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Judul : Application Of Project-Based Models In Fine Arts Learning Through Class Exhibitions As A Place For Creative Processes And ART Appreciation At University

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No. Pemeriksaan : 2021.15.10.480

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# Artikel Pance3

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**Submission date:** 08-Oct-2021 02:40PM (UTC+0700)

**Submission ID:** 1668549329

**File name:** Artikel\_APPLICATION\_OF\_PROJECT-BASED\_MODELS.pdf (485.63K)

**Word count:** 3948

**Character count:** 21847



## **APPLICATION OF PROJECT-BASED MODELS IN FINE ARTS LEARNING THROUGH CLASS EXHIBITIONS AS A PLACE FOR CREATIVE PROCESSES AND ART APPRECIATION AT UNIVERSITY**

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**Abstract:** Fine arts education courses are Science and Skills Subjects contained in the curriculum structure of the Elementary School Teacher Education Study Program at Hasyim Asy'ari University, Jombang. This course has learning outcomes, namely students have awareness of local culture and environmental-based creative competencies to be applied in learning in elementary schools (SD). Therefore, a container is needed as a creative process and appreciation of works through art exhibition activities. This research method is qualitative as well as primary and secondary data collection through observation of the implementation of art learning. The purpose of this research is to produce works of art to be appreciated through class exhibitions as a forum for the creative process and art appreciation. It is proven by this activity being able to provide experience in the process of creating fine arts using various themes, materials and dimensions for the development of student creativity aspects as well as training students to appreciate traditional and contemporary cultural works. In the implementation of learning, learning models are needed to achieve high quality learning. Learning models help educators to package a lesson that can attract interest in appreciating and creating works of art.

**Keywords:** exhibitions, fine arts, creative processes, appreciation

**Abstrak:** Mata kuliah pendidikan seni rupa merupakan Mata Kuliah Keilmuan dan Ketrampilan yang terdapat dalam struktur kurikulum Prodi Pendidikan Guru Sekolah Dasar di Universitas Hasyim Asy'ari Jombang. Mata kuliah ini memiliki capaian pembelajaran yaitu mahasiswa memiliki kesadaran terhadap budaya lokal dan kompetensi kreatif berbasis lingkungan untuk diaplikasikan dalam pembelajaran di Sekolah Dasar (SD). Oleh karena itu, dibutuhkan wadah sebagai proses kreatif dan apresiasi karya melalui kegiatan pameran seni rupa. Metode penelitian ini adalah kualitatif serta pengumpulan data primer dan sekunder melalui observasi terhadap pelaksanaan pembelajaran seni rupa. Tujuan penelitian ini adalah untuk memproduksi karya seni rupa untuk diapresiasi melalui pameran kelas sebagai wadah proses kreatif dan apresiasi seni. Terbukti dengan adanya kegiatan ini mampu memberikan pengalaman proses berkarya seni rupa dengan menggunakan berbagai tema, material dan dimensi untuk pengembangan aspek kreativitas mahasiswa serta melatih mahasiswa untuk menghargai karya budaya tradisional maupun kontemporer. Dalam pelaksanaan pembelajaran dibutuhkan model pembelajaran guna tercapainya kualitas pembelajaran yang tinggi. Pengembangan model pembelajaran membantu pendidik untuk mengemas sebuah pembelajaran yang dapat menarik minat dalam mengapresiasi dan berkreasi karya seni rupa. Penelitian ini menghasilkan acuan berupa model pembelajaran berbasis proyek yang berorientasi pada kecerdasan interpersonal dan aplikasinya dalam pembelajaran seni rupa.

**Kunci:** pameran, seni rupa, proses kreatif, apresiasi

## INTRODUCTION

Lecturers have a very important role in determining the quantity and quality of learning carried out. Therefore, lecturers must think and plan carefully in increasing learning opportunities for their students and improving the quality of teaching. Lecturers act as managers of the teaching and learning process, act as facilitators who try to create effective teaching and learning conditions, and develop learning materials well. want to learn because students are the main subject in the learning process.

The application of art education is a form of effort to realize the national goal of educating the nation's life. According to Susanto (2010) art education is all efforts to improve the creative abilities of students in realizing their artistic activities based on certain aesthetics. In addition, art education aims to create a sense of beauty and the ability to process and appreciate art. The purpose of art education includes creative and appreciative activities. This is in line with the opinion of Syafii (2006) which states that the function of art education is to fulfill the needs of expression, creativity, and appreciation and recreation. cultivate and appreciate art" (Aryani, 2013: 2).

