

Analysis of 3 Dimensional Crafts in Learning Visual Arts in Elementary School

Ira Rengganis^{1,*} Juju Masunah¹ Rita Milyartini¹ Tri Karyono¹

¹ Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia, Bandung, Indonesia

*Corresponding author. Email: rengganisira@gmail.com

ABSTRACT

Learning Arts, Culture and Crafts is a learning that helps students to develop as a whole. One of them is the content of art which is a coaching in the field of aesthetics and developing creativity, including in making 3-dimensional crafts. This writing aims to describe the results of the analysis of the subject matter contained in the fourth grade student books of the 2013 revised 2018 Elementary School curriculum with the scope of arts, especially 3-dimensional crafts, which includes knowledge and skill competencies, characteristics and development of fine art materials, core competence - basic competencies analysis. and its relevance to the scientific structure of Elementary Schools, HOTS, 4C (critical thinking, creativity, communication, collaboration), cultural literacy and citizenship, character education, and innovation. The research method used is a type of literature study, the procedures are; Topic selection, research focus, sources of data collected, reading sources, taking notes, processing notes to compiling reports. The results of the analysis stated that the 3-dimensional scope of art in the Student's book for grade IV of the 2013 revised 2018 curriculum was considered quite appropriate. Characteristics of Elementary Schools visual arts specifically for 3D crafts, knowledge and skills; the characteristics of the development of HOTS, 4C, cultural literacy and citizenship, as well as character education listed on the subject matter of the 2018 revised visual arts book for fourth grade students still needs to be improved.

Keywords: 3-dimensional craft, 2013 curriculum, Visual arts, Elementary school.

1. INTRODUCTION

Art education is one of the facilities and infrastructure so that children's mentality is more focused on positive things and develops children's creativity, because in making works children are trained to be able to pour the atmosphere they feel, things they imagine, and the feelings they think into a real work. The material presented in the visual arts, varies so that children will get various kinds of intelligence that can be obtained, such as in understand themselves, imagining, making music, and speaking. One of the contents of the material presented in Cultural Arts and Crafts, namely Visual Arts / Crafts in the 2013 CURRICULUM. In the 2013 Curriculum, learning activities in the classroom must always strive to apply a scientific approach and various learning models that can actively involve students and develop competency knowledge, skills and attitudes [1].

Cultural Arts Education is basically a culture-based arts education whose aspects include; Visual arts, music

and dance [2]. Art education as expressed by Ki Hajar Dewantara in Susanto [2], is one of the determinants of a child's personality. Cultural arts education in schools is very important, because it has a multilingual, multi-dimensional, and multicultural nature. The scope of *Arts, Culture and Crafts*; learning in the 2013 Revised Edition Curriculum is summarized in the Regulation of the Minister of Education and Culture No.22 of 2016 concerning Standards for Primary and Secondary Education Processes. It summarizes that the Cultural Arts and Crafts Learning consists of learning Visual Arts, Music Arts, Dance Arts, Regional Languages, and Crafts.

Visual art is a branch of art that produces works that focus on visual and tactile beauty. Through this branch, an artist can show his inner expression to others through works that can be enjoyed through the senses of sight and the senses of touch, one of which is 3-dimensional craft materials. The word craft has been 'matched' with the word craft which means: work, damel, deed or making. An activity that is generally close to the

creative process (*hand power* dan *mind power* William Morris dan John Ruskin) like the process of knowing, *exploring*, *designing*, or *making* containing aesthetic value (*beautifying*) also socio-cultural values [3-5]. Craft Arts can be defined as academic competence of 2/3 dimensional visual works that put forward conceptual intelligence that is oriented towards *Utility*, *significance*, and *aesthetic*, delivered based on the encouragement of certain things through expression (individual/collective), as well as creativity in organizing elements of the medium and visual media with certain techniques so as to produce innovative, beautiful and unique forms and styles [6]

Visual arts learning is learning that helps students to develop as a whole; a coaching in the field of aesthetics and develop creativity. Aesthetic experiences are needed to complement the mental development of children so that there will be a balance between the physical and the spiritual. In addition, children will also be trained in developing the function and balance between the left brain and right brain. Based on this, it is necessary to carry out an in-depth analysis the material in art presented to students according to their needs, especially 3D craft material.

This study, which analyzes the Revised 2018 Edition of the Year IV Curriculum Student Books. The Revised 2018 Edition of the Grade IV Elementary School Thematic Books is divided into nine themes, two themes will be analyzed in each sub-chapter and the lessons learned. Student Book is a book intended for students that is used as a guide for learning activities to facilitate students in mastering certain competencies. The student book, is not just reading material, but is also used to carry activities in the learning process its contents are designed and equipped with examples of activity sheets with the aim of carrying out contextual learning, meaning that students can learn something relevant to the life they experience. The Student Book is structured to facilitate students in having a meaningful learning experience. The contents of the book presentation are directed so that students are more active in participating in the learning process through observing, asking, reasoning, trying, discussing and improving communication skills both between friends and with the teacher. Through these activities, it is expected to foster motivation, curiosity, initiative, and creativity of students. Even though it has been arranged in such a way, the teacher can still develop or enrich other materials and activities in accordance with the learning objectives that have been set.

