

DEVELOPING A FINE ART GUIDEBOOK FOR MAKING NATURAL MATERIAL-BASED COLLAGES IN THE SBdP LEARNING FOR LOWER-GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT:

This research is aimed to 1) develop an attractive fine art guidebook for making natural material-based collages in the SBdP learning at SDN 42 Kecamatan Hulonthalangi Kota Gorontalo, 2) determine the validity and reliability of the fine art guidebook for making natural material-based collages, and 3) determine the effectiveness of the fine art guidebook for making natural material-based collages for attaining learning objectives. The method used was research and development (R&D) with the 4D developmental stages (Define, Design, Development, and Dissemination). The data collection techniques were using validation questionnaires responded by media design experts and material experts and performing a pilot test at SDN 42 Hulonthalangi Kota Gorontalo. The guidebook for making natural material-based collages acquired a mean score of 83% from material experts, and that being so, was considered 'very reliable'. Similarly, the media design experts imparted a mean score of 85%, and thereby labeling the guidebook as 'very reliable'. The results of the pilot tests to lower graders were indicated in the following scores: 82.5%

(grade I), 81% (grade II), and 82.2% (grade III).

Keywords: Guidebook for Making a Collage, Natural Materials, Validity, Effectiveness, SBdP

INTRODUCTION:

Learning constitutes an interaction process between students and teachers and different learning sources existing in the learning environment. In behaviorism, learning is teachers' effort to make students behave in an expected manner by rendering either an appropriate environment or stimulus (Hamdani, 2011:45). Furthermore, learning also makes up teachers' activities programmed within an instructional design with the purpose to more activate learners by providing learning sources.

Darsono (in Hamdani, 2011:47) identifies learning characteristics, namely (1) consciously undertaken and systematically planned, 2) able to encourage students to learn, 3) able to render attractive and challenging learning materials, 4) able to allow students to use correct and attractive learning instruments, 5) able to create a safe and fun learning atmosphere, 6) able to make students prepared, either physically or psychologically,

to learn, 7) emphasizing students' activeness, and 8) consciously and deliberately carried out. Those characteristics lead to the learning process. The learning process intended is aimed to define the procedure, stage, or approach implemented by a teacher to realize learning objectives (Aqib, 2013:70).

Fine art lessons at schools constitute art education which focuses on elevating creativity, sensitivity, and the ability to express a notion through arts. Plato the philosopher (in Purwaningrum, 2013:16) conveys that education by arts should be the base of education. Plato's argument points out the imperativeness of arts or art education to education in general. Art education at schools does not stress how to make students become artists, instead, it vests a place where students can express, imagine, create, and travel.

Fine art learning using collage technique media is slated to enhance students' creativity using the collage technique and referring to the guidebook designed. This investigation was conducted on three grades, which were I, II, and III at SDN 42 Kecamatan Hulonthalangi.

Building on the result of student observation at SDN 42 Kecamatan Hulonthalangi, in learning making a collage, some following issues are found: 1) students' poor creativity development, 2) students' passiveness in communicating their artworks, 3) teachers' monotonous methods in designing learning media, and thereby decreasing students' interests in partaking in learning, and 4) students' lack of teachers' appreciation when making an achievement.

I consider that learning activities using collage as media are effective for escalating students' creativity in that the attractive media can foster students to be creative. Students can stick and compile natural materials available using their creativity. Additionally, natural materials are not costly and are easily found.

In addition, learning activities using collage media can improve students' language skills on the grounds that the media will allow students to practice narrating their artworks. This will help students develop their fine motor aspects since by sticking and compiling materials, their fine motor skills will be trained and accordingly, develop optimally.

RESEARCH METHOD:

This research was carried out in Gorontalo City, and I selected one of the schools there to be a research sample, i.e., SDN 42 Kecamatan Hulonthalangi. It was conducted from September 2021-January 2022.

This research used the research and development method. R&D was a research method applied to bring about or develop a certain product and to test the product's effectiveness, ensuring its usability for society (Sugiono, 2018:407). This research referred to Thiagarajan's development model, namely the 4D model consisting of define, design, development, and dissemination.

RESULTS AND DISCUSSION:

1. Guidebook Developed

I decided to choose lower grades (I, II, and III) at SDN 42 Hulonthalangi Kota Gorontalo as the research targets. There were eight first graders, 11 second graders, and 11 third graders. This research brought on a fine art guidebook for making natural material-based collages. The guidebook was suitable for elementary schools, specifically SDN 42 Hulonthalangi. In developing this guidebook for making collage arts, I executed two stages of the 4D development model, i.e., Define and Design. The result of the guidebook development is as follows.



The figure above is the cover of the fine art guidebook for making collages. The cover contained the guidebook title, target grades, and author's names.



The figure above is the cover of the fine art guidebook for making collages. It is acknowledgment containing the guidebook compilation base, purposes, acknowledgment, and critics fleshing out the guidebook.



The figure above is the list of contents. The list assists readers to find certain pages or sections in the fine art guidebook for making collages.



The figure above is the definition of collage artworks in the fine art guidebook for making collages. This material will afford a deeper comprehension of the word collage to students.



The figure above is the material of the elements of collage artworks. The elements are points and spots, lines, shapes, and colors.



The figure above points out several examples of collage materials, which are nature-based. The materials are pencil shavings, seeds, stones, coconut shells, glass, and ceramics.



The figure above is the procedure to make collages. The procedures are determining the theme, making the background, preparing tools and materials, and selecting materials similar in texture and able to be stuck.



