



# Create Creative and Fun Learning Through Optimizing the Development of Art Learning Media

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**Abstract.** In the Elementary School Teacher Education Study Program, University of PGRI Palembang, complex problems that often develop in art learning include low motivation to learn art and a lack of originality in work, getting bored quickly, frequent, and lack of confidence when taking lessons. In an effort to become a professional teacher, classroom action research that uses learning strategies to encourage creative and fun learning through the production of art learning media is a step to solving problems with individual art learning that society may face. The research findings show that instructors can improve their skills and encourage creative and fun learning by developing art learning tools.

**Keywords:** Creative Learning · Fun · Media Development

## 1 Introduction

In the Republic of Indonesia, which is a unitary state, education is a controlling factor in achieving a peaceful society, democratic justice, competitive economy, and prosperity [1]. Indonesia can be competitive and raise the standard of education by utilizing the potential of the arts. The reality of art learning is highly intriguing because it provides a wealth of comprehensive and well-supported descriptions that are interconnected and explain the form and learning process that occur inside its intra-aesthetic and extra-aesthetic scope. One of the objectives of learning art is to improve students' skills. In this case, we can follow and explain the flow of learning events that occur according to the stages of time, then see precisely the causes and effects resulting from the learning process and obtain very useful learning outcomes. Students' ability to collaborate in groups and improve their individual talents using kinesthetic skills [2].

Obviously, stories or events that take on a more authentic, lively, and meaningful impression are the concrete form of behavior in art learning. There are so many non-aesthetic components to the learning activities, art education is frequently perceived as pleasant education [3]. Students actively participate in symbolic interactions, and learning occurs. Students' active participation in group projects demonstrates their intra-aesthetic aspects.

The contextual relationships between actors, space, time, and works of art are represented by art in the learning context mentioned above [4]. Realizing and appreciating

these relationships confirms the logical conclusion that an understanding of art necessitates an understanding of space and time. Without analyzing art generally in the context of society and culture, it cannot be properly comprehended. If we consider the range of art learning, the notion of art which is based on individual conduct and communal behavior patterns is the foundation of art learning [5]. Therefore, the concept itself in the learning process includes the creation of a work and the impressions of the work developed by students based on the concept of art which includes creation and impressions [6]. Society in this case is the role of artists and the role of appreciators, and the role of students is the role of appreciators in the learning contest. The experience of media manipulation is another. The ability of students to produce a learning medium so they can create dynamic and fruitful learning [7]. The learning process will create an appreciation process, is the experience of media manipulation discussed in this study. The appreciating process is crucial because it can foster a love of learning through the acquisition of knowledge, skills, and abilities related to producing a work of art [8].

Learning must be intricate and comprise a number of interconnected elements in order to be interactive and fruitful. Consequently, initiatives can be developed to foster creative learning. Learning must be intricate and comprise a number of interconnected elements in order to be interactive and fruitful. Consequently, initiatives can be developed to foster creative learning and enjoyable, it requires a range of abilities in this study that concentrated on teaching abilities or teaching abilities holding a range of media [9].

Each teaching technique includes distinctive elements and fundamental ideas that are creative, competent, and enjoyable. Professionalism is a requirement that cannot be put off any longer; as competition intensifies in the age of globalization, teachers must become more professional [10]. The purpose of creating these learning media is an attempt to change the process if you create different learning media that are skills that teachers must master in art learning in order to overcome student boredom and efforts to increase learning motivation so that students are enthusiastic, diligent, and full of participation during the learning process. Activities for learning the arts that are intended to boost students' motivation for learning and lessen boredom [11].

## 2 Methods

Basically, the goal of this research is to gather data for that purpose. The study methodology used involves classroom action research. Given the three benefits of classroom action research, which include the following, it is becoming more and more important for instructors to conduct it. 1) The implementation of a well-planned and well-controlled CAR will improve teacher performance in managing quality learning; 2) resolving classroom or learning issues will improve the process of learning; and 3) strengthening the role of teachers in learning will be able to contribute to raising the standard of education nationally [12]. The information is gathered, then directly expressed as a description or description of the object's general atmosphere or state. Based on information from people and observed behavior, the data may take the shape of spoken or written words [13].

