

IMPLEMENTATION OF LEARNING BASED ON THE SCIENTIFIC APPROACH OF FINE ARTS MAPEL PRESENTATION SLIDE PAINTING METHOD APPLICABLE POINTILIST ENGINEERING

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This study aims to find out a description of the implementation of art and culture learning in visual arts based on a scientific approach with a slide presentation of the applied painting method of pointillism techniques at SMP KARTIKA Xii-1 Mertoyudan, Magelang Regency. The method used in this study is a qualitative descriptive method. This is an art and culture teacher at SMP KARTIKA Xii-1 Mertoyudan, Magelang Regency. The data collection technique used observation, interview, and documentation techniques. The research instruments used were observation guidelines and interview guidelines. The data analysis technique used is an analytical technique which includes data reduction, data presentation, as well as drawing conclusions and verification. Testing the validity of the data is carried out through credibility testing with triangulation of techniques and sources. The results of student achievement are still found by students who have not reached the KKM. Based on these conditions, the researcher intends to conduct research in the form of Classroom Action Research with the material Efforts to Improve Learning Achievement of Cultural Arts Materials for Applied Painting Using Pointillism Techniques for Class IX A SMP KARTIKA Xii-1 Mertoyudan, Kab. Magelang. The number of students in Class IX A is 25 students. From the results of the implementation of 3 cycles in ptk using the pointillism technique, it is able to increase student achievement by about 56% from the initial conditions of the study. from the initial conditions to the first cycle of 36% (10 students), the first cycle to the second cycle of 20% (14 students), while from the initial condition before the action to cycle II and cycle III of 56% (25 students). The learning outcomes in cycle 2 are: there are no students who score less than the KKM, and 25 children (100%) get a score equal to / exceed the KKM. Cycle 3 (100%).

Keywords: *Scientific Learning Achievement, Pointillism Technique.*

1. Introduction

Education and training (in school and outside) as the main institution in the development of human resources (HR), must clearly play a role in forming human resources who become national assets who have professional, productive and independent skills in the face of free competition. The 2013 curriculum is the government's effort to improve the quality of education. The Minister of Education and Culture (2018) explains that the purpose of the 2013 Curriculum is to improve balanced competencies between attitudes, skills, and knowledge. These three competencies are supported by 4 pillars, namely productive, creative, innovative, and affective. The curriculum for the cultural arts subject in Class XI A at SMP KARTIKA XII-1 Mertoyudan, Magelang Regency is curriculum 13. The arts and culture subjects in junior high school include four branches the arts taught, namely: (1)

Fine arts; (2) Musical arts; (3) The art of dance; and (4) Theater arts. Each school can choose a branch of art that is taught according to the needs of the school, the needs of students, and the competence of the teachers in the school. taught, namely visual arts and music.

The learning approach mandated by the 2013 curriculum is to apply a scientific approach in the learning process. Scientific approach-based learning is expected to provide understanding to students in recognizing and understanding various materials given using the scientific method. Students are taught to reason and how to make decisions, not to think mechanistically by just listening and memorizing (Simangunsong & Manalu, 2019). Students are also given the understanding that information can come from anywhere, anytime, not depending on the information provided by the teacher (Pertiwi & Budyarto, 2019). Therefore, learning is directed at encouraging students to actively find out, develop learning abilities, and form creative students. One of the materials in KD semester 1 class IX A is to make paintings with various materials and techniques, on the KD it is very possible for teachers to explore media and techniques in creating painting by considering the potential of students and the environment in Class XI A at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang.

Some of the principles of art used by researchers as a guide in research criteria, making applied painting with pointillism techniques on paper, include: unity, balance, rhythm, composition, proportion, center of attention. center of interest), harmony (harmony), gradation, emphasis (contrast). From the painting produced by students, it can be seen that students still have difficulty applying the principles of the art well. In fact, whether a painting is good or not depends on the ability of students to apply these principles. In the learning process the teacher (researcher) has tried to provide applied painting material with several methods, including the demonstration method equipped with broadcast media using LCD to explain how to paint the shape of flora and fauna, the right color composition, the appropriate painting character, the right proportion of comparison with the media used, and the selection of motifs or shapes to be painted. When given an explanation, students pay enough attention and it seems that students can understand the explanation given by the researcher. But in reality, when the practice of making applied paintings on flower pots, what the researcher has explained cannot be applied properly. students pay enough attention and it seems that students can understand the explanation given by the researcher. But in reality, when the practice of making applied paintings on flower pots, what the researcher has explained cannot be applied properly. students pay enough attention and it seems that students can understand the explanation given by the researcher. But in reality, when the practice of making applied paintings on flower pots, what the researcher has explained cannot be applied properly (Sunarsih & Hajijah, 2020).

