

Art and Culture Learning Innovation Study at SMP Negeri 26 Padang

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ABSTRACT

The teacher's role in developing student creativity is seen as inseparable from student learning success. Teacher no longer functions as the center of learning, but the students who become the center of learning, various consequences accompany this approach. Arts and culture subjects consist of two sub topics, namely visual arts and music. Sometimes only one teacher who brings this two material alone. So that the material for one of this lesson is not delivered optimally. Even though in reality the learning design has been successfully completed well, when it is implemented in the field there are things that are not in accordance with what was planned. Thus, it is considered important that teachers must apply suitable and reliable models, strategies and methods so that learning objectives can be achieved effectively and efficiently. Based on the evaluation that was carried out at SMP Negeri 26 Padang some time ago, the innovation that was deemed suitable to be applied in schools was contextual learning innovation, followed by the implementation of the PAILKEM learning strategy. Based on the results of the implementation of learning, it is proven that the PAILKEM strategy is practically used for subjects that combine theory and practice at the same time.

Keywords: *graphic arts, PAILKEM strategy, effective, efficient, meaningful*

1. INTRODUCTION

The Junior High School (SMP) Negeri 26 Padang is located in an area that is far from the city centre of Padang, West Sumatra. This school is located on Jl. Officer Kayu Kalek RT.1 RW.9 Batipuh Panjang Village, Koto Tangah District with an area of almost 10,000 M2. The total number of students was 415 people. Meanwhile, the management of this school is headed by Mr. Reflijon, S.Pd., M.Pd assisted by 47 PNS teachers and 7 honorary teachers plus 1 operator. From the total workforce, it is known that 4 teachers are in charge of managing Cultural Arts Subjects. And of the 4 Cultural Arts teachers, only one person actually has an educational background in Fine Arts. 3 people came from the Department of Ballet, Padang State University.

As is well known, for the Cultural Arts subject, there are 2 theoretical and practical sub-studies covering the Visual Arts and Music Arts, Dance, and Dramatic Arts. From the results of observations and evaluations that have been carried out previously, it is known that the teacher's efforts in carrying out learning have been maximized. This can be seen from the teacher's

complete teaching preparation. Learning media support is also adequate. There are 6 computers, 6 laptops, and 4 LCD projector units that can be used by teachers to launch learning activities in class. In addition, the school is also supported by internet facilities, although it has not yet reached the entire learning classroom area, it is still within a 5 m radius from the principal's office.

This school is the only school that has an art gallery or art practice space which is managed by a teacher of the Cultural Arts subject with special expertise in Fine Arts. Unfortunately, student learning outcomes are mediocre. Nothing too special. When the Minimum Completeness Criteria (KKM) was set at 85, it turned out that quite a lot of students had met the target. Only a few students were declared not to have met the KKM, and the reason was also known because the students were sick, unable to attend school when the teacher explained the subject matter. This means that on average students have studied well so it is considered important that teachers should further improve their performance so that students' grades are better. The advantages of the learning that has been carried out so far

Based on observations made on October 17 2018, it was found that there are several advantages that teachers have achieved in learning, ranging from the readiness to prepare learning tools to the ability to manage classes, including the success in providing direction to students to actively pursue fine arts in extracurricular activities. Teachers are also actively involved in supporting the government's campaign to carry out re-greening activities with the Go Green promotion.

Learning tools as an important part of carrying out learning activities are included in the preparation for learning which is quite good for teachers. The systematics of writing, the development of learning activities as outlined in the curriculum along with the inclusion of media and the methods used have been described in a coherent and systematic manner. Furthermore, at the implementation stage, the teacher is also quite responsive in allocating the time and workload that must be completed by students. Learning evaluation has also been carried out according to schedule.

1.1. Weaknesses from the lessons that have been passed.

Starting from the implementation of learning carried out in schools, it was also found that some students were not disciplined and did not wholeheartedly complete the training tasks given by the teacher so that their learning outcomes were low. These flaws and weaknesses are seen as something that shouldn't have happened, and from the author's point of view, this issue needs to be followed up and handled better. When it is realized that there are students who have not succeeded in achieving the KKM value set by the school, it means that a weak point is found where the teacher has not been able to fully cover the learning needs of students.

