

Presentation and Self-Confidence Method: Drawing Learning in Class VII of XI-X Kartika Middle School Bandung Indonesia

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Abstract—Learning art work practices still focuses on practical skills, not yet touching the ability to communicate works. The impact is that students are less able to communicate their work to the public. The process of learning to develop students' abilities in communicating drawing work is a challenge for teachers, including art teachers in Indonesia, because students tend to lack confidence in communicating their work. To improve the ability to communicate the drawing artwork, students can apply presentation learning methods. This study uses the action research method to explain how presentation learning methods can improve the ability to communicate artwork. The research findings show that the presentation learning method can help students become more confident and more communicative in communicating the drawing work.

Keywords—ability, communicating, drawing work, presentation method

I. INTRODUCTION

When the researcher taught class VII junior high school in 2018 at the first meeting, as an executive lecturer assignment to school, students seemed awkward and passive, in learning. When the author assigns to actively ask, their reactions remain silent. When assigned to move forward many classes refused. They seem less confident. Some predecessor researchers tried to create models and learning methods that aim to activate students, for example, the results of research [1] apply the Based Learning (TBL) learning model. Other researchers [2] in activating students with Problem Bass Learning models), and [3] cooperative learning learning models.

When the writer teaches drawing material to students in Indonesia, they explain that the drawing works tend to feel shy and lack confidence. In the next meeting the author tries to provide solutions such as by changing the learning method, which originally applied the lecture method, question, and answer, discussion only then continued with the group and individual presentation methods. The difference between the author's research with other researchers in activating students is that, if other researchers use the model, the writer uses the method, if other researchers aim to activate students, while the authors aim to foster courage and confidence.

II. METHODOLOGY

The researcher used an action research design that was planned and carried out to clarify aspects of the teaching of the researcher himself as an art teacher and art education lecturer in Bandung - Indonesia, to find answers to questions about how learning to improve the ability to communicate the work of images. To find answers to these questions, researchers designed an action research project that refers to several authors [4]. The subjects of the study were 32 junior high school students in Indonesia who were on average 14 years old. Students sit in regular classes (not special classes in arts) while the data collection process involves the main researchers and assistants.

The stages of research conducted by the researcher explain below; In 2018 in semester 1 researchers got the assignment as lecturers assigned to teach in schools, a research project for School Lecturers (PDS). During the first meeting, researchers practiced learning with conventional methods namely lectures, question and answer, demonstrations and discussions, in Class VII Junior High School. The research time was assisted by the school's permanent teachers to help as a research assistant. The task of the assistant is to observe the students' reactions during learning. Based on the assistant observation notes and based on the observations of the researchers themselves the students seemed passive, assigned to explain the work seemed hesitant and embarrassed. At the second meeting, we discussed the problem with an assistant and looked for solutions so that students were more active and not ashamed and hesitant when communicating work in public. Finally found a way to try to apply the presentation method for the next meeting. We both formulated a scenario of how to apply the presentation method in communicating the results of drawing practice. The scenario of applying the presentation method is presented in the chart as follows:

Stages of Application of Presentation Method: (1) after students finish drawing practice, the researcher takes one of the students' work and exemplifies demonstrating how to explain the work to the public, (2) students observe the researcher who is presenting, (3) the researcher divides students into 8 groups, and each group is divided into one task as chairman and one as secretary and explains the task, (4) students sit according to their respective groups, (5) the researcher assigns that each group discuss and assess, then

choose one of the best works in the group to present, (6) each group presents in front of the class explaining the work to other group friends individually.

Research that researchers do focuses on students' reactions in the presentation, so the data retrieval technique is through direct observation, by recording the students' reactions when presenting. Observation results are analyzed qualitatively qualitative, to determine whether students are getting more self-conscious and more fluent in presentation or not.

The teacher assistant helped me during the lesson and helped me to observe and analyze the student's reaction when the presentation. He is very petrifying to researchers, his notes and comments help to minimize subjectivity and help highlight aspects of student reactions that are detached from the attention of researchers.

From the observations and assistant notes and observations of the researchers, they are integrated and analyzed to find out how students react during learning, which focuses on the presentation behavior. The analysis aims to conclude whether students experience an increase in the ability to communicate the work or not, after being taught by the presentation method.

The presentation is an activity to speak in front of many people [5]. Unlike speeches that are more often performed in official events and political events, Presentations are usually delivered in business or promotional events. Presentations can be interpreted as presenting or presenting information to other people or the public. Presentations can also be made in the learning process or as a method of learning. The purpose of the presentation in the learning process is usually to explain a particular product, work process, event, or message to the public. In order to be good at presentations, people often learn from presentation experts, practice speaking at meeting places, or presentations can also be trained for students, through practicing presentations by explaining in front of the class about the tasks being done, explaining their own work or others. One of the successes of a person in a field is usually very determined how a person panda to communicate it. Therefore the versatility of the presentation is important in life.

