

DEVELOPMENT OF ARCHIPELAGO ART-BASED APPRECIATION LEARNING MODELS ON CULTURE ARTS LEARNING FOR INCREASING AESTHETICAL EXPERIENCES IN CLASS VIII STUDENTS JUNIOR HIGH SCHOOL

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Abstract

This study aims to develop an appreciation learning model of archipelago art based dance on cultural arts subjects to enhance the aesthetic experience of eighth grade students of junior high school and find out the effectiveness of the learning model. This research is categorized into Research and Development study which was conducted by applying ADDIE (Analyze, Design, Develop, Implementation and Evaluation) model. The validity of the data was seen from the result of the validity test on lesson plan and learning materials. Meanwhile the practicality of the data was viewed from the result of observation on the implementation of the lesson plan, and questionnaires distributed to the teacher and the students. In addition, the effectiveness was seen from the students' activities and the result of assessment on their reading activities skills. Based on the result of the validity test, it was found that the average score of the lesson plan was 81,4% (very valid) and that of the learning material was 95,5% (very valid). The result of the practicality test indicated that the average score of the implementation of the lesson plan was 92,9% (very practical), the teacher's response was 93% (very practical) and students' response was 93% (very practical). The results of the assessment on student dance appreciation learning are in the "very high" category. Based on the results of the study, it can be concluded that the learning model developed in class VIII SMP is valid, practical, and effective.

Keywords: Learning Model, Appreciation of Dance, Nusantara Art, Cultural Art, Aesthetic Experience

Introduction

Education as an activity that guides a person to know all things considered as knowledge, attitudes, and skills through learning. Education is expected to produce the next generation who are independent, smart, creative and able to compete in the era of globalization. In accordance with Law No.20 of 2003 concerning the National Education system article 1 which states that, "Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and State".

Humans will achieve change in every side of their lives through experience and education. Science and technology have experienced very rapid development. In the field of education, these developments provide new experiences and challenges for practitioners. The challenge is to utilize these developments in the organization of more efficient and effective educational activities. In this case, the technology approach becomes an important and inseparable part in the implementation of learning activities.

One of the educational problems faced by the Indonesian people is the low quality of education. Although various efforts have been made, but until now the quality of education has not shown significant improvement both at the primary and secondary education levels, as well as at the tertiary level. In the implementation of education, attention to the meaning of learning and its achievements become very important and meaningful in the development of education in the future. To overcome the problem of the

low quality of education many things must be done in order to improve the quality of education, the most important thing is located in the teaching and learning process in the classroom involving educators and students because the teaching and learning process that occurs in schools is an activity carried out in the classroom which is not only based on the mastery of fundamental principles, but also develops a positive attitude towards learning, research, and discovery and problem solving

Research on things behind this. First, the Cultural Arts subject in the 2013 curriculum for Primary and Secondary Schools has four sub-fields of study or sub-teaching material namely art, dance, music, and drama or theater. Each of these sub-materials is unique in the form of a strong tendency of every person commonly called talent or talent. Although there are people who have multiple talents, but very few. If we look at the cultural arts teachers in schools today, it would be difficult to find a teacher who has multiple talents. for example, a teacher who does have talents and academic competencies in dance or music, but does not have the talent or talent in the field of art.

Secondly, the problems that occur in many schools today, both in junior and senior high school, there is only one cultural arts subject who happens to be from one particular art education graduate, for example an art academic. Thus, two or three other sub-fields of study (dance, music, and drama) are not well taught by the art teacher. Although there are regulations that stipulate, if such conditions exist in schools, the teacher must teach at least two sub-fields of study that are of interest to the teacher or have skills in both sub-fields of study.

Third, related to the uniqueness of Cultural Arts subjects in Primary and Secondary Schools having theoretical and practical offerings. These two things, namely theoretical presentation and practice offerings also have different objectives, for the theoretical presentation of the target certainly facilitates students with a lot of artistic knowledge and aesthetic experience and leads to appreciative abilities. Whereas the practical presentation of the target is certainly motor skills or skills. Both fields of this presentation have differences, if taught in public schools more oriented towards appreciative material, practical material helps for appreciative abilities. Whereas for vocational schools the two things are given, namely the presentation of theory and presentation of practices carried out in a balanced manner, so that students are formed into professionals in their fields.

Based on the above problems, the learning of Cultural Arts in public schools (SD/MI, SMP/Mt.S, SMA/MA) provides more appreciative offerings than practice. Thus the Arts and Culture teacher must be able to teach students to have adequate appreciative abilities. To meet these expectations, the teacher needs an appropriate appreciation learning model and can deliver students with a lot of aesthetic experience.

