

Art Fun Groups Approach in Learning Mural Painting

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Abstract—This research is a basic introduction to the creation of fine art in learning to paint murals in elementary schools by using innovative, creative, and fun approach. The aim is to create collaborative work between Elementary School students at Labschool UPI and Fine Arts Education college students at FPSD UPI. The benefits of research as the development of the basic learning concepts of fine arts, and the results of his work will be replicated to the arrangement of the beauty of the school as an art education for students. This research uses a descriptive qualitative approach, with an innovative practice approach in accordance with real and natural phenomena, and an experimental method is needed in the form of developing fine arts learning that leads to the ability to make mural paintings that are suitable for students at elementary school. The results of this study indicate the realization of cooperation between elementary school students and fine arts education college students in a fun learning process that is able to create creative and innovative mural drawings, as well as foster awareness of arrangement of the beauty of the school environment as a comfortable and enjoyable place to study.

Keywords: *learning, Art Fun Approach, mural painting*

I. INTRODUCTION

This research deals with Art Fun Groups Approach in learning mural painting conducted by Elementary School students at Labschool UPI and Fine Arts Education college students at FPSD Universitas Pendidikan Indonesia. Fine art learning with fun approach, so that the transfer of skills will be more effective.

This research aims to give a showing to the teacher who is sometimes inaccurate in giving his views on fine art subjects. Fine arts are seen as unattractive, tend to be difficult to teach, and must have high talent. So that the tendency of elementary school students at the first time asked to do drawing assignments seems to be embarrassed and afraid of being wrong. This happens because a teachers of arts in providing a good drawing success perceptions of drawing are with high technical abilities and the results of realistic drawing shapes. It is this view that seems to need to be straightened with regard to fine arts subjects, because art subjects must be fun and make students discover identity as a creative and innovative generation with the hope of finally having the intuition of beauty, etc and empathy for art in their lives. So that art subjects are considered successful if the learning process is more emphasized on things that are fun based on creative and innovative elements.

On the basis of the above phenomenon, the authors consider it necessary to raise the theme of research on "Art Fun Groups Approach in Learning Murals Painting". The writer as an art practitioner and lecturer of visual communication design and entrepreneurship at the Department of Fine Arts Education at FPSD UPI, feels obliged to teach art aesthetics to UPI Laboratory Elementary School students. The focus of this research is the application of the Pleasure Art Group Approach in making mural paintings. This aim of the research is hopes to realize collaboration between elementary school students and fine arts education college students in a fun learning process that is able to create creative and innovative mural images, as well as foster awareness of managing the beauty of the school environment as a comfortable and enjoyable place to study.

II. THEORY

Art contains innovative and widespread cultural messages. Aside from being a communication medium in the form of poetry, singing as well as motifs and styles [1]. Art design will influence the atmosphere of the room, including the study room for students. This is due to the good design must be adjusted to the desires of student development. Mural is a way to draw or paint on a medium wall, wall or broad surface that is permanent. Common in Indonesia, mural paintings are often found on building walls, playgrounds, hotels and restaurants.

Innovation is seen as a "mental configuration in the form of a re-combination of existing ideas and then forming ideas". The mental configuration resides in certain individuals [2]. Stages of innovation, namely: (1) Stage of analysis regarding the formulation of new configurations; (2) The stage of comparing the new configuration with the old configuration; and (3) the substitution stage, which is the deciding stage to replace the old configuration into a new configuration. Nonaka & Takeuchi innovation is the process of creating new knowledge that starts from the change of tacit knowledge into explicit knowledge and illustrates in the form of SECI's spiral change model, namely: Socialization, Externalization, Combination and Internalization. In simple terms, innovative schools can be interpreted as schools that make all children optimal in learning in accordance with their potential [3].

The process of innovative cultural transformation is carried out at three levels, namely (1) spirit and values; (2) technical; and (3) social. At the first level, the process of developing an innovative culture of school quality begins with the development of the level of spirit and values, namely by

identifying various spirits and values of quality of school life, for example spirit and discipline, responsibility, togetherness, openness, honesty, enthusiasm life, and respect for others, as well as unity and integrity. Therefore, there is no development of a school's innovative culture into a systematic school of innovation without the identification of various spirits and values that can be the basis of change.

