BirLE-Journal
Budapest International Research and Critics in Linguistics and Education
p.ISSN: 2655-2647
e.ISSN: 2655-1470
Budapest Institute

Sketch Learning by Using Demonstration Method for Early Semester Students

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Abstract

This study is purposed to describe sketch learning by using demonstration method for early semester students in which the sketch learning by using demonstration method is a good way to develop the creativity of early students because not all of them have the ability to make sketches. This study used a CAR (Classroom Action Research) research method in which 36 art students were the subjects of this study. The study results explained that in cycle I of CAR, the ability of the students in sketch learning was still low because out of 36 students, there were 25 students (69.4%) who received a pretty good predicate and 11 students (30.6%) who got a good predicate, so it needs the cycle II of CAR. In the cycle II of CAR, the results obtained were very satisfying where out of 36 students there were 7 students (19.4%) who received a pretty good predicate, 28 students (77.8%) who got a good predicate and only 1 student (2.8 %) got a very good predicate. Therefore, learning sketches using the demonstration method is a good way to apply to early semester students in developing the students' skills in learning sketches.

Keywords
demonstration method; sketch; art learning

I. Introduction

The material lessons given at Fine Arts Education Department of Unimed is not limited to drawing but a variety of other fine arts. The purpose of learning fine arts in lectures is to make the students have the ability within themselves in terms of studying and creating works of art. Fine arts education is a place for developing the students'creativity. The goal is not to train the students to become artists, but to educate them to have a creative spirit. Fine arts education also develops creative skills and art appreciation, awareness of culture, provides opportunities for self development and promotes ideas so that the students become productive and creative.

In fact, the concept of learning fine arts, has three aspects, they are cognitive, affective and psychomotoric. This means the teacher does not only deliver material by using LISA practically, but is required to be able to give examples directly in making a work. If a teacher makes a demonstration of creating a work of art, the students can observe the process directly and they can further understand what they want to make. Learning fine arts in lecture halls surely also uses a demonstration method, with the aim that the teachers can give examples to the students related to the sketch learning. Art students are very open to the possibility of not only researching the learning process, but also leading to the study of cultural symbols, cultural transformation and design development (Ratna in Saragi, 2021). t. Success or failure of the learning process depends on how the teacher is able to make learning plans as attractive as possible. One of them is art and culture subjects (Silitonga, 2019).

Through learning sketches in lectures, it is hoped that it can become a foundation for students to know, understand, and practice what they have learned. The success of learning focuses on the role of the teacher in preparing, implementing and assessing what he has made. At the stage of the preparatory process, the teacher's task is to interpretate the curriculum used to make it more specific and technical so that it is easy to be applied. In the process of implementing lectures, the teacher's duties are to make a syllabus which is explored in the Semester Learning Plan (RPS).

The previous studies related to this study were the study of Andy Dwi Handoko (2013), the results of the study explained (1) the preparation for sketch learning that can be done is to develop material 2) the implementation of sketch learning is planned for the teaching and learning process by making a syllabus which is spelled out in the lesson plans. (3) The results of learning sketches are obtained after grouping sketch styles further in checking the alignment of strokes, shapes, and composition. Moreover, Rofian's study (2016) whose results describe demonstration methods can be used to support the success of learning fine arts. Fine arts education has cognitive, affective and psychomotor aspects that lead to the process of creating, appreciating and creating skills.

II. Review of Literatures

2.1 Fine Arts Learning

Learning has the meaning of a process in which there is a series of treatments from teachers and students, where the relationship is reciprocal and occurs directly to achieve its goals (Usman, 2013: 4). Another opinion from Sobandi (2008: 152-154) describes that learning is a detailed effort through the design, implementation, and evaluation phases. Meanwhile learning fine arts has the meaning of providing knowledge and basic experience of creative arts activities by applying the concept of art as an educational tool by creating interesting and fun learning conditions for creative (Sumanto, 2006: 20). The implementation of art learning links various components and has phases including initial, core and closing activities. The components can be described as follows.

a. Learning objective is targets that want to be in learning activities where there is an instructional intent to measure the success of learning and are in Semester Learning Plan (Riyana, 2008: 8).
b. Subject matter is the content of the curriculum in which it is a kind of content that will be provided. Fine arts subject matter is usually linked to the conception, appreciation and practice of creation.
c. Learning method which is designed to arrange the curriculum is giving instructions to the teachers and students in teaching and learning activities. The selection of learning models needs to consider the objectives, student characteristics, subject matter, and how optimal it is.