The criteria for student learning completeness are hampered by the lack of facilities owned by some students in dealing with theoretical and practical subjects proportionally. Most students are more oriented towards theoretical learning, so sometimes practical materials are considered less important and less relevant to the National Final Examination. Moreover, for Arts and Culture subjects, which until now have only listed the final score on the school report card, it is not listed in the national final exam. So far, it is still seen that art and culture teachers have not maximally increased students' learning motivation, so that those who are diligent are more diligent while those who are lazy are getting more and more lazy in their lazy nature. It is

realized that this form of action that ignores artistic values is a big problem in learning

1.2. Solutions to overcome problems faced by teachers in the classroom

The teacher's ability to manage the class well is accompanied by good learning readiness by students as if it were just hope. Because in reality, students who are not ready to learn and are not supported by adequate equipment to complete the tasks given by the teacher cause problems in achieving optimal learning outcomes. It is truly necessary to apply a comprehensive learning model along with the application of reliable strategies to minimize learning deficiencies so far. Based on the school conditions above, the authors formulate and develop learning innovations that are considered suitable to be applied at SMP Negeri 26 Padang, namely by developing a micro-learning model whose innovation is contextual, then applied to the Innovative Active Learning Strategy Creative Effective Attractive Environment (PAILKEM).

1.3. Literature Review

1.3.1. Micro/Classroom Learning Development Model

The teaching model chosen to implement learning innovation at SMP Negeri 26 refers to the Contextual Learning Model. The reason for choosing this model as a starting point for teaching practicum material, in this case is the practice of printing serigraphy technique (screen printing) graphic arts. This learning model is a transition from the direct learning model that is usually applied by teachers in schools. This model is also called the active teaching model, training model, mastery teaching and explicit instruction. Although this direct teaching is teacher centered, the follow-up in practice using the PAILKEM strategy is considered coherent. Especially because the strategy is to produce products, or in other words, students are invited to process and create two-dimensional works of art [5].

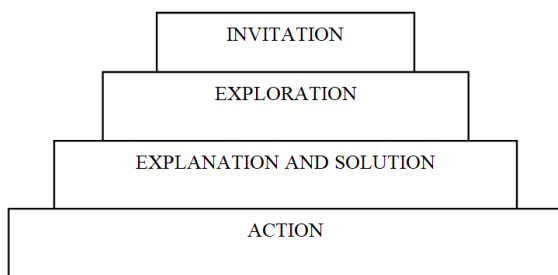
The characteristics of the direct learning model are: (1) the existence of learning objectives and the influence of the model on students including learning assessment procedures, (2) the syntax or overall pattern and flow of structured learning activities, and (3) the management system and learning environment are the basis for application. model for the achievement of effective learning outcomes. Furthermore, syntax of the direct teaching model as follows:

Contextual learning model stages goes through:

Table 1. Learning Phase

Phase	Teachers' role
Phase 1. Delivreing goals and preparing students	Explains the specific instructional goals, the background of the lesson, the importance of the lesson and prepares the students for learning
Phase 2. Demonstrate knowledge and skills	Demonstrates skills correctly, or presents information step by step
Phase 3. Guidinig training	Plan and provide initial training guidance
Phase 4. Check understanding and provide feedback	Checking whether students have succeeded in doing the task well, giving feedback
Phase 5. Provide opportunities for advance training and implementation	Prepare opportunities for advanced training, with special attention to the application of more complex situations and everyday life

invitation, exploration, explanation and solution, followed by taking action. The phasing scheme in contextual learning [1]:



1.3.2. Contextual Learning Innovation

The principles applied in contextual learning consist of seven categories: (1) constructivism, (2) inquiry, (3) asking, (4) learning community, (5) modeling, (6) reflection, and (7) real assessment. Meanwhile,

according to Johnson [1], to apply the contextual learning model itself, there are three principles that cannot be ignored, namely: (1) interdependence, (2) differentiation, and (3) organization. The striking differences that can be observed from the application of contextual learning with conventional learning can be seen in Table 2.

Furthermore, the stages of the learning innovation decision-making process carried out at SMP Negeri 26 Padang are basically summarized on the results of observations that have been carried out in a coherent and systematic manner including the procedures [2]:

1. The stage of the emergence of knowledge, namely when the individual (in this case the author) is led to understand the existence of benefits and benefits and how an innovation can function, (after observing, researching and determining roughly what improvement the author wants to make as a contribution to the school).
2. The persuasion stage when the individual makes other decisions to form a good or bad attitude (when the author begins to consider suitable models, strategies, and methods to be implemented in schools).
3. The decision stage arises when an individual is involved in activities that lead to the adoption or rejection of the innovation (design of lesson plans and the determination of learning steps in schools).
4. The implementation stage, when the individual determines the use of an innovation (after obtaining permission from the principal and working with the Art and Culture subject teacher at SMP Negeri 26 Padang).
5. Confirmation stage, when the individual seeks reinforcement of the decision to accept or reject the innovation that has been made previously (implementation and reflection of the strategies that have been implemented in the classroom).