Art Fun Approach is an approach that can strengthen the collaborative function that can be seen from the expression of excitement. Generally done outdoors involving many parties. The Art Fun approach is related to the collaborative teaching or Cooperative Learning approach. This learning approach emphasizes collaboration based on the context of needs that are classified as innovative in the process that has an impact on learning outcomes.

III. METHODOLOGY

This research uses a descriptive qualitative approach, with an innovative practice approach in accordance with real and natural phenomena, and an experimental method in the form of developing fine arts learning that leads to the ability to make mural paintings that are suitable for students at elementary school.

The population of this study was elementary school students Labschool UPI and college students of the Department of Fine Arts Education. While the sample or research target are elementary school students Labschool UPI grade 5 and class 6.

Researchers refer to the R&D steps by taking two stages, namely preliminary studies and testing [4]. The first stage, in the form of a preliminary study conducted with document study techniques, observation and interviews. The results of the preliminary study found the development of forms of learning. The second stage is testing of the form or model of making innovative mural paintings with the Art Fun Approach.

The preliminary study carried out in three steps, namely literature study, field surveys, and preparation of initial products. Document studies are carried out to study relevant theories and concepts as well as important documents in preparation for making mural paintings to be developed. Important documents needed in the form of curriculum, lesson schedule, and learning preparation tools. Field studies or surveys are conducted to collect data regarding the design and implementation of fine art learning in elementary school at Laboratory UPI. Data collected by observation techniques, interviews, when implementing learning. The data collected includes student learning activities in the Labschool Elementary School environment, and the process of making work.

Aspects of the data collected include, the position of fine art lesson, the development of drawing, the source books used, the background and abilities of students, the attitudes and motivations of students, the learning model of drawing, the equipment and media used, characteristics and achievements of students who manifested in behavior, perceptions of learning mural painting. Referring to the results of the document study and survey, the researcher compiled an initial product draft which was then reviewed in a special meeting in the form of an

FGD with the resource person. The results of the FGDs in the form of input are taken into consideration in the draft of an improved product.

The testing phase of the educational research product learning method is to validate the drawing ability. The researcher conducts validation, namely testing the AFG learning model that is implemented in the learning of cultural and experimental arts in UPI Labschool Elementary School students.

IV. RESULTS AND DISCUSSION

Collaboration in making mural painting using the Arts Fun Group approach is carried out in three stages, namely preparation, drawing and evaluation.

A. Preparation Stage

The preparatory stage for the collaborative work of AFG is divided into two parts. First, preparation in the form of meetings and discussions consisting of the Principal, Deputy Principal for Student Affairs, Teachers in Cultural Arts, college students and researchers. The purpose of this meeting led to the preparation of mural image material suitable for Labschool UPI Elementary School students. The aim is to make it easier for students to draw interesting images according to each student's choice. At this stage the researcher is assisted by college students as a companion in the field to make preliminary designs and examples of sketch drawings with themes that have been made by fine arts student groups and discussed together.



Documentation: Aghna Fauzani, DPSR FPSD UPI college student.

Fig. 1. Discussion of the theme of the mural image.

Second, holding freehand drawing demonstration with the students of SD Labschool UPI grades 5 and 6 in order to provide basic techniques for making easy and fun drawings. The medium for this drawing was originally done using a pencil on HVS paper / drawing book. At the first introduction the Research Team Leader gave an example of how to easy and fun drawing and was followed by the students.



Documentation: Daffa Rifky Farnandi, DKV FPSD UPI college student.

Fig. 2. Fun and freehand drawing demonstration by the research chair.

Before being given an example the students at first hesitated and tended to be embarrassed if asked to start work, but after being given an explanation that drawing was basically nothing difficult or fun even there were no sentences that were wrong but more emphasis on creativity and courage in drawing on paper. After starting to apply the practice of drawing, the students seemed excited and without hesitation made a sketch of the drawing according to the fun and ideas of each student according to their choice. This can be seen from various activities and gestures and expressions of SD Labschool students in doing the drawing tasks requested by researcher, while arts and culture teachers participate in assisting and providing support to encourage students in creative cheerful expressions.



Documentation: Putri Suci Nurani, DKV FPSD UPI college student.

Fig. 3. Fun and freehand drawing demonstration by UPI Labschool elementary school students.