Through expressive activities, students can express feelings, concerns, one's perceptions, fantasies, and imaginations. Through creative activities, students can develop and integrate various created ideas. Students also need to have the ability to appreciate, namely to appreciate and appreciate something that is seen and provide feedback or responses. Based on the overall activities, students are expected to be able to have recreation at the same time by participating in various existing artistic activities. Meanwhile, through creative activities students will be able to develop creative ideas by creating new and unique things. In addition, students also need to hone the ability to appreciate works of art to understand, process, appreciate, and understand the aesthetic values contained in works of art (Aryani, 2013).

Art education courses so far are still understood as courses that only make a work of art or in art terms it is called creation. This is because there is still a lack of professional educators who are in accordance with the field of fine arts, so that the creativity of lecturers in developing art learning tools is not optimal (Aryani, 2013). This fact indicates the sinking of appreciation learning.

as one of the important aspects in learning arts and culture (sub art) and a factor causing the imbalance in learning arts and culture (sub art). In addition, it is supported by the fact that lecturers of cultural arts subjects are more concerned with creative learning, and almost never give lessons. appreciation. This will certainly have an impact on decreasing student interest in learning appreciation.

In a high-level lecturer environment, students respond to the arrival of the lecturer who will teach by preparing all the art equipment to make pictures. That's what researchers experience when they teach art education courses. In fact, this course also teaches students how to give appreciation to a work of art or in art terms it is called appreciation. Seeing this phenomenon, an understanding of theory is needed to equip such appreciation and creation activities. Moreover, as prospective educators, students must know and understand the tips in guiding their students to work and the targets that must be achieved by students.

Interest has an important role in learning, meaning that student interest should be get attention because it is an impetus to do or do something (learning, solving problems, exploring, and experimenting). Based on reason This is art appreciation learning by applying a learning model that combining creative activities followed by art appreciation activities will help arouse the interest of students who are less interested in learning art appreciation (sub art). Thing This is because the appreciation activity is an active activity that demands a direct experience, as a support it takes a learning model that involve students directly (Ismiyanto, 2011).

As an active activity, the appreciation and creation learning model developed must be supported by an activity that involves students directly in order to gain knowledge experience as a learning process. Appreciation learning model and fine art creation preceded by creative

activities and ends with exhibition activities will involve three main components, namely students (as creators), works of art, and students (as creators). appreciator). Through the exhibition, students will get direct experience both in work such as being more confident, responsible, disciplined, and diligent. Experience as Appreciators can train how to appreciate their own work and the work of friends, as well as mutual respect for all differences.

The creative process is a mandatory element in art education courses. The creative process is poured in the form of practical activities to make fine art works, both pure and applied. This makes students have art experience so that it can be implemented in learning in elementary schools later. The appreciation process also has an equally important role in learning fine arts. The work that has been made by students needs to be assessed and evaluated so that it fosters mutual respect for the work of others.

The appreciation process and the creative process need to be balanced in the learning process. From these two processes, a place is needed as a place for art experience and artistic values are two important issues in art review. This can be described as follows:

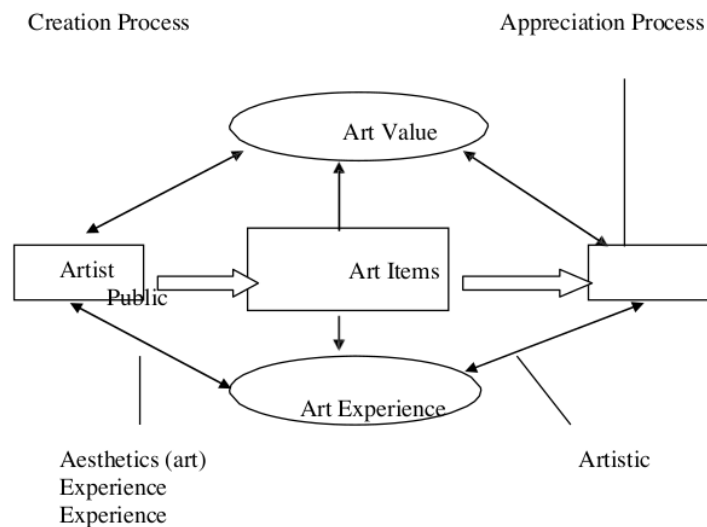


Chart 1: between artists, art objects and the art public in the context of art experience (Developed from Sumardjo's Model)

## METHODS

The method used in designing the learning and presentation model that is applied in this art lesson is a qualitative analysis method and a primary and secondary data collection method through observation of the implementation of art learning involving the research subject, PGSD students, Hasyim Asy'ari University Jombang, 4 interviews to related resource persons, literature study to obtain related theories in the model of learning to work and presentation of works through exhibitions and documentation that can be used as initial references. The qualitative method is a more descriptive method, the data obtained is more in the form of words or pictures. Then the data collection method is used to collect data as a reference.



