

Application of Design Method in Attempt to Improve Creativity in Drawing Learning for Students in Junior High School

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Abstract--Limitation methods that are given for students to be used in creating artworks, make the value of results study not optimal. This study presents experimental research result descriptively about the utilization of design method which is simplified and adjusted to be applied for Junior High School students in creating artworks process. The aim of this study is to find out influence and success of the method toward value of result study taken from created artworks. The result of the study shows design method does not affect toward students' ability in creating or psychomotor technique. However, it does affect on increasing cognitive and affective aspects marked by creativity enhancement of students in creating artwork as in creative characteristics theory stated by Utami Munandar. Design method fits to be implemented to enhance students' creativity ideas that contain cognitive and affective aspects. To optimize students' result study in the form of drawing artwork, design method is able to be combined with others method that focusing on enhancing psychomotor technique.

Keywords--*design method, creativity, visual art*

I. INTRODUCTION

As facilitator, teachers have important role to guide students in learning process. One of teachers' achievements in learning process can be seen from students' result study. Results study are divided into three, those are; cognitive, affective and psychomotor [1]. In learning art and culture, especially fine arts, learning that to be considered important is a learning that based on practical to create artwork. The artwork creation then will be assessed as learning result. To achieve an optimal work of art learning value, students in creating artwork need knowledge, technical ability, and creative ideas. Meanwhile, teachers frequently teach about knowledge and how to make artwork rather than how to make and develop ideas.

Teachers frequently ask students to make free artwork after explaining material about knowledge and technical of making an artwork. When students are asked to make free artwork, they mostly will be confused what artwork should they make. Many students are confused in deciding ideas and form of artwork that are going to be made. Also they get lost since it is free and there is no directions or provisions of guidance. Some of them are able to make artwork but are not able to explain the ideas of artwork they made. This is affected by students' creativity.

One of the most important purpose in fine arts education is to teach students become creative, i.e. skill that reflects fluency, flexibility, originality and skill to elaborate ideas and make ideas [2]. Creativity is one of main values that need to be improved in fine arts learning. Artwork that are made without creativity will not be optimal. However, teachers are often able to develop students' creativity well.

Observation result that conducted in SMP N 2 Sambong (Junior High School 2 Sambong), the student making process in conventional way are, copying and making artwork free without any guidance. Imitation method cannot give student some space to elaborate ideas. Meanwhile, drawing free without any guidance will make student confused to decide what ideas from artwork they made. We can learn from how designer work, how they make artwork. According to Archer in Ginting [3], there is a way or method that is used by designer to create a work. That method consists of phases in making design, those are analysis, creative, and realization.

In this study, researcher tries to adapt design method that is usually used by a designer in professional work area, to be implemented in Senior Junior Highschool's students in process making. This experiment was done in third grade students of SMP Negeri 2 Sambong using fine arts as the learning material of room perspective drawing. Referring from how designer create their works of design, students would do some method phases of simple design in drawing. The first step is analysis, in this phase students would find data to be analyzed. Second phase is finding problem solution. In this phase, students are demanded to think creatively in finding ideas of problem solution. The last phase is making prototype in drawing form. In this phase students are also demanded to express ideas in drawing creatively. Implementing perspective drawing material of design method in fine art learning is one of alternative ways for students to create creative works in the form of room perspective drawing.

The rest of this paper is organized as follow: Section II presents literature review. Section III describes research method. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

A. Design Method

Design is used as verb and object as a term. As object, design refers to final product or result of design process. As verb, design refers to a product process making [4]. Meanwhile Heskett [5] mentions that design is to design a design to produce a design. There are four words of design he mentioned. The first word design refers to science that implies toward epistemology. Second word design is a verb which means an activity of designing that implies toward design process. The third word of design is an object that explains a prototype product that implies toward concept or idea. The last word of design is an object refers to final result or new object. Based on explanation above, the word design has meaning of process to create and make new object. The word design is also used to name final result from a creative process, whether it is in a plan, proposal, prototype form or in real object form.

Design method refers to design principals and procedure related to how design is done and how designer works and thinks. Design method is a way designer create a creation of design [4]. Konsorski and Hampe in [4] assumes the act of simple design process where there is a need and a result from that, and there is a way or method to create the result from the need itself.

