



The Practice of Making Torso Sculpture as Three-Dimensional Works (Tri Matra) Cultural Arts Lessons in Class X TPHP-1 Students at SMK Negeri 2 Gorontalo

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ABSTRACT

This study aims to determine the ability of students in learning the practice of sculpture in class X TPHP-1 at SMK Negeri 2 Gorontalo. The method used in this research is descriptive quantitative method. Data collection was carried out using observation, interviews and documentation techniques. The Practice of Making Torso Sculpture as a Three-Dimensional Work (Tri Matra) in the Subject of Cultural Arts in Class X TPHP-1 at SMK Negeri 2 Gorontalo, it can be concluded that students are very enthusiastic in making. So that the work produced based on the average value of class achievement is included in category C (Enough). This can be seen from the level of completeness of all students in making works which are assessed based on the four aspects namely, aesthetics, technique, proportion and accuracy then assessed by 3 respondents. Based on the average score, 3 students were included in the SB category (Very Good) or reached 13.04%, 2 students were included in category B (Good) or reached 8.69%, and 18 students were included in category C (Enough) or reached 78.26%. The average grade X TPHP-1 is in category C (enough) or reaches 78.26%. In this study, before students did practical learning, students had limited skills in terms of learning fine arts. By carrying out the practice of making sculpture, it was found that there was an increase in students' skills in creating three-dimensional works of art, in another sense the objectives of this study had been achieved.

Keywords: *Practice, Sculpture, Torso.*

1. INTRODUCTION

Education in Indonesia is a way that has one goal to educate the nation as stated in the fourth paragraph of the law. Education plays an important role in efforts to develop human potentials and create and improve quality human resources (HR). Therefore, education that is well managed in terms of quality and quantity can be seen in increased student learning outcomes. Education is also one of the aspects of development for the nation, therefore the government is trying to prioritize education in order to improve the quality of education.

The government always strives to expand and improve children's learning abilities to all corners of the country equally. This effort is intended so that children throughout the country can catch up with knowledge and technology that continues to develop today. The role that has been carried out by the government is expected to be able to provide care and direct attention to improving the

quality of formal education institutions. One of the efforts that have been made by the government as an effort to improve the quality of education through the implementation of improving human resources (HR) and facilities to support educational development is the construction of schools.

SMK Negeri 2 Gorontalo is a vocational school that has 7 expertise programs, so the learning process at this school is certainly more oriented towards areas of expertise where each student is encouraged to explore their respective expertise programs. SMK Negeri 2 Gorontalo is also one of the schools that teaches arts and culture subjects, as in the 2013 curriculum at SMK Negeri 2 Gorontalo. Learning arts and culture at SMK Negeri 2 Gorontalo, refers to the SMA Culture Arts guidebook [13].

Based on a survey conducted at SMK Negeri 2 Gorontalo, the learning process is applied to the subject

of Cultural Arts, especially in the basic competence "Making three-dimensional works of art based on seeing models". Usually students at SMK Negeri 2 Gorontalo are only able to make works with the material paper, students have never studied the process of making sculptural works of art as obtained from the results of interviews with the subject teacher, Mr. Sufri (interview 09/21/2016, 10:26 a.m. pm). This of course makes students have limited knowledge of students towards skills in the process of making sculptures.

Even though the making of sculptures is very commonly heard in Fine Arts, especially the making of three-dimensional works (tri dimension), the subject teacher only provides theory and never teaches about the process of making sculptures (interview with Student 09/22/2016, 11.45 wita). As a result, students acquire a little knowledge and skills related to sculptural works of art. The importance of learning the practice of making sculptures for students is so that students have the skills and knowledge and train students' mindsets to apply the theory given by the teacher. In addition, the hope is that class X students will get direct experience and improve students' skills in realizing an object that has been seen in a work. The learning objectives can be achieved properly if the learning outcomes are in accordance with the standards expected in the learning process [2]

2. PROBLEMS IDENTIFICATION

Based on the background of the problems previously described, several problems in the research can be identified as follows:

1. The learning process has not been effective in arts and culture subjects (Fine arts field).
2. Learning sculptural skills that have not been followed up with practice.