## RESULTS AND DISCUSSION

### RESULTS

#### Creative Process in Learning Fine Arts

Torrance (in Sumirah, 2012) generally defines creativity as a process of understanding a problem, looking for possible solutions, drawing hypotheses, testing and evaluating, and communicating the results. In the process, the results of creativity include new ideas. Creativity is not just luck but is conscious hard work. Creative people use the knowledge they have and make leaps that allow them to see things in new ways. The creative process means provide flexibility for actors to develop ideas and ideas freely.

To bring out creativity, a process is needed, namely the creative process. The processes that occur in the human brain may still be a mystery. However, all of that can be conditioned in such a way that it can bring up the creative process. One of the elements that make the creative process possible is the creation of an atmosphere that stimulates the flow of ideas freely. Various tendencies that will affect the creative power, development, and implementation of ideas should not be given a role, so that the emergence of creativity is not blocked.

Given that this course has learning outcomes, namely students have awareness of local culture and environmental-based creative competencies to be applied in learning in elementary schools (SD). So students must be given the experience of the creative process in working by using various themes, materials and materials that take advantage of the surrounding environment. This is intended to dispel the notion that creating art requires a large amount of money. In addition, it can also train students to sharpen their creativity in utilizing existing materials. But not only creative works but also creativepreneur based. Where the work that is made is not only concerned with the aesthetic side but also aims to be used as a commodity (commodity). This is relevant to the vision of the university with courses that include entrepreneurship-based values. Of course, this policy is based on equipping students when they enter the community. Not only scientific fields related to the world of education but also other skills outside the field.



Figure 1: the creative process of students in making tridimensional works

In this creative process activity, students are given the task of making two-dimensional and three-dimensional works. Dwimatra is a work of art with two dimensions, while a work of trimatra is a work of art with three dimensions. From the works that have been made by students, this is used as an exhibition material to be appreciated by other students. So that it creates conditions of mutual appreciation of each other's work and is expected to grow mutual respect for the work of their friends. This activity is also expected to be able to provide a forum for students to be able to evaluate the work of their friends from the textual and contextual side. The following are the details of the assignments given to students with the expected learning outcomes:

### **Appreciation Process in Learning Fine Arts**

Appreciation as part of fine arts education is very important to be given to students who are useful for developing their abilities or knowledge of works of art, as expressed by Read (in Soebandi, 2008:116) who states that art as part of the learning area needs to be developed through appreciation learning. For students, this appreciation activity serves to grow or foster a sense of love for the nation's culture and open students' horizons. By introducing these works of art, students will begin to recognize the nation's culture from the types, materials and methods of making them. For this reason, in learning to appreciate works of art, lecturers must have the ability to use effective and efficient learning materials.

This appreciation activity is an activity that cannot be separated from human life, such as enjoying and feeling the values that exist in the work of others which are manifested in various forms. Appreciation acts as a form of appreciation for the observer to the uniqueness of the artist's work which can be in the form of feeling happy or not happy, can also think good or bad. Appreciation is needed so that students are able to understand a work of art well. Appreciation activities are very important in art education, because with appreciation, students will see the beauty of a work of art.

Learning to appreciate works of art requires innovative, creative and interactive learning media so that students can appreciate works of art more easily. The selection of learning media is not difficult, if the lecturer can understand the characteristics of students and the teaching materials to be delivered. The ability of lecturers in selecting, exploring and using learning media that is applied in learning needs to be owned and developed. Through the creative process of making this work, then learning is continued with activities to appreciate the work. These works are packaged in the form of exhibitions which are then appreciated by students in turn.

Each student has the right to give an assessment of his friend's work and evaluate based on the textual and contextual side. Mutual respect is needed in this case which is expected to grow a sense of love for culture. Given that some of the works displayed are themed on the culture of the Indonesian archipelago. In addition, it can be shown from the work of batik. This can provide knowledge and insight about batik motifs from all over Indonesia.



Figure 2: dwimatra work in the form of batik on A3 paper media with the theme "Indonesian Archipelago Culture"

As for the work of applied art, it is intended for a use function and has a selling value. This requires students to be critical regarding which works have a high selling value. Students can evaluate the work of their friends regarding packaging that shows high taste.



Figure 3: three-dimensional works with various themes and materials based on creativepreneur.