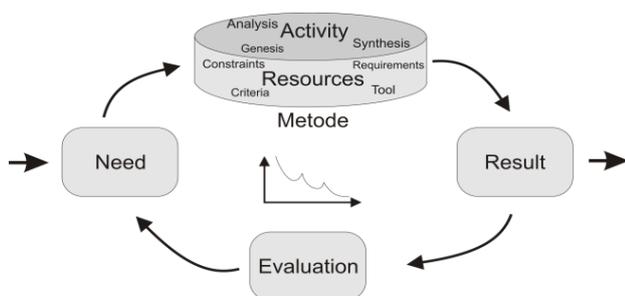


Fig 1. Basic Abstraction from Design Process [4]

Figure 1 above explains, first there is need or desire. The output is a result of response from need or desire, i.e. product, system, or product description. To go in the direction from input to output, method that changes need become product is needed. The methods are analysis and syntheses that starts from problem or obstacles and need that has to be achieved.

Meanwhile, Ginting [3] explains in doing design there are three phases that has to be done, those are analysis, creative, and realization. He explains that analysis is a phase of observation topic problem as a design foundation made. Creative phase involves subjective opinion and thought in making ideas. Realization phase involves activity of making technical drawing or prototype.

B. Creativity

The term of creativity is widely described by many people [6, 7, 8, 9]. Stenberg in [6] explains that creativity is an ability where someone is creating something new, whether ideas, or real work that is relatively different. This is analogously

different. Based on opinion above, it can be explained that creativity in this study is student's creativity in expressing their new ideas, original, valuable, and different from others in artwork of room drawing.

It needs a measuring instrument in assessing someone's creativity level. In this study, students are asked to do activity that create works like drawing which belongs to figural object. Therefore, it needs figural creativity assessment as foundation indicator of creativity that consist in students' drawing works. According to Munandar [6], to assess figural creativity or drawing, assessing fluency, flexibility, originality and elaboration. Elaboration is an ability to elaborate and specify a form to make it more vary and interesting. Common characteristics in creativity [11] that are used in measuring students' creativity level refers to Guildford's theory, as follows:

1) Fluency

An ability to propose many ideas, includes having opinion, free thinking, self-confidence and resourceful.

2) Flexibility

An ability to create various problem solving or approach toward problem itself, includes creating idea, initiative, autonomous or hard-working, looking for new experience.

3) Originality

An ability to create ideas with originality, includes creating new different works from others, having ability of active imagination.

4) Elaboration

An ability to assert the influence of ideas more elaborate and make it into realization includes have a notion and elaborate something, always find something, analyze and realize ideas, have a certain attitude toward new experience.

III. RESEARCH METHOD

A. Type of Research

This research is about improving creativity of drawing using design method. The researcher used descriptive qualitative in this research by using experimental research of case study at once.

B. Time and Place of Research

This research took place in SMP Negeri 2 Sambong. It is in Sidomulyo street No. 97 A, Sambong, Blora, Central of Java. Time of the research was taken in one month, started from September to October 2016.

C. Subject and Object of the Research

Subject of the research is drawing learning by using design method in fine art which use room perspective drawing as learning material for students in VIIIA class of SMP Negeri 2 Sambong. Object of the research includes material and formal object. Material object in this research are objects that appear in students' drawing. Meanwhile formal object in this research are students' creativity in drawing.

D. Procedure

This research used descriptive qualitative approach. The type of method research used experimental research of case study at once where in this research there is a group that get some treatment and then observed the result. The data was analyzed by using creativity theory by Utami Munandar by classifying creativity, those are fluency, flexibility, originality, elaboration.

E. Data and Data Collection Technique

Data collection technique used in this research was using observation technique, interview, documentation about anything related to learning proces of perspective drawing using design method and imitation method.

F. Data Analysis Technique

This research used descriptive qualitative technique, that aims to describe creativity improvement on students' drawing that have characteristics of creativity. Those are; fluency in creating many ideas; flexibility, ability to explore many problems solving or approach toward problem solving itself; originality is an ability to make ideas with originality; and elaboration is an ability to elaborate or explain something in detail.