Seeing the results of these reflections, it is necessary to take an action to improve the learning of applied painting for class IX A students at SMP KARTIKA Xii-1 Mertoyudan, Magelang Regency in a better direction through the use of pointillism techniques. According to Ewafabri, pointillism or pointillism is a drawing technique using dots (dotted) to form an image object (Ewafabri, 2018). The pointillism technique is a way of drawing that is done by giving dots with a pencil or pen on the object with a certain intensity. This technique is also called the raster technique (Arts, 2010: 57).

The basis for consideration in choosing the application of the use of the pointlis technique in the applicative painting learning process is because the technique is most likely in accordance with the needs of students at that time who require special training in the procedures for making good and correct applicative paintings, so that students are expected to be able to develop their talents and creativity because have been accustomed to doing applied painting exercises in accordance with the direction and knowledge that has been given by the teacher regarding the principles of art and the use of painting tools (Sinaga et al., 2020).

In accordance with these problems, the ideas used to improve the learning process in arts and culture subjects are through a classroom action research with applied painting practice to Class XI A students at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang, specializing in the pointillism technique. Pointillism is a technique that has advantages over other techniques. as follows: (1) the coloring process using the pointillism technique with a paint tool conditions students with certain stimuli to be able to build knowledge and skills that are firmly embedded in students; (2) the results achieved by this method have a high practical value or application in the lives of students, especially

those whose conditions are the same as those of students;

It is hoped that by using the pointillism technique students can improve their ability in applicative painting properly and correctly, so that students can achieve optimal results. On the basis of this thought the author will conduct research with the title: "Implementation of Learning Based on Scientific Approaches of Fine Arts Slide Presentation Painting Method Application of Pointillism Technique." in Class XI A at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang.

Based on the preliminary description above, the problem can be formulated as follows:

1. How to Implement Painting Scientific Learning with Pointillism Techniques through Direct Learning Models for Class XI A Students at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang ?
2. What is the Final Result of the implementation of Painting Scientific Learning with Pointillism Techniques through a direct learning model for Class XI A students at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang ?

Problem Identification is

1. The limited skills of teachers in using strategies, scientific approaches and methods, in the implementation of Pointillism Applicative Painting lessons in Class XI A at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang.
2. Lack of creativity of Class XI A students at SMP KARTIKA XII-1 Mertoyudan, Kab. Magelang in creating fine arts in the implementation of Pointillism Applicative Painting learning.
3. The teacher is not used to applying scientific approaches and methods, in the implementation of teaching pointillism applicative painting

2. Method

The data collection technique used observation, interview, and documentation techniques. The research instruments used were observation guidelines and interview guidelines. The data analysis technique used is an analytical technique which includes data reduction, data presentation, as well as drawing conclusions and verification. Testing the validity of the data is carried out through credibility testing with triangulation of techniques and sources. This research was conducted for \pm 2 months.

The subjects of the study were students of class IX A at SMP KARTIKA Xii-1 Mertoyudan, Kab. Magelang with a total of 25 students consisting of 10 boys and 15 girls. This average has not reached the KKM.

The object of research in this activity is an effort to improve learning achievement in the arts and culture of applied painting using pointillism techniques. This material was given to class IX students of ASMP KARTIKA Xii-1 Mertoyudan, Kab. Magelang in the odd semester of the 2020/2021 academic year.

The steps for implementing classroom action research are as follows:

1. Cycle I

a. Action planning

Action planning can be done after knowing the problems that occur at school. Through initial observations found low interest in learning so that it has an impact on low learning outcomes. From these problems, the thing that must be done at the initial planning stage is that researchers prepare learning tools according to the material to be studied and observation sheets and arrange questions to measure student learning outcomes.

b. Implement actions and observations

The things that are done at the stage of implementing the action are implementing the plans that have been prepared by the researchers at the planning stage of the action. In practice, the teacher must adjust the lesson plans that have been prepared by utilizing the applicative painting method with the pointillism technique as an interactive learning medium for student learning in making painting in the eyes. art and culture lessons in Class IX A SMP KARTIKA XII-1 Mertoyudan Kab. Magelang. During the implementation of the action, notes were made according to the observation sheet. Observations were made to see the use of the pointillism technique method as an interactive learning medium for

student learning in the presentation arts and culture subject for Class IX A SMP KARTIKA XII-1 Mertoyudan Kab. Magelang.

c. Reflection

After taking action and observing, the next step is reflection. In the reflection activity, data can be found that can be used as a basis for planning further actions. If the data taken has met the target to be achieved, the action process can be stopped, but if it has not reached the desired target then the action is continued in the next cycle to make improvements.