1.3.3. PAILKEM Learning Strategy

PAILKEM Strategy is a synonym of Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, dan Menarik (Active, Innovative, Environmental, Creative, Effective, and Interesting Learning).

1. Active learning

The formulation of this active learning can be viewed from two points of view. First, from the position of the teacher when the teacher is able to create a

conducive learning atmosphere and become a facilitator in learning. Meanwhile, from the point of view of student activity, students become active in learning and being creative. Students are not burdened to solve learning problems alone but can communicate and ask each other through discussion so that learning outcomes

serigraph technique guides and directs students to produce two-dimensional works that can be reproduced in a limited way. And in this limited edition or limited edition graphic art, up to 100 editions are allowed. Of course, each student will produce different creations with different color combinations. Changes that occur

Table 2. Comparison of several formats learning activities

Instructional context	Contextual learning	Conventional learning
The essence of learning	Learning content is related to everyday life in the student's environment	The content consists of abstract concepts and theories with no reference to the benefits obtained
Learning model	Students can learn by forming small groups for discussion and exchange of ideas	Individual activities, one-way communication, and dominantly taking notes or memorizing according to teacher instructions.
Learning Activities	Students are learning subjects who explore and find their own subject matter	Students are passive objects and act as recipients of information from the teacher
The meaning of learning	Acquiring abilities on the basis of direct experience	Ability is obtained from continuous practice
Student Actions and Behavior	Develop self-awareness of the consequences of all learning activities or efforts	Actions are based on external factors, not on the basis of their own will, and expect rewards.
Learning objectives and outcomes	Goals are tentative, because the ultimate goal of learning is satisfaction	The goal of acquiring ability is final and absolute because it is value-oriented

are more optimal.

The teacher explains learning with information that is able to be absorbed by students well in their memory and then operationalized in producing work. When the subject matter refers to the theory of graphic arts with serigraphy (screen printing) techniques, the student's work is the result of students' active efforts to achieve learning objectives.

2. Innovative learning

This learning formulation refers to new findings initiated by the teacher and creates a link between conventional learning and up-to-date learning technology. Things that are innovative are not only put forward by the teacher but are also found directly by students when studying and working to complete the tasks given by the teacher. The activity of producing ornaments and decorations with the printing technique as clearly defined in the graphic arts material, the

due to innovation from students themselves [3,4]

3. Learning using the environment

The formulation of learning through the environment can also be observed as a conscious effort to empower all the potential that exists in the student's environment. Materials used in learning and strengthening the mastery of knowledge and skills are produced in a careful manner to channel unlimited creations. This can be exemplified when students create graphic arts, they can take advantage of objects around them that are easily obtained or which can be purchased at a price that is not too expensive and does not burden students so that their learning outcomes are optimal.

4. Creative learning

This learning formulation aims to develop students' thinking frameworks to produce new things from a combination of data, information and elements

that have been observed so far and then encourage superior creativity as a result of the realization of students' ideas. The teacher mentors and facilitates so that the idea can be realized optimally.

5. Effective learning

This learning formulation refers to the achievement of well-defined learning objectives. His

6. Interesting learning

The formulation of interesting learning in the PAILKEM strategy is because the media used is supported by the conditioning of a conducive learning environment. Then the learning material becomes more interesting also because the learning method is not only lectures, but also presentations and simulations to questions and answers that are able to cover students'

Table 3. Learning Activities

Activities	Description of learning activities	Duration
Preliminary activities	<ul style="list-style-type: none"> a. Starting with the reading of greetings and introductions to impromptu teachers, with the permission of the principal and teachers of the Arts and Culture subject.⁹ b. Prayer reading before studying c. Student attendance check d. Introductory material related to graphic arts by connecting the knowledge that students have previously learned in fine art material (Apperception). Teachers encourage students' curiosity and critical thinking. e. The teacher conveys the learning objectives to be realized, especially related to the creation of graphic art works of serigraphy technique (screen printing) and the benefits after students are able to master screen printing skills. 	15 minutes
Core Activities	<ul style="list-style-type: none"> a. The teacher explains the theory of fine art in general, explains the position of graphic arts and explains the theory of serigraphy (screen printing) in detail. b. The teacher explains the tools, materials and processes of creating graphic art with serigraphy techniques. c. The teacher demonstrates the sequence of work as well as how to use tools and use materials for graphic art in the process of creating graphic art works with serigraphy techniques. d. The teacher distributes tools and materials to students. e. The teacher invites students to try to work on and produce their own serigraphy works. f. The teacher gives the opportunity to ask students for those who do not understand or do not understand the material being explained. g. The teacher gives students the opportunity to create their own findings to the process of making and finishing works. h. The teacher responds to the work that has been given by students by explaining the strengths and weaknesses of the way of working and the resulting product. 	55 minutes
Closing Activities	<ul style="list-style-type: none"> a. The teacher gives appreciation to the works that have been successfully created by students. b. Teachers and students both evaluate the work done c. Special awards for the best student work d. The teacher allows students to improve the work that has been created at school to be followed up at home independently as well as part of strengthening. 	20 minutes

