

The New Paradigm of Arts Learning

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Abstract

This article focuses on the new paradigm of arts learning. This study is based on the research in West Sumatera Province, Jambi and Bengkulu area. The findings of this research shown that most students having difficulties in understanding and enjoying the learning process due to conservative methods used by teachers. Teachers must be encouraged and exposed to a new dimensions of teaching and methodologies such as the appreciation re creative and exploration methods and by exploiting the invention of a new media in supporting and delivering the teaching of arts.

Keywords: Arts Learning, new paradigm,

INTRODUCTION

A few years back, and is now based on the results of studies and reports from teachers who taught art at various art schools that exist especially in West Sumatra, Jambi and Bengkulu, indicating the achievement of goals and objectives of teaching art in the classroom. It can thus be seen from the lack of student motivation, creativity and the ability or skills to understand and practice the arts subjects, such as dance and music. It even this is caused also by the lack of facilities available.

This phenomenon from year to year is always such case, the classic reason that students are not interested, a lot of students during the learning process less focused in responding to the material being taught teachers in the field of dance, music and drama. Art teachers who teach often do not get a good response from the students, the teacher was upset result. By considering this fact, the less learning goals achieved.

Referring to the art curriculum subjects issued by the Ministry of National Education of Indonesia, the general arts education to foster the attitudes and behavior of students or students who have loyalty and tolerance, as well as to develop themselves in terms of intellect, personality conveyed through arts learning material.

As well as being listed in the curriculum guide published by the Ministry of National Education as follows:

Arts Education subjects have a function and purpose to develop tolerance, democracy, civilized, and be able to live peacefully in a pluralistic society, develop imaginative abilities, intellectual, expression through art, developing a proper sense, and be able to apply technology skills in the creative and the exhibit and show the work of art. (Ministry of Education, 2003; 2-3)

The core of the curriculum will certainly improve the image or the attitudes of the students in addition to spurring creativity of students, in addition to how to form an independent student to develop the skills of self-directed guided by the teacher through the arts subjects. The subjects of art is a medium or a bridge to encourage students to be tolerant, creative by developing self and personality.

If efforts are made through arts subjects, where these efforts have problems in applying. As a dance teacher in a variety of junior and senior high school in West Sumatra, Jambi and Bengkulu and perhaps almost in Sumatra, where many art teachers who complained

to the difficulty of applying the material to the students, so many students are not able to master the material. This in turn will result in the student not able to develop themselves, or student achievement in the end have not been adequate in the value of the arts subjects such as dance, music and drama.

On the other hand, educational institutions such as drama, music and dance is very different from education or other subjects in the disclosure. Use of dialogue and drama acting or facial expressions and body language, and music using the sounds and dance using motion that fills space and time, using art as a medium of expression of visual elements expressing ideas. The four types of this art, should receive a certain way and understanding to pass them on to someone else. If the teacher is the transmitter, then others it is their students (Astuti, 2002: 1987).

Further Fadli (2005:1979) explains that the failure of teachers in transforming knowledge to students, because the teacher did not master the learning strategies of these methods and instructional media. Impacts of the teachers do not master the methods and instructional media properly, ultimately resulting in failure to achieve good learning outcomes. Teachers should master the methods and media well to the process of transformation from teacher to student can work well too, which is ultimately the student can capture the communication presented by the teacher, so as knowledge of dance, drama and music can be absorbed by students.

The ability to master methods and media alone, is not enough to guarantee the achievement of learning objectives would ideally based on the learning objectives in the arts curriculum arts education, but what about the ability to master the methods and media in line with the ability to place it. That is, the control method is placed in the right conditions. Sometimes the lecture method may be appropriate in circumstances when the learning takes place and vice versa methods discussion or demonstration of a more precise method used in the current conditions and other situations. Likewise with select media must adjust to the situation and learning conditions performed.

Learning the art of learning associated with cognitive and psychomotor. This means that the subjects taught art is both knowledge and skills. Both of these aspects are in learning dance, drama and music. Without the knowledge, motor skills can not be taught, otherwise no motor skills, students will be skilled in the practice of learning materials.