Based on the above background, the problem in this study is "How is the 3D craft material in the content of learning art in the 2013 fourth grade elementary school curriculum?"

The research objective to be achieved is to analyze the 3D craft material in the content of learning art in the

2013 fourth grade elementary school curriculum. The benefits of this research are;

- As a source of knowledge for readers in analyzing 3D craft material in the content of learning arts curriculum 2013 grade IV elementary school.
- As a reference for readers or for further research in analyzing 3D craft material in the content of learning art in the 2013 fourth grade elementary school curriculum.

2. RESEARCH METHODS

This research uses a qualitative approach in the type of literature study. Literature study is type of qualitative research method whose location or place of research is carried out in libraries, documents, archives, and the like [7]. A lot of literature research has been done in educational research. The source of the data is in the form of content analysis of books that are used as teaching materials in schools.

In other words, this research method does not require us to go into the field to see the facts directly as they are. The data source was obtained from the Student Book, Cultural Arts and Crafts Class IV Curriculum 2013 Revised 2018 Edition written by Angi St. Anggari, Afriki, Dara Retno Wulan, Nuniek Puspitawati. Published by the Center for Curriculum and Books, Balitbang, Kemdikbud. Data analysis techniques manually by analyzing the literature that has been selected, searched, presented and analyzed from the Student Book. Weber's content analysis method [8] states that content investigation is a system that uses a bunch of methods to make legitimate determinations from a book or archive. The procedure is; Topic selection, research focus, data sources collected, reading sources, making notes, processing notes to compiling reports. Examination is utilized to decide the presence of specific words, ideas, topics, expressions, characters, or sentences in messages or a progression of messages. Content examination is utilized to get substantial derivations and can be reconsidered in light of the specific circumstance. While the procedure utilized in library research is information examination model Miles and Huberman. In this model, subjective examination exercises are done intuitively and persistently until it is considered adequate. There are two phases in the information investigation method in this library research.

- First, analysis at the time of data collection, this is intended to better capture the essence or core of the research focus that will be carried out through the sources collected, this process is carried out aspect by aspect, according to the research map.
- Second, after the data collection process is carried out, then analyze the data that has been

collected by determining the relationship with each other.

3. RESULTS AND DISCUSSION

3.1. Substance and Scope of Main Material Visual Arts and Crafts (3D Crafts) Grade IV Elementary School

3-dimensional craft craftsmanship instruction is given in schools due to its uniqueness, importance, and value to the formative necessities of understudies, which lies in giving stylish encounters in the structure of activities of expression/creation and appreciation. cultural arts and crafts subjects, especially visual arts, aim to make students have various abilities, namely understanding the concept and importance of visual arts, showing an attitude of appreciation for visual arts, displaying creativity through visual works, and showing participation in cultural arts at the local, regional, and global levels. According to Permendikbud number 21 of 2016 concerning the standard of content for primary and secondary education, the scope of elementary school Arts and Culture and Crafts materials includes the creation and appreciation of fine arts and crafts [9].

In view of the consequences of the analysis, it can be concluded that the distribution of the scope of the 3 Dimensional Craft material for class IV students is that the creation and appreciation of works of art is still lacking and the appreciation and creation of crafts is stated to be sufficient to meet Core Competency 3 (Knowledge) Understanding verifiable information by noticing and posing inquiries in view of interest in himself, God animals and their exercises, and the articles he experiences at home, at school and at the jungle gym.

Center Competencies 4 (Skills) Presenting verifiable information in clear, precise and intelligent language, in tasteful works, in developments that reflect sound youngsters, and in activities that mirror the way of behaving of kids with confidence and honorable person.

3.2. Characteristics and Development of 3-Dimensional Craft Materials

In the 2013 curriculum, in the substance of Cultural Arts and artworks, there are a few qualities connected with the turn of events of 3 Dimensional Craft material. First, the characteristics are seen from the aspect of the subject matter. Several aspects of the subject matter, namely: (1) Visual arts, including abilities, values, and information in making masterpieces as carvings, models, and others, and (2) skills, including skills in life skills.

3.3. The Relevance of 3-Dimensional Craft Materials

The relevance of the material includes the current elementary school Arts, Culture and Crafts curriculum structure, the suitability of the developmental characteristics of elementary school students, higher order thinking skills (HOTS), 4C (creative, critical thinking, communicative, and collaborative), cultural literacy and citizenship, and character education. First, the curriculum structure of 3-dimensional craft materials in the latest elementary school arts, culture and crafts is still considered inadequate. Core competencies and basic competencies in elementary school grade IV fine arts are quite in line with Permendikbud number 24 of 2016 concerning core competencies and basic competencies lessons in the 2013 curriculum in basic education.

