

Assessment of Ceramic Arts Learning Skills

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Abstract—This study aims to develop assessment instruments in the learning of fine arts, especially in learning ceramic crafts that can be used as guidelines for assessment by cultural arts teachers in Junior High Schools. This type of research is research development. The flow of this research divided into eight stages that 1) analyzing the teacher's needs regarding art assessment techniques in Junior High School. 2) Planning research on the development of visual art assessment instruments. 3) Identifying the types of artworks based on competency standard and essential competencies. 4) Determining the type of artwork that is made an assessment instrument. 5) Developing indicators of achievement based on basic competencies. 6) Outlining assessment instruments based on indicators of achievement. 7) Making assessments based on grids. Moreover, 8) product validation and testing. Data collection techniques were carried out by observation, interview, and documentation. Data analysis was performed with qualitative descriptive analysis techniques. The conclusion of the research that the assessment instrument developed in this study is an assessment instrument for learning the ceramic craft. The steps taken in developing the assessment instruments are by looking at the curriculum, content standards, developing indicators of achievement, and compiling instruments, developing assessment instruments, conducting validation and testing.

Keywords—*assessment instruments, learning ceramic crafts, skill*

I. INTRODUCTION

Education aims to form human beings who have excellent and civilized personalities in order to be able to face various challenges of life in the era of globalization. Correspondingly, education is a process in preparing students for maturity in order to live more appropriately in the midst of society and can provide benefits for the community itself [1]. Education in Indonesia is strived to run optimally both regarding planning, implementation, and assessment in order to achieve these educational goals.

Three stages need to be implemented by the teacher as a learning process as a part of education in schools, namely: implementing learning planning, and assessment of learning outcomes. These three stages are things that must be carried out properly by a teacher, but with various kinds of obstacles so that some teachers are given knowledge through training activities. The first step is planning to learn well namely syllabus and learning implementation plans (RPP). The second step is implementing good learning activities, for example developing media, applying learning methods and models by the learning plan. Furthermore, the last step is assessing learning outcomes by indicators of achievement in the RPP. However, the reality in schools is that there are still many teachers who do not carry out these three stages of

learning activities, especially regarding learning assessment activities.

It is known that assessment is the essential part of learning activities because the assessment aims to understand the learning process and results [2]. In conducting an assessment that is appropriate to the indicators of achievement and assessment without subjective elements, a proper assessment tool or assessment instrument is needed.

In maximizing the results in school learning, teachers should have knowledge and understanding in assessing a learning process, including, in the learning of cultural arts, especially fine arts (ceramic crafts). The assessment of learning art in schools is not implemented by the expectations of the government, in this case, the Education Assessment Standards Board (BSNP). The standard assessment guide for aesthetic subjects (arts) made by BSNP has never been used by teachers, even based on observations at the school it is known that many teachers have never seen the assessment guide. Thus, teachers only assess the work of art based on feelings that means they tend to judge by the element of subjectivity, they assess art learning especially concerning works of art by not seeing what elements should be assessed in artwork, but they assess based on their feelings.

The success of art learning in school cannot be separated from the role of a teacher in assessing the work of students. Assessments conducted by teachers in schools have not yet used instruments that can be accounted. Based on the research, many teachers are unable to explain the criteria used in assessing works of art, especially in the learning of local cultural art, namely ceramic craft.

Based on those problems, the researchers want to develop a valid and practical assessment instrument for cultural arts (fine arts) subjects at the Junior High School education level. The existence of valid and practical instruments, the teacher can be objective in assessing the learning of art in Junior High School of Makassar. Based on this background, the purpose of this study is divided into two parts, namely: the general purpose in this study is to produce assessment guidelines in learning an art that can be used by cultural arts teachers in Junior High Schools. The specific objective of this study is to develop an instrument for assessing the learning of artworks (ceramic crafts) for Junior High School students in Makassar.