Figure 4: the atmosphere of a creativepreneur-based art exhibitio



## DISCUSSION

This discussion describes a project-based model through a class exhibition for PGSD students at Hasyim Asy'ari University Jombang. The stages carried out in the application of this learning model are as follows:

### 1. Forming heterogeneous groups of 4-5 students

Before implementing the learning process, the formation of group. The process of group formation is carried out before giving the action. This is done with consideration to save time. The formation of group members is based on ability with the consideration that if students with different abilities are included in the same group, students with moderate and low abilities will be motivated to learn. Before presenting the subject matter, the researcher made a guide sheet for doing assignments and an activity observation sheet, previously set. The number of group members is set at 5 students in one group, on the grounds that if the group size is too large it is difficult for each student to express opinions and cooperate and if the group size is too small the interaction among group members will be very limited. This is in accordance with the opinion of Slavin (2015), that if the group is too small it will result in difficulties in interaction and if it is too large it will result in difficulties in coordinating and reaching agreement among fellow group members..

### 2. Educators present learning materials

The presentation of the material begins with greetings, conveying the learning objectives to be achieved and exploring the knowledge of student prerequisites and what students will do in learning with work models and class presentations. This activity is to motivate students' curiosity about the material being studied. Motivated students will be ready to learn and will achieve better learning outcomes. Students who are ready to learn gain more knowledge than students who are not ready (Saputra, Hakin, & Awrus, 2017).

### 3. Educators distribute instruction sheets for doing assignments

Educators have many roles, one of which is administrator (Getteng, 2011). Therefore, it is important for professional educators to prepare systematic and systemic steps in learning so that the implementation of learning is more effective and efficient. The task instructions are then distributed to each group member so that the implementation of work and class exhibition presentations is more focused. This is a form of organizing the steps of student activities so that time is more efficient (Salmiati & Septiawansyah, 2019). For example, because the group has been determined beforehand, the instruction sheet instructions the task that "join the members of your group!", the students immediately took positions according to their respective groups. In addition, in working and compiling reports of work experiences, students can take advantage of learning resources from the internet to find things that must be presented.

### 4. Educators stimulate students to be more active in the creative process and present their works in the form of exhibitions as a form of appreciation for their work

At this stage, educators provide space for students to process bi-dimensional and tri-dimensional works and then the work is presented in class exhibition activities as a form of appreciation for the work. This is in accordance with the behavioristic learning pattern that in learning what is important is input in the form of a stimulus, and output in the form of a response. Stimulus is anything that is given by the lecturer, while the response is the reaction or response of students to the stimulus carried out by the educator. This is where strengthening needs to be done. If the given stimulus is strengthened/added (positive reinforcement), the response will be stronger, this is what makes learning active. Conversely,

if the stimulus is weakened/eliminated (negative reinforcement), the response will decrease and disappear, this is what makes learning inactive (Dangnga & Muis, 2015).

#### **5. Give an evaluation**

Educators provide evaluations to students related to learning outcomes to determine the extent to which student outcomes have improved. Arikunto, 2015).

#### **6. Giving conclusion**

The meaning of the conclusion here is to conclude the work of caricature drawings through class exhibition presentation. The teacher asks each group to go up to the front of the class in turns starting from groups one, two, three, and four to present their work, then the other groups are allowed to respond. It is intended that each group can participate and train students to appear and think critically. At this stage educators must direct and make the classroom atmosphere come alive (Sardiman, 2007).

### **CONCLUSIONS**

Fine arts courses have learning outcomes, namely students have awareness of local culture and the creative potential of the environment to be applied in learning with the target of students in elementary schools (SD). Therefore, a container is needed as a creative process and appreciation of works through art exhibition activities. It is proven by this activity being able to provide experience in the process of creating fine arts using various themes, materials and dimensions for the development of aspects of student creativity and training students to appreciate traditional and contemporary cultural works.

In creative process activities, students are given the task of making bi-dimensional and tri-dimensional works. Dwimatra is a work of art with two dimensions, while a work of trimatra is a work of art with three dimensions. From the works that have been made by students, this is used as an exhibition material to be appreciated by other students. For students, this appreciation activity serves to grow or foster a sense of love for the nation's culture and open students' horizons. By introducing these works of art, students will begin to recognize the nation's culture from the types, materials and methods of making them. Appreciation is needed so that students are able to understand a work of art well.

The exhibition has several objectives, namely (1) social and humanitarian purposes, (2) commercial purposes, and (3) educational purposes. Of the three objectives, they both have an important role to achieve conducive, effective and efficient learning and are relevant to the learning objectives. The final target of this lecture is to prepare students to become creativepreneurs, namely sustainable creative business actors as a provision of skills that can be implemented in the world of work.

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