initial abilities (prior knowledge) serve as an introduction to mastery of new knowledge and skills taught by the teacher. PAILKEM strategy plays an important role in making it easier for students to understand the theoretical work of graphic arts while accelerating mastery of printing practice skills because the material is coherent from the beginning to the end of the lesson.

learning needs according to class hours. When teachers can accommodate students' curiosity and channel their talents and creations into real objects (products), in this case works of graphic art with serigraphy techniques, the lessons become more interesting and meaningful for students.

2. METHOD

The study, which was conducted at SMP Negeri 26, became part of an experimental research. Meanwhile, the processed data is post-test only. The pre-test score was taken from the previous score that was owned by the teacher in the field of study. So that what is compared is only the value before being given training and after being given training by guest teachers, in this case doctoral students who are carrying out research related to learning innovations in the arts and culture for junior high schools. Learning activities are carried out with several scheme. During the activity, observations were based on the following indicators:

Table 4. Student assessment

Valued aspect	Score				
	1	2	3	4	5
1. Performance Appraisal					
a. students show accuracy in work					
b. students show the neatness of their work					
c. students show their seriousness in processing designs into works two-dimensional art					
2. Produk Appraisal					
a. students produce dynamic works					
b. students create a balance of fine art elements					
c. students produc original works					
d. student produce competitive works					
3. Supplementary Appraisal					
a. students show accuracy in work					
b. students show the neatness of their work					
c. students show their seriousness in processing designs into works two-dimensional art					

Explanation:

- Score 1, <20% Few = Very dissatisfied
- Score 2, 20-40% Half = Somewhat dissatisfied
- Score 3, 50% Many = Neither satisfied nor dissatisfied
- Score 4, 60-80% Most = Somewhat satisfied
- Score 5, 100% All = Very satisfied

3. FINDING AND DISCUSSION

Students' knowledge and skills on different materials acquisition, taught by guest teacher with innovation practice showed good results. There was a significant increase as a result of the application of new learning models and learning strategies. The students' scores can be summarized as follows:

Table 5. Students average score

	Subject II	Subject III
Mean	80,03	85,22
Standard Deviation	6,22	4,76

Note: Subject II is taught by used teachers, subject III is taught by guest teacher (Student from Doctoral Program) who apply learning innovations.

With data obtained, it is known that there is an increase in student learning outcomes in terms of the average student score per class as of November 2018.



(a)



(b)



(c)

Picture (a) preparation for learning including the completeness of tools and materials, (b) the process of creating, (c) joy after completing the practicum

The application of learning innovations that have been implemented in schools provides a lot of input for teachers to be able to implement more effective learning in the future. There was an increase in the average class related to the value of knowledge and skills in carrying out practical art in the field of art, especially for graphic arts material with serigraphy techniques (screen printing). When a contextual model is developed and implemented with the PAILKEM strategy, there are conveniences for teachers to repeat and implement the same learning model at different times, but there are also difficulties. Ease in terms of the material that has been taught and practiced at the same time is evaluated in the same face-to-face period. However, the difficulty is that during the preparation of tools and practicum materials, all are handled by the teacher, and for guest teachers there is no deep kinship with the students because there are only a few meetings.

For the sustainability of the activity, it is highly recommended that both teachers and students maintain communication and discuss the lessons that have been implemented. This is very possible because the material that is trained in learning during practice exercises is useful and beneficial for daily art activities and has entrepreneurial value for observant students. Hopefully the school can provide the tools and materials needed for future practice more optimally.

AUTHORS' CONTRIBUTIONS

YS wrote the manuscript and provide data for Table 1, J conducted the patient observation, and Z conducted all statistical analyses. All authors reviewed the final manuscript.

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