The two figures above are the third step of the procedures to make collage artworks, i.e., to prepare tools and materials, namely glue, scissors, paper, seeds, leaves, and fruit skin.



The figure above tells the first step of the procedures to make collage artworks, i.e., to determine the theme. The theme was based on students' desire and creativity.



The figure above exhibits the third step of the procedures to make collage artworks, i.e., to select materials which are the same by texture. The materials indicated above are seeds and there are also several examples of artworks made of seeds.



The figure above demonstrates the second step of the procedures to make collage artworks, i.e., to make the background.



The figure above exhibits the fourth step of the procedures to make collage artworks, i.e., to select materials which are the same by texture. The materials indicated above are leaves and there are also several examples of artworks made of leaves.



The figure above exhibits the fifth step of the procedures to make collage artworks, i.e., to select materials which are the same by texture. The materials indicated above are paper and there are also several examples of artworks made of paper.



The figure above exhibits the last step of the procedures to make collage artworks, i.e., to stick the materials. In this step, the images selected are cut and stuck using glue.



The figure above presents some beautiful collaging results.



The two figures above present some attractive collages made of natural materials, namely seeds, leaves, and paper.



The figure above is References, whereby several references, either theories or images in this fine art guidebook for making collage artworks are listed.



The figure is the author's brief biography. There is also included her personal contact.



The figure above is the back cover of the fine art guidebook for making natural material-based collage artworks. The cover was designed in a dark blue color inlaid by other colors which colorized motive shapes and spontaneous scratches. The combination of the background color and motive colors created a dynamic impression. The cover appearance was expected to attract children, prompting them to open and study the guidebook.

Validating the fine art guidebook for making natural material-based collages was carried out in the development stage of the 4D development model. As shown in the validation results, the media design expert afforded a score percentage of 85%, categorizing the guidebook as “very reliable”. Furthermore, the material expert afforded a score percentage of 83%, categorizing the guidebook as “very reliable”.

Table 1 Recapitulation of the Validation of the Fine Art Guidebook for Making Collages

Expert	Max. Total Score	Score Acquired	Percentage	Criteria
Media design	75	64	85%	Very reliable
Material	80	67	83%	Very reliable

2. EFFECTIVENESS OF THE FINE ART GUIDEBOOK FOR MAKING NATURAL MATERIAL-BASED COLLAGES:

A teaching-learning process, essentially, was aimed to elevate lower graders’ learning outcomes and activities in the SBdP subject, notably in the making of collages. Accordingly, one of the methods to enhance learning outcomes is conferring media in the form of guidebooks which can propel and guide students to make attractive and creative collages. The effectiveness of the fine art guidebook for making natural material-based collages for lower graders could be assessed through students’ learning outcomes, which achieved the minimum level of completeness (KKM) by 75. The level was showcased by the learning outcomes of lower graders (I, II, and III) after I pilot tested the guidebook at SDN 42 Hulonthalangi Kota Gorontalo. Grades I, II, and III were scored 82.5%, 81.3%, and 82.2%, respectively.

The scores indicated that the guidebook I developed was valid or very reliable to use at schools for lower grades (I, II, and III).

The students’ learning outcomes were learning outcomes from the material and learning outcomes in the form of artworks. Their learning outcomes from the material came with a completion criterion of 75. The learning outcomes in the form of collages, building on the pretest and posttest results, exhibited a significant improvement as I had defined. Here are the details of students’ learning outcomes from each grade: grade I, pretest and posttest at 64.3% and 82.5% on average, respectively; grade II, pretest and posttest at 55.9% and 81.3% on average, respectively; and grade III, pretest and posttest at 58.6% and 82.2% on average, respectively.

Accordingly, using the fine art guidebook for making natural material-based collages could augment and affect the learning outcomes of lower graders (I, II, and III). It is in

accordance with Wiyono and Nursyahid (2013:144), that creativity could be developed using the 4P approach (Personal, Propeller, Process, and Product).

CLOSING:

CONCLUSION

Building on the results and discussion, I drew the following conclusions.

- 1) The product bred by this research was a fine art guidebook for making natural material-based collages in the SBdP subject for lower grades (I, II, and III). The fine art guidebook was developed using the 4D development model (Define, Design, Development, and Dissemination).
- 2) The fine art guidebook for making natural material-based collages was reliable to use as SBdP learning media for lower grades (I, II, and III) at SDN 42 Hulonthalangi Kota Gorontalo. The reliability was substantiated by media design and material experts' validation. After validating and assessing the product developed, the media design and material experts imparted mean scores of 85% and 83%, respectively. Predicated on the scores, the product developed was "very reliable".
- 3) The fine art guidebook for making collages was effective for elevating learning outcomes of lower graders (I, II, and III) at SDN 42 Hulonthalangi. It was testified by students' learning outcomes in the SBdP subject after they used the fine art guidebook for making natural material-based collages. Grade I attained mean scores of 64.3% and 82.5% in the pretest and posttest, respectively. Grade II attained mean scores of 55.9% and 81.3% in the pretest and posttest, respectively. Grade III attained mean scores of 58.6% and 82.2% in the pretest and posttest, respectively.

SUGGESTIONS:

I, accordingly, proposed the following suggestion.

- 1) Different media in the form of guidebooks are pivotal to optimize students' learning process and outcomes and create fun learning.
- 2) As a response to my limitation to developing this guidebook, when using this guidebook, teachers should also use other relevant learning sources and must not refer to this guidebook only.
- 3) Teachers, as educators, should be innovative and creative in creating a fun learning process, optimizing the learning.

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