2.1 *Understanding About Learning*

Learning in women's life skills education through local arts and culture uses a humanism approach, namely directing students to think inductively, prioritizing experience, and requiring active involvement of students in the learning process [3]. Behaviorist theory argues that learning is related to changes in behavior. The Cognitive theory also argues that learning is a process of deepening that occurs in the mind, and cannot be observed directly by behavior. while humanist theory also argues that human learning depends on emotions and feelings.

2.2 *Definition of Sculpture*

The word statue is a noun which means imitation of the shape of a person, animal, plant made of stone, clay, resin, wood, wax or plasticine and so on. Monument statue means a statue designed and made to commemorate the services of a certain figure or group, such as a hero of a country or to commemorate an important event [4].

Sculpture is a type of three-dimensional work whose form is made by subtractive methods (regarding materials such as cutting, carving) or additive (making models first such as casting and printing) [5]. Furthermore, statue is an expression, because it is an embodiment in form, color, and space of the artist's idea as its creator, regarding humans and nature [6].

Meanwhile, sculpture is a pure three-dimensional work of art made by imitating the forms of humans, animals and living things around us [7]. Referring to functional terminology, a statue that is presented in a certain environment is not something without reason [8]. It can be concluded that sculpture is a work of art made to resemble the shape of humans, animals and plants, using natural or synthetic media.

2.3 *Definition of Torso*

There are various types of statues, for example statues can be found in various places such as museums, parks and even at home. We can distinguish 3 types of sculpture, namely: bust statues, torso statues and complete statues. The attitude of the body is closely related to the position of the torso after taking a breath [9].

According to Wittich and Schuller (in Restu 2008: 237) states that the torso is a biological model specifically used in the health sector. Torso describes the parts of the human body concretely. These body parts are then displayed in conditions that can be directly observed. In the Big Indonesian Dictionary, torso is defined as "statue. human body models; human torso without arms and legs; used as teaching aids in the learning process, models of the human body for learning purposes in the health sector, or at one other level of education".

3. RESEARCH METHODS

This research was conducted in the city of Gorontalo, precisely at SMK Negeri 2 Gorontalo class X TPHP-1 with a total of 23 students. This place was chosen as the research location with various considerations namely this school is a vocational school that focuses more on learning skills. This research was conducted from

October to December and the implementation of the action was carried out on November 9-10 2016 in class X TPHP-1. The data analysis technique used in this study is descriptive qualitative and quantitative data analysis using the percentage formula, which is to measure student work, with the following formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

Q : Percentage

f : Frequency

N : Number of respondents

100% : Fixed number

Sculpture learning assessment scale seen in the following table:

Table 1. Sculpture Learning Assessment Presentation Scale.

Intervals	Category
82-92	Very Good
70-81	Good
56-69	Enough
48-58	Poor/Low

The qualitative research approach contest basically wants to answer the question why a problem and/or fact needs to be researched and it is important to make it the subject matter [10]. Qualitative methods are used as research procedures that produce descriptive data in the form of written or spoken words from observable people or actors [11].

4. DISCUSSION

4.1 Sculpture Learning Materials

Based on observations made prior to the implementation of the research, the 23 students of class X TPHP-1 SMK Negeri 2 Gorontalo in the 2016/2017 academic year were to obtain initial data that could be used as a reference in conducting research. As stated by Mr. Supri as a teacher of cultural arts subjects, students have never been taught the practice of making sculptural works of art. Through these data, the researchers

designed the implementation of this research by teaching students directly the process of making sculptures. In this case, the making of sculptures of human body parts, in other words, is often called torso sculpture.

4.2 Introduction/Initial Activities

In the initial activity, the teacher first greets, then the teacher as a facilitator conditions the students and the learning environment so that all students are ready and motivated, so that during learning all students can follow the lesson well, then pray before learning.

4.3 Core Activities

4.3.1 Exploring

Students are individually directed to make torso sculptural works of art using toy wax/plasticine. Students make sculptural works of art based on the theme of making torso sculptural works of art by sculpting the shape of a human figure using plasticine wax. The teacher assesses presenting and reasoning skills as well as students' ability to communicate.

