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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/15673
DOI URL: <http://dx.doi.org/10.21474/IJAR01/15673>



RESEARCH ARTICLE

LEARNING METHOD IN ART-CULTURE: A MULTIPLE METHOD IN TEACHING(DIVERSITY AND STYLE IN TEACHING ART)

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Manuscript Info

Manuscript History

Received: 10 September 2022
Final Accepted: 14 October 2022
Published: November 2022

Key words:-

Learning, Method, Art-Culture

Abstract

The following study analysis the diversity and style in teaching art-culture subject in school at Bandar Lampung city, Lampung province-Indonesia. Art-culture provided three subject field, there are dance, fine art, and music. These subject need special method in learning. The result there are some method learning at this process. There were demonstration, drill, cooperative, etc. These subject were imposible used single method in learning process.

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Introduction:-

Art-culture subjects are subjects taught in schools from elementary to high levels. This subject consists of several materials, such as dance, visual arts, and music. Dance is a material that provides movement experience to students. Fine arts material provides students with experience in creativity to create works of physical form. Meanwhile, music material provides students with experience in understanding beautifully arranged sounds in the form of tones. All of these experiences provide an aesthetic experience for students which aims to form various kinds of strong characters from a human side with a high sense of empathy. Seeing the exposure of this subject, as well as the explanation of the material in it, it is very clear that this subject requires teachers who not only understand the material, but also know what methods are needed to teach each material being taught. The phenomenon that occurs in the field, teachers assume that art learning only uses one learning method. The fact that actually happened, learning arts and culture is considered only an effort to transfer the definition of art and art forms. The most essential thing about art learning is being ignored. The most important thing is the aesthetic experience and efforts to foster a high sense of empathy. Both of these achievements are sought to be achieved by doing exercises and interacting with the environment. This study describes the process of learning arts and culture that occurs in schools. This research wants to explain how the use of learning methods in the delivery of cultural arts material in schools.

Method:-

This research is a qualitative research that describes the phenomenon and what had happened in the field. This research uses several methods, namely the literature study method, carried out by using the results of student research on learning methods in schools in Bandar Lampung. This method used to identify the names of senior high schools in the Bandar Lampung area. After identifying the names of schools, next, the art material that taught at school. Next, to record the meeting held by the teacher for the art material being taught. Based on the researcher's observations, several commonly used methods were obtained. The methods used are lecture, demonstration, drill,

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and group methods. The next, interviews method, conducted by conducting questions and answers with several teachers who were the object of previous student research. This method is used to obtain information, whether the teacher is still using the same method when teaching. Based on the data obtained, the teacher has added learning methods when teaching. This is a dilator behind what has happened in recent years, namely the COVID-19 pandemic. This experience has caused e-learning-based online learning to become a 'trend' for some time in the world.

Theory and Concept

This article discusses learning art-culture by using several methods in delivering the material. Therefore, the concept used as a tool to analyze this article is as follows.

Learning is a change in human behavior and abilities obtained based on experience from the environment or situation experienced.¹This definition shows that learning is a process of changing human behavior. This process is then understood or called experience. Experience can train humans to feel everything while observing, doing, and feeling. Situations or conditions where someone does something in the learning process is called a learning situation. It is the main task of a teacher in building a learning situation for students.

The method referred to in the article here is the learning method. The learning process requires a method in its implementation. Methods can also determine the outcome of a lesson. The use of the method must also be correct and known specifically by the user, namely the teacher. Sometimes, teachers also have to be good at integrating learning methods so students don't get bored. It would even be better if students don't feel that they are learning, students feel they are playing to get new things. As described in an article about how the method itself defines the learning conditions.²The methods used in learning are lecture methods, exercises, demonstrations. The lecture method is a way of delivering material by conveying it orally.³ by demonstrating directly, either with attitudes or poses or directly demonstrating a sequence or event.⁴ The next method is cooperative, this method is carried out by forming groups of students who aim to understand the material together and then present it.⁵ All of these methods are actually used by the teacher in delivering learning material.

Art-Culture is the name of the subjects taught in schools from elementary school to high school. The material in this subject consists of dance, music, theater, and visuals. Each material has its own characteristics and provides a different experience for students. Art and culture is a lesson that can provide an overview of the values possessed by a society. In addition, art can also provide students with the experience of appreciating a work of art or the cultural product of a society.

Result:-

The learning method can be said to be a tool to convey material. This is so that students can understand, master, explain, and present what has been obtained during the learning process. The ability of students to present their understanding in class from the material presented by the teacher is a picture of the success of the teacher. This success will be indicated by the value or score obtained by students at the end of the lesson. This score will be used by the teacher as a benchmark, whether the teacher is successful in delivering the material or not.