Therefore, perhaps art teachers in the school, both in Junior High School and Senior High School while now begin to think with a new paradigm, that the outdated methods and media that are no longer up to date need to be replaced with new things and relevant. This is related to the right strategy chosen by the art teacher at the school, one in implementing the strategy does not affect the achievement of learning objectives that have been set. . By this, art teachers must change the paradigm both in the system of teaching and learning goals and objectives of the arts in public schools. During this paradigm of teacher learning about art is the subject complement of patients, it also needs to be changed. Moreover, the learning system more practice and make students as robots that do not express themselves and lacked aesthetic instincts.

DISCUSSION

1. CHANGING PARADIGM OF ARTS LEARNING

During these teachers tend to assume that learning art in schools is as the eye of learning number two, that would not be considered art learning produce anything. So that part was an art teacher who taught carelessly, or as a liability release only. On the other hand considers art teacher merely pastime, it is not like mathematic learning, physics and chemistry or English and economics. That teachers of other subjects, sometimes even their own principals perceived that learning art is a learning that is not too important, because it is considered less serious.

In addition, the art teacher has a learning paradigm in the art that the students are robots that can be controlled with a remote control, which is controlled by speech alone, and some teachers do like lecturing, although students are nodding off, so there is no feedback that

is conducive and build from students. Many art teachers have always thought that he was a teacher who taught while students are students who are taught, that he was thinking in the classroom there are only two structures that are taught and taught. In social systems this principle very well, but in the world of education today especially arts education based on instinct and emotion and psychology, should be in between the two structures is synergy. So the development of mental, emotional and self-actualizing ability of the students will be easily awakened.

Therefore, the paradigm of students as a robot needs to be changed by art teachers in schools in implementing the teaching of art in the classroom. Since the arts require imaginative stimulus that builds peace of mind and emotions, as well as various psychological boost from the environment. Therefore, in the arts such as dance lessons, music and drama encouragement and moral endorsement is very influential on the increase creativity and improve the quality of learning than students in schools.

Another paradigm needs to be changed by the teacher is on a strategic approach to students in classroom management. During this time the teacher is king, meaning every word the teacher should not be refuted, this attitude needs to be changed in the present. Another problem is the mastery of methods and media, teachers have always found that the method of lectures and demonstrations by teachers in the methods necessary to practice more, because students are considered as a chisel, when the new o'clock he will run. Paradigm as it also needs to be changed to a new paradigm based on the circumstances, conditions and objectives of the curriculum learning the art itself. So is the art learning paradigm that the media just enough body movement rather than the teacher or the students who are considered smart, reality as it always does in the learning of dance, as well as in learning and musical theater or drama. Rarely do teachers think that today is the age of technology, the technology should be used to ease them in transforming the art learning materials to students. Moreover, the functional technology is a tool or media that is able to ease the job than men to achieve a goal that has been set. Therefore, the media should be utilized such technology for effectiveness and efficiency in carrying out the work of teachers in teaching the arts in schools.

2. LEARNING STRATEGY TO DO

2.1. CLASS MANAGEMENT AND PARTNERSHIP IN PERSUASIVE

Persuasion strategies and motherhood or fatherhood is a strategy that should be used by both teachers art teachers of dance, music and drama in junior high and high school. The strategy of this approach should be done considering the junior and senior high school students on average are young women and some young men. These students can not be psychologically pressured and made a rather authoritarian decisiveness. If something like this is done, the student will be difficult to receive the subject matter presented in the learning process. Quite often the students do not have a vacuum and motivation, although there are but very few who can understand the lessons of dance, music and drama well.

This persuasion is how a teacher with a paternity or maternity can approach the students while providing subject matter. Teachers in this case and the need to open up dialogue with students family. Teachers should know the problem is happening to students and can understand the problem, which in turn can provide the solution. That way, the application of learning dance, music and drama do not get psychological barrier of students.

An art teacher is needed to approach a persuasive strategy, because the art is related to mental health such as emotions or feelings. Therefore, based on observation in the field turned out to be an emotional approach to art teachers are very helpful to stimulate students' interest in learning dance, music and drama.