IV. FINDINGS AND DISCUSSION

In this research observation, drawing learning of room perspective in art and culture subject was conducted in VIIIA. Relization of art and culture subject according to schedule has two hours, 45 minutes each. Art and culture subject in VIIIA class was done in Saturday from 10.00 to 11.45. Class management in perspective drawing learning was divided into three phases; introduction, core, and last phase. In introduction was begun with praying together, followed by welcoming students and appreciation. In this phase students were given comprehension related to material that was going to be delivered so students were more ready in receiving subject. Core activity was conducted includes; first, teacher explained about room perspective drawing, the purpose of drawing using perspective technique and technique making perspective drawing; second, teacher gave drawing tasks toward students by asking them to draw exactly the same what had been prepared by teacher. The pictures below are drawing that given by students as drawing task using immitation method (see Figure 2).

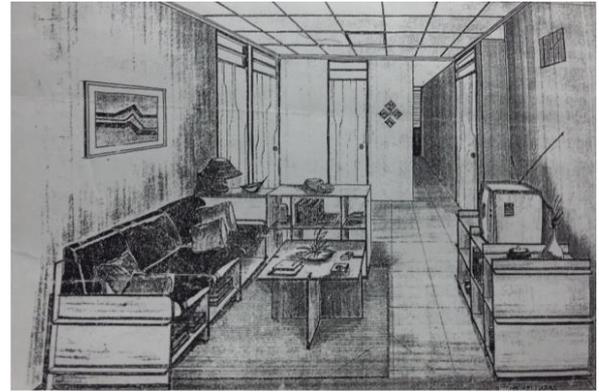


Fig 2. Figure that Used by Students as Drawing Task with Immitation Method

Three students did what teachers ask them to on A4 paper while the teacher was guiding students in their difficulty in drawing. Below are the result examples of students in drawing perspective using immitation technique (see Figure 3).

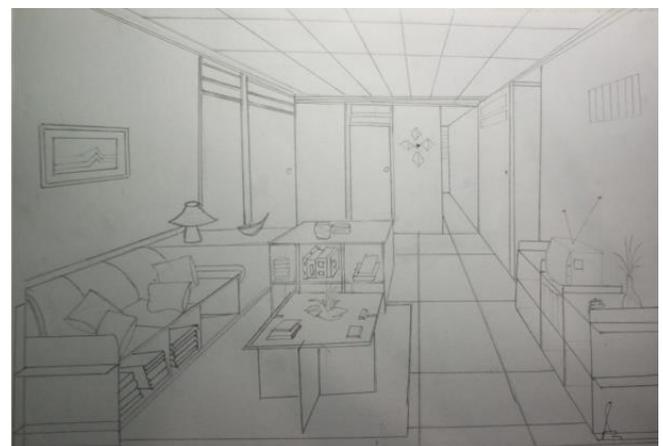
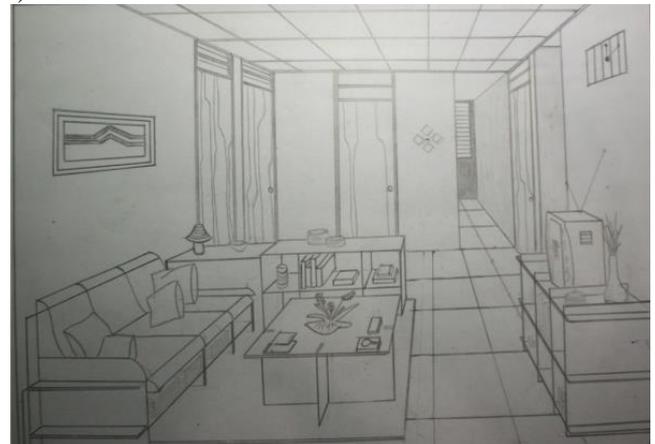


Fig 3. Students' from This Drawing Task using Immitation Method

Based on observation in art and culture subject before design method was implemented in perspective drawing learning to be obtained drawing below:

- a. Art and culture thinking especially perspective drawing technique, they only need when to go fotocopy of KTP.