   Several learning methods of arts and crafts that suit the students' characteristics are

   1) Playing method. It is creating a comfortable atmosphere safely controlled without any pressure so that students can be free to be creative.
   2) Creative method. It is creating a learning atmosphere that can foster creativity
   3) Integrative method. It is a collaboration of various materials in art.
   4) Cooperative method, It is creating small groups with the intention of achieving each other's goals (Tumurang, 2006: 98-104).
   5) Demonstration method. It is demonstrating the process, situation, or object being studied either in its actual form or in an imitation.

6) Academic method. It is a learning process which is based on previous studies so that student learning outcomes can be predicted beforehand (Soehardjo, 2011: 252-263).

d. Learning media which is the components in the learning environment that support teaching and learning (Asyhar, 2012: 7). The media used in fine arts learning are a kind of supporting tool for drawing, printing, decorating, shape, and other activities. (Sumanto, 2006: 15).

e. Learning evaluation which is a detailed sequence of data collection and analysis to determine the achievement of learning objectives (Riyana, 2008: 49). Fine arts learning has an assessment tool, they are:

1) Formative evaluation with observation of work results
2) Action test in the form of technical work and creative work without limitation but still in the scope of fine art (Tumurang, 2006: 116-119).

2.2 Sketch Learning

Humar Sahman (1993: 7) explained that sketch is a picture note. Humar Sahman (1993: 9) describes a sketch is a chart/plan for a painting. The main element in the sketch is the line. Fajar Sidik (1981: 3) explained that the line is the most dominant element in painting, but there is a difference between a sketch and a painting. Sketches seek essentials in terms of expression and objects, then sketches improve and artistically fulfill the requirements of the art of painting. The artistic value is in the spontaneous lines that are made spontaneously using dry or wet media with unlimited objects and sketch styles limited that can create as we like.

Each stroke in the sketch has a meaning which is found through the lines its proportions, anatomy, perspective, character, or appreciation of the object. Then it was found through the lines, and is given an effect so that spontaneous lines appear because the visualization of the expression in the sketch is presented in black and white only. The sketches that are expressed aesthetically which appears simply because they use sparingly and selectively lines (Fajar Sidik, 1981: 4).

Learning is a process for students in building their own ideas, so the teaching and learning process is required to give a space to each student for things that are appropriate and correct as Sobri (2009: 115) described. In the implementation of sketch learning, the teacher is a facilitator and motivator for the students. This means that the teacher s tasked by facilitating the students regarding the material delivery with appropriate learning approaches and methods, continue to give motivation so that students can make sketches properly and correctly.

2.3 Demonstration Method in Art Learning

Demonstration is a teaching strategy in which the teacher presents real the objects, imitations of the material being taught to students (Huda (2013: 231-232). This strategy is presenting lessons by demonstrating the phases, situations, or objects that are being studied either in the original form or in imitation from teacher to student.

The demonstration strategy can be made through various phases, including: (1) Formulating what skills will be obtained after the demonstration is made (2) Determining the equipment to be used, then trying it before it is carried out so that there are no obstacles (3) Establishing trial procedures before the demonstration is carried out. (4) Determine the duration of the demonstration. (5) Providing the opportunities for the students to give comments before/after the demonstration. (6) Asking students to record important things. (7) Establishing a plan for student progress scores.

This method has some advantages, they are: (1) Making teaching and learning more real/concrete. (2) The students' attention becomes focused. (3) The teaching learning process focused on the material being studied. (4) The student experience is more attached. (5) The material is easier for students to understand. (6) The lessons are more interesting. (7) The students become actively stimulated to observe. (8) Helping the students to know how the phases are. (9) Easier explanation.

Besides having the advantages, this method has disadvantages as well, they are: (1) The method requires the teachers to have special skills. (2) There is no supporting facility such as equipment. (3) Need proper planning. (4) Students have difficulty to see the objects on display. (5) the demonstrations cannot cover all objects (6) If the teacher does not understand the material/object being demonstrated, then it will be difficult.

