The Use of Media Audio Visual Learning Appreciation of Visual Art at Junior High School Class IX

Wahyuuddin Ridwan
Yogyakarta State University
Yogyakarta, Indonesia
ridwanwahyuuddin@gmail.com

Martono
Yogyakarta State University
Yogyakarta, Indonesia
martonouny@yahoo.com

Abstract—This research is an experimental research in the form of a pre-experimental design of One-group pretest-posttest design. The research sample consisted of 30 students in grade IX of Junior High School in Parepare, Indonesia. This research aims to find out the model and effectiveness of appreciation learning in painting using audio visual media. The audio-visual media model of appreciation learning in painting is showing an introductory slide of appreciation for painting, introducing public schools in painting, showing tutorial videos visiting art exhibitions, showing videos by Indonesian artists using LCD and speakers. The ability of students to appreciate painting before being given appreciation material using audio visual media that graduated only reached 6% while those who had not passed 94%. But after being given appreciation material using audio visual media, students’ ability increased with the number of students graduating reaching 81% while those who did not pass 19%. This shows the appreciation learning of painting by using audio visual media is good and effective.

Keywords—audio visual media, learning appreciation of painting

I. INTRODUCTION

Appreciation is giving an assessment of something, understanding or fully aware so as to be able to judge properly. If the notion of appreciation associated with art means understanding or fully aware of the full range of art works and can capture its aesthetic values so that they can value properly [1]. Appreciation also has a dimension of behavior which needs to be continuously trained because the level of appreciation of each person is different. Therefore, to develop this level of appreciation, it needs to be fostered since early childhood so that students are embedded in critical thinking and mutual respect. This is closely related to the appreciation function of art to love others, culture and respect for art.

Based on those views above, therefore to develop an attitude of appreciation can be pursued through the education process. This effort can foster students to be able to appreciate, enjoy, appreciate and value working of art. Visual art appreciation development at junior high school education level can be said to be not something that is too early, considering that the interaction of children with fine arts has started since preschool education in kindergarten. Since then the appreciation process has begun. Salam in [2] learning art appreciation focuses on fostering affective aspects (attitude and sense of taste). The learning activities of art appreciation are colored by the practice of observation to feel the values of beauty found in natural phenomena. Being the target of observations of fine art works and how to analyze, and provide an assessment of the beauty quality of the work is an important aspect in learning art appreciation. The thing that needs to be considered is how to properly suit the level of child development. With art appreciation education, students will be able to appreciate and enjoy art optimally. Johansen in [3], with an appreciation approach, students will be able to stimulate their aesthetics in everyday life, with full reason, peace love. Furthermore, with the appreciation of art, students are expected to stimulate their spirituality awareness through the process of feeling and enjoying the beauty of the Creator and His creation.

By looking at the views above when compared to the state of art appreciation education at Junior High School 4 in Parepare is not to developed because of the lack of a place to appreciate art [4]. We recommend that at the end of each semester students of Junior High School 4 in Parepare hold an exhibition so that there is a place for students to appreciate the art work or the teacher can take advantage of technological developments to show the actors’ activities through videos that can be taken on the internet. The above facts are totally contrary to the state of education in the school because the teacher only gives the task of continuous drawing and ignores the art of learning appreciation. Therefore, art appreciation learning for students at Junior High School 4 in Parepare needs to be taught continuously according to the National Middle School curriculum. For this reason, Art Education at Junior High school 4 in Parepare, especially learning art appreciation is still lacking. The factor of these Causes is:

- The lack of availability of professional teachers in the arts, while 3 teachers who teach art education at the school are teachers of D2 fine arts education and continue their undergraduate programs in Sports, then 2 other teachers graduated from other departments not from the art education department.
• Lack of variation in learning for students because the knowledge possessed by the teacher is also limited, so the way to teach is mostly continuous practice conventionally and appreciation art learning is neglected which can make students feel bored to learn art.

In view of this, to foster the ability to appreciate painting for students of Junior High School 4 in Parepare, there is a need for training through the introduction of works of art created by renowned artists in Indonesia and the world so that students can also know painters such as Affandi, Basuki Abdullah, Van Gogh, and others.

Therefore, looking at people’s lives that are increasingly increasing with the help of technology, so by using audio visual media in the learning of art to show the paintings of famous artists, one of good solution is to introduce paintings to Junior High School students 4 in Parepare to improve the ability to appreciate paintings.

Based on facts above, we presents a study which aimed of knowing the influence of the appreciation learning model of painting by using audio-visual media for students of Grade IX at Junior High School 4 in Parepare, in order to improve the appreciation of art appreciation learning as well as knowing the effectiveness of the use of audio-visual media in learning appreciation of painting students [5].

The rest of this paper is organized as follow: Section II describes research method. Section III presents the obtained results. Finally, Section IV concludes this work.

