

Student's Interest and Creativity in Cultural Art and Craft Lessons

Ignasius Putera Setiahati, Lisnani Lisnani

Department of Primary Teacher Education
Universitas Katolik Musi Charitas
Palembang, Indonesia
ig_putra@ukmc.ac.id, lisnani@ukmc.ac.id

Abstract—The research objectives are to discover students' learning interest and to investigate students' creativity in creating mosaics, collages and montages by using leaves. These are quantitative and qualitative research. The participants were 25 students of grade IVA in an Elementary School. Data collection techniques employed questionnaires, interview sheets and students' works. The results of the study demonstrate an increase in students' learning interest, suggested by 22 students' happy feeling (88%), student attention mentioned by 18 students (72%), and students' willingness, 20 students (80%) and 20 student's knowledge (80%). In the effort to increase students' creativity in creating mosaics, collages, and montages, 21 students (84%) by using the media of leaves. The students' works as well as show very variety. The conclusion is that students' learning interest is high and students' creativity is significant in creating mosaic, collages, and montages by using the media of leaves. It means using media in students' learning activity particularly leaves has very important effects. To use an appropriate media in learning is one solution to resolve problems related to students' interest and creativity.

Keywords—leaf media; thematic learning picture; learning interest; learning outcomes

I. INTRODUCTION

Curriculum is the field that most directly influences educational outcomes [1]. The curriculum of education in Indonesia has undergone significant changes from time to time, and even seemed to be unstable. In fact, the curriculum is the core of the education process. Indonesia has experienced many curriculum changes (i.e. 11 times). Actually, the curriculum changes aim to improve the quality of education in Indonesia.

This research related to collage, montage, and mosaic art works. In accordance with sub theme 1: Animals and Plants in My Home Environment in Cultural Arts and Crafts subject in the 2013 Curriculum, a teacher may choose leaves as a medium in the learning process to create collage, montage and mosaic. The Cultural Arts and Crafts subject is very important considering elementary school children (around the age of 7 to 12 years) require visual communication (art expression) in line with their physical and psychological development [2].

On the other hand, Indonesian arts and culture are very rich and diverse with very high historical values. Cultural Arts and Crafts subject is taught to elementary school students to foster

the students' sense of love for Indonesian cultural arts.[3] This sense of love can lead to students' interest, creativity, and appreciation for the national arts and culture. [4] Government Regulation No. 19 of 2005 concerning National Education Standards states that cultural arts education covers various aspects of life

This research uses leaves because leaves are easily found at home or school environment. They have various colors and easy to cut them so can create collages, montages, and mosaics easily [5]. There are some researchers that studied collage, montage, and mosaic arts. Mujiono and Kamsidjo B U trained teachers to create collage, montage, and mosaic arts [6]. Nurjaman I, Intan N, and Wahyudi researched the influence of mosaic activity to children' motoric [7]. There are also some studies that learned about leaf media. Nurkhasanah S studied collages using natural material [5]. Emda E learned about using media in biology subject at schools [8]. Most of these studies focus on their subjects. For example, some only focus on collage, montage, and mosaic arts. Others focus on media of leaves.

This research studies the influence of activities in creating collage, montage, and mosaic arts using media of leaves in Cultural Arts and Crafts subject. Do the activities in creating collages, montages, and mosaics by using leaves attract students' interest and foster their creativity? [5].

Students learned how to create collage, montage, and mosaic art works using leaves. Collage, montage, and mosaic arts are works of art that demand sensitivity utilizing environmental objects that were previously useless to be utilized as a beautiful work of art. As a result, the physical ability, thinking power, perceptual power, sense of beauty and creativity will continue to grow [9,10]. Moreover, interest is a feeling of preference and attachment to a thing or activity without being told or influenced [9].

Interest provides new ideas that may be applied in problem solving, or as the ability to view new relationships between elements that have already existed [11]. Creativity is a form of innovation or creation by an individual, both in the form of thoughts, ideas, and other new forms [12]. Creativity is the result of creative thinking, because creative thinking is stated to be the process used when we come up with new ideas [13].

Many studies have investigated about montage, but few have studied montage can be used as the basis of a different kind of pedagogy in English, one that is able to explore the multi-modal dimensions of literary texts and sponsor critical enquiry [14] and mystery montage, a variation of visual mapping, storyboarding, and collage, is utilized to uncover the core of a teaching philosophy and to challenge teachers to expand their horizons within a more holistic context [15]. There is no similar study has been conducted previously studies. The implications of this study are related to students' interest and creativity. It is in line with the research objectives which are to discover students' learning interest and to investigate students' creativity in creating mosaics, collages and montages by using leaves [10].

II. METHOD

This type of research is quantitative-qualitative research. This study is considered as quantitative research because it is classified as quasi-experimental research that measures the students' interest in learning. Further, it can be categorized as qualitative descriptive research because it is descriptive of knowing the students' creativity in the subject of Cultural Arts and Crafts.