- b. Learning process tends to be center on teacher by using imitation, so many students' drawing are same and there was no students' chance to elaborate their creativity.
- c. Students were able to draw with perspective technique but students had no chance to express creative ideas. This is can be seen from students' result that are nice and his technique ideas.

Material design methods contain step phases of design work including genesis or data collection, data analysis, and synthesis or formulation in the emergence of ideas, explained by the teacher with a learning media in the form of a module design method created with an attractive appearance and easy to understand explanation student. The following example module contains the phases in the design method that will be applied to students in making pictures.

KAMU ADALAH AGEN PERUBAHAN
APA KAMU SIAP MERUBAH KEADAAN JADI LEBIH BAIK?
 IKUTI LANGKAH MUDAH BERIKUT !!

<p>LANGKAH 1 RASAKAN DENGAN HATI MU</p> <p>Lihatlah Sekeliling mu. Temukan dan amati masalah yang ada di sekitarmu.</p> <p>Jelaskan apa masalah yang kamu temukan itu. deskripsikan atau ceritakan secara singkat masalah tersebut.</p> <p>INGAT!! Jadilah orang yang peka dan peduli dengan keadaan disekitarmu.</p>	<p>LANGKAH 2 IMAGINASIKAN DENGAN OTAK MU</p> <p>Bayangkan apa yang harus kamu buat agar situasi menjadi lebih baik. Gunakan keluasan imajinasi mu untuk membayangkan sebuah rancangan atau desain baru.</p> <p>Diskripsikan imajinasi mu dalam kata-kata atau cerita pendek. atau bisa juga kamu tambahkan gambar sket atau coretan.</p> <p>BERIMAJINASILAH SESUKA HAITMU. COBA BERPIKIR LUAS DAN LIAR UNTUK MENGENALI SOLUSI. JANGAN TAKUT SALAH DAN BERBEDA!</p> <p>PERCAYA DIRI!!</p>
<p>LANGKAH 3 CIPTAKAN DENGAN KEMAMPUAN MU</p> <p>Tuangkan ide gagasanmu dalam Sebuah gambar. Gunakan teknik menggambar perspektif yang baik.</p> <p>INI MUDAH DAN KAMU PASTI BISA!!! YAKIN DENGAN KEMAMPUANMU</p> <p>Jika kesulitan minta lah bantuan guru</p>	<p>LANGKAH 4 SEBARKAN DENGAN PERCAYA DIRI</p> <p>Bagikan atau pameran pada orang lain tentang karya desainmu.</p> <p>kamu bisa menceritakan di depan kelas atau dimana saja kepada orang lain. kamu juga bisa memajang karya mu dalam acara kegiatan pameran di sekolah atau dimana saja</p> <p>INGAT!!! jadilah anak yang percaya diri. bangga dengan usahamu</p>

INI MUDAH DAN SEDERHANA. KAMU PASTI BISA

Fig 4. Module Sheet of Guidance Power Stroke Design Methode

The module in Figure 4 was made to facilitate students and made them autonomous in creating drawing task using design method when students were out of teachers' guidance.

Beside module, teacher also prepared worksheet as students' media in creating drawing task using design method. In worksheet there are thre colomn; those are "Rasakan" (Feel) to take note and analyze data from students' observation result, colomn "Imajinasikan" (Imagine) to take notes of ideas, kolom "Ciptakan" (Create) as a place to draw ideas that come to students (see Figure 5).



Fig 5. Students' Worksheet

Explanation of work from drawing learning using design method can be explained as follows

1). Istikhomah's Drawing "Family Room"

Related to task given, Istikhomah did the first step in design method which is genesis or collecting data by observation and data analysis that had been written in "feel" colomn available in worksheet.