II. RESEARCH METHODS

The method in this study uses experimental research methods. Experimental research method is research method used to find out the effect of certain treatments on others under controlled conditions. In this study pre-experimental design of one-group pretest-posttest design. Some of the population that will be studied are students in grade IX at Junior High School 4 in Parepare by using simple random techniques or random sampling. The number’s sample is taken by 30 students’ population. Data collection techniques using instruments as follows:

A. Observation

Observation is a data collection technique by directly observing the object under study.

B. Test

The test was conducted to measure the ability to appreciate the painting students of Junior High School 4 in Parepare. Poster In [6], the form of the test to be given is a multiple-choice test, this is given before the appreciation material is given to painting with audio visual media in order to know the extent of the ability of students of Junior High School 4 how to appreciate the art of painting. After the audio-visual media was played, the second wave of students’ ability to appreciate the work of painting can be increased. The number of questions is 17 numbers with a time of 2 × 45 minutes.

C. Interview

Conduct direct communication with art teachers and students about responses in learning art appreciation using audio visual media.

D. Documentation

The documentation used in this study is in the form of photographs of personal documentation, and official documents, the main data sources in qualitative research are words and actions, the rest are additional data in the form of documents and others.

III. RESULTS

A. Art Appreciation Learning Model Using Audio Visual Media

Agairain et al., [7], at this stage the activities carried out are collecting data that can be used as a source of audio-visual media in the appreciation learning of painting in the form of videos taken on the internet which contain appreciation art of painting. The appreciation learning model uses audio visual media applied in this study to grade IX students of Junior High school 4 in Parepare with a sample of 30 students from 174 populations by showing a video containing the following material:

B. Introduction to Appreciation of Art and Introducing Flow in Painting

Play slides that contain the understanding of art appreciation, the elements in appreciating painting and showing several paintings according to the types of public schools in painting. The type of painting shown as follows:

- Realisme, Affandi’s work with the title “Mother” in 1940.
- Naturalisme, the work of Basuki Abdullah with the title “scenery in Kintamani Bali”.
- Surrealisme, the work of Salvador Dali with the title “The Presence of Memory” in 1931.
- Impressionisme, Monet’s work with the title “impression sunrise” in 1872.
- Expressionisme, Van Gogh’s work with the title “road with cypress and saint rein” in 1890.
- Romanticisme, Gericault’s work with the title “medusa raft” in 1819 and the work of Raden Saleh with the title “hunting bull” in 1851.
- Neoklasikisme, David’s work with the title “sampa horati” in 1784.
- Dadaisme, the work of Man Ray with the title “Monalisa”.
- Kubisme, the work of Pablo Picasso with the title “Guernica” in 1937.
- Futurisme, the work of Marcel Duchamp with the title “barefoot stairs” in 1912.
- Abstract, by Amri Yahya with the title “red grass” in 1997.

1). Tutorial Appreciates the Work in Art Exhibition

The video tutorial entitled Practical Art Practice which describes visiting art exhibitions at the Jakarta National Gallery during the RE exhibition, CLAIM on 8-20 April 2012 was edited directly by Arief Rahman and cameraman M. Sigit Budi S., Alextrie Simamora’s camera sponsor.

At the time of video playback students pay more attention and focus on video questions than when the teacher explains the material from the book. in this tutorial video teaches students how to visit art exhibitions in a duration of
approximately 6 minutes. With the delivery of learning video media like this, students understand and understand more on the material presented.

2. Showing Videos of Indonesian Artists’ Works

a) Works in Affandi museum

This video introduces who is actually Affandi and the works in Affandi museum in Yogyakarta precisely in the solo road on the banks of the gajauong river edited directly by Anggara SRIWISNU.

b) Exhibition of the maestro Raden Saleh

Documentation of the video of the exhibition of the maestro Raden Saleh at the National Gallery on June 3-17, 2012 edited directly by IFAN F. HARIJANTO with sound track by Freddy Harapa with the title face portrait of my people. By showing Raden Saleh’s works to students of Parepare 4 Middle School, new knowledge grows both in knowing Raden Saleh and in his works, even students can see and imagine the National Gallery how and what, students can also know the flow of paintings owned by the maestro Raden Saleh.

C. Effectiveness of Painting Appreciation Learning by Using Audio Visual Media

Chang et al., [8], to measure whether or not art appreciation learning is applied using visual audio media for grade IX students of Junior High School 4 in Parepare seen from the test results based on the Minimum Completeness Criteria (MCC) that the school sets in cultural arts subjects is 75 and is based on successful learning determined by the school at least 60% of students’ achievement in each new class is considered to be a successful class.