4.3.2 Communicating

The teacher assesses presenting and reasoning skills as well as students' ability to communicate. In this activity, students are asked to present their work in front of the class and then present their work. This is done by assessing students' ability to communicate.

4.3.3 Closing

At this stage, the teacher and students conclude the material that has been learned, namely the practice of making torso sculptures. The teacher gives motivation to students so that students are excited and have an interest in the next Fine Arts lesson. Then the learning activities were closed with a prayer together.

4.4 Aspects of Sculpture Assessment

4.4.1 Aesthetics

In the aesthetic aspect, there are only 2 students who fall into the SB (Very Good) category, meaning that students in compiling a work are very perfect so that there is a value for beauty and the quality of the work that is highlighted is not just empty, 2 students are included in category B (Good) meaning in In this case, the students' ability in compiling a work already has an aesthetic

value, for 14 other students it is included in category C (Enough), namely in compiling a work it is already good in terms of form, but the quality of certain works is not perfect. Then for 5 students included in the KB category (Poor/Low) due to the lack of students' ability to compose a work, so the quality of the work produced is less prominent and there are less different elements in making sculptural works of art which results in a lack of harmony in a work .

4.4.2 Technical

In the technical aspect, there are 3 students who fall into the SB (Very Good) category, meaning that in the preparation of a work, students are very good at techniques in the use of materials, so as to produce elements of beauty and the resulting work looks perfect. Then there is only 1 student who falls into category B (Good) in this case the student's ability to compose a work is already good in terms of mastery of techniques in the use of materials. And for 18 students included in category C (Enough) this is due to the ability of students in mastering techniques in the use of materials that are still lacking in compiling works. 1 student in the KB category (Poor/Low) this is due to the lack of students' ability to compose a work and mastery of techniques in using materials is still lacking, so the quality of the work produced is less than perfect and there are not enough different elements in making sculptural works of art.

4.4.3 Proportions

Proportion and scale refer to the relationship between the parts of a design and the relationship between the parts and the whole. A small and narrow room when filled with large, massive objects; will not look good and also not functional [12]

In the aspect of proportion, there are 3 students who fall into the SB (Very Good) category, in this case the ability of students to compose a work is very good or perfect in terms of the comparison of the sizes of each part, so that the quality of a particular work looks harmonious and balanced between the left and right parts up and down. 1 student is in category B (Good) this can be seen from the results of the sculptural works made by students that are already good in terms of comparison of one size to another, but some of the anatomical parts do not look good. 16 students who fall into category C (Enough) are due to the lack of students' ability to compose a work, there are several parts that look unbalanced in terms of comparison so that the resulting work looks less than perfect. Then 3 students in the KB category (Poor/Low), this is because the ability of

students is still lacking and limited in terms of adjusting a size ratio between one part and another, as found in the placement between the eyebrows not parallel to the tip of the upper ear, the size between the left and right ears of the statue have different sizes, the sizes between the left and right eyes do not match so that the resulting work looks imperfect.

4.4.4 Accuracy

In the aspect of accuracy, there are 4 students who fall into the SB (Very Good) category, meaning that the student's ability to compose a work is very good or perfect in terms of imitating the actual form as outlined in the form of a statue, so that the quality of the work can be seen. Then 6 students who fall into category B (Good), namely, the ability of students to compose a work is already good in terms of imitating the actual form as outlined in the form of a statue, so that the quality of the work can be seen. As well as for 13 students included in category C (Enough) due to the lack of students' ability to make a work in terms of Memisis or in other words imitating the half human form (torso) in the form of a sculptural work of art, so the quality of the work produced is not visibly perfect.

