

# Development of Competence-Based Art Learning Model in Primary School Students

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**Abstract**—Nowadays the world of education is burdened by the low quality of learning. The quality is greatly decreased both from the aspects of the learning process and the learning outcomes of the students themselves. Mastery of art learning materials are still considered unsatisfactory while in the learning process students are less able to develop skills. This study aims to develop a model of art-based arts based on basic competence as one of the most effective alternatives. This learning model can also see the weaknesses or advantages of models that have been used by teachers over the years. This research shows teacher ability in identifying curriculum content, interaction between teacher and student intertwined before entering class, selection of art teaching method, utilization of natural potency as supporting of art learning, child difficulty level in mastering concept very diverse. So this research can be useful for elementary school teachers in the mastery of the material, must be more creative in implementing learning.

**Keywords**—*elementary school students; learning; art; competence*

## I. INTRODUCTION

Since the New Order, art education which requires education in morality, ethics or anything that is conservation in nature or the development of noble values of national culture in our school is clearly seen as being sidelined, because the government at that time was very concerned about technology-oriented or exact education. Even today (although it is clear that Art Education is included in the intra curriculum in schools) not a few Principals who have not organized Art Education as a very important education developed for their students.

This understanding of the importance of art education in schools is not only developing in our educational institutions, but also not a few people are exposed to this kind of virus; that is, assuming that art education does not have an important contribution or role for human life in the future. Art is considered unable to solve the problems of human life, cannot make people rich, cannot guarantee one's status, and there are many more reasons that can be put forward.

They have been stuck with the understanding that, smart people are only people who understand and master the exact

fields and technology, while the arts are considered as a group of people who are very marginalized.

The method is an activity to organize and manage the implementation of effective teaching which involves all forms of interaction between students, teachers and learning resources. Teaching methods discuss how to teach students according to expectations and realize positive change.

The learning process through information, training and skills is expected to change students in all aspects of their potential. For that we need the right learning techniques and strategies in order to achieve the goals expected. Learning methods talk about how students are taught according to expectations to bring about positive change.

The method is the activity of managing and managing the implementation of effective learning that involves all forms of interaction between students, teachers and learning resources. This pattern is a direct transfer of knowledge or processes related to learning.

Choosing an approach in art education should refer to the mission and objectives of art education, student characteristics, types and characteristics of teaching materials, and learning environments. The main mission of art education is to develop sense sensitivity, with the aim of forming humans who have balanced personalities physically, spiritually, mentally-spiritually, and intellectually emotionally.

The implementation of art education at the primary education level must consider that art education as a vehicle to play which is educative and builds creativity. If we use art education as a means of education, then the approach must be in accordance with the objectives of art creation, even though we do not place their art as an educational destination.

Art education with a competency approach as an alternative solution and anticipation of competitive global competition. Competency-based education is education that focuses on mastering the ability or competence to do or do something (ability to do something).

Of course to be able to do something that is meant, it takes mastery of knowledge, skills and attitudes required to do something. For example, to be able to dance, it takes mastery of competencies consisting of knowledge, skills, and attitudes

towards dance, or to be able to paint, it takes knowledge, skills and attitudes to paint. In short, in order to be able to do the works of art, music, dance, theater and literature, competencies that include cognitive, psychomotor and affective aspects are needed

The expected competencies of art education for elementary school children are: (1) Able to integrate elements of ethics, logic and aesthetics, including: knowledge, understanding, perception, analysis, evaluation, appreciation, and production through visual language, sound, motion and role; (2) Having sensory sensitivity, aesthetic and artistic feelings through exploration experience, express and create in a cross-field in support of emotional, intellectual, moral, spiritual and adversity intelligence in accordance with the needs and development of children; (3) Able to be creative in visual language, sound, motion and role in developing perceptual abilities, understanding, appreciation, creativity, in production; (4) Having basic skills and being able to create based on inspiration originating from nature and the environment around the child in processing the medium of art; (5) Able to appreciate their own work and the work of others as well as the diversity of local cultural arts and the archipelago; (6) Able to play, present artwork and or design, display them in class and or in school environments [1].

The purpose of competency-based art education is an alternative to: (1) bring art education closer and the world of art work; (2) guarantee the common basis of art education; (3) focusing on results and processes at once; (4) introducing flexible learning; (5) acknowledge previous learning; and (6) guaranteeing multiple entry and exit [2]. Thus art education in schools that includes art, music, dance and drama, can be used as a basis for education in shaping the soul and personality (moral character). Art education can be used as a basis for education, because to form a good personality is done through art education.

## II. METHOD

This research was carried out using the research and development research approach. According to Borg and Gall, there were 10 steps in the implementation of R & D. These steps are explained as follows [3]:

- Research and information collecting.
- Planning,
- Develop preliminary form of product
- Preliminary field testing.
- Main product revision.
- Main testing field.
- Operational product revision.
- Operational field testing.
- Final product revision.
- Domination and implementation.