The data collection technique used is the survey method using questionnaires that have been submitted and filled out by students to find out how much students' interest in class IVC of Elementary School towards Cultural Arts and Crafts lessons using leaf media. Analysis of the data used in this study uses quantitative descriptive analysis techniques with percentages. The formula for finding the percentage of student interest is as follows:

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

Annotation:

P= percentage number

f= frequency of respondent's answers

N= number of frequencies

To provide meaning to the obtained score, a category or grouping according to its level has been created. The grouping uses average (\bar{X}) and standard deviation (SD) to determine the scores grouped into five categories, as in table 1.

TABLE I. STUDENT INTEREST CATEGORISATION

No	Score Range	Range	Category
1	$\bar{X} + 1.5 \text{ SD}$ and above	4.50 – 5.00	Very high
2	$\bar{X} + 0.5 \text{ SD}$ to $< \bar{X} + 1.5 \text{ SD}$	3.50 – 4.49	High
3	$\bar{X} - 0.5 \text{ SD}$ to $\bar{X} + 0.5 \text{ SD}$	2.50 – 3.49	Average
4	$\bar{X} - 1.5 \text{ SD}$ to $\bar{X} - 0.5 \text{ SD}$	1.50 – 2.49	Low
5	Less than $\bar{X} - 1.5 \text{ SD}$	1.00 – 1.49	Very low

Annotation:

\bar{X} = average

SD = standard deviation

Next, data was collected by distributing questionnaires developed using a Likert scale. There are two parts of the questionnaire provided to respondents. The first part is aimed at measuring students' interest in learning which is translated through four indicators, namely attention, interest, feeling of pleasure, and involvement (11 statement items).

The population in this study were all fourth grade students in one of Elementary School in Indonesia in the 2018/2019 academic year as in table 2 below.

TABLE II. RESEARCH POPULATION

No	Class	Male	Female	Total
1	IV.A	15	10	25
2	IV.B	14	11	25
3	IV.C	17	9	26
Total		46	30	76

Table 2 shows the number of population in this study consisted of 3 classes namely IVA, IVB, and IVC with a total of 76 students. The study sample was the fourth grade students of the school as many as one class, namely IVA comprising 25 pupils. Data collection techniques employed questionnaires and interview sheets.

III. RESULTS AND DISCUSSION

A. Student Creativity in Using Leaf Media on the Subject of Cultural Arts and Crafts is Significant

Student creativity in learning can be viewed from the ability of students to create good works in the form of mosaics, collages and montages. The materials used in these three techniques are leaves and other plant parts such as twigs, seeds, flowers, and so on.

The form of creativity suggested by the researchers is diverse. Students may create various animals and plants around them. If students are eager to make a mosaic, in the early stages students create a sketch that will be made using a pencil as in figure 1.



Fig. 1. Students creating sketch.

Figure 1 shows that students sketch a picture of butterfly using a pencil, then the students give glue to the sketch and

paste the leaves on the sketch so that the results are as shown in figure 2.



Fig. 2. The mosaic of a butterfly.

In addition to producing mosaics, students also create collages of various types of animals by using several parts of the plant, so that unique and beautiful works are produced based on students' creativity, such as figure 3.



Fig. 3. Group 1's creativity.

Figure 3 shows that group 1 generates collage works in the form of butterflies, caterpillars, dragonflies, and spiders using leaves both fresh leaves and dried leaves, along with some plant's parts such as seeds, twigs and flowers.



Fig. 4. Group 2's creativity.

Figure 4 demonstrates that group 2 produces mosaic works in the form of ships and whales using leaves both fresh and dried leaves, along with some parts of plants like seeds, twigs and flowers.

B. Student Learning Interest is High

The increase in students' interest was measured from the results of student questionnaires. The data analysis of this study uses quantitative descriptive analysis techniques with a percentage. Learning interest in this research was measured by four indicators, namely, interest in learning, attention in learning, motivation to learn and knowledge [16].

Based on the study results, over all the learning interest is in a high category, judging by the average score of respondents' answers (i.e. 4.34), as in the table 3.

TABLE III. OVERVIEW OF LEARNING INTEREST INDICATORS IN AVERAGE SCORE

Indicator	Item	Average	Interpretation	Score	%
Interest or willingness in learning	1-5	4.30	High	20	80
Attention in learning	6-10	4.22	High	18	72
Motivation to learn or happiness	11-15	4.56	High	22	88
Knowledge	16-20	4.27	High	20	80
Average		4.34	High		

Table 3 explains that the highest score is on the learning motivation indicator (4.56). These results indicate that the encouragement of students to learn and master the lesson taught is in the high category when SBdP subject employs the media of leaves. Interest in learning and knowledge are also high (4.30 and 4.27). They show that the media of leaves in teaching and learning process increase students' curiosity. Even though the lowest score on the attention in learning (4.22), it is still high. This indicates that the media by using leaves can help students in learning focus.

IV. CONCLUSION

Based on the results of this study, it can be concluded that the use of leaf media has an effect on students' learning interest on the subject of Cultural Arts and Craft (SBdP). It is demonstrated by using four indicators, that is, interest in learning, attention in learning, motivation to learn and knowledge [17].

