

Input of Forum Sanggar in PKBM Qaryah Thayyibah

Annisa Oktaviani Shabrina¹, Mulyanto², Harini³

Pascasarjana Pendidikan Seni Sebelas Maret University

¹ annisaoktaa@gmail.com, ² mulyanto@staff.uns.ac.id, ³ buhariniuns@gmail.com

Abstract: The research aims to describe the input components in the Sanggar forum. Inputs in writing include forum participants, mentors, alumni, learning facilities, curriculum, community and guardians of students. This qualitative descriptive study was conducted to understand and explore the functions and involvement of input at the PKBM studio forum Qaryah Thayyibah. Data collection techniques with interviews (informant PKBM Qaryah Thayyibah chairman, companion and group participants), observation (learning environment and learning process of the Sanggar forum participants), documents and archives, namely reviewing input in the art learning process with the data in PKBM and book. The research finding is the Sanggar forum inputs influence each other so that one component in the input is not optimal, it will have an impact on the learning process and the success of learning the art. Community involvement and guardians of the Sanggar forum participants need to be improved. Art learning facilities must be well managed by art forum participants. The most important input in the learning process at the studio forum is the companion. The facilitator acts as a facilitator, motivator and controlling the learning process of the Sanggar forum participants. Control from the companion can foster a sense of responsibility for the participants of the Sanggar forum to complete the learning targets that they have made individually or in groups. Maximizing input work can encourage the forum participants to actively and independently meet their learning needs.

Keywords: *Visual Art, Sanggar, Input*

Introduction

Learning is the process of understanding and giving meaning to the experience gained by a person. Learning can be done anywhere with anyone. In the learning process, a person needs the involvement of things around the learner as supporting the learning process so that learning outcomes can be maximized. Visual art learning is one area that requires flexibility in its development process. This flexibility helps students learn to develop their potential and interest in the work of visual arts. One of the institutions that facilitate the diversity of artistic potential and interest is PKBM Qaryah Thayyibah. PKBM Qaryah Thayyibah facilitates the tendency of visual art by forming a Sanggar forum. In the Sanggar forum, participants can formulate their own learning goals, things that are involved in the learning process, even the criteria for learning success. The freedom helps Sanggar forum participants understand the inputs needed and are involved in the process of learning an art.

Input involvement needs to be evaluated. The evaluation aims to give value to learning interactions between inputs. Worthen and Fitzpatrick Sanders (2011: 7) suggested that evaluation is: "identification, clarification, and application of defensible criteria to determine an evaluation of object's value (worth or merit) in relation to those criteria". Evaluation is the process of identifying, clarifying, and applying certain criteria to assess an object related to those criteria. The results of input evaluation can be used as guidelines for managers in enhancing learning interaction, increasing input involvement in forming a conducive art learning community.

Input is important in the learning process. Input based on the opinion of Muryadi (2017: 6-6) is a supporting quality that can help achieve the program implemented. Patil Yogesh and Sunil Kalekar (2015) confirmed that the input scope includes: What is the entering ability of learners? What are the learning skills of learners? What is the theory of practical balance? What resources

and equipment are in place and available? Are laboratories and library well maintained? How strong are the teaching skills of teachers? What knowledge skills and attitudes related to subjects do teachers and students have? How is the support for the classroom and school environment? The input in it is the component that is assessed for its ability, function, and role in a program. Input in art forums is a component of learning processes that are interrelated and inseparable. Mitra Farsi (2014) explained that input is structuring from the program. The intended structuring is How should we do it? Input is defined as a component that is arranged in such a way as a bridge so that learning objectives are achieved. Input analysis includes a personal analysis that relates to how to use available resources, alternative strategies that must be considered to achieve the objectives of a program. Information and input analysis data can be used to determine the sources and strategies within the limitations. Input analysis in a program is an effort to obtain a more effective and efficient program plan.

Input directly affects the learning process of visual art in the Sanggar forum and helps the development of learners' affective, psychomotor and cognitive abilities. The importance of input in the learning process of visual art is one of the studies that need to be done as an effort to improve and maximize the achievement of learning visual art in the Sanggar forum. Inputs in writing include forum participants, companions, alumni of learning facilities, curriculum, community and guardians of students. So the purpose of this study is to describe the input components in the Sanggar forum.