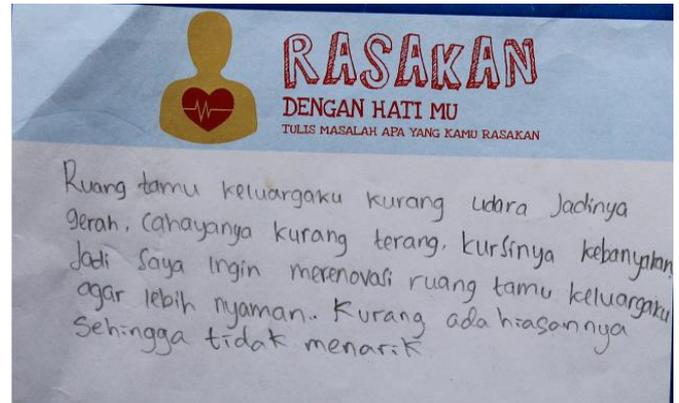


Fig 6. Istikhomah's Note in Observation and Analysis Phase

Based on problem description written by Istikhomah in Figure 6, it can be concluded that Istikhomah's family room problem are air circulation and less sunlight therefore the room feels so hot and dark. Furniture like chairs are too many and not in good arrangement, no Television for entertainment, the room is less interesting and not pleasant to be seen. Then followed by second phase "imagination," those are evaluating the problem and finding ideas in problem solving.

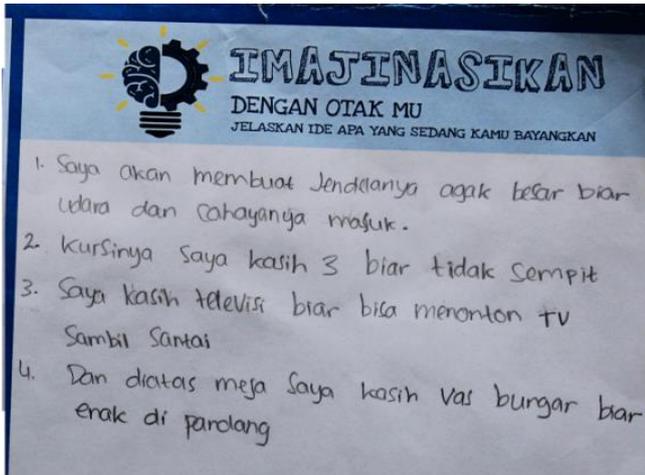


Fig 7. Istikhomah's Note in Synthesis Phase

The next step done by Istikhomah in Figure 7 was explaining imagination and ideas into drawing in A4 paper using perspective techniques using lose period.



Fig 8. Istikhomah Work of Room Family Design

Based on Figure 8, it can be seen that Istikhomah is able to design her family room from her idea. Technically the perspective of Istikhomah perspective using perspective technique is one point missing the bird's eye viewpoint. The technical precision of drawing makes the object look proportional. So that Istikhomah raises the shape of a window with a large size filling one side of the wall. Istikhomah also brings up the object shape of the chair that is placed in front of the TV and among them there is a small table. Istikhomah explained, the space is narrow because there are too many seats so that Istikhomah only makes three seats in a lined position so that the space is not narrow. From the placement of objects seats are placed against the TV and there are small tables, explaining chair as a place to watch TV and tables to place temporary items while watching TV. In order for the room to look attractive, it creates an object of painting, flower vase, table lamp. Istikhomah also raises objects of urns to fill the table racks so that the images look attractive and varied.

2). Yesi's Drawing "Bedroom"

In accordance with the task step given, Yesi takes the first step in the design method, namely genesis or data collection and data analysis. Genesis and data analysis are recorded by Yesi in the following "Feel" column is Yesi's record of observations and data analysis conducted.

