaga Kemajuan Wilayah Kedah* (KEDA) as government agencies that run the government blueprint for entrepreneurship in rural areas. The feedback and opinion from unemployed women and experts after the implementation process were analysed and the findings were described to identify the usability of this module.

Research Participants

The participants in this Phase Three are eight (8) are unemployed women who live in the rural area and are aged between 21 to 30 years old, and three experts from government agencies; *Majlis Amanah Rakyat* (MARA), Rubber Industry Smallholders Development Authority (RISDA), and *Lembaga Kemajuan Wilayah Kedah* (KEDA) which the moving agencies for government aspiration on entrepreneurship in rural area. The participants were selected purposively.

Data Analysis

For Phase 3: Implementation and Evaluation, the interview data was thematically analysed. Coding is a vital process in thematic analysis as it describes segments within our data and ascribes meaning to them. (Nigel Gilbert and Paul Stoneman, 2015).

FINDINGS

The research findings discussed in this section are based on the analysis of the interview transcriptions conducted with both groups of unemployed women and experts from *Majlis Amanah Rakyat* (MARA), Rubber Industry Smallholders Development Authority (RISDA), and *Lembaga Kemajuan Wilayah Kedah* (KEDA) who were chosen through the purposive sampling approach. The unemployed women were involved in the teaching and learning process using Junk Art Module developed by the researcher. The Junk Art Module was designed to support informal learning of art production using recycled items that can be commercialized to generate their income. The analysis based on the following themes:

- Feedback on the Junk Art Module
- The marketability of art products using recycled items
- The strength of the module
- The Recommendations and areas of improvement of the Junk Art Module

Feedback on The Junk Art Module

The interview with the eight unemployed women and three experts on the Junk Art Module revealed that the module had effective pedagogical approach, was easy and had simple method of learning. According to *Majlis Amanah Rakyat* (MARA) officer, the module was easy for the unemployed women to understand. They could learn the module without any mentoring from others:

Okay,. For the person that is familiar with the materials, they seem to not have any difficulty to produce this stuff...the steps was very easy and simple...they can follow the module without getting help from others.. (E1:L:36-38:T:14.15:09/04/2017)

In addition, other experts also shared their opinion. the Rubber Industry Smallholders Development Authority (RISDA) officer provided positive comments on the visuals in the instruction video. It helped the unemployed woman absorb knowledge more effectively in their learning process:

For me... it is okay... because it is step by step... materials, then the making process... if it's like this the visual is clearer... they can see... like this picture, it's not moving and they can understand better in video format...(E2:L:36-42:T:15.30:09/04/2017)

Lembaga Kemajuan Wilayah Kedah (KEDA) officer also stated his opinion on the Junk Art Module. He stated that the module was very suitable to be implementing in schools because the learning method was very easy to understand:

From my opinion... for this, it's not only for 20 to 30-year-old person... we can apply this module in elementary school or middle school because it's not really hard to do... it is something easy ... but then, we have to look into the material whether it's suitable according to the age... For example, glass objects, this dangerous object may not be suitable for children of primary school level; maybe it is more suitable for secondary school and higher education level... (E3:L:04-09:T:14.20:10/04/2017)

Marketability of Art Products using Recycled Items

The participants did not deny that the art products have market value if they were sold through the right channel. The three officers from *Majlis Amanah Rakyat* (MARA), Rubber Industry Smallholders Development Authority (RISDA), and *Lembaga Kemajuan Wilayah Kedah* (KEDA) gave their positive opinion. They thought that the products could be commercialized but with the condition that the product must be neat, unique, and looked nice. They also give some recommendations on how to market the products which is by entering exhibitions and joining craft agencies in the area.

MARA Officer stated that:

Aaa... to commercialise...they just have to ensure that the finished products a clean and neat...sure this thing can be commercialized because these products are used for decoration...one more thing, this can be good attraction...students who come to exhibition or sale of craft products, these products can go further... Villagers love these kinds of products... (E1:L:44-48:T:14.15:09/04/2017)

Participant 4 stated that:

In my view the perfect place to market the products are for online... because online as we know it ...there are a lot of very good quality and people will be aware of the product quickly....so online business is probably one of the appropriate options ... (R4:L:26-29:T:16.45:06/04/2017)

The Strength of the Module

According to the expert, the strength of this Junk Art Module is that it could contribute to the participants' understanding when producing art products. The experts stressed that the combination of visuals and audios make the learning process easier and the steps are also very easy to follow. They also stated that the materials used in this module are very suitable because it is low cost.