Approach to partnership strategy is a strategy to loosen formal boundaries that normally occurs in school. The impression is very pronounced in the formal learning process especially in learning in the classroom. Especially impression is seen in the theoretical lessons. Formal impression needs to be replaced with the partnership. Partnership does not mean the parallels between teachers and students. That is not by itself then students can underestimate

the teacher. But the teacher to his position as a teacher and with the boundaries of ethics and code of conduct of teachers invite students to exchange ideas on subjects that are as practical.

The existence of a partnership approach, there is a transparency between teachers and students. This affected the implementation of the interaction between teachers and students. With the good interaction led to the achievement of a conducive teaching and learning process. It also means that the process of transformation can occur either from the application of art to the students learning.

Often a teacher sometimes forget, especially art teachers as teachers of dance, music and drama, the performing arts is an art collective that is not a branch of the art of the individual. On an individual art creators do not need to ask for help from others, but in the performing arts collaboration between the one and the other parties is required, in order to reach goals that cool. Can be exemplified as a show or training and instruction, meaning that no student (pupil) means no teacher, and vice versa if there is no mean teachers can not walk a lesson.

Therefore, the selection of strategic partnership approach is needed by a teacher of art, by applying this strategy students will feel involved as creator or director in a drama learning problems. This means that their presence has the same meaning with the teacher to achieve a conducive learning and art work. Since learning the art of learning is not the same as the others, filled with art involves intuition and emotion. Even emotion is one of the main elements rather than performing arts, other than motion. Therefore, positioning students as partners by the art teacher, is favorable, not mean structurally weaken the authority or hierarchy of a teacher. However, increases in the presence of a charismatic teacher student.

2.2. METHODS USED IN ARTS LEARNING WHICH RELEVANT TODAY

Traditionally the method performed by the art teacher always start with than the lecture method, demonstration and question and answer. However, the dominant and most dominant is the lecture method, while in practice learning the art done by the method of demonstration. Sometimes the method of demonstration nor too detailed, it means a dance teacher or music often provides a less detailed model of the motion detail and articulation of detail vowel sound and the guitar and play the recorder. It is caused due to the small hours of learning also available, as a result teachers often pursue their airtime to implementing learning in the classroom. So how learning can take place as soon as possible and the material delivered according to a predetermined schedule. This paper will offer a new paradigm regarding learning strategies with methods that are considered relevant, such as the method is called by the method of Exploration (exploration), the method of appreciation and recreational Mind

2.2.1 EXPLORATION OF METHOD (BROWSING)

According Afrizal (2001:63) that the skills associated with motor skills the student. Students have the high and low motor skills. Therefore, it needs to be approached with training methods and learning methods appropriate so that ability or motor skills students can be well formed.

Based the opinion above, a good art teacher of dance, music and drama applying exploratory learning method. The method of exploration was conducted to coincide with the subject in the curriculum. Where there is a subject in the curriculum which includes practical, such as: (1) dance practice, (2) the practice of music, and (3) the practice of drama.

To follow up on the above subject, art teachers need to conduct exploration methods. As in dance and drama lessons, teachers guide students to determine the title or topic of the dance and the theme of the story to be played, then the students were told to explore. Sometimes exploration done with simple themes, sometimes even a mild departure from the story and familiar with the environment, such as flying birds foraging story, ducks coming home to roost, the beggars, and peddlers.

Students in running exploration should be able to explain what he's exploration. But before the teacher of dance and drama first need to explain what it is and what the purpose of exploration and usefulness. Apparently after the students to explore, which is an indicator or

assessment to the students is not the success of exploration results, but a positive attitude and respect for the art lessons. Its targets are so, students will understand what it is the art of dance and movement as well as what it sounds harmonious, what the music is good and how acting is like. This means that they begin to understand how to actually learning the arts, as they have been explored in terms of power, space and time and in terms of emotion and expression. and they also have a feel for how to live and transform objects to an art form, as to how they feel the birth of motion bird flying, on their turn, reflect themselves in the form of motion that he or his own apartment.

