

Increasing Student's Ability to Make A Creation in Learning Process of SBK (Art, Culture, and Skill) Subject

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Abstract: This research is intended to describe the application of STAD model in Art, Culture and Skill subject (SBK subject) at grade V students, SDN 1 Dulupi, Boalemo Regency. This research employed a qualitative descriptive method. The result indicates that there are 23 students out of 28 are successful by getting score 75 and above after implementing STAD model in art, culture and skill subject in the site area. In brief, the application of STAD model in art, culture and skill subject of handicrafts of construction objects at grade V SDN 1 Dulupi has been successfully run as expected.

Keywords: leadership values, leadership ethical, students' character

I. INTRODUCTION

SBK subject is given in schools because of the uniqueness, meaningfulness, and usefulness of the development needs of students which lies in providing experiences in the form of expressing, creating, and appreciating activities. From these statements it can be shown that SBK learning is not only oriented in the mastery of teaching material, but also oriented towards increasing student creativity in developing a handicraft skill.

SBK subject has multilingual, multidimensional, and multicultural nature. Multilingual means developing the ability to express themselves creatively in various ways and media. Multidimensional means the development of various competencies including conception (knowledge, understanding, analysis, evaluation), appreciation. The multicultural nature means art education fosters awareness and ability to appreciate various cultures in our country and other country.

The results of observations made by researchers at SDN 1 Dulupi show that in the special classes in SBK learning, students tend not to give opportunities to develop creativity in hand crafts. It can be proven after the researchers made observations in several classrooms that tend to not display the results of students' creativity skills, this is an obstacle in learning SBK in working to increase student creativity.

Seeing the importance of the role of creativity, we need a way that can encourage students to develop creativity in SBK learning. Learning approaches, methods and models are important factors in the art learning process in schools, and by using models that are targeted so that the learning process will be more meaningful because it draws us closer to the learning objectives.

From many of various models specialized in SBK subjects, researcher and teacher want to collaborate using the STAD model. The STAD model was chosen in the handicraft material because it can develop an attitude of participation in the group so that each group member is actively involved in learning activities, increasing the

sense of responsibility and helping each other in the group so that they try to become the best group (Rusman, 2011).

II. METHOD

The study was conducted at SDN 1 Dulupi, Boalemo Regency. The approach in this research is a qualitative descriptive approach. And this type of research is descriptive. In this study the data collected consisted of primary data and secondary data. Primary Data, is the main information in research, includes all qualitative data obtained through observation, interviews and documentation in class V. Secondary data, is data obtained through reference books in the form of meanings and theories that have to do with the problem studied.

In this research the procedure of collecting data uses observation, interview and documentation techniques. Data analysis in qualitative research was carried out before entering the field, while in the field and after completion in the field. However, in this study data analysis was carried out during the process in the field together with data collection which included: Data Reduction, Data Display and Inference.

III. RESULT AND DISCUSSION

From the observations about the application of the STAD model in SBK learning about construction material handicrafts in class V students of SDN 1 Dulupi, Boalemo Regency, in the first aspect, namely conformity to the material, there were 28 students (100%) who obtained the criteria of being able, 0 students (0%) who obtained the criteria of underprivileged, and 0 students (0%) who obtained the criteria of incapacitated In the second aspect, namely the selection of materials there were 28 students (100%) who obtained the criteria of being able, 0 students (0%) who obtained the criteria of underprivileged, and 0 students (0%) who obtained the criteria of being unable.

In the third aspect of the work process there are 7 students (25%) who get the criteria of being able, 21 students (75%) who get the criteria of underprivileged, and 0 students (0%) who get the criteria of being unable.

In the fourth aspect of the collaboration there were 7 students (25%) who obtained the criteria of being able, 14 students (50%) who obtained the criteria of underprivileged, and 7 students (25%) who obtained the criteria of being unable. And in the fifth aspect of the work there are 9 students (32%) who obtained the criteria of being able, 19 students (68%) who obtained the criteria of underprivileged, and 0 students (0%) who obtained the criteria of being unable.

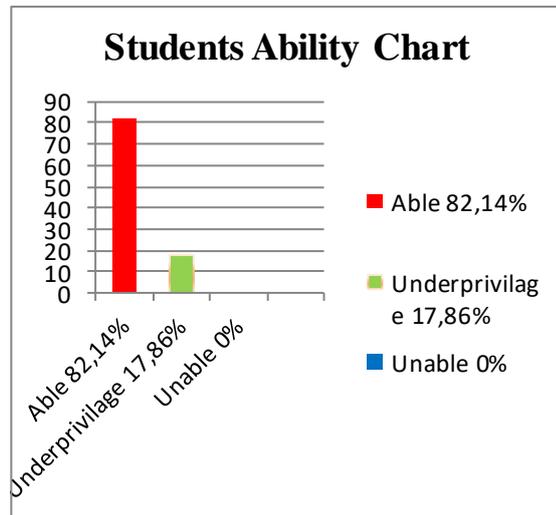


Figure 1
Students Ability Chart

Based on the results of interviews with the teacher, it can be concluded that SBK learning on construction material handicraft materials in class V SDN 1 Dulupi, Boalemo Regency by applying the STAD model is felt to be very interesting and liked by students. adjust the work created in accordance with the material, has the ability to choose materials to be used in crafts, has the ability to work well, has the ability to work with a group of friends, and is able to produce good work in making crafts. On the other hand, that causes students to feel happy in making crafts that is by the opportunity given by the teacher to be creative in accordance with what they want. With this

learning process students will become more active when the learning process takes place, this is in line with the basic art functions of the school according to. Sukarya (2010) namely: (1) art education as a medium of expression, (2) art education as a medium of communication, (3) art education as a medium of play, (4) art education as a medium for talent development, (5) art education as a media of creativity, (6) art education as a medium of thinking ability, (7) art education as a medium to gain aesthetic experiences.

IV. CONCLUSION

The application of the STAD model to the teaching and learning process can develop students' ability to be creative so that students can produce interesting and beautiful handicraft works. From the results of the assessment of students' abilities, it can be seen that most of them are already good, namely from 28 students there were 23 students who were declared successful with grades 75 and above. Therefore, it can be concluded that the application of the STAD model in SBK learning about construction material handicraft materials for Grade V students of SDN 1 Dulupi, Boalemo District has been successful as expected.

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