II. RESEARCH METHODS

The type of this research is development research, which is research that is not intended to test the theory but research oriented to produce or develop and validate a product. As stated by Borg & Gall [3] that research and development research is a process used to develop and validate products

used in education. The product that will be developed in this research is an assessment instrument that can be used as teachers' guide in assessing Junior High School students in making applied fine arts (ceramic craft art). The instrument developed was validated by experts in the field of fine arts education, then it tested on cultural arts teachers (fine arts) in Junior High School. This instrument is done to get a valid and practical art learning assessment instrument.

Data collection techniques carried out in this study are 1) Observation, this technique is done by observing the teacher directly in assessing the learning of applied artworks, especially in the learning of ceramic craft art. The instrument used is an observation guide. 2) Documentation, this technique is carried out to document all research activities, both at the time of instrument validation and during the complete implementation. 3) Interviews, it carried out directly on the validators, in this case, are art education experts and teachers as trial subjects. Interviews were conducted to obtain data on the validity and practicality of the assessment instruments developed for the learning of fine arts (art craft ceramics). The instrument used is an interview guide.

III. RESULT AND DISCUSSION

A. Result

The research conducted was to develop an instrument for evaluating applied works based on the local culture of Makassar (ceramic craft art). The steps taken are as follows:

1) *Needs analysis.* The analysis was carried out on the needs of Junior High School teachers in Makassar regarding cultural arts assessment techniques (fine arts). The needs analysis is carried out by conducting field studies, based on field studies that have been carried out in the schools, namely in some Junior High School art and culture teachers in Makassar. Some culture and art teachers do not understand and know the techniques for evaluating artworks; the teachers assess only based on their feelings, they do not use criteria that should be assessed in the artwork, they do not use the assessment rubric even the assessment guidelines compiled from BSNP are never seen by them. They give an assessment of the work of students with an element of subjectivity. Thus, the assessment instrument is needed by the teacher to support the implementation of cultural arts learning (fine arts), especially in the assessment process of artworks made by students, in the hope that the teacher can provide an objective and accountable assessment.

2) *Planning an instrument for evaluating applied works based on Makassar's local culture.* The planning of the assessment instrument carried out is to design an assessment instrument based on the assessment criteria that should be assessed in the Makassar fine arts of local applied art. The artworks chosen for the assessment instrument are works with soft materials, namely ceramic craft art. Were chosen because it has the potential to be developed in the Makassar region, namely in Takalar Regency as a ceramic arts industries. Also, ceramic crafts are included in the curriculum. Namely, students can make the word art applied with soft materials. Ceramic craft art needs to be preserved

by introducing students so that they can recognize the cultural work in their area.

3) *Identifying the types of beautiful artworks carried out in Junior High Schools based on the curriculum.* In identifying the type of artwork carried out in Junior High School of Makassar is based on the curriculum. The curriculum applied in schools is the Education Unit Level Curriculum (KTSP) and 2013 Curriculum (K-13). The researchers look at the curriculum by paying attention to the standard content of art and cultural subjects. Content standards contain Core Competencies and Basic Competencies for the 2013 curriculum and Basic Competency and Competency Standards for Education Unit Level Curriculum. After looking at the content standards in the two curricula, the Education Unit Level Curriculum was selected in this study. The curriculum was chosen because in the content standard it was apparent that the competencies that students wanted to achieve besides that the teachers also implemented the Education Unit Level Curriculum. Competency standards in the art class subjects of Class VII of Junior High School are expressing themselves through works of art. Basic Competency in class VII is to make craftworks using local techniques and patterns.

4) *Determining the type of artwork that is made an assessment instrument.* Based on the curriculum carried out at school, the next step is to determine the type of artwork that is made by the assessment instrument and its manufacturing techniques. By observing the competency standards, essential competencies, the applied excellent artwork made by its assessment instruments is applied soft artwork made from soft materials. Thus the art of ceramic craft is chosen, and its manufacturing techniques are massage techniques, slab/gyre. Assuming that ceramics craftworks need to be preserved and introduced to students, both regarding manufacturing techniques and regarding the function of the ceramic craft artwork.