The MARA officer stated that:

Aaa ... ermm..if applied without teacher, they can follow this..they think like..a bit slow... Simple...because it shows a step by step..after that.. not too fast..so they can follow....they can see and understand each step..they will understand.. (E1:L:49-52:T:14.15:09/04/2017)

One of the respondents said that the module was easy to follow because there is a manual book which they could refer to besides watching at the videos. Other details of the interview are as showed below:

Respondent 1 stated:

Advantage in this module ... it have a picture and word that easy to understand..and to follow .. (R1:L:11-12:T:16.30:04/04/2017)

Respondent 6 stated:

Advantage of this module.. ermm..its advantage..it has the manual so even if you do not follow 100 percent..if based on just the book and do not watch the video the artwork can be created even if not 100 percent like it is shown in the manual.. (R6:L:05-07:T:12.30:07/04/2017)

Therefore, the module is user-friendly and could be followed closely to produce the art products.

Recommendations and Areas of Improvement of Junk Art Module

Recommendations for improvement module: (1) the module should be neat, (2) it should have some added values in the tutorials that describe the originality of the product, and (3) the module should be continuously used during workshops for unemployed women.

RISDA officer stated that:

The improvement that we the need...mm...like one village one product..aaa it means that the product should have the values that can represent the village..if the village are famous for its deer... maybe can produce the tutorial of product that is related to it..So people will know that this product has something related to the village..... (E2:L:43-48:T:15.30:09/04/2017)

Some of the unemployed woman stated that the module should have a voice over that explains the steps, provide promotion, strategies and diverse recycled materials.

Respondent 1 stated that:

Maybe we need to add a voice over..because with audio instruction.. people can easily follow..not just by reading the module..with the voice over..it easy we can listen and follow the process to create this thing... (R1:L:12-15:T:16.30:04/04/2017)

On that note, researchers will improve the modules according to their suggestions.

CONCLUSION

Ministry of ‘*Ministry of Rural and Regional Development*’ (2016-2020) stated about government goals in the blueprint that emphasizes on entrepreneurship for ‘*Bumiputera*’ and creating entities marketing of rural products to penetrate the market of high purchasing power. There are four aims in the blueprint which are to upgrade shops in rural areas, ‘*I Kampung I Usahawan*’, to create rural premium outlet (RPO) and to expand the online business in rural business. This research focus on one of its main aim that is to develop and expanding entrepreneurship activities at rural areas that emphasize on the slogan “*I Kampung I Usahawan*” which to identify the strengths and potential in a village at rural areas and develop entrepreneurs that are using appropriate resources that can help them for their income and enhance their economic status.

The Junk Art Module contended six recycles waste craft art making demonstration which could be sold as souvenir as well as home décor accessories such as *Jag Marble* (Marble Jag), *Bekas Simpanan* (Stationary Case), *Pasu Hiasan* (Vase), *Penyangkut Kunci* (Key Holder), *Teddy Bear Tuala* (Teddy Bear from Towel) and *Bantal Donut dari kain perca* (Donut Pillow from fabric waste). Crafts products have been modifying to create art products ranging from accessories to home décor, as well as other product categories which the design can play as a social change that embrace the social and give impact on local communities or craft industries (Tung, 2012).

Results in this research Design and Develop (Phase 3) proved that the Junk Art Module benefited unemployed women. It contained new information for them to learn new skills to produce art products from recycled items and which could then can be commercialized on their own basis. This research would be significant for helping unemployed women involve in entrepreneurship for generating side income from selling the products. This module can also be used by the unemployed women as an early exposure for them to enhance their skills in art making, and indirectly enhancing the art knowledge in Malaysian society.

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APPENDIX 1.0.

Samples of participants' products



Pasu Marble that were using recycled items such as recycled jar and old CD as main materials to produce *Pasu Marble*.



Bekas Simpanan that were using recycled items such as recycled bottle such as Pringles bottle and stone as a main material.