4.5 Evaluation

Based on the observation guidelines carried out in the study, namely: Table of Frequency and Percentage of the Practice of Making Torso Sculptures for Class X TPHP-1

No	Interval	Frequency	%	Category
1	82-92	3	13.04%	Very Good
2	70-81	2	8.69%	Good
3	59-69	18	78.26%	Enough
4	48-58	0	0%	Poor/Low
Total		23	100%	

From the data in table 4.9 for the frequency and percentage of learning to make sculptures in class X TPHP-1 students for the range of values 82-92 consisting of 3 students or 13.04% are included in the SB (Very Good) category which is assessed by aesthetic aspects, technique, proportion, and accuracy. In the aesthetic aspect, students in compiling a work are already very perfect, there is a certain value in the work that is highlighted so that the quality of the work is not just

empty. In the technical aspect, it means that in the preparation of a work, students are very good at techniques in the use of materials, the quality of the work produced is perfect and there are different elements in making sculptural works of art. Then in the aspect of proportion, students have been able to create works that have a comparison between the sizes of the left and right and top and bottom so that the resulting work looks balanced. As well as an assessment based on aspects of accuracy, where students are very good at compiling a work by imitating the actual form of living objects, then pouring it into sculptural works. So that the resulting work looks accurate or similar.

The score range of 70-81 consisted of 2 students or 8.69% included in category B (Good) assessed by aesthetic, technical, proportion and accuracy aspects. In the aesthetic aspect, students are good at compiling a work, there are certain values in the work that are highlighted so that the quality of the work is not just empty. In the technical aspect, it means that in the preparation of a work, students are able to master techniques in the use of materials so that the quality of the work produced contains different elements in the manufacture of sculptural works of art. Then in the aspect of proportion, students have been able to create works that have a comparison between the sizes of the left and right and top and bottom so that the resulting work looks balanced. As well as an assessment based on aspects of accuracy, where students have been able to compose a work by accurately imitating living objects, then pouring it into a sculptural work.

The value range of 59-69 consists of 18 students or 78.26% in category C (Enough) assessed by aesthetic, technical, proportion and accuracy aspects. In the aesthetic aspect, students in compiling a work are still imperfect, the work they have made does not stand out in terms of form. In the technical aspect, it means that in the preparation of a work, students are also not able to master the technique of using materials so that the quality of the work produced does not look perfect. Then in the aspect of proportion, students have not been able to create works that have a comparison between the size of one part and the other parts, so that the resulting work looks unbalanced. This of course has an effect on the final result of the work being produced to be less, so that the degree of similarity in the form of the work being made is less accurate.

5. CONCLUSION

Based on the results of the research that has been done, the making of torso sculpture in class X TPHP-1 students of SMK Negeri 2 Gorontalo can be concluded that:

1. Students are very enthusiastic in making the works. This can be seen from the level of completeness of all students and the work produced. So that the work produced based on the average value of class achievement is included in category C (Enough). Student learning outcomes in the form of 23 sculptural works of art, assessed by 3 respondents, using 4 aspects of work assessment including, aesthetics, technicality, proportion, and accuracy. Respondents' scores after being averaged show that 3 students are in the SB (Very Good) / 13.04% category, in this case students have been able to convey aesthetic elements or aesthetic values to the sculptures they have made, students have also mastered techniques in using wax materials plasticine, the work produced has a balance of size between left and right, up and down in the sense that the work produced is in proportion, then students are able to morph an existing object into a work in this case sculpting the human form into a half body (torso) statue so that the resulting work looks accurate and perfect. 2 students fall into category B (Good) / 8.69%, in making works students have been able to make a sculptural work in terms of memisis and are able to master the technical use of materials, and students are able to convey elements of beauty in a work. 18 students fall into category C (Enough) / 78.26%, this is because in terms of making a sculptural work of art, students are able to mix an object into a work, students master the techniques in making sculptural works, the work produced is still lacking in proportion so that the value of beauty produced is not perfect.
2. From the results of data analysis, there are differences between before and after the research. This means that previously, students did practical learning, students had limited skills in terms of learning fine arts. By carrying out the practice of making this sculpture, there is an increase in students' skills in creating three-dimensional works of art, in another sense the objectives of this study have been achieved.

Based on the conclusions of the researchers, the authors recommend the following suggestions:

1. The teacher should motivate students more. Both visually and verbally, and provide follow-up from

theory to practice so that students have skills and are able to develop properly.

2. As input for teaching materials for learning Cultural Arts and Skills in improving the quality of learning in schools.

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