Therefore, to find out the increased ability to appreciate the work of painting by using audio-video media, the students of grade IX of SMP Negeri 4 Parepare were given a matter of pre-test and post-test. Then the value classification is given by cultural arts teachers with a range of assessments can be seen in the following Table I:

<table>
<thead>
<tr>
<th>No.</th>
<th>Information</th>
<th>Mastery Level</th>
<th>Limitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Good</td>
<td>95 – 100</td>
<td>Pass</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>85 – 94</td>
<td>Pass</td>
</tr>
<tr>
<td>3</td>
<td>Enough</td>
<td>75 – 84</td>
<td>Pass</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>65 – 74</td>
<td>Not Pass</td>
</tr>
<tr>
<td>5</td>
<td>Very Less</td>
<td>&lt; 64</td>
<td>Not Pass</td>
</tr>
</tbody>
</table>

D. Student Basic Ability Test (Pre-test)

Test the ability of students to appreciate before being given material by using audio visual media to determine the extent to which students are able to appreciate paintings. The assessment was given by a cultural arts teacher in order to obtain more accurate data in this study. From the results of the test research, students were given 17 number multiple choice questions about the insight of appreciation of painting.

In the results of the assessment of the ability to appreciate the works of painting students of Junior High School 4 in Parepare who get very good category scores with no value range 95-100, students who get good category scores with a value range of 85-94 also do not exist, while the category scores are enough with the range of values from 75 to 84 is only 2 people, and the value of the category is less with a range of 65-74 which is 10 people even the category value is very less with a range of <64 there are 18 people. Therefore, it can be said that the results of the ability test before being given art appreciation material using audio visual media students who graduated only 2 people. While the number of students who did not pass was more than 28 students. From 30 students when being averaged only 61 scores.

E. Final Ability Test (Post-test)

Students’ ability tests after being given appreciation material in painting by using audio visual media to find out whether there is an increase in students’ ability in appreciating paintings. Assessment of test results is given to the arts and culture teacher. Students are given multiple-choice questions 17 numbers with the same questions as the previous temporary ability test questions, about insight into appreciation of painting [9].

Assessment of the results of the Post-test for grade IX students of Junior High School 4 in Parepare (see Table II). The results of the assessment of the ability to appreciate the painting work of students after being given appreciation material for painting by using audio visual media that get very good category scores, with a range of 95-100 there are 2 people, students who get good category scores with a range of values 85-94 as many as 11 people, while the category value was enough with a value range of 75-84 there were 14 people, and the value of the category was less with a value range of 65-74 there were 3 people, while the category value was very less with a range of values <64 was gone. Therefore, it can be said that the results of the ability test after being given appreciation art painting materials using audio visual media students who graduated have increased with the number of 27 people who graduated, while those who did not pass only 3 people. Of the 30 students when averaged 83 scores.

<table>
<thead>
<tr>
<th>No.</th>
<th>Information</th>
<th>Limitation</th>
<th>Pre-test</th>
<th>Post-test</th>
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<tbody>
<tr>
<td>1</td>
<td>Very Goong</td>
<td>Pass(95-100)</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>Pass(85-94)</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Enough</td>
<td>Pass(75-84)</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>Not Pass</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Very Less</td>
<td>Not Pass</td>
<td>18</td>
<td>-</td>
</tr>
</tbody>
</table>

Total Percentage of Graduation 6% Pass 81% Pass

Total Percentage of Failure 94% Not Pass 19% Not pass
The Figure 1 is the presentation in the form of bar charts:

Therefore, by seeing the results of the ability test in Figure 1 that the material using audio visual media students who graduated 2 people, and even getting enough category scores, while those who did not pass more than 28 students, when compared with the results of the ability test after being given the material using audio visual media, students who graduated have increased by 27 students, while only 3 people did not pass. Therefore, it can be said that students’ ability to appreciate painting before being given appreciation material using audio visual media is still less, because the number of students who graduated only reached 6% who graduated. While those who did not pass were more than 94%. But after being given appreciation material using audio visual media, the students’ ability has increased with the number of students graduating 81% and those who did not pass 19%. This shows that the appreciation learning of painting using audio visual media is good and effective.

IV. CONCLUSION

Based on the results of research that has been passed on the use of audio-visual media to improve the appreciation ability of painting works of students in grade IX of Junior High School 4 in Parepare, it can be concluded: (1) A model of learning appreciation of painting by using audio-visual media by showing slides and videos containing appreciation learning, including formal explanations about appreciating paintings, introducing schools in painting, tutorial videos visiting exhibitions, and showing videos of works the Indonesian artist was Affandi and the maestro Raden Saleh; (2) To see the effectiveness of the appreciation learning model of painting by using audio visual media for students of Junior High School 4 in Parepare, namely seeing the students’ ability to appreciate paintings before being given appreciation material using audio visual media is still lacking, because the number of students who graduated only reached 6% passed. While those who have not graduated are more than 94%. But after being given appreciation material using audio visual media the ability of students has increased with the number of students who have graduated 81% and those who have not graduated 19%. This shows the appreciation learning of painting by using audio visual media is good and effective.

REFERENCES