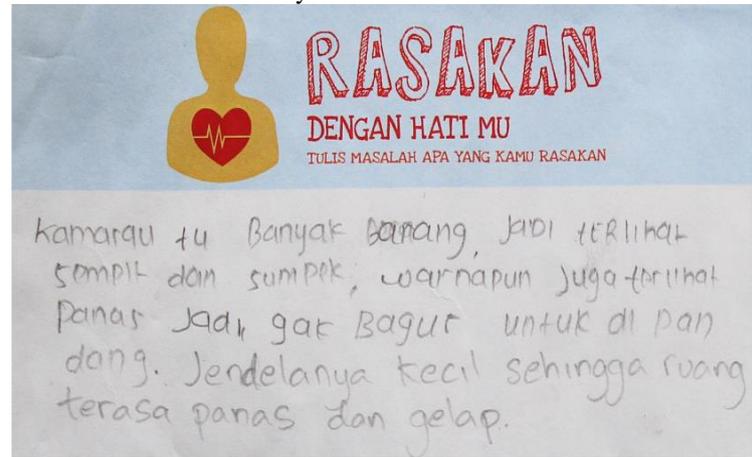


Fig 9. Notes of Yesi Aprilia on Genesis Phase and Analysis

From note in Figure 9 of the problems written by Yesi, it can be concluded that Yesi's bedroom problems include many rooms that make the room feel narrow and cramped, the color of the walls is hot, small windows make the room feel hot and dark.

Followed the second step of the synthesis or appearance of ideas by evaluating the problem and looking for ideas in problem solving efforts that are written in the "imagination" column on the worksheet.

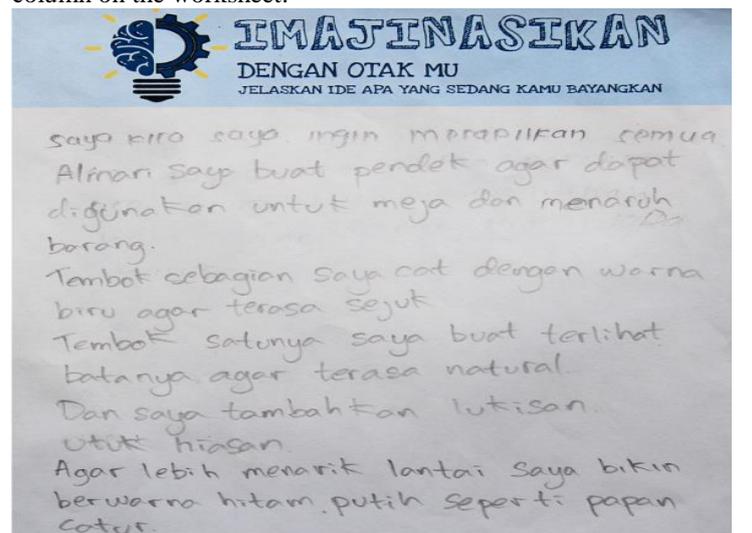


Fig 10. Yesi's Note in Synthesis Phase

In Figure 10, Yesi noted ideas that emerged in solving the problems of her bedroom, including Yesi's ideas for tidying up the items scattered in her room by making cupboards that could also be used as a dressing table. Changing the wall paint of the room with a more cheerful color, makes a window of a larger size so that the room feels cooler and brighter, giving a natural impression to the room by making exposed brick

walls, and changing the plain floor into a chessboard pattern to make it more attractive.



Fig 11. Drawing of Yesi Aprilia Bedroom Design

Viewed from a technical perspective, Yesi used perspective techniques 1 missing point of view of the bird eyes correctly (see Figure 11), so that the objects produced can be seen proportionally and can be clearly understood. Yesi is able to create various forms of objects from the ideas that she makes, windows, tables, wardrobes, walls, etc. The window is raised with a size large enough for a bedroom to make the room brighter and the room cooler. She also adds curtains as object development. Tables and amary are displayed with the same side position with the same height. Yesi explained that cupboards were not only as a place to store things but could also be a table. Yesi added a mirror object to the cupboard table to explain the cupboard table was also used for makeup, for learning. The session describes one side of the wall that looks like a brick with the reason that the space looks more unique and natural. The floor is the same to make it more attractive like a chessboard. This can be seen from Yesi's ability to develop ideas.

3). Anggita Suci's Drawing "Living Room"

From the assignment given, Anggita did the first step in the design method, namely observation and problem analysis which was recorded in the "feel" column in the worksheet. The news notes the problems found in her living room in her worksheet. From the description of the problems written by Anggita, it can be concluded that Anggita's living room problems include hot space, improper furniture placement, dark space, not neat and uncomfortable.