The overall goal of this study is to promote imaginative and enjoyable learning by maximizing the creation of art-learning media based on outside learning of the classic

game of snakes and ladders. This study details how using art learning resources based on outdoor learning activities like the classic game of snakes and ladders increased the students in the Elementary School Teacher Education Study Program at FKIP University, PGRI Palembang's motivation to learn art.

Variations in learning are intended to strengthen students' focus on pertinent art materials, create possibilities for the growth of creativity in learning, encourage positive student behavior toward learning, and provide students the chance to learn at their own pace and skill level [14]. The goal of the study is to create outdoor learning resources that incorporate the classic snake and ladder game to engage students and inspire them to learn in a fun and creative way by maximizing the creation of art learning resources.

### 3 Results and Discussion

There are several strategies for drawing students' attention to the art lessons that will be taught, including the use of conventional outdoor learning games as teaching tools to produce a variety of patterns of art teaching and learning interactions. The findings demonstrated that the instructor could construct engaging and innovative learning activities based on the reawakening of student motivation during teaching and learning activities both inside and outside the classroom by utilizing outdoor learning media based on traditional games. In the ongoing study process, teachers use four strategies to motivate students to learn, including:

1. When art instruction is taking place, the teacher interacts with the students with warmth and enthusiasm. Since art instruction in theory necessitates high confidence, the foundation of art instruction is student excitement and confidence. As a result, students are motivated to study, feel good about themselves, and be enthusiastic about engaging in art learning and completing tasks given to them individually or in groups when the teacher displays warmth and passion.
2. Develop your interest. Because art learning is generally built on contextual studies including history, functions, roles, and the development of art in people's lives, teachers try to educate using the storytelling technique to pique students' attention while they are studying. In order for students to play the role of the next generation, they must be able to spark curiosity and ask questions. When a dancer presents a *sekapur* to the left as a sign of respect, for instance, the instructor explains the purpose of a traditional dance to greet guests and then demonstrates it. This gives pupils the chance to ask questions about what the teacher has explained and shown. This type of activity demonstrates how effective the teacher's efforts are at fostering learning motivation.
3. Put out contrasting viewpoints. The teacher may present opposing viewpoints based on the fundamental question rather than the learning material. Because, in theory, learning about art should highlight the meaning, inspiration, form, and impressions that went into creating a piece of art (Figs. 1, 2 and 3).
4. The research presented when it takes place is related to student interests, specifically outdoor learning learning in the form of traditional games, because each student has individual differences so that through the development of outdoor learning media will involve all students to convey his appreciation through traditional games. The teacher



**Fig. 1.** Students' express concepts that support the creativity of art education

pays attention to student learning interests so that the art learning process can generate learning motivation. As a result, the general interests that can be taken into account are in accordance with influencing variables such various customs, cultures, and local knowledge aspects for each student. Because of the differences in the traditions and local knowledge that students uphold as social beings, it is important to pay attention to and tie art teachings to events that happen in the environment around pupils.

In addition to being enjoyable, being a creative and skilled teacher is necessary if you want to create engaging learning materials. The findings demonstrate that teachers are inventive and skilled in employing media, managing classes in a stimulating learning environment, and developing outdoor learning media and traditional activities. The improvement in this study's results, which can be observed from the increase in student scores and scores from cycle I to cycle II, suggests that art learning outside of the classroom using this media is more enjoyable and conducive.

