

Cultural Arts Teachers' Ability in Implementing Scientific Approach to Fine Arts Learning in Junior High School of Padang Pariaman

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ABSTRACT

This research aimed to describe cultural arts teachers' ability to implement a scientific approach to fine arts learning at Junior High School (SMP) of Padang Pariaman. The description of the teacher's ability in this study includes implementing the scientific approach in the lesson plans and implementing them in learning activities. This research used a qualitative approach with a descriptive research method. The subjects in this study were the teachers of cultural arts at SMP of Padang Pariaman. Techniques of data collection used observation, interview, and documentation. The research instruments used were observation guidelines and interview guidelines. The data analysis techniques used were data reduction, data presentation, and drawing conclusions and verification. The validity of the data was tested employing a credibility test with a triangulation of techniques and sources. The research findings showed that the cultural arts teachers at SMP of Padang Pariaman had made a Lesson Plan (RPP) based on a scientific approach. However, the formulation of each step is not following the provisions. Second, the cultural arts teacher at SMP of Padang Pariaman has not ever implemented a learning strategy based on a scientific approach as expected. It is due to lack of teachers understanding of the use of models and learning steps based on the scientific approach and the lack of supporting books, and the lack of internet networks

Keywords: *teachers' ability, scientific approach, fine arts learning*

1. INTRODUCTION

Curriculum development in 2013 aims to improve the quality of education. The Minister of Education [1] explains that the purpose of curriculum in 2013 led to increased competence balanced between attitude (*attitude*), skills (*skills*), and knowledge (*knowledge*). These three competencies are supported by four pillars, namely productive, creative, innovative, and useful. The development of the new curriculum brought about many changes; the competency standards of graduates changed, but the standards of content, process, and assessment were also changed.

One of the changes in the 2013 curriculum is the learning approach. The learning approach mandated by the curriculum 2013 is to apply a scientific approach in the learning process. Learning based on a scientific approach is expected to understand students in knowing and understanding various materials provided using scientific methods [2]. In this approach, students play a direct role, both individually and in groups, to explore concepts and principles during learning activities, while the task of the lecturer is to direct the learning process carried out by students and provide corrections to the concepts and principles that students get. So the concept in the scientific approach is that in the learning process, the emphasis is

not on what students have to learn, but how they must learn it [3]. By using a scientific approach in the learning process, it will encourage students to be able to understand, apply and develop rational and objective thinking patterns in responding to the substance or learning material [4]. Therefore, this scientific approach is important to implement in learning, especially in the 2013 curriculum because applying a scientific approach can improve intellectual abilities, especially high-level thinking skills of students [5; 13; 16].

Learning with a scientific approach encourages students to actively seek out material provided from various sources through observation, and not just being told [6]. With a scientific approach, learning is designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze data, draw conclusions and communicating found concepts, laws or principles [7]. In the 2013 curriculum, these steps are emphasized again into observing, asking, trying / gathering information, associating / reasoning and communicating the findings [8]. The teacher implements these steps in the process. learning, especially in making

Learning Implementation Plans (RPP) and the implementation of learning.

The Learning Implementation Plan (RPP) is one of the activities carried out by the teacher before conducting learning in class [9]. While the implementation of learning is the embodiment of RPP in learning activities carried out or is a series of activities carried out by the teacher in the learning process or what is also called with learning strategies. In learning strategies, learning activities are not only carried out by the teacher or students, but both of them must be involved. Kemp stated that "learning strategy is a learning activity that must be done by the teacher and students so that learning objectives can be achieved effectively and efficiently [10]. Moreover, Sudjana and Suwariyah also said that learning strategies are every activity, procedure, steps, and methods and techniques chosen to provide facilities, facilities, and other assistance materials to students in achieving learning objectives [5]. Therefore, the learning strategy is something that needs to be considered in the learning process.

The learning process in the context of the 2013 curriculum in academic units must be held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for the initiative, creativity, and independence according to the talents, interests, and physical and psychological development of the participants [11]. Therefore, the teacher's learning strategy must reflect the scientific approach and be packaged in learning models. The model recommended in the learning process is based on a scientific approach, a covered learning model, a project-based learning model, and a problem-based learning model [12].

At the beginning of the new academic year 2013/2014, the 2013 curriculum was implemented for SD / MI, SMP / MTs, and SMA / SMK education levels. As a consequence of the above government regulations, every teacher in the education unit is obliged to carry out learning following the 2013 curriculum's demands, namely applying a scientific approach. Among other things, in preparing lesson plans and implementing the learning process.

Briefing or socialization to teachers about this scientific approach has been carried out since the last few years, and teachers should understand and apply this scientific approach. However, in the field implementation, there are still teachers who have not implemented the scientific approach following the provisions, both in preparing lesson plans and carrying out learning activities (Dra. Yasni Tanjung Kepala SMPN 2 VII Koto Sungai Sariak). Many cultural arts teachers in Kabupaten Padang Pariaman have long received socialization or implemented the 2013 curriculum, namely since this curriculum was introduced in the 2013/2014 academic year. However, they are no longer allowed to renew their understanding of the implementation of the 2013 curriculum, especially the implementation of the scientific approach, so it is suspected that many of these teachers have forgotten or do not understand anymore (Desmiyanti, Chair of the Padang Pariaman Cultural Arts MGMP).

Based on the above conditions, the authors are interested in examining whether the cultural arts teachers of SMP Padang Pariaman have implemented a scientific approach following the provisions in fine arts learning and how the ability of these cultural arts teachers to implement a scientific approach in learning fine arts, among others; in making lesson plans (RPP) and in implementing fine arts learning.