There are now many models of art appreciation learning that are derived from research results, such as the SCAA Model (Student Centered Art Appreciation) by Max Darby in Victoria, Australia. This model is the result of synthesis of thoughts from art education researchers such as Feldman (1970), Mittler (1980), Eisner (1972, 1979), Larnier (1987), and Chapman (1978). In Indonesia, it is known as the ASuRA (Fine Art for Youth) model developed by the Cameti Art Foundation (YSC) in Yogyakarta, PAS Model (Art Appreciation Program). This learning model aims to foster student interest and appreciation for the arts, enhance the ability and involvement of students to art, and encourage students to use their art experience in their daily lives. Development of learning models Art appreciation proposed for this study more emphasis is placed on the concept of fourth material integration in the field of art presentation and is based on the art of the archipelago which is rich in various regional arts that students must know and understand, so that students have a deep appreciation of the archipelago art and ultimately students have a love for the culture of their own nation.

This study seeks to produce an innovation product in learning that is in the form of an appreciation learning model of archipelago art based dance on the subjects of Cultural Arts that are expected to be able to overcome the weaknesses of the implementation of art appreciation learning by art and cultural subject teachers at school. In the study was an appreciation of dance art learning in Grade VIII of Junior High School.

Method

This research is included in development research, which seeks to create a new product in the learning system. This research is oriented to the definition proposed by Seels & Richey (Richey & Nelson, 1996), namely development research is a systematic study of the design, development of evaluating, teaching programs, processes and products that must meet internal consistency criteria and effectiveness. This development research was carried out on the subjects of Arts and Culture at the Junior High School level. The location and subject of the study were determined purposively, taking into account the research stages and the specific objectives of the study which included several stages in which a product was developed, tested, and revised according to the results of field tests.

The data collection is divided into three, namely preliminary studies, development, trials, and validation tests. In each stage of the study, certain data collection techniques are selected according to their respective objectives. In the preliminary study, questionnaire or questionnaire, observation, and documentation techniques were chosen, in addition to the literature review. Data collection is done through: questionnaires or questionnaires, observation and interviews. Model testing is a very important part of research and development, which is done after the design of the learning model development is complete. The model test aims to find out whether the model developed is suitable for use or not. The model test also looks at the extent to which the products made can achieve goals and objectives.

The development model used in this study is the ADDIE model created by Reiser and Mollenda in 1990. According to Branch (2009: 11), the ADDIE model is one of the ways to develop products, whose philosophy of educational application will result in centered on students, innovative, authentic and inspirational. ADDIE is a model that can be used to design learning that is more generic. The use of ADDIE in product development in learning needs to be carried out systemically to create a learning process that is efficient, efficient and attractive. Furthermore Salma (2009: 21) explained, the ADDIE model is a learning system design model that shows the basic stages of a learning system that is simple and easy to learn.

Based on the explanation above, it can be concluded that ADDIE is a model used to develop a product that is carried out systemically by means of analysis, design, development, implementation, and evaluation steps. The application of the ADDIE model in the development of the archipelago art based dance art learning model is expected to be able to produce effective, efficient and interesting teaching materials.

The first step in the ADDIE model is the analysis phase. According to Chuckcastagnolo (2011: 1), the analysis phase is a very important part in the ADDIE stage. This stage includes identification of knowledge that has been known to students, targets, and learning objectives. During the analysis phase, identification of problems, determining objectives, considering the environment and the various characteristics that exist in students. Meanwhile, according to Forest (2014: 1), the analysis phase can also be called the goal-setting stage. The focus at this stage is to identify students following the initial knowledge that students have and the abilities they will master after the learning process ends. According to Branch (2009: 24), the purpose of the analysis phase is to identify problems that cause performance inequality.

In the design stage, the design of teaching materials is carried out according to the learning techniques used. Furthermore, at the development stage, the developed teaching materials are standardized through validity tests so as to produce valid development products and can be used in Indonesian language learning and can improve students' ability to quickly understand reading texts. At the implementation stage is the stage of delivering the material to students, and the evaluation stage is carried out a test to see the effectiveness of the developed teaching materials. The development procedure in this study through several stages including the stage of analysis, design, development, implementation and evaluation.

In the validation test, the data collection technique used was an assessment of the impact of the application of the model developed on improving student competence, through comparison of measurement results in the application of models independently by the control and experiment groups. This data analysis technique uses quantitative descriptive analysis. All collected data were analyzed by descriptive statistical techniques which were quantitatively separated by categories to sharpen the assessment in drawing conclusions. Data analysis in this development study is explained in three, namely the preliminary study, development and validation stages. The first stage, preliminary study, findings or facts about the implementation of learning carried out at this time, is described in the form of data presentation (mean, median, mode), then analyzed (interpreted) qualitatively. With this approach, the analysis used in this stage is called qualitative descriptive. The development phase of several analytical approaches used are: (1) the implementation and results of the development of the model design, described in the form of data presentation, then analyzed qualitatively; (2) in limited trials, the results of testing the application of the model design were analyzed with a quantitative approach; (3) in a wider trial, in addition to using a qualitative descriptive analysis approach, statistical analysis (quantitative) was also used, with a t-test statistical formula (t-test) to measure the results of applying the model design. Validation, significance and effectiveness of the results of the implementation of the model were analyzed using a quantitative (quasi-experimental) approach, by comparing the results in the experimental (control group) and control group, in the conditions before and after implementation.