Essential part of the exploration is to train the student movement or motor skills. By doing exploration, indirectly, students do an exercise which in turn produces motor reflex movement or feeling sensitive to artistic taste, good sense of musical, acting and feeling a sense of motion. Through exploration, students can find themselves a vocal technique that they think suit him, as well as dance and drama, a student will feel that I am fit to act like this and like that. In this sense of the word, exploration results in a high sensitivity to the motor students.

2.2.2 APPRECIATION OF METHOD and MIND RECREATION

The method aims to enable students Appreciation do not feel monotonous in learning to use the media or materials into it alone. On the other hand appreciation of the method was done so that more students gain insights and horizons of thinking about art.

Activities undertaken in the method Appreciation is witnessing various art performances both in school and outside of school. outside of school, that is presented in the District and the District Meeting House. In addition students are invited to watch the performance art to art centers such as the Cultural Park, because the park is the source culture and appreciation of information for students. Teachers may do some time learning activities outside the classroom as in the Cultural Park. This means that teachers can provide concrete examples of the learning materials in teaching art such as dance, music and drama. Because the teacher directly gives the actual appreciation to the students.

Teachers need to provide entertainment from a variety of spectacle arts to students who are at the center of the arts, as a form of appreciation. So students need to be thinking leisure, to relax the nervous thoughts that have been contaminated with the lesson that takes psychology and mind. Once this is done, the next stage of the dialogue and the teacher leads a discussion about the topic being taught the art of learning.

Appreciation activities done repeatedly, that is not done only once. So that students can understand and appreciate, and cherish, and loves dance as a subject of art education in the school.

Appreciation Method impact on students' love of the arts, especially the appreciation has motivated students to the understanding of the art of dance, music and drama as an art product. With appreciates, students have a sensitivity to art. In the next phase the students are able to master the knowledge, understanding and be able to classify art as well as have the high sensitivity to art. So that students have a level of respect and love for the subject of high art.

2.3 LEARNING OF MEDIA

Teachers need to use media that are relevant to the study of art, such as dance and music and drama, each of these learning have the similarities and differences. In addition, teachers do not focus on the actual media considered, as in the dance where the dance teacher always used his own body as a medium of media, and aided by the tape recorder. Supposedly the new paradigm of teaching art in particular dance, the teacher must use media technologies. Because the students themselves have a lot to understand and familiar with technology, such as junior and senior high school students are able to activate the computer equipment and internet access. Mobile phones have been a lot of sophisticated.

Actually, it does not mean electronic technology course, technology also means that manual, because many teachers tell us how to play the video we do not understand with a laptop, or we do not understand the LCD. Technology can be used a manual, it means a music

teacher could have made the picture tut piano or keyboard with cardboard, and make a dance motif with a sketch, or the sculptures of wire, if the teacher has not been able to activate the computer technology (laptop). But teachers should also play dance films, and footage motif motion performance in detail. So is the drama teacher, either through caricature drawings and slides or photos, so that learning can be more directed and able to attract students and to increase students' understanding of the art of learning.

2.4. USE THE MATERIALS ARE CONSIDERING AGE AND PSYCHOLOGY STUDENTS

In providing the material practices of teachers should consider the emotions and the age of the student. Cases were found in schools, junior high students are sometimes given classic songs or musical ensemble practice by school art teacher. Properly song like that used for an art student in college, or vocational school that specialized in learning music. For public school arts learning objectives are not the same as the SMK. Therefore, the selection of the material needs to be relevant. This means that the material is adjusted to the level of psychology.

As junior high students the song is perfect for those who are familiar with the songs of his youth, such as teen song, because it also does not hurt the song teenagers are taught. By this, no public school program to print or produces a singer, but how through singing teachers can educate students to work together, have solidarity, loyalty and sensitivity training thoughts, feelings and creativity and civilized life. Therefore, a teacher must teach music education music, or teaching dance is dance education, as well as drama. Not to be about the quality of singing or dancing and acting, not as it was supposed to target arts learning in public schools. However, the emphasis is on learning how the arts as a tool to bring students into a human, the thought, hang out, civilized and dignified as well as creative and progressive. Arts learning art should be a tool to get things like the above mentioned. Since learning the art are considered to have magical power to establish a humanities student and a smart man. That is the new paradigm of art education today.

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