The image is a product of creative work that comes from the production of ideas or results [6]. One product of the image or part of the work of art will be meaningful if the work can be published publicly. Thus the image has benefited others. Various ways artists or artists try to publish works either through exhibitions, writing in various print and electronic media, or by the presentation. Fine arts education should train students to be good at communicating early, so they can get used to publishing their work to the public. For that in learning according to the scientific approach, a work produced must be communicated. The purpose of practicing a presentation is not only to explain or communicate a work that is produced but in the long run so that later students are good at communicating to the public later when they are involved in real life

III. RESULT AND DISCUSSION

When researchers have not used the presentation method, it is very difficult to assign students to go forward

to explain their work orally, they seem hesitant, embarrassed, and seem less confident. Such learning processes are less optimal because learning is held by the teacher, students appear passive not active to ask questions, as a result, the class becomes quiet and quiet. After the researcher applied the presentation method students seemed happy, active, and confident when assigned to explain the work in front of the class. Classes seem conducive, learning is student-centered, teachers only play a role as mediators and motivators in learning. Student.

Presentation method is an activity of speaking in front of a large audience [5] which aims to explain the process, product, or event to another person or public. Pre-presentation skills are important so that they can influence others to understand and finally take a stand on the content of the presentation. The ability to present or communicate something can be trained early in school. At the first meeting applying the presentation method, first making a product in the form of pictures to students. After the picture is finished, the researcher divides students into 8 groups, each group consisting of 4 students. Then assign each group to determine one member as chairman and one as secretary, chairperson lead the discussion and secretary to record all decisions resulting from the discussion. The discussion in the group aims to determine one of the best drawing works, to be presented by the group. When the discussion appeared, each member proposed his work to be chosen as presentation material, but given the limited time, the researcher directed that the work be presented chose the best one. Finally, in each group choose one of the works to be presented. After 30 minutes, the researcher assigned each group to make an advanced presentation in front of the class. When assigned, none of the groups took the initiative to make presentations. Finally, the researcher offers what will go forward in the order of the group or drawn. Based on the results of the order of the sequence that advanced the presentation according to the group number sequence. The researcher then assigns each group to prepare and take turns presenting.

Members of Group 1 were invited by researchers to advance to class when they were invited they were less enthusiastic about pointing to each other, but eventually, they came forward together. They look embarrassed and not confident. Researchers motivate to be brave and not ashamed. Finally, they appointed one of the group leaders to speak explaining one of the group's work. It appeared when the group leader explained the work, his voice was still not loud enough, his eyes looked down, and his speech was less smooth. After 5 minutes of presentation after the researchers invited other groups to applaud, most of the students applauded. Then the researcher calls group 2 to make a presentation. Group 2 advanced to the front of the class, one of them showed a picture and explained in a rather prone and soft voice because of nervousness. The researcher motivates him not to be nervous and to discourage the students' volume of presentation. Students whose presentations try to harden their voices and appear rather confident. The presentation ended with the applause of all the students in the class. Group 3 turn of presentation. But waiting for a few minutes no one advanced, the researchers approached group 3 and persuaded them to go forward with the presentation. Finally, they advanced and one of them

was a presentation. Looks soft and not smooth, the researcher motivated the sound to be hardened. Students repeat the presentation with a rather loud voice. The presentation finished with applause. Turn on group presentations 4. They come to the front of the class, but before their presentation, they seem to point to each other for presentation. The researcher approached them and asked who the group leader was. One answered, he was the chairman but was embarrassed not to give a presentation. Being persuaded does not want to, eventually, the student who answers the researcher's question is assigned by the researcher for a presentation on the proposal of the group leader after the researcher asks the group leader to appoint one member to represent the presentation.

At the meeting, the two teachers guide students to work and tell that their work will be presented individually. The students seemed immediately enthusiastic about preparing materials and drawing tools, and immediately carried out instructions from researchers. As long as they are in the works the students look diligent, earnest in drawing. Lasting 40 minutes, the researcher commissioned that the students to prepare the presentation to explain their work after the observers observed the students seemed to have finished drawing it. Before assigning forward to the presentation the researcher explains what is important to explain in a work, namely about the idea of work, the purpose of the work, the materials and techniques of the work, and the benefits of the work.

Presentation Train the Right Speech to the Public; The presentation trains students to be able to present information appropriately [7] and through a presentation, of course, the responsibility of a teacher in learning. Because of the accuracy of explaining something is very important for students. When the method of presenting the first meeting of students explaining the drawing work to their friends seemed nervous and embarrassed. The sound stammered and was not smooth along with a weak volume, so it was less clear to hear. Between images presented with what students describe is not appropriate. Different when the presentation method was used in the second meeting, students seemed more enthusiastic, brave to explain their work, loud, and smooth, and the work was explained systematically and clearly.

Presentation Nurtures Confidence; In the first meeting students appear passive and lack enthusiasm and lack of confidence for presentation, but the teacher encourages and motivates so that they are brave and confident to make presentations, the result is that students can make presentations even if the voice is soft, less clear, and less appropriate between the picture and what is explained, different when the meeting of the two students seemed

enthusiastic, the teacher did not find it difficult to assign students to the presentation. Loud and more regular rhythm sounds and tempos, and between images and what is described accordingly. Students appear more confident than in the first meeting.

Presentation and Learning Outcomes; When the first meeting uses the presentation method, students seem hesitant to show their work, because their work is less optimal on average, different from the presentation of the second meeting, they are more confident and confident in showing their work, because they feel that their work has been done optimally and already worth knowing by others. Observing the results of the work at the first meeting with the second, the second meeting was more successful and more optimal. Looks at the materials and techniques of drawing more serious, more aesthetic than the pictures at the first presentation meeting. So the presentation method can encourage students to work more earnestly so that the quality of work increases

IV. CONCLUSION

Based on planning and implementation through action research, researchers can show that: Learning by using presentation methods can improve students' ability to explain the work of drawings to others.

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