In addition, the use of leaf media fosters students' creativity, when referred to the results of mosaics, collages, and diverse montages. Students' creativity is in the form of butterflies, spiders, caterpillars, fish, dragonflies and ships. Of the 25 pupils who were the subject of the study, according to the data obtained, 21 students are likely to be active in their groups.

ACKNOWLEDGMENT

The researchers would like to express their deepest gratitude to the headmaster, teachers, and students of State's

Elementary School in Palembang, Indonesia who assisted the researchers in completing this study.

REFERENCES

- [1] M. Mahmedi, "Perubahan Kurikulum di Indonesia: Studi Kritis Tentang Upaya Menemukan Kurikulum Pendidikan Islam yang Ideal", *Jurnal Raudhah*, vol. IV, no. 1, pp. 49–70, 2016.
- [2] C. Christophersen, and C.F. Thorgersen, "I think the arts are as prominent as any subject: A study of arts education in two Scandinavian schools", *Nordic Journal of Art and Research*, vol. 4, no.1, 2015.
- [3] G. Breitenstein, "A Coparison Of Texas Pre-Service Teacher Education Programs In Art And The 1999 National Art Education Associations's Standards For Art Teacher Preparation", *University of North Texas Digital Library*, p. 46.
- [4] E. Meleisea, "Educating for Creativity: Bringing the Arts and Culture into Asian Education", in *Report of the Asian Regional Symposia on Arts Education: Measuring the Impact of Arts in Education* (Hong Kong SAR, China, January 9-11, 2004) and *Transmissions and Transformations: Learning through the Arts in Asia* (New Delhi, India, March 21-24, 2005).
- [5] S. Nurkhasanah, "Kolase Bahan Alam", *Abadimas Adi Buana*, vol. 2, pp. 35–40, 2017.
- [6] M. Mujiono and B.U. Kamsidjo, "Pelatihan Ketrampilan Berkarya Seni Kolase, Mozaik, dan Montase pada Guru-Guru SD Kecamatan Karangawen Demak", *Journal of Educational Research Unnes, Lembaran Ilmu Kependidikan*, vol. 44, no.2, 2015.
- [7] I.N. Wahyudi and I. Nurjaman, "Pengaruh Kegiatan Mozaik Terhadap Kemampuan Motorik Halus Anak Usia 4-6 Tahun", *Ceria: Jurnal Pendidikan Anak Usia Dini*, vol. 7, no.2, pp. 12–25, 2018.
- [8] E. Emda, "Pemanfaatan Media Dalam Pembelajaran Biologi di Sekolah", *Jurnal Ilmiah Didaktika*, vol. XII, no.1, pp. 149–162, 2011.
- [9] L. Larlen, "Upaya Meningkatkan Minat Belajar Bahasa Indonesia Melalui Pemanfaatan Teknologi pada Pembelajaran Kelas X SMA Pelita Raya Jambi", *Pena: Jurnal Pendidikan Bahasa dan Sastra*, vol. 8, no. 2, pp. 49–70, 2012.
- [10] S. Fazylova and I. Rusol, "Development of Creativity in Schoolchildren through Art", *Czech-Polish Historical and Pedagogical Journal*, vol.8, no.2, pp. 112–123, 2016.
- [11] N. Kusmijati, "Peningkatan Kreativitas Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial Melalui Model Pembelajaran Discovery Learning di SMP Negeri 2 Purwokerto", *Geoedukasi*, vol. III no. 2, pp. 103–110, 2014.
- [12] M. Herdiana and R. Titi, "Optimalisasi Kreativitas Anak Melalui Aktivitas Montase pada Usia Taman Kanak-Kanak", *Syntax Literate: Jurnal Ilmiah Indonesia*, 2018.
- [13] A. Sobandi and N. Siti, "Minat Belajar Sebagai Determinan Hasil Belajar Siswa", *Jurnal Pendidikan Manajemen Perkantoran*, vol. 1, no. 1, pp. 135–142, 2016.
- [14] M. Reid, "Cinema, poetry, pedagogy: Montage as metaphor English Teaching", *Practice and Critique*, vol. 4, no.1, pp. 60–69, 2005.
- [15] G. Karlsen, "From Thumbs to Fingertips: Introducing Networked Digital Video to Online Learning", *Journal of Distance Education*, vol. 20, no. 2, pp. 85–87, 2005.
- [16] D.R.S. Saputro, R. Rino, and M. Mardiyana, "Tingkat Kreativitas Siswa Dalam Memecahkan Masalah Matematika Divergen Ditinjau Dari Gaya Belajar Siswa", *Jurnal Elektronik Pembelajaran Matematika*, vol. 2, no. 2, pp. 141–151, 2014.
- [17] S. Schoff, "The Creative Teacher: Learning From Psychology and Art Education to Develop Our Creative Processes in Teaching English to Speakers of Other Languages", *The CATESOL Journal*, vol. 28, no. 2, pp. 39-59, 2016.