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Strengthening Literacy of Cultural Arts and Crafts in the Material of Sculpture for 6th-grade Elementary School Students through Learning Video Media

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ABSTRACT

The purpose of this study was to determine and improve students' understanding of literacy through learning video media. Based on previous research, there are not too many studies that discuss Strengthening Literacy for Learning Arts, Culture and Crafts in Sculpture Artwork Materials for 6th-grade elementary school students. This study uses a quantitative approach to pre-experimental design in the form of pre-test and post-test. Based on the results of the research that has been carried out, before providing an understanding of the material of Sculpture in the students' understanding of Cultural Arts and Crafts learning, the results of the pre-test only reached an average value of 61.0% then an increase occurred after the learning video media was given, the post-test results the test given increased by 90.28%. The results showed that the difference was 29.28%. So, it can be concluded that the use of instructional video media on the material of sculptures learning Arts, Culture and Crafts can improve students' knowledge literacy.

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1. INTRODUCTION

Elementary schools in the city of Bandung still need to be given assistance to 6th-grade teachers in making learning media, especially in learning Cultural Arts and Crafts on Sculpture. At these schools, when learning online, teachers usually do learn only through WhatsApp groups, because of its practical use. Class teachers have not been able to teach the content of learning arts and culture to the fullest due to limitations in using existing learning media, especially for the use of digital-based media. Cultural arts and crafts are one of the main materials needed in 2013 curriculum education. Some aspects include fine arts, music, dance, and skills. The main material in the Cultural Arts and Crafts Learning is not only material but also has a role in the formation of a child's personality as the basis for forming a commendable character and a good personality. The function and purpose of Learning Arts, Culture and Crafts is to be able to develop student attitudes, student abilities, and work spirit, thus creating a generation that is creative and able to think critically in facing this digital era (Pitriani, 2020).

Currently, there are several studies that discuss the learning of Arts and Crafts in Elementary Schools. The results showed that, Kern said that literacy can be seen from three aspects, namely linguistic, cognitive and socio-cultural (Iskandar & Wati, 2020). The problems that arise in learning Arts and Crafts are that not all students pay attention or are interested in the material, the difficulty of students in learning to understand the material that has been taught, and the lack of students' understanding of the material being taught. good time management, and not all supporting teachers have qualified backgrounds in terms of arts, culture and crafts (Pitriani, 2020). Other study shows that learning arts and culture is very important if you see how many gadgets are growing rapidly in elementary school children, it's even sad if elementary school children don't know their own cultural arts and don't know how to make simple skills (crafts), then with the implementation of the 2013 curriculum, it is very helpful so that these subjects are given to elementary school children (Sandi, 2020). One of the contents of subject matter that is full of the creative abilities of classroom teachers is learning Arts, Culture and Crafts (Sumanto et al., 2020). Cultural arts and craft learning materials in the form of fine arts, music, dance and drama with a limited time allocation are also a problem for teachers to allocate time so that all these materials can be delivered optimally. Therefore, integrated learning is the right solution to be used to deliver art learning materials (Mikaresti et al., 2021).

Based on previous studies, there are not many studies that discuss Strengthening Literacy Learning for Cultural Arts and Crafts in Sculpture Artwork Materials, especially for 6th-grade elementary school students. Therefore, the authors conducted research with the aim of knowing the increase in literacy understanding of students who will and have been given material by using learning video media. This study uses a quantitative approach with pre-experimental design in the form of pre-test and post-test.

2. THEORETICAL FRAMEWORK

2.1. Learning of Cultural Arts and Crafts

Cultural arts and crafts are one of the main materials required in 2013 curriculum education. Several aspects include visual arts, music, dance, and skills. The main material in Learning of Cultural Arts and Crafts is not only material but also has a part that has a role in the formation of a child's personality as the basis for the formation of commendable character and good personality. The function and purpose of Learning of Cultural Arts and Crafts is to be able to develop student attitudes, student abilities, and enthusiasm for work,

thus creating a generation that is creative and able to think critically in the face of this digital era (Pitriani, 2020).

2.2. Learning Media

Learning media is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage a deliberate, purposeful, and controlled learning process (Nurrita, 2018).

According to (Yuanta, 2020), Utilization of learning media in the learning process that needs to be planned and designed systematically so that learning media is effective to use. One of the information and communication technology media that is able to reach and the most popular among the wider community is video media. Video is an electronic media that is able to combine audio and visual technology together to produce a dynamic and interesting show. Audio-visual media has the following functions: (i) Clarify the presentation of the message so that it is not too verbalistic, (ii) Overcoming the limitations of space, time and senses, and (iii) Appropriate and varied use of educational media can overcome the passive nature of students.

3. METHOD

The type of research method used is a quantitative research method using a pre-experimental design method (one group pre-test and post-test). The population in this study were students of 6th-grade from an Elementary School Country 189 Neglasari in Bandung, West Java, Indonesia as many as 30 people. The sample used in this study were 20 6th-grade elementary school students via google form. Of the 20 students, 5 were female students and 15 were male students. The first stage begins by making a pre-test and post-test using the same questions in the form of a google form. The question consists of 10 questions regarding students' understanding of the sculpture learning material. The question is in the form of multiple choice with two-choice answers (yes or no). The second stage, we were divided into 2 sessions, namely in the first session distributing pre-test questions before the learning material was delivered. The second session delivered learning materials to students in the form of learning videos. After students understand the learning material, students are asked to fill in the post-test questions that have been made. The goal is to find out whether there is an increase in students' understanding of the learning material that has been delivered.