2. METHODOLOGY

The type of research used in this research was descriptive qualitative. This type of research described the teacher's ability to implement a scientific approach in learning fine arts at SMP Padang Pariaman. The research subjects were the teachers of the arts and culture of Padang Pariaman Middle School, especially the junior high school who implemented the 2013 curriculum for the first time. The data needed in this study were the ability of cultural arts teachers to implement the scientific approach in the lesson plan (RPP) and the implementation of learning. These data were obtained using observation, interview, and documentation techniques. While the data collection tools were observation sheets and interview guidelines.

This study used data analysis techniques with various activities, among others; 1) reduction, which means summarizing, selecting the primary and essential things than looking for themes and patterns, 2) data presentation, data presented in the form of tables and descriptive explanations, and 3) concluding, meaning that after all the data were presented the problems became the object of research that can be understood and then drawn conclusions which are the results of this research.

The technique used to test the objectivity and validity of the data in this study was triangulation. The triangulation technique used in this research was triangulation by utilizing various sources, which means comparing and checking back the degree of confidence of information obtained by 1) comparing the observed data with the interview data, 2) Comparing the results of the interview with the contents of a related document.

3. RESULTS AND DISCUSSION

Based on observations and interviews that the researchers conducted on 11 August to 12 September 2020, the researcher presented the findings of the researchers regarding the ability of cultural arts teachers to implement a scientific approach to learning art and culture of art material at SMP Padang Pariaman, including making lesson plans and implementing learning.

The following is a description of the research results guided by the format of observations and interviews that have been carried out regarding the ability of cultural arts teachers to implement a scientific approach to art learning at SMP Padang Pariaman.

Visual Arts Learning Implementation Plan (RPP)

Based on the observations to several junior high schools in Padang Pariaman, there were still teachers in the preparation of lesson plans that had not formulated the

components according to the 2013 curriculum, such as not writing the models and approaches used. Learning steps, especially in the core activities, were still compiled based on KTSP, namely exploration, elaboration, and confirmation. Whereas in the 2013 curriculum, the formulation of core activities must use a scientific approach, namely observing, asking questions, gathering information, associating, and communicating (8).

Besides that, there was still a description of each step of the scientific approach that was not suitable, such as observing and communicating. In the observation step, some teachers formulate it with the teacher's activities explaining the learning material. What should be formulated in the observing step were students reading (teaching materials/textbooks), viewing (video shows, pictures), observing LKPD, and listening to the introduction of the teacher [14]. Likewise, with the communicating step, some teachers formulate it by concluding activities. Even though in this step, what was formulated was the activity of students in conveying observations, conclusions, work results, orally (presentations) or in writing or written reports (16). Besides that, the formulation of a scientific approach in core activities still existed that formulated teacher activities, even though what should be formulated was students' activities.

After the researcher made observations on the teacher's lesson plans, then conducted interviews with the Cultural Arts teacher. From the interview results, it was found that in general, the arts and culture teachers had made lesson plans according to the RPP format in the 2013 curriculum. Specifically, for the learning steps, the teacher had formulated as mandated by the 2013 curriculum, namely using a scientific approach. The learning steps have used the 5M activity, namely observing, asking questions, gathering information, associating, and communicating. However, in formulating each step in the scientific approach, teachers are still confused in formulating them. In observing activities, the teacher formulated teacher activities, not student activities. What was formulated by the teacher in the observing activity was "the teacher explains the learning material using learning media." In the questioning activity, the teacher did a question and answer session instead of the students questioning what they have observed earlier. Likewise, for information gathering activities, the teacher formulated re-reading of textbooks read in observing activities. The activities of gathering this information should be that students were asked to look for other references besides textbooks, interview with resource persons or experts, conduct experiments, or try out [15]. Moreover, the planned material is practical (drawing flora, fauna, and natural objects). There should be activities to do drawing activities. In associate, the teacher does not invite students to discuss with the discussion but is directly told to make assignments. Supposedly, stage associates are the activities of learners in processing information that has been obtained. It adds breadth and depth to the information processing that is looking for a solution (8). Recently communicate, the teacher asks students to show their work in a teacher.

Implementation of Learning

The results of interviews with several cultural arts teachers at Padang Pariaman Junior High School obtained information that in the implementation of learning, teachers had not maximally used the learning model as required in the 2013 curriculum, namely the model *discovery learning*, *inquiry learning*, *project-based learning* and *problem-based learning* (11). Teachers still use the old model, namely explaining the material to students, interspersed with questions and answers, then students are given assignments. Teachers are rarely asked to find their material to be studied. Teachers rarely invite students to discuss the material. He never asked the students to question the material; only the teacher asked the students.

There are several reasons why cultural arts teachers have not used a scientific approach, namely the teacher's lack of understanding with the implementation of the scientific approach and the lack of supporting facilities. To implement a scientific approach in the learning process requires adequate facilities, such as books and internet networks. Meanwhile, in schools, these facilities are not yet available properly.

Teachers have tried to apply this scientific approach in the learning process, but students are less passionate about learning. They are happier to be told than to find out. Finally, the teacher teaches, as usual, using the lecture method.

4. CONCLUSIONS

Based on the results of research regarding the implementation of learning based on a scientific approach in the subject of art and culture of art material at Junior High School Padang Pariaman. It can be concluded that the arts and culture teacher at SMP Padang Pariaman have made a Learning Implementation Plan (RPP) based on a scientific approach, although some of the formulation of each step has not implemented yet well. But in implementing learning, the teacher has not yet implemented the scientific approach as expected. This is due to the teacher's lack of understanding of the use of strategies / models and steps for learning activities based on a scientific approach, a lack of supporting books and a lack of internet network.

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