5) *Developing indicators of achievement based on Competency Standard and Basic Competencies contained in the content standard.* The development of indicators of achievement based on competency standards and essential competencies is carried out by the systematic development of indicators, one of which is to use operational verbs. The achievement of the indicators developed can be observed and measured. The Indicators developed based on necessary competencies and as a reference in making assessment items. The indicators developed in the learning of ceramic crafts are: (1) preparing tools and materials in making craftworks from soft materials (clay), (2) designing craftworks from soft materials (clay), (3) making works crafting art with massage techniques, slab, (4) giving ornaments to South Sulawesi in the works, (5) finishing the work.

6) *Outlining assessment instruments based on indicators of achievement.* The making of an assessment instrument outline is done based on achievement indicators that have been developed previously. The grid contains two evaluation criteria, namely the assessment of the process and the assessment of the work. The assessment of the work process consists of 1) the availability of tools and materials,

2) the management of tools and materials, 3) the work process includes perseverance and discipline, and 4) the technique of making works includes massage techniques, slabs/gears. The assessment of the work consists of 1) the idea includes original and unique, 2) the form includes by the design and creative, 3) the motive includes the application of elements of local culture, and 4) the completion includes the completion of the work made.

7) *Making assessment instruments based on grids.* At this step, the instrument developed was an instrument for assessing the learning of applied arts based on local culture, namely beautiful artworks. The selected soft work is ceramics. Assessment instruments developed based on instrument lattices. This is done so that the instruments produced are in accordance with the proper assessment.

8) *Product validation and testing.* Validation is carried out by two experts, experts in the field of art education and experts in the field of design. Experts in the field of art education provide input and suggestions related to the feasibility of the content and language of the product being developed, while experts in the design field provide input and suggestions regarding the feasibility of display and graphics. Based on the results of the validation carried out, the team of experts both from the experts in the field of art education and from experts from design gave several suggestions for the perfection of the instruments developed. Furthermore, a practical test of the ceramic art assessment instrument was conducted for the Arts and Culture teachers in Makassar. From the results of the practicality test, it is known that the assessment instrument for learning ceramic craft art has been practically used by Junior High School teachers in Makassar.

B. Discussion

Cultural arts subjects aim to increase students ability to understand the importance of the concept of art and culture and displaying an attitude of appreciation for cultural arts. Furthermore, the subject also aims to increase the student skill for displaying creativity through cultural arts and displaying participation in cultural arts at the local level, regionally and globally. Also, this subject also develops students' moral intelligence and awareness and ability to appreciate local art and culture.

Arts and cultural education have benefit for developing of student's security and self-confidence both personally and as a group in society. Art education material has a unique role in developing the capacity of students. The assessment process in learning is an essential step for teachers [4], [5].

Assessment is the process of collecting, synthesizing and interpreting information for decision making. Therefore assessment of learning outcomes must be carefully developed to obtain accurate results [6]. Furthermore, evaluation is the systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils are achieving instructional objectives [7]. Evaluation is a series of regular activities to obtain, analyze, and interpret data about learning processes and results that are carried out systematically and continuously so that it becomes meaningful information in making a decision. The evaluation process has many benefit for the teacher. Evaluation gave information for the teacher about the learning process that will be carried out will run optimally. For example, a teacher needs sufficient information about the prospective students to be taught, so to be able to determine the students' initial knowledge or other things appropriately. Evaluation activities are the base for the teacher to improve the quality of learning. This activity is carried out as an evaluation material to improve the next learning process.

IV. CONCLUSION

Based on the results of the research, it can be concluded that the assessment instrument developed in this study is an instrument for assessing the learning of applied works of local culture namely ceramic crafts artwork. The steps taken in developing the assessment instrument are analyzing the needs of teachers, planning the development of assessment instruments, identifying various types of applied artworks in Junior High Schools, by looking at the curriculum, content standards, developing indicators of achievement, and compiling instrument outlines. Instrument outlines are developed based on indicators of achievement, making assessment instruments, conducting validation and practicality testing.

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