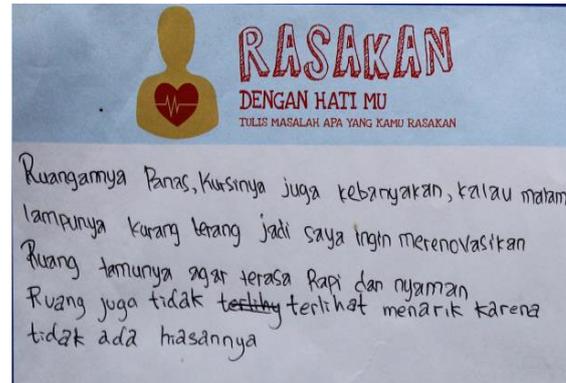


Figure 12. Anggita's Note on Genesis Phase and Analysis

Based on Figure 12 above, followed the second step of "imagination", which is evaluating the problem and looking for ideas in problem solving efforts. In this stage Anggita noted ideas that emerged to solve the problem so that her living room condition was better, among them Anggita would make a window so that her living room felt brighter and cooler because air circulation and light could enter through the window. Anggita had to arrange the chairs so that the space was not narrow, giving vases on the table so that the space is more pleasant to look at, and gives television to watch while relaxing.

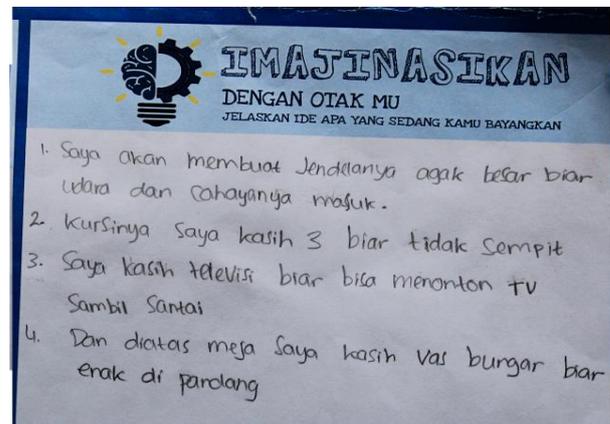


Fig 13. Anggita's Note on Synthesis Phase

The next stage Anggita did in Figure 13 was to reveal her imagination and ideas in an image on A4 paper with perspective techniques using a missing point.



Fig 14. Living Room Design Drawing by Anggiita Suci Nurhayati

Based on Figure 14, technically, the perspective of the Anggiita perspective using perspective techniques is 1 missing point of view of the bird's eye. Technical drawing accuracy makes the object look proportional. Anggiita is also able to create various objects from her ideas based on the problems she finds, for example windows, she adds two windows because the room feels less bright and feels hot so she raises large windows so that the room feels bright and cool the windows are given object development in the form of purple curtains to make it look more attractive. In addition, curtains can function to close the room so that it is not visible from the outside. Curtains are drawn in detailed with a drafterly view of the fabric texture.

Another object that is raised is one set of furniture consisting of three guest chairs and one guest table with the placement of chairs that surround each other on the table. According to Anggiita, the living room has too many chairs so Anggiita brings up only three chairs so that the space is not too narrow. In order for the chair to look attractive, she adds flora ornament details in green. On the living room table there is a development of objects by adding a few dishes for guests, it is to further explain that the table serves to place dishes for guests. Flower vase, and hanging decorative lights.

V. CONCLUSION

Application of Design Method in Attempt to Improve Creativity in Drawing Learning for Students in Junior High School 2 Sambong, it can be concluded that students' creativity in drawing on fine arts subject matter perspective pictures has increased after using design methods. Increasing student creativity in drawing is characterized by the emergence of creativity features which can be seen from the students' work, including the ability to think smoothly seen from students who are able to express and describe the design work in the form of images clearly in accordance with their ideas.

The ability to think flexibly in which students can bring new or unique ideas or things to the picture, for example students can create various objects in space images that contain intentions and meanings. Creativity in original thinking can be seen from students' work that is different from the others because it is made from the ideas of each student. The last is the characteristic of student creativity in detailing

or developing which can be seen from the ability of students to develop ideas or things in detail and detail in the picture, one example is the characteristic of this creativity which can be seen from the students' work including the emergence of objects with detailed shapes and colors clearer and more interesting. The design method can be applied to the learning of perspective drawing on the condition that students must understand the basis of space perspective drawing techniques.

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