Results and Discussion

Based on the results of preliminary research, needs analysis, theoretical studies, content validation and learning models, limited trials, which have been carried out, resulted in the development of the Nusantara Art-based art learning model for increasing the aesthetic experience of junior high school students.

Based on the results of validas and limited pre-trial learning models of Cultural Arts (Dance) as a whole and based on the description of the data from limited trial results with the learning model of Cultural Arts (Dance) obtained good results, and the development of learning models showed good results.

Based on the results of statistical calculations and testing in the field testing phase by knowing the effectiveness of the learning model of Culture Arts (Dance), it shows that the application and implementation of learning models can improve students 'competence in improving students' aesthetic experience in the Cultural Arts (Dance) subject of School VIII grade First Middle. Based on the results of data analysis on all aspects assessed, it shows: (1) the ease of understanding and understanding in the implementation of learning by using the Cultural Arts learning model (Dance Art) developed for students; (2) fun, makes learning enthusiastic and wants to develop, become familiar, and can cooperate well for students; and (3) can improve students' aesthetic experience in learning Arts and Culture subjects as well as improving student competencies. That is, the learning model of Cultural Arts (Dance) that is developed is appropriate and appropriate, because it has been able to improve the experience of student appreciation in the subject of Arts and Culture based on VIII grade of Junior High School.

The implementation of learning using the Culture Arts learning model that was developed was based on a trial conducted with several stages carried out and gave a positive contribution to efforts to improve student competence. With the innovative, practical and effective learning model in the Cultural Arts (Dance) subject, it can motivate students to improve their aesthetic experience so that they can complete tasks creatively.

The steps taken in an effort to improve the aesthetic experience of students in the subjects of Cultural Arts (Dance) through the development of a learning model of Cultural Arts (Dance) at the stage of the implementation of validation and trial as follows. (1) The existence of learning resources in the form of textbooks and texts, modules, referrals, hand-outs, worksheets (2) Motivating students by giving attention, giving input, giving feedback, giving material relevant to the level and the learning objectives to be achieved in this case are to enhance the students' aesthetic experience and to encourage them and trust in students that they can achieve the expected competency (aesthetic experience). (3) Demonstrate a method of learning Art Culture (Dance Art) that can help students trace and find solutions to problems or tasks. (4) Provide feedback as a form of monitoring and correcting student performance results in order to achieve optimal goals according to their abilities. Implementation of learning using learning model of Archipelago Art based dance art. The results of this data show that the teacher must be able to do things like the following. (1) Creating a learning and learning climate that positions students as learning centers (subject of learning) with all the activities they do. (2) Developing insightful learning materials Art dance based on Nusantar Art, which can motivate student learning through constructive ideas on the teacher and students. (3) Encouraging and arousing learning courage based on the students' own will.

Conclusion

Learning models that are developed include planning, implementing, and evaluating the results applied as follows. (1) Very good, appropriate, and suitable for use in learning to enhance the aesthetic experience of eighth grade students of junior high school. (2) Organizing, delivering and managing learning is good to always develop and desire and experience change in accordance with the development of science and technology and the demands of the times. (3) Experience improvement in student learning outcomes. (4) Improving competence in aspects of students' aesthetic experiences, which underlie the improvement of student learning processes.

Based on the findings and analysis as discussed in the previous chapter, the results of this study can be summarized as follows:

1. The evaluation system used by science teachers still uses a summative evaluation system that relies on a final semester assessment form, not based on an assessment of the learning process.
2. Based on the weakness of the learning model applied by the Dance teacher, it is necessary to try to implement the module model (experimental worksheet and non-experimental worksheet based on problem solving method), and a process evaluation system that relies on authentic assessment as an alternative to minimize the weaknesses in the School Dance Art teacher. First Middle.
3. In general, it can be concluded that the learning model of the Nusantara Art-based Dance and evaluation system based on the characteristics of students in learning Nusantarsains Art-based Dance can be further developed as an alternative solution to the learning process of Junior High School Arts and Culture.

Based on the findings obtained, then in the framework of action further from the results of this study are suggested as follows.

1. In the Cultural Arts subject, Culture Arts teachers should always conduct self-evaluation as a reflection of the teaching strategies applied, so that students as subjects who learn can actually occur in the classroom.
2. The experimental worksheets model and non-experimental worksheets need to be developed as an alternative in the development of the Cultural Arts (Dance) model that can help the teacher explain the material to students.
3. Learning Arts and Culture (Dance) in the school curriculum needs to be further developed in various learning models that can develop democratic and humanist learning.
4. Cultural Arts Teachers (Dance Arts) need to develop more learning activities because students' responses will be more positive if the learning process varies (not only in the classroom).

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