Documentation: Mohammad Wildan Ibrahim, DKV FPSD UPI college student.

Fig. 4. The excitement of UPI Labschool Elementary School Students after freehand drawing using pencil drawings guided by researchers, teachers and college students.

B. Implementation of Drawing

The mural image was carried out in two stages, namely the first stage, in which the students were given the freedom to draw using poster paint with a small size image (29.7 x 42 cm) on the carton and the second stage, drawing a mural with good quality media paint with more image sizes large (154 x 241 cm) above the plywood media.

In the first stage, it is done with cardboard material and smaller image sizes with the aim of knowing the extent of students' ability to understand the tools and materials in making mural paintings. Students are not taught beforehand about how to hold hands well, how to mix poster paint colors, composition, typography and understanding of color harmony. The work produced is the result of the original drawing by the Labschool Elementary School students themselves, without the help of college students and researchers based on the understanding of students who have been taught by art and culture teachers, so that the resulting image there are two different forms if observed in the technique of coloring, there is an image that is close to good when viewed from the elements of color and there are images that look less attractive in terms of color. It can also be observed that there are students who do not understand what that's means harmonious color and contrast color. For example, the color red juxtaposed with blue, of course this becomes a hot color and uncomfortable contrast when seen by the eyes, the composition and results of the picture as a whole are already interesting in the idea but have not yet dared to express themselves in terms of the shape of the image, both in contour lines and brush strokes made by students.



Documentation: Putri SuciNurani, DKV FPSD UPI college student.

Fig. 5. Drawing activities with poster paint and cardboard medium by 5th and 6th grade Students of Labschool UPI Elementary School.



Documentation: Aghna Fauzani, DPSR FPSD UPI Student college.

Fig. 7. Examples of student work that is still not good in coloring (lack harmony).

C. Use Of Learning Materials Through Plywood with Aqua Proof Paint Medium, Acrylic Paint and Brush Media of Various Sizes

Before the final stages of making pictures in plywood media, students are taught how to hold a brush good handle, how to mix colors to produce a certain desired color and an understanding of color harmony and interesting coloring techniques with a variety of techniques including line technique, dot technique (technique pointillist) block technique (large brush stroke) and detailed image finishing technique.

In this work using wall paint media and plywood material, students begin to understand how to mix colors according to their choice, using *kwas* much better and coloring the resulting image more interesting than before. This can be seen from the overall picture results of drawing as animals, trees, text messages delivered with the selection of letters used, and several other picture studies that are more aesthetically interesting when drawing art is applied to mural drawings on walls or media bigger than plywood material.

Documentation: Mohammad Wildan Ibrahim, DKV FPSD UPI college student.

Fig. 6. Examples of student work that is already good in coloring (harmony in color).



Documentation: Aghna Fauzani, DPSR FPSD UPI Student college

Fig. 8. Elementary School Students, Laboratory UPI are drawing and coloring drawings that have been sketched before hand using deaf chalk and drawing pencils.



Documentation: Putri Suci, DKV FPSD UPI college student.

Fig. 9. Examples of work produced by Labschool UPI elementary students are guided by Fine Arts Education Department college students.

V. CONCLUSIONS

Fine art learning through the Art Fun Group at SD Labschool UPI can provide learning for students to learn to draw with pleasure, learn to mix their own colors, learn to use good techniques in coloring and can do teamwork to make mural painting projects.

Through this Art Fun Group, it makes an interesting classroom learning atmosphere for students. Especially the learning model presented emphasizes the ease of drawing and influences student character, which is characterized by cooperation, excitement and fostering creative and innovative ideas. As a case study of students was discovered during the initial introduction in the art and culture class, there were students who had not dared to draw and were impressed shyly worried about the results of the drawings that were not good, after following the material that was delivered by researchers to be brave to draw, they can join in mingling with other friends even shows their sincerity and pleasure when given the task of drawing.

The learning innovation approach with Art Fun Group is expected to be a reference and a new learning model in introducing an easy way to learn to draw and foster interest in elementary school students to work together and learn from each other. So that it can give birth to positive student behavior to enjoys lesson of fine arts, and is interesting for arts and culture teachers in applying the creative, innovative and enjoyable elements teaching for elementary students.

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