2. Cycle II

1) Action Planning Phase

The teacher prepares learning tools. The teacher gives a Pre Test to determine the extent to which students' understanding of the material determines the theme for making painting. For the first cycle, if the results are not satisfactory, the steps taken are to change the learning method to a pointillism technique method.

2) Action and Operation Phase

The teacher prepares the learning steps according to the lesson plan. Students carry out activities according to the teacher's instructions and worksheets that have been prepared.

3) Observation Phase

To see the teacher's performance and its effect on students during teaching and learning activities, the teacher observes and evaluates with the instruments that have been prepared. The observed aspect is in learning Applying the right theme for making pointill technique painting.

4) Reflection Phase

The teacher sees the success or failure that occurs after the teaching and learning process by looking at the results of the Post Test in the first cycle. The results of reflection as teacher input to make plans again for the next cycle

3. Cycle III

From the results of the second cycle of reflection, the researchers revised the learning process, so that the learning process in the third cycle would be better and achieve the desired target. Cycle III is based on the results of reflection in cycle II. Cycle III is carried out as an improvement from cycle II. The process starts from planning actions, implementing actions and observing, and ending with reflection, in general the technical implementation is the same as in cycle II.

Work steps

This research was conducted for \pm 2 months, namely October, November 2020 in class with the following activity plans:

Table 1. CAR Research Schedule

NO	ACTIVITY PLAN	WEEK:					
		1-2	3-4	5-6	7-8	9-10	11-12
1.	PREPARATION						
	Drafting the Implementation Concept	X					
	Agree on schedules and tasks	X					
	Composing Instruments	X					
	Implementation Concept Seminar	X					
2	IMPLEMENTATION						
	Preparing classes and tools		X				
	Performing Cycle Actions 1		X	X			
	Executing Cycle Action 2			X	X		
	Executing Cycle Actions 3				X	X	
3	PREPARATION OF REPORTS						
	Drafting a Report					X	

Research Results Seminar	X
Report Repair	X
Reproduction and Delivery of Results	X

3. Results And Discussion

1. Precycle

Based on the results of the implementation of the learning cycle I, the data from the student test results determine the features for making presentation slides as follows.

Table 2. Precycle

NO	NO. PARENT	NAME	L/P	Precycle	Completeness (KKM=75)
1	8814	Anan Fauzi	L	70	Not Complete
2	8815	Aditya Putra Hermawan	L	50	Not Complete
3	8817	Alya Septi Lestari	P	50	Not Complete
4	8818	Bernadine Rachelia. PS	P	78	Complete
5	8819	Devinta Meilani Putri	P	60	Not Complete
6	8820	Elinda Ayu Safitri	P	65	Not Complete
7	8821	Evita Kartika Putri	P	75	Complete
8	8822	Faiha Labibah Balqis	P	75	Complete
9	8823	Fandi Ahmad Kurniawan	L	65	Not Complete
10	8824	Image of Zahra Girl. S.	P	77	Complete
11	8825	Khosyi Budi Ardi Yanto	L	78	Complete
12	8826	Khurnia Ridho Adiyanto	L	80	Complete
13	8827	Laela Ramdhani	P	55	Not Complete
14	8828	Meita Vanda Putri	P	50	Not Complete
15	8942	Muhammad Fatir Hidayat	L	75	Complete
16	8830	Nabila Puspita Sulistyawati	P	50	Not Complete
17	8831	Novia Indri Rahmawati	P	80	Complete
18	8832	Lord Saputra	L	50	Not Complete
19	8833	Syahrul Ramadani	L	78	Complete
20	8834	Syifa Dea Monareta	P	80	Complete
21	8835	Strong Santoso	L	50	Not Complete
22	8836	Thalifa Alfiaturahma	P	65	Not Complete
23	8837	Titania Nur Aini	P	65	Not Complete
24	8838	Umi Khanifah	P	65	Not Complete
25	8839	Yusuf Maulana Ansor	L	65	Not Complete
Amount				1651	
Average				66.04	

Based on the results of the implementation of the learning cycle I, the data on the test results of the material students. Determine the features for making presentation slides, the highest score achieved by students in the pretest score was 80 as many as 3 students, and the lowest score achieved by students was 50 as much as 6 students. 75 are 9 students while students who get 75 are 7 students. Grade average 66.04 .