According to the findings of the research, the average score and value for the first cycle are 12.76 and 63.82, respectively. Additionally, it climbed to 16.71 and 83.55 in the second cycle. The rise in each evaluation factor from cycle I to cycle II was as follows: (a) affective factors grew from 3.74 to 4.81; cognitive factors from 3.24 to 4.26;

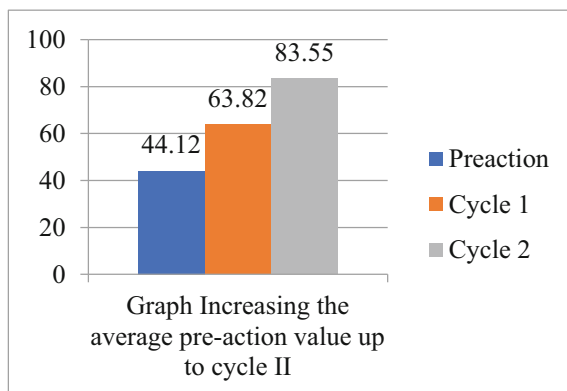


**Fig. 2.** When employing learning resources, students are actively engaged physically, academically, and mentally



**Fig. 3.** Due to advances in art learning, outdoor learning mediums have been optimized

psychomotor factors from 3.21 to 4.16; and creative factors from 2.71 to 3.48. Before being treated up to cycles I and II, the progress in art learning outcomes for fifth-grade children will be shown in the section below in the form of a histogram.



The graph above shows that the overall average score of the 5T grade kids' dance practice outcomes grew from the pre-action stage to the post-action stage of cycle II. At the pre-action stage, the average value of the practice of fostering art learning in primary schools was 44.12; in the first cycle, it was 63.82; and in the second cycle, it was 83.55. Increases from pre-action to the first cycle and from the first cycle to the second cycle were each 19.7 and 19.73, respectively, whereas the increase from pre-action to post-action cycle II was 39.43. The improvement efforts performed in the research's first cycle of action may have contributed to the increase. Enhancing the creation of conventional game-based outdoor learning materials for art education while taking appropriate learning media into consideration, among other things:

1. It is possible to easily access and continuously use the necessary snake and ladder media.
2. It is possible to secure funding for large-scale snakes and ladders media.

3. Technology is available and simple to use, as is the medium it uses.
4. Interactive, which can foster two-way communication and engage students physically, cognitively, and mentally through the optimization of traditional game-based outdoor learning media.
5. Obtain assistance from study programs and FKIP to oversee the teaching of art development in elementary schools.
6. Attractive to students when they are studying art since, during the academic year 2021–2022, teachers did not employ conventional game-based outdoor learning media while taking into account the advantages of media.

Learning is a tool that can be utilized as a link to convey information and make lessons more clear [15]. A suitable and enjoyable environment for learning about art is produced by the development of conventional outdoor learning medium, as evidenced by the students' active physical and mental behavior. Researchers first design learning with a stimulus-response pattern that is classified as a type of classical condition, after which the learning process in the classroom occurs when the idea of structuring artwork takes time between stimulus and response, which are specific are reinforced by rewards. Improving pupils' motor movements, a crucial aspect of studying art, is the goal of the pattern of producing stimulus, response, and learning.

The process for classroom interaction demonstrates how students can arrange works using traditional learning media designs to accomplish a learning objective, but they can also create interactive ones marked by teachers and students carrying out their respective roles to activate and provide motivation for an interactive art learning process to occur. And favorable. Based on the findings of the research, researchers can maximize the advantages of using media in learning, including grabbing attention, speeding up understanding, making messages clearer so they are not verbose, overcoming the barriers to a more communicative and productive learning environment, removing boredom, and boosting motivation.

## 4 Conclusion

The action success criteria were met in both cycles I and II of an effort to increase motivation to learn the art of dance in grade 5T students of the Elementary School Teacher Education Study Program at FKIP University PGRI Palembang by maximizing the use of the learning media. Based on the average score acquired in the second cycle as opposed to the average score obtained in the first cycle, improvements in the process and results can be seen. The results and the improvement in process quality demonstrated that the elementary school teacher education study program at FKIP University, PGRI Palembang was able to increase the motivation to learn art in grade 5T students by optimizing the use of media in cycles I and II, resulting in creative and enjoyable art learning.

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