Method

This qualitative descriptive study was carried out to understand and explore the functions of input involvement in the Sanggar forum PKBM Qaryah Thayyibah, Kalibening Village, Salatiga City, Central Java. Data collection techniques with interviews (informant PKBM chairman Qaryah Thayyibah, companion and participants of Sanggar forum), observation (learning environment and learning process of the Sanggar forum participants), documents and archives, namely reviewing input in the visual art learning process with the data in PKBM and book. Data analysis techniques based on Miles & Huberman in Sugiyono, 2013: 335) that flow analysis models, through three activities that occur simultaneously, namely: 1) data reduction, 2) data display and 3) conclusion drawing/verification.

Result and Discussion

The study was conducted in the Sanggar forum. Interviews with participants of the Sanggar and companion forum were conducted to examine the role and disadvantages of the input aspect of the learning process of the visual art of the Sanggar forum. The results of the overall analysis of the Sanggar forum input are as follows:

1. Sanggar forum participants are still difficult to form learning communities because social interactions that occur between forum participants and other personal input are not based on good learning attitudes. Learning awareness and attitudes to meeting the learning needs still need to be improved.
2. Companions have not carried out their role as facilitators to the maximum. The companion has not evaluated the process and results of art learning in a sustainable and maximal manner. Control on the process and learning outcomes of art forum participants still need to be improved.

Member of Sanggar forum participants has cognitive, psychomotor and affective abilities developed. Forum participants are human resources that are developed in the forum. The participants of the Sanggar forum must be those who are interested and have the potential of Visual arts. Interest can position the Sanggar forum participants to always learn the art.

Table 1. Peserta Forum Sanggar

No	Name	Address	Age
1	Alfay	Salatiga	15
2	Aliyah	Salatiga	15
3	Iffah	Ambarawa	15
4	Mada	Jepara	13
5	Silfi	Sumatra	14
6	Yudha	Salatiga	17
7	Dzikri	Salatiga	17

Companions facilitate forum participants in the learning process, which is to provide space for participants of the Sanggar forum to conduct learning activities. Direct control and supervision by the companion can help achieve learning targets. The companion is able to be a motivator so that the learning process can run well. Kiki Cahaya Setiawan (2015: 48) explains that motivation is an energy that comes from within that generates, directs and gives the power to remain in that direction to the individual in achieving a goal. Learning motivation can maintain the continuity of the visual art learning process. The involvement of the facilitator, especially the class assistants in the frightening forum, is still lacking. This is because the class companion has not fully controlled the art learning activities. Motivation to form visual art learning communities is also still lacking, it can be seen from several class companions who did not evaluate the learning progress of forum participants. Emphasis on responsibility towards the target is also one of the companion functions that are very necessary to be activated. Communication between the facilitator and the forum participants about the targets and achievements that have not hindered the creation of a learning community.

Learning facilities at PKBM Qaryah Thayyibah can facilitate and support the learning activities of the Sanggar forum. Sanggar forum participants can use the facilities freely. The most prominent use of facilities is the use of the internet in a computer room. Students can explore art with the internet and make designs with available computers. Limitations on facilities in the form of tools and materials for creating art are one of the obstacles in working. Participants at the Sanggar forum are used to making contributions to meet the needs of these tools and materials. The management of tools and materials that are owned is still lacking so that the tools and materials are easily damaged and lost. Making the most of the facilities available at the Sanggar forum participants can help develop potential.

The curriculum according to Nasution (2006: 5) includes: (1) learning objectives, general and specific, (2) learning material that is systematically arranged, (3) teaching and learning strategies and activities, and (4) evaluation system to find out where the goal is achieved. The curriculum is a learning concept in a Sanggar forum. The curriculum as a learning goal is made by deliberation among forum members and is made based on shared needs. In this way, the individual goals of the participants of the Sanggar forum are made individually with the help of friends and companions. The curriculum helps map forum learning programs that are carried out using existing facilities in PKBM Qaryah Thayyibah.