Core competencies and basic competencies based on the attachment to Permendikbud number 24 of 2016 are quite relevant to the core competencies and basic competencies used in the thematic package book for grade IV students in the 2018 revision. Second, the reasonableness of the formative attributes of Elementary School understudies. Each individual should encounter changes in himself, both genuinely and mentally. Third, higher order thinking skills (HOTS). Right now, there are numerous issues that foster throughout everyday life, including these issues emerge on account of the contrast among needs and the arrangements advertised. The arrangements offered are sufficiently not to conquer every one of the issues that are creating in the present society. Subsequently, higher order thinking skills (HOTS) are needed, namely skills for higher-order thinking.

Higher order thinking skills are related to problem solving skills, critical thinking, and creative thinking. HOTS is different from HOT (high order thinking). If referring to Bloom's taxonomy which has been revised, higher order thinking (HOT) is related to cognitive analysis, evaluation, and creation. The fourth is the 4C (creative, critical thinking, communicative, and collaborative). 21st century learning is required to be technology-based to balance the demands of the millennial era with the goal, later understudies will become accustomed to fundamental abilities in the 21st hundred years. As indicated by Baswedan in Sugiyarti, Arif, and Mursalin [10], these abilities include: (1) decisive reasoning specifically the capacity of understudies to think basically through thinking, communicating, examining, and tackling issues. In

the renewal time, decisive reasoning is utilized to sift through extremist thoughts that don't appear to be legit, (2) correspondence, to be specific the capacity to convey thoughts both composed and verbal, (3) coordinated effort, in particular the capacity to cooperate as a strong group in beating issues. an issue, and (4) imagination, in particular the capacity to deliver something new that has never been known before for new issue arrangements.

The pertinence of the topic of 3D craft for class IV instructor books and understudy books with 4C (decisive reasoning, correspondence, coordinated effort, and inventiveness). The topic of 3-layered make for class IV has started to prompt 21st century advancing by including every one of the 4C parts that actually should be produced for inventiveness abilities, in light of the fact that in the subjects of Cultural Arts and Crafts it is planned that understudies can foster their innovativeness in making and valuing craftsmanship. The fifth is social proficiency and citizenship. Social proficiency is the capacity to act and comprehend the way of life that exists in Indonesia to show public character, while urban education is the capacity to comprehend the privileges and commitments that should be complied as residents. So social proficiency and citizenship is the capacity of people and networks to act towards their social climate as a component of a culture and country (National Literacy Movement, 2019). In light of this, social and city education can be created in learning artistic expression, Culture and Crafts, for instance presenting three-layered artworks of the archipelago. It can give fundamental information to understudies in the field of social education and citizenship.

The sixth is character education. It can be interpreted as a work made to ingrain insight in thinking, endlessly acting as per the respectable qualities that become his character, appeared in associations with God, oneself, society, and the climate. Character values have been applied in the 4th grade topical reading material. Character instruction in 3-layered workmanship learning materials can be additionally evolved by educators by applying the upsides of character schooling.

3.4. Main Material Innovation of 3D Visual Arts Elementary School

In light of the different issues that have been referenced and the consequences of the specialist's investigation of the topic of 3dimensional fine art book, the 2013 changed 2018 educational plan, it is important to give an advancement so craftsmanship learning is more significant, including utilizing intuitive mixed media. Intuitive sight and sound is interactive media that is furnished with a regulator that can be worked to have the option to do guidelines back to the client to play out an action.

4. CONCLUSION

The conclusions from this study are: (1) all 3-dimensional craft materials are sufficient to refer to the content standards of the Minister of Education and Culture Number 21 of 2016, so the thematic teaching materials for student books are quite relevant or sufficient to meet the scope of material listed in Permendikbud number 21 of 2016. 2016 of which is the creation and appreciation of works of art, as well as appreciation and creation of crafts. Competencies of some of the basic materials of 3D art, culture and crafts in Elementary School are attitude competence, knowledge competence, and skill competence. In general, textbooks for fourth grade elementary school students are quite relevant to the scope of Elementary School Arts, Culture and Crafts, (2) the characteristics of the main material of craft 3 dimension of visual art, which is sufficient to cover its characteristics seen from the aspect of the subject matter and the characteristics of its development as well as its implications for art teaching, (3) the relevance of the subject matter of 3-dimensional craft; covering the structure of the elementary school curriculum, the characteristics of student development, and HOTS including (critical thinking, problem solving and creative thinking) is still low, the rest still leads to LOTS (Low Order Thinking Skill), 4C is still low, cultural and civic literacy, and character education, and (4) the innovation of elementary school 3-dimensional fine arts subject matter using interactive multimedia still needs development.

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