4. RESULTS AND DISCUSSION

4.1. Demography

This demographic shows the ability of elementary school students to understand the art of sculpture. During the research there were aspects that were studied including aspects of knowledge about the meaning, function, techniques, tools and materials used in making sculpture. The information explains the extent to which students' understanding and development can be understood, so that students can understand and know the material of sculpture in learning Cultural Arts and Crafts. In addition to these aspects, I added knowledge by introducing the statues of heroes in Indonesia, and the five tallest statues in Indonesia. To achieve student success in understanding this knowledge, students are shown through learning video media.

Until finally the results of the student analysis regarding the understanding of the sculpture material got quite good results, 15 students with the initials GG, RA, IF, SN, NA,

AY, NN, WA, AA, AM, VA, DH, KF, AP, and AZ have a good level of understanding in understanding sculpture material, but out of 20 students there are 5 students with the initials YN, DA, DZ, RF and MR the level of understanding is still lacking in understanding the sculpture material. And of all students feel that learning art through learning video media is indeed very useful and all students have a high curiosity about sculpture.

4.2. Phenomena in the Learning Process

The learning activity carried out by the 6th-grade teacher of Elementary School Country 189 Neglasari Bandung stated that learning to use WhatsApp was practical. This can be from students who give responses that are seen in a long period of time, but some students who collect and collect only quickly. In other words, there are still many students who collect assignments not on time, the limited quota they have and aspects of student understanding in understanding the learning material. Students still have difficulty in understanding the learning material, because of the limitations of the teacher in making learning media.

The pre-test and post-test methods by presenting material through instructional video media aim to improve and strengthen students' understanding of literacy.

The stages of learning carried out are as follows:

- (i) In the first session of learning, students seemed less enthusiastic about the learning process. But there are some students who have a sufficient level of understanding.
- (ii) In the second session, pre-test questions were given to students before giving learning materials about sculpture through google form. Students seemed enthusiastic in filling out the pre-test questions given.
- (iii) After students fill in the pre-test questions, students are given a video learning material about sculpture. Students give a good response in receiving the material. Then the students were asked to fill in the post-test questions which were filled in according to the students' understanding in understanding the material presented.
- (iv) The use of the pre-test and post-test methods is in accordance with the needs of students in increasing the level of student understanding compared to teaching which only gives assignments to understand the material in the book. Students also begin to understand the material of sculpture. This can be seen from the increase in the results of the pre-test and post-test given.
- (v) Evaluation of students' ability level is given after the learning process.

4.3. Pre-Test and Post-Test Results

Table 1 shows that for question number one the results increased by 16.5% when the material understanding of sculpture, for question number two the results were the same as in the first question by 15.5%, then for question number three the results increased by 25.5% compared the previous question, for question number four the results increased by 41.5% after being given an understanding of the function of sculpture, then for question number five the results increased by 35.5% after being given material about techniques in making sculpture, for question number six increased by 25.0% when understanding the tools and materials used in making sculptures, For question number seven the results increased by 28.3% when understanding the material about places that have the most sculptures in Indonesia, for question number eight the results increased by 30.0% after being given new knowledge about statues in Indonesia, then for question number nine the results increased by 30.0% after being given new knowledge about the statue of Indonesian heroes, and for question number ten the results increased by 35.0% after being given new knowledge about the tallest statue in Indonesia.

Table 1. Pre-test and post-test results.

Number	Question	Pre-test	Post-test	Gain
1	Do you know the art of sculpture?	80.0%	96.5%	16.5%
2	Have you ever seen a sculpture?	80.0%	90.5%	15.5%
3	Have you ever made a sculpture?	70.0%	95.5%	25.5%
4	Do you know the function of sculpture?	55.0%	96.5%	41.5%
5	Do you know any techniques in making sculpture?	50.0%	85.5%	35.5%
6	Do you know what tools and materials are used in making sculptures?	65.0%	95.0%	25.0%
7	Do you know a place in Indonesian that has a lot of sculptures?	65.0%	93.3%	28.3%
8	Do you know what statues are in Indonesian?	50.0%	80.0%	30.0%
9	Do you know about hero statues?	55.0%	85.0%	30.0%
10	Do you know the tallest statue in Indonesian?	40.0%	85.0%	35.0%

Based on the graph, it can be seen that students' knowledge of sculpture learning at the time the pre-test was given was 61.0%. After students were given material in the form of learning videos about Sculpture Material, students' knowledge before and before the material was given was 90.28%. Based on this, the result of increasing students' knowledge before and before the material was given was 29.28%.

4.4. Discussion

Based on the results of the study, students experienced an increase in literacy understanding of the Sculpture Art material through Learning Video Media. This can be seen from the results of the student pre-test which showed that before the material was delivered, there were already some students who had previous insight into sculpture. After students were given material through learning videos, the results of the research showed increasing results. It can be seen from the results of the post-test given to students. Students can understand learning through learning video media and get new insights. This is in line with the fact that learning media is very important to help the learning process. The use of appropriate learning media will make it easier for students to accept the material presented by the teacher. Effective learning media will also help teachers maximize time so that learning objectives can be achieved (Mikaresti et al., 2021). By using instructional video media in this sculpture learning material, it can improve and strengthen students' understanding literacy.

5. CONCLUSION

Based on the results of research that has been carried out, before providing an understanding of Sculpture material in learning Arts and Crafts, students' understanding of the pre-test results only reached an average value of 61.0% then increased after being given learning video media the post-test results were given an increased value of 90.28%. The

results showed a difference of 29.28%. So, that in this case it can be concluded that the use of learning video media on sculpture material in learning Cultural Arts and Crafts can improve and strengthen students' knowledge literacy. Therefore, study suggest that the use of learning video media in learning Arts and Crafts is socialized and used as an alternative in student learning.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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