2. Cycle I

Table 3. Results of Implementation of Learning Cycle I (posttest)

NO	NO. PARENT	NAME	L/P	Precycle	Completeness (KKM=75)
1	8814	Anan Fauzi	L	75	Complete
2	8815	Aditya Putra Hermawan	L	65	Not Complete
3	8817	Alya Septi Lestari	P	65	Not Complete
4	8818	Bernadine Rachelia. PS	P	80	Complete
5	8819	Devinta Meilani Putri	P	65	Not Complete
6	8820	Elinda Ayu Safitri	P	80	Complete
7	8821	Evita Kartika Putri	P	78	Complete
8	8822	Faiha Labibah Balqis	P	80	Complete
9	8823	Fandi Ahmad Kurniawan	L	70	Not Complete
10	8824	Image of Zahra Girl. S.	P	80	Complete
11	8825	Khosyi Budi Ardi Yanto	L	80	Complete
12	8826	Khurnia Ridho Adiyanto	L	80	Complete
13	8827	Laela Ramdhani	P	70	Not Complete
14	8828	Meita Vanda Putri	P	60	Not Complete
15	8942	Muhammad Fatir Hidayat	L	78	Complete
16	8830	Nabila Puspita Sulistyawati	P	70	Not Complete
17	8831	Novia Indri Rahmawati	P	82	Complete
18	8832	Lord Saputra	L	70	Not Complete
19	8833	Syahrul Ramadani	L	80	Complete
20	8834	Syifa Dea Monareta	P	85	Complete
21	8835	Strong Santoso	L	60	Not Complete
22	8836	Thalifa Alfiaturahma	P	70	Not Complete
23	8837	Titania Nur Aini	P	70	Not Complete
24	8838	Umi Khanifah	P	75	Complete
25	8839	Yusuf Maulana Ansor	L	75	Complete
Amount				1843	
Average				73.72	

The highest score achieved by students in Cycle I was 85 as many as 1 student, and the lowest score achieved by 60 students for 2 students, students who scored 75 were as many as 9 students while students who scored 75 were 13 students. The class average is 73.72.

3. Cycle II

Table 4. Results of Cycle II Learning Implementation (posttest)

NO	NO.PARENT	NAME	L/P	Precycle	Completeness (KKM=75)
1	8814	Anan Fauzi	L	88	Complete
2	8815	Aditya Putra Hermawan	L	80	Complete
3	8817	Alya Septi Lestari	P	84	Complete
4	8818	Bernadine Rachelia. PS	P	85	Complete
5	8819	Devinta Meilani Putri	P	88	Complete
6	8820	Elinda Ayu Safitri	P	80	Complete
7	8821	Evita Kartika Putri	P	85	Complete

8	8822	Faiha Labibah Balqis	P	83	Complete
9	8823	Fandi Ahmad Kurniawan	L	85	Complete
10	8824	Image of Zahra Girl. S.	P	88	Complete
11	8825	Khosyi Budi Ardi Yanto	L	83	Complete
12	8826	Khurnia Ridho Adiyanto	L	83	Complete
13	8827	Laela Ramdhani	P	88	Complete
14	8828	Meita Vanda Putri	P	80	Complete
15	8942	Muhammad Fatir Hidayat	L	84	Complete
16	8830	Nabila Puspita Sulistyawati	P	82	Complete
17	8831	Novia Indri Rahmawati	P	84	Complete
18	8832	Lord Saputra	L	82	Complete
19	8833	Syahrul Ramadani	L	88	Complete
20	8834	Syifa Dea Monareta	P	88	Complete
21	8835	Strong Santoso	L	82	Complete
22	8836	Thalifa Alfiaturahma	P	88	Complete
23	8837	Titania Nur Aini	P	88	Complete
24	8838	Umi Khanifah	P	82	Complete
25	8839	Yusuf Maulana Ansor	L	88	Complete
Amount					2116
Average					84.64

The highest score achieved by students in cycle 2 was 88 as many as 9 students, meaning that there were 2 groups who got a score of 88, and the lowest score achieved by students was 80 for 3 students, meaning there was 1 group that got a score of 80. No students who got a score of 80 while students who got a score of 80 were 22 students, because in the second cycle there was a very significant increase in grades due to the assignments given in groups, students who have not completed the completion of tasks in cycle I can work together with friends which was completed in cycle II. The class average is 84.64.