The process of learning visual art was greatly influenced by the community around PKBM Qaryah Thayyibah. PKBM Qaryah Thayyibah is located in the middle of a residential area and is directly in contact with the art learning process. Participants in the Sanggar forum in learning activities must obey the rules of the community. Community rules help Sanggar forum participants to become good communities, which uphold prevailing values and are more sensitive to the environment. The community can also participate in supervision and even contribute ideas in the learning process at PKBM Qaryah Thayyibah. Wiratno (2016: 29) explained that the types of participation contributed by the community are very diverse, such as (a) material participation for people who have economic abilities; (b) thought participation for people who have a level of thought and educational insight; (c) energy / physical participation for ordinary people who do not have economic skills and thoughts but have a concern in helping schools; and (d) moral participation in the form of full support by various levels of society. PKBM community care Qaryah Thayyibah towards the learning process is by always providing flexibility in learning, especially in residential areas. The application of community rules to PKBM students Qaryah Thayyibah helps students to become good members of the community and also to help the implementation of locally based education, virtuous and noble people.

Supervision and control must also be carried out by students' guardians. Guardians of the Sanggar forum participants receive reports and together with the institution and the community oversees the learning progress of the studio group participants. The guardians of the students provide external control regarding the learning quality of the Sanggar forum participants, namely encouraging, facilitating and providing intensive supervision both directly or by seeking information on the development of the Sanggar participants by contacting the facilitator. This is explained by Fransiskus de Gomes (2017: 23), namely the involvement of parents in education can be interpreted by the active participation of guardians of students in developing the child's full potential. Active participation is a manifestation of the power and responsibility of guardians of students in educating children. This means that educating children is a 'duty and responsibility have given' which cannot be rejected by the student's guardian. The student guardian's predicate is closely tied to the task and responsibility of educating children. The involvement of students' guardians in children's education appears through mutually supportive relationships between child assistance at home and education programs in schools.

Each input has its own role in the learning process that supports the learning success of the Sanggar forum participants and is arranged in such a way as to achieve the program implementation objectives. Adequate input will help the formation of learning citizens who have the art knowledge and skills needed by forum participants in their lives. Lack of placement and less optimal input function greatly affects the learning process and learning outcomes of the Sanggar forum participants.

Conclusion

Inputs in the Sanggar forum influence each other so that one component is not optimal in the input will have an impact on the learning process and the success of learning the art. Community involvement and guardians of the Sanggar forum participants need to be improved. Art learning facilities must be well managed by Sanggar forum participants. The most important input in the learning process at the studio forum is the companion. The companion acts as a facilitator, motivator and controlling the learning process of the Sanggar forum participants. controlling from the companion can foster a sense of responsibility for the participants of the Sanggar forum to complete learning targets that they have made individually or in groups.

Maximizing input work can encourage participants in the Sanggar forum to actively and independently fulfill their learning needs.

References

- Farsi, Mitra dan Maryam Sharif. (2014). Stufflebeam's CIPP Model dan Program Theory: a Systematic Review. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 6 (3), 400-406
- Gomes, Fransiskus. (2017). *Parental Guidance Service: Kiat Meningkatkan Keterlibatan Orang Tua Dalam Paud*. *Jurnal Pendidikan Dan Kebudayaan Missio*, 9 (1), 21-34
- Nasution. (2006). *Kurikulum dan Pengajaran*. Jakarta: Bumi Aksara.
- Patil, Yogesh dan Sunil Kalekar. 2015. CIPP Model for School Evaluation. *Scholarly Research Journal*, 2 (10), 2615-2619
- Setiawan, Kiki Cahaya. (2015). Pengaruh Motivasi Kerja Terhadap Kinerja Karyawan Level Pelaksana Di Divisi Operasi Pt. Pusri Palembang. *Psikis-Jurnal Psikologi Islami*, 1 (2), 43-53
- Sugiyono. (2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Wiratno, Budi. (2016). Partisipasi Masyarakat Dalam Pendidikan. *Jurnal Pendidikan Ilmu Sosial*, 26 (1) 28-34
- Worthen, B.R., & Sanders, J.R. (2011). *Educational evaluation: Theory and practice*. Ohio: Charles A. Jones Publishing Company