DEVELOPMENT OF NUSANTARA ARTS-BASED FINE ARTS APPRECIATION LEARNING MODEL IN CULTURAL ART LEARNING FOR IMPROVING THE AESTHETIC EXPERIENCE OF 8TH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract

This Research is aimed to describe the development of Nusantara Arts-Based Fine Arts Appreciation learning model in cultural arts subjects to enhance the aesthetic experience of eighth-grade junior high school students. The main data sources in this study were 20 culture arts teachers from 20 junior high schools in West Sumatra. The technique of data collection was done through observation techniques, interviews, learning outcomes and literature studies. This study used a qualitative approach with data analysis using the development of learning models using fishbone analysis " This is divided into 3 stages, namely: stage I: Preliminary Study, Phase II: Model Development Stage, and stage III: Model Evaluation / Testing Phase. The results of the study showed that the development of a Nusantara Arts-Based Fine Arts Appreciation learning model of cultural arts subjects to enhance the aesthetic experience of eighth-grade junior high school students was very much needed to be a reference in the learning process. In other words, with the development of this learning model, the teachers in improving learning outcomes can motivate students, so that students are not bored with the learning that the teacher gives.

Keywords: Learning Model, Development, Nusantara Fine Arts Appreciation.

Introduction

Education is a process of humanizing humans, with human education being able to become fully human. Education is used as a tool to find out something that is called knowledge, not only education knowledge also changes the behaviour of behaviour patterns and skills by undergoing a process called learning. With the existence of human education, it is able to compete with each other in going through the life phase process. One such education is learning art and culture, because learning culture arts has an important role in education and directly students can understand the concept of art and culture, displays an appreciative attitude towards art and culture, and supports creativity in the field of cultural arts.

Salam in Siti Aisjah (2009: 93) states that cultural arts education and skills are given in schools because of the uniqueness, meaningfulness and usefulness of the developmental needs of students, which lies in giving aesthetic experiences in the form of expressions or creating and appreciating through approaches: "learning with art "," learning through art ", and" learning about art ".

With the learning of art and culture, it can encourage people to be creative and innovative. Learning art is part of learning art and culture, seeing the lack of appreciation of eighth-grade students in art learning nowadays makes these students less able to describe Nusantara Arts. Students cannot distinguish between artworks owned by each region; this is due to a lack of aesthetic experience gained by students in learning at school.

The lack of experience of students and teachers in learning art, especially in terms of appreciating the work of Nusantara Arts, it makes the learning objectives are not maximally achieved. For this reason, it is necessary to develop a learning model in learning art based on Nusantara Arts so that students' appreciation and aesthetic experience will increase.

In developing this art learning model teachers are also required to be more creative and innovative in providing learning to students, with a variety of methods that can be used in the learning process. Sagala (2011: 174) explains that "Learning models are guidelines used in conducting learning activities". In other words, the existence of a learning model facilitates the learning process carried out by the teacher.

Sagala (2011: 179), "Learning models can be grouped into eight, namely: (1) Social interaction learning model; (2) Natural learning models; (3) Attention center learning model; (4) Work school learning model; (5) Individual learning models; (6) Classical learning model; (7)learning model Constructivism; and (8) teaching system development learning model.

Learning art plays an important role in enhancing the aesthetic experience in students. The improvement goes well if a teacher has the right competencies and methods in implementing learning.

According to Nana Sudjana (2005: 76) "Learning methods are ways that teachers use in conducting relationships with students at the time of the teaching".

In order for students to be human beings who have good personalities, the role of teachers is inseparable from supervision and developing the potential of educated students, teachers play an important role in maximizing the potential of students who are educated optimally.

This study seeks to produce a product of innovation in learning, in the form of a Nusantara Arts-Based Fine Arts Appreciation learning model of Arts and Crafts subjects that are expected to overcome the weaknesses of the implementation of art appreciation learning by art and culture subject teachers in schools. In the study is the appreciation of fine arts in eighth Junior High School students.