4. Cycle III

Table 4. Results of Implementation of Learning Cycle III (posttest)

NO	NO. PARENT	NAME	L/P	Precycle	Completeness (KKM=75)
1	8814	Anan Fauzi	L	89	Complete
2	8815	Aditya Putra Hermawan	L	82	Complete
3	8817	Alya Septi Lestari	P	85	Complete
4	8818	Bernadine Rachelia. PS	P	85	Complete
5	8819	Devinta Meilani Putri	P	89	Complete
6	8820	Elinda Ayu Safitri	P	82	Complete
7	8821	Evita Kartika Putri	P	86	Complete
8	8822	Faiha Labibah Balqis	P	84	Complete
9	8823	Fandi Ahmad Kurniawan	L	86	Complete

10	8824	Image of Zahra Girl. S.	P	88	Complete
11	8825	Khosyi Budi Ardi Yanto	L	85	Complete
12	8826	Khurnia Ridho Adiyanto	L	85	Complete
13	8827	Laela Ramdhani	P	89	Complete
14	8828	Meita Vanda Putri	P	83	Complete
15	8942	Muhammad Fatir Hidayat	L	85	Complete
16	8830	Nabila Puspita Sulistyawati	P	85	Complete
17	8831	Novia Indri Rahmawati	P	85	Complete
18	8832	Lord Saputra	L	86	Complete
19	8833	Syahrul Ramadani	L	90	Complete
20	8834	Syifa Dea Monareta	P	89	Complete
21	8835	Strong Santoso	L	85	Complete
22	8836	Thalifa Alfiaturahma	P	89	Complete
23	8837	Titania Nur Aini	P	89	Complete
24	8838	Umi Khanifah	P	85	Complete
25	8839	Yusuf Maulana Ansor	L	90	Complete
Amount					2156
Average					86.24

The highest score achieved by students in the pretest score was 90 for 2 students, and the lowest score achieved by students was 82 for 2 students. There are no students who get a score of 80, all students get a score of 80. Because in the third cycle, the value is taken from the group value plus the quiz value given in the third cycle, there is a very significant increase in scores due to the assignments given in groups. , students are given additional marks in this third cycle by doing the quiz questions in the LKPD, and the average value of the class is now 86.24.

5. Recapitulation

Learning outcomes increase in each cycle, this can be seen in the first cycle from the average value of student learning outcomes 25 with the percentage of students achieving the KKM of 80%. While in the second cycle, student learning outcomes have increased slightly with an average of 84.64 and the percentage of students reaching the KKM increased by 100%. And in the third cycle, student learning outcomes increased by an average of 86.24 and the percentage of students reached the KKM by 100%. achieve the success criteria or indicators, the success that has been determined previously by the researcher.

Discussion

From a series of classroom action activities carried out in the initial conditions up to cycle 3 in learning the arts and culture of applicative painting using pointillism techniques, it turned out to be able to improve student learning achievement, especially in the application of applied painting principles, the use of pointillism techniques to repeat sketches using tools. paint on pencil and paper media, to take advantage of good time to complete applied painting tasks.

As previously mentioned, out of 25 students in class IX A, 15 students scored less than the KKM, and 10 students (44%). After taking action for three cycles using the pointillism technique, student achievement increased. The learning outcomes of applied painting in cycle 1 were: 11 students who scored less than the KKM, while those who scored equal to/exceeded the KKM were 14 (80%). The learning outcomes in cycle 2 are: there are no students who score less than the KKM, and 25 children (100%) get a score equal to / exceed the KKM. Cycle 3 (100%).

4. Conclusions

Based on the results of classroom action research that has been carried out in three cycles, it can

be concluded as follows:

1. The application of pointillism techniques in the subject of art and culture applied painting materials can improve student achievement IX A, which is about 100% of the 25 students who get scores above the KKM. This increase in learning achievement is marked by the increase in students who score above the KKM from the initial condition to the first cycle by 36% (10 students), the first cycle to the second cycle by 20% (14 students), while from the initial condition before the action to the second cycle and Cycle III by 56% (25 students).
2. The research was conducted for three learning cycles, namely learning cycle I, cycle II, and cycle III. This is done to determine the increase in student achievement with indicators of success achieved, namely the acquisition of student scores 100% achieving or exceeding the minimum completeness criteria (KKM = 75) students. With the development of a learning method based on a scientific approach to applied painting with pointillism techniques, there is an increase in learning achievement in learning cycles I, and cycles II, III, which are 80% and 100%.
3. The purpose of this research is carried out well if the criteria or indicators of success achieved are the acquisition of student scores of 90% reaching or exceeding the minimum completeness criteria (KKM = 75) students. And in this study the achievement of student learning completeness exceeds the indicators of competency achievement set out in this study, which is 100%.

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