Art-Culture is one of the subjects that has many missions in it. The mission, among others, is to convey the subject matter itself. Shaping the character of students, instilling the cultural values of a society, instilling aesthetic values in students based on the value of the beauty of each art form being taught. The entire mission must be delivered by the teacher using a learning experience that is only carried out two hours of meetings in one week. This subject can't be delivered if teacher not used multiple methods in learning.

Generally, the learning process can be described as delivering material, assignments, and assessments. The three outlines of these activities can be further broken down into:

Delivery of material, carried out by the teacher by explaining the material orally. This explanation is in the form of an oral description of the learning objectives, the material to be studied, the definitions that must be known, as well as illustrations that may be needed so that students can understand in advance about the material to be studied. The delivery of this material uses the lecture method because the teacher conveys it orally, and learning only occurs from one direction, namely from the teacher. Submission of this material was also followed by a complete demonstration. Demonstration in dance learning, usually the teacher demonstrates the movements contained in a dance. Next, the

teacher demonstrates the sequence of movements in a dance. Likewise with the art of music. The teacher usually demonstrates how to play a musical instrument if the material being conveyed is how to play a musical instrument. Or the teacher will demonstrate how to sing a song if the material presented is about songs and singing a song. As for art material, the teacher will demonstrate how to make something, for example a mask.

Next is the task which usually begins with the formation of groups to discuss first. This discussion aims to determine students' understanding of the material that has been delivered by the teacher. Next, students and their groups demonstrate again according to what the teacher exemplified. This process is also known as the training method. The exercise carried out is to re-do or demonstrate again what the teacher has done by the students. This process is, of course, accompanied by the teacher. Sometimes the teacher also gives explanations about what was conveyed before. Even teachers sometimes comment on what students do, so that everything students do is in accordance with the material presented by the teacher.

Based on this explanation, the learning methods needed in conveying arts and culture material can be described in a scheme as follows:

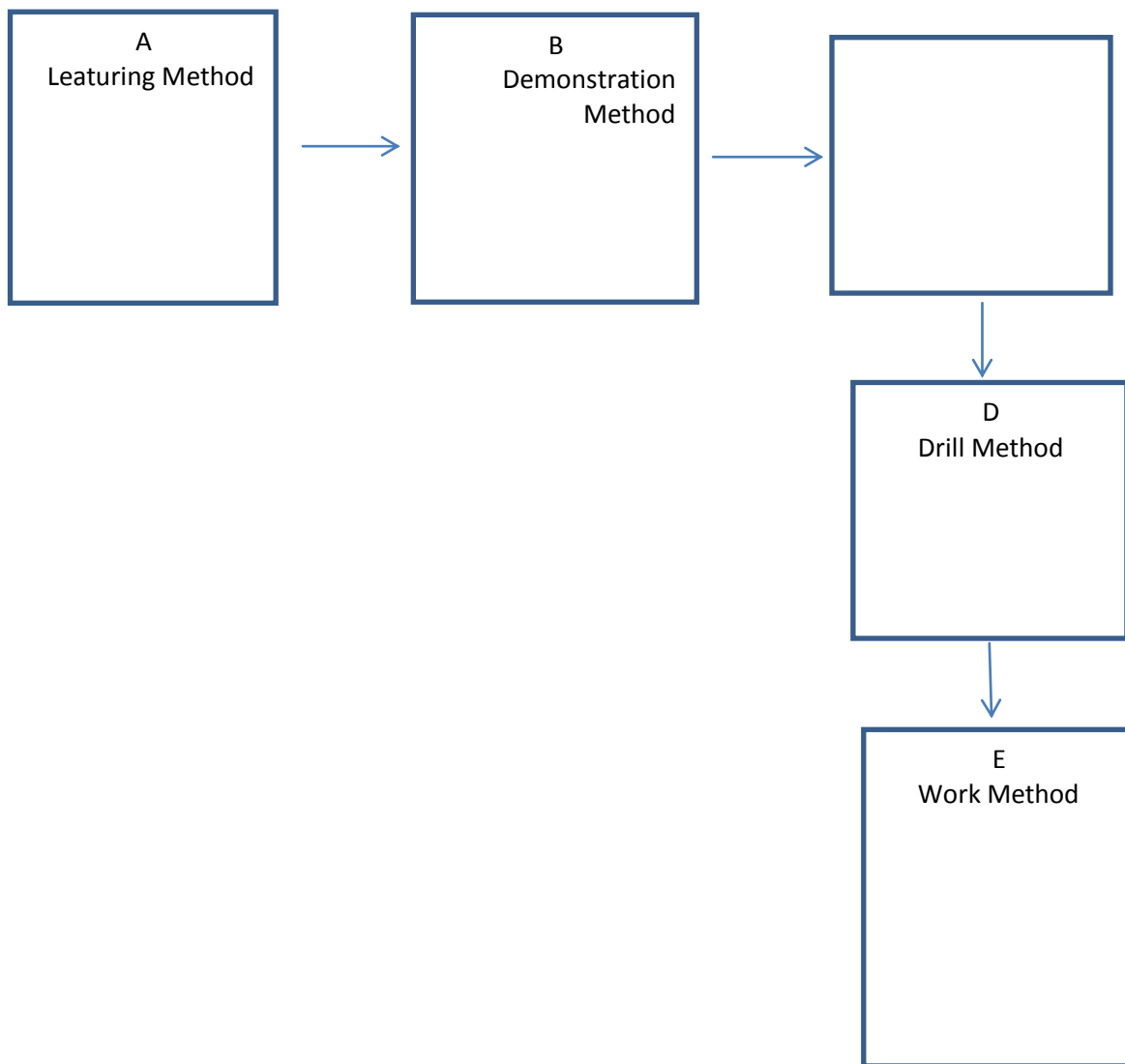


Figure 1:- Art-Culture Learning Process.
(Habsary, 2022)

Part A shows the learning method that is always used by the teacher at the beginning of learning. This method is usually also used to determine student attendance, greet students, and get to know students in terms of their understanding of the material to be delivered. This method is also used by the teacher to explain to students about other information related to the material to be delivered. An explanation of definitions or other things is also done using this method. Sometimes when delivering material using this method, the arts and culture teacher also inserts another method, namely the question and answer method. This can help the teacher in determining the group that will be formed in the next learning process. This method can train students to learn to listen and capture information correctly. Besides that, it can also train students' patience in refraining from talking to friends or even getting sleepy when the teacher delivers the material.

Part B is a demonstration method which is also usually interspersed with a question and answer method. In dance material, usually when the teacher demonstrates the movements, he will ask questions about the parts of the body that move when performing a movement. This will help students when moving in groups or independently. This is because a dance teacher when demonstrating dance moves will always be followed by an explanation of the movements being performed. Likewise with other fields of art.

Part C is a method used to form groups that can be based on various considerations. The first consideration is to divide groups based on the serial number of the student attendance list. This method is usually a very easy and fast way to do it. Another consideration is divided based on the ability of students. The point is, students who have more abilities than others are identified and then distributed in several groups of students who do not have much ability. Thus, students who are more able to teach students who cannot.

Part D is an exercise method according to the group that has been formed by the teacher. This method can be done outside school hours. Usually students in groups agree to practice together outside of school. This can give students the freedom to ask questions with their peers. This method can train students about discipline, because they obey not only because there is a teacher, but because there is a sense of responsibility for the agreements that have been made in groups.

Part E is the final assessment process after a series of processes have been carried out. In this method, the teacher is no longer the center of learning. The center in this stage is the student who presents the results of the exercise for a predetermined amount of time. This method can provide students with experiences of self-confidence and cooperation. The value of confidence lies in how the experience appears in front of an audience. The value of cooperation can also enter at this stage. Cooperation can be seen from the ability to maintain shared memory of the formation and sequence of material that has been trained together.

Explanation about styles, the entire sequence of methods in the scheme above can be changed according to conditions. This is because, not all materials match the order of the scheme. Likewise with the use of methods in a meeting. The method described was not used in one meeting. However, it can be noted that in the implementation of art learning, the question and answer method is one method that can be used as a tool to help accelerate student understanding. However, the use of the method described shows the process that occurs in accordance with what the researcher got based on the research that has been done.

Style differences in determining learning methods in arts and culture can be influenced by several factors. The first factor is the material to be delivered. The dance material will be different from the music, visual, and theater material. Although there is the possibility of similarity in the sequence, but the possibility of differences in style will be very large. Next is the condition of students related to the amount and time provided to deliver the material. The next factor is the place where the learning and teaching activities are held.

Conclusion:-

Learning arts-culture uses several methods in delivering the material. This is because this learning has very many missions. The mission is not only about conveying material and mastering a material. Another mission is about inculcating the cultural values of a society, forming the character of students, and preserving culture by means of the process of transmitting culture through formal and non-formal education. It is these missions that cause this subject to use various methods. The use of various methods can provide opportunities for students to interact more often with teachers and other students.

Style in teaching is related to the teacher's ability to master the class and get to know students. Style in teaching is needed in conveying a material. This is because teaching is a matter of interaction. Good interaction is a reciprocal response between teachers and students. Learning will look alive if the interaction of teachers and students does not feel tense. There must be an effort to approach teachers and students, as well as an approach between students. One of the things that shows the style of a teacher in teaching is the use of varied learning methods. The important thing that a teacher needs to remember is that the use of varied methods is not the main goal in teaching, the main goal in teaching is to achieve the learning objectives organized by the teacher.

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