Method

This research was research and development, the development of school quality improvement programs using fishbone analysis which is divided into 3 stages, namely: stage I: Preliminary Study, Phase II: Model Development Phase, and stage III: Evaluation / Testing Model Stage.

A. Research Procedure/Development

Procedures in this Research were as follows:

1. Stage I: The preliminary study phase was carried out by applying a qualitative descriptive approach. This study begins with a study of literature and continues with a field study of art learning models that have been used by teachers in learning culture arts skills in schools. In this preliminary study, it ended with a description and analysis of fish bones as findings (Art Appreciation Learning Model).
2. Stage II: Model Development Stage, in developing this model a preparation of Learning Model Appreciation of Local Culture-Based Art Work will be made as a basis for developing learning models (Product design) that are ready to be evaluated and revised on the basis of input validator, then limited testing of products developed.
3. Phase III: Phase Evaluation / Testing Model. At this stage, the learning model was developed validated, revised and tested limited. The subject trial is the teacher of cultural arts and Skills of Junior High School located in the city of Padang, West Sumatra. Trials were conducted with FGD and revised the results of the trial into a final model of learning appreciation for local culture-based artwork.

The type of data used in this study is qualitative descriptive, Moleong (2012: 4) defines that "qualitative methods as procedures in the form of written or oral words from people and observable behaviour." The main data sources in this study were 20 Cultural and Skill Arts subject teachers in 20 Public Junior High Schools in the Padang City area of West Sumatra. The rest are additional, such as documents and others. While the source of written data, photographs and written records is an additional source of data as well as observation sheets of field studies on the implementation of learning, and product trials in the form of Integrated Nusantara Arts-Based Fine Arts Appreciation learning model.

Results and Discussion

Before the researcher developed the Nusantara Arts-Based Fine Arts Appreciation learning model in cultural arts subjects to improve the aesthetic experience of eighth-grade junior high school students, researchers first plunged into the field to interview several teachers in junior high schools in Padang City, West Sumatra. As the findings by researchers, it got in the form of too much lack of appreciation of art in art and culture subjects, because of the lack of aesthetic experience possessed by students in the class. This refers to the lack of development of the current learning model, and some methods implemented by teachers are less varied, so students feel bored with the learning given by the teacher. Therefore students cannot understand learning the appreciation art

The first step that researchers did design a product of learning model followed by validity testing by experts and researchers obtaining the results of the validity level of the learning model of art appreciation in the learning of art culture and skills in junior high school. Furthermore, the appreciation learning model that has a level of validity is tested for the level of effectiveness and practicality by conducting small, medium and large group trials. After the product learning model is known to be effective and practical. A wider field test was carried out by disseminating this learning model to several schools for use by art and culture teachers. The results of this

dissemination were obtained through questionnaires filled by cultural arts teachers who used this learning model.

From the results of evaluations that researchers have done, researchers revised the product development model of learning, so that the learning model can be optimized for its use, a very significant increase, and production values that are very different from the learning that the teacher gave before using the developed model. The researcher saw an increase in aesthetic experience for students and students able to appreciate the work of Nusantara Arts after using the development of Nusantara Arts-Based Fine Arts Appreciation learning model in art and culture.

Conclusions

Judging from the process and the results of the development of a Nusantara Arts-Based Fine Arts Appreciation learning model of cultural arts subjects to enhance the aesthetic experience of eighth-grade junior high school students, it is very helpful in increasing the appreciation and aesthetic experience of eighth-grade junior high school students.

The development of Nusantara Arts-Based Fine Arts Appreciation learning model in art and culture subjects to enhance the aesthetic experience of eighth-grade junior high school students was able to overcome the weaknesses of the implementation of art appreciation learning by art and culture subject teachers in schools.

Based on the conclusions, it is suggested: 1) For all cultural arts teachers in the local area, to better provide aesthetic experience to students and pay attention to the learning model that will be given, 2) With this research hopefully it can become a reference for the use of learning models in the learning process, 3) With this research, it can be a guideline for students and teachers in conducting research on learning, 4) Motivating and encouraging appreciative students in understanding the work of Nusantara Arts .

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