Suprijono (2013: 130) describes the demonstration steps as follows: (1) The skills to be achieved are told. (2) The picture of the material is presented briefly. (3) Prepare the tools and materials needed. (4) One of the students demonstrated according to the agreement. (5) All the students pay attention and analysis. (6) Present the results of student demonstrations in turn. (7) Draw conclusions by the teacher. The demonstration method is a method of teaching by demonstrating items, events, rules, and sequences of carrying out an activity, either directly or through the use of learning media that are relevant to the subject being presented. The demonstration method is usually applied by using learning support tools (Sobry 2014: 44).

III. Research Methods

The research was conducted on the students of the Fine Arts Education Study Program, Faculty of Languages and Arts, Universitas Negeri Medan. The research method used in this study is classroom action research (CAR). It is a practical study, which means to correct deficiencies in classroom learning by taking certain actions. Classroom action research (CAR) is a study made by the teachers in their classes through self-reflection with the intention of improving their performance so that learning objectives are achieved. This type of study intends to implement sketch learning by using the demonstration method for early students. Classroom action research has several stages of action implementation; there are two cycles where each cycle has four stages: 1. Planning, 2. Action, 3. Observation, and 4. Reflection. Through several cycles, we can see how the application of sketch learning uses the demonstration method. The study data was collected through a sketch drawing practice test and evaluated using the demonstration method to measure the ability to sketch from the lowest grade stage to the highest stage score. This practical test is used in each research cycle to determine the success of the demonstration learning method.

IV. Discussion

In carrying out the class action, a pre test is needed before carrying out the pre test cycle action. The data found in the pre-test showed that only a few students were able to draw sketches with satisfactory grades. The students' Evaluation sketches in visual arts assessment indicators are: 1) ideas or concepts, 2) technical mastery aspects, 3) material mastery aspects, 4) usability aspects, 5) form aspects, 6) style/style aspects, and 7) aspects of creativity.

The following are pictures showing learning activities when using the demonstration method for early semester students in the Fine Arts Education Department at Universitas Negeri Medan.

Figure 1. *Learning Activities and the Resulting Work*

The results of the pretest assessment showed that there were no students who had a very good predicate. There were only 3 students (8.3%) who got a good predicate, 21 students (58.4%) got a pretty good predicate and 5 students (13.9%) got the predicate not

good. With a learning completeness level of 19.4% which means that learning completeness in class is still low, because the learning mastery level has not reached 75%. In other words, the students need practice to get the maximum value.

Based on the test of the students' learning outcomes in cycle I, as a whole it is still quite low. This can be analyzed that out of 36 students there were 25 students (69.4%) who received a pretty good predicate and 11 students (30.6%) who got a good predicate. The learning completeness level is still 66.7% which means that the learning completeness in the class is still not fulfilled, because the learning completeness level reaches 75%. So, from the results of this first action, the researcher found that the improvement in the students' abilities is still unsatisfactory, then cycle II is needed.

The students' learning outcomes tests in cycle II were overall good. This can be analyzed that out of 36 students there were 7 students (19.4%) who received a pretty good predicate, 28 students (77.8%) who got a good predicate and 1 student (2.8%) got a very good predicate. There was an increase in post-test learning outcomes in cycle I to cycle II of 30.5%, with the completeness reaches 35 students (97.2%), then there was no action needed for the next cycle.

The demonstration method in sketch learning which was carried out by researchers has been applied optimally. Even though in its implementation there were still students who do not understand how to draw sketches properly and correctly. This can be seen from the results of the student's ability tests that still have not reached the expected value, and then the demonstration method improves the learning outcomes sketches. The research result obtained was that there was an increase in the learning sketches in each cycle. The pre-test score obtained an average of 73.4 with the number of students who completed it 7 students (19.4%), The results in cycle I obtained an average value of 77.6 with the number of students who completed it 24 students (66.7%). The average value in Cycle II reached 82.5 with those who experienced learning mastery was 35 students (97.2%).

V. Conclusion

The implementation of the demonstration method has a positive impact on improving the students' learning outcomes in sketching which is marked by an increase in the students' ability in learning sketches. The value of student work has increased in each cycle. This shows that the student abilities are increasing gradually according to each cycle which was carried out by the researcher. Generally, it can be concluded that sketch learning by using the demonstration method for early semester students is very good to apply.

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