The sources of data in this study consist of: (1) competent people or directly or indirectly involved in the Art learning process, namely: principals, expert experts and other related sources; (2) the art learning process which includes: learning materials, teacher abilities, children's behavior, and available facilities and environmental resources; (3) documents relating to this research. Data collection techniques with interview, observation and documentation methods. The ability of teachers, children's behavior, and available facilities and environmental resources; (3) documents relating to this research. Data collection techniques with interview, observation and documentation methods.

## III. RESULTS

The field of developing basic skills, is perceived by the teacher to improve abilities and creativity in accordance with the stage of child development. The development of these basic abilities includes: (1) Language, this development aims to enable children to express their thoughts through simple and precise language, able to communicate effectively; (2) Cognitive, this development aims to develop children's thinking ability to be able to process from what has been acquired during the learning activities; and (3) Can find various alternative solutions to problems, help children to develop their mathematical logic abilities and knowledge of space and time, and have the ability to classify and prepare for the development of children's thinking abilities.

Physical / motoric development aims to introduce and train rough and smooth movements, improve management skills, control body movements and coordination, and improve body skills and healthy ways of life so as to support strong physical growth and healthy, and skilled.

According to Sukmadinata, the learning method is divided into 2 groups, namely [4]:

- Learning Theory
  - Expository learning: lectures, questions and answers and demonstrations.
  - Learning group activities: discussion, role playing, etc.
  - Learning to do: problem solving experiments etc.
- Learning practice
  - Learning practices at school
  - Learning practices in the work environment.

In order to clarify the competencies that will be made in learning art, there is nothing wrong if a teacher first understands the function of art education. There are several functions of art education, including:

- As a medium for playing and expressing, it is expected that students can get a recreational experience, willing and able to express their soul expression in order to show the existence of their personality.
- As a medium for developing talent and creativity, it means that besides being able to be used as a vehicle for

developing talent (innate ability) as well as a medium for developing students' creative abilities.

- As a medium of communication, that is, the activities of art through both the creative process and the forms of the work can develop the communication experience between individuals and the community / environment or vice versa.
- As a medium to build ethical and aesthetic sensitivity, it is an art learning that is directed at students' sensitivity to the ethical and aesthetic values contained in an art
- As a medium for developing knowledge, works of art created by humans do not merely have emotional values, but also have strong rationality. Various art products are created by one's knowledge of the phenomena of all life in the universe. Therefore, it is still very relevant if art education can be used as a science development.

Regarding art learning material at school, we can usually separate into 3 (three) discussion areas, namely:

- Art knowledge area

Is a learning area that has a lot of honing or training students to develop cognitive aspects. The critical ability to study artworks and problems becomes a very important topic in the discussion of the learning material. The approach can be done through the concept of interdisciplinary approaches, such as history, social, culture, philosophy, and so on.

- Art appreciation area

This region has a tendency to deliver students to the development of the affective domain. This art apprenticeship activity is usually related to the observation of artwork which is then followed by an assessment. There are types of appreciation that are active and some are passive. Active observation means that the activity of observing a work which is then followed by a critical attitude that can spur the birth of innovative works and also embody a person's love, while the passive one is merely observing the work and subsequently escaping from his religion.

- Areas of creative experience

The tendency is learning activities that are related to ways of doing creative processes or making art. The learning objectives are more directed to the psychomotor domain. In this area the thing that needs to be prepared for students is the ability to develop ideas, interpretations, imagination, and capture environmental phenomena as a source of themes; mastery of techniques and knowledge of various media and composition theory; and the ability to manage an exhibition or show.

The use of various methods in art learning is very possible so art learning seems more exciting for children. Besides that, art learning will be more meaningful for children. The level of interaction pattern between teacher and grade 1 students is the

occurrence of children's communication with the teacher during the learning process. This interaction takes place when children enter the classroom. In general, children before entering the classroom are invited / told to line up in front of the room to be entered. Art learning activities that occur in children are trained in lines by singing certain songs, this means that children are taught discipline, neatness, patience.

Education in class 1 elementary school is still felt necessary to continue to apply artistic values so that students do not feel bored in receiving learning. Although not all primary schools apply art-based learning methods. To foster the spirit of learning, students must be able to interact in learning by using picture media, with natural potential, as well as with songs that can attract students to keep learning. It seems that everything before the activity starts has been prepared by the teacher. In essence learning for grade 1 students is still very close to artistic activities just like when they sat in kindergarten. So that makes students feel bored to sit on elementary school, especially in class 1.

Since the enactment of the competency-based curriculum for primary schools always strives to understand and study so that different learning methods are especially for grade 1 elementary school. Every teacher tries to improve himself in carrying out teaching and learning activities to adapt to the CBC.

Some have responded positively, with the hope that there will be a change in the world of education in elementary schools in a more advanced direction. But there are also those who argue that it is even burdensome for elementary schools and for their teachers. This is seen in terms of the unavailability or completeness of infrastructure facilities, and on the evaluation side is very time-consuming for teachers. because the teacher must teach like teachers in kindergarten.

#### IV. CONCLUSION

As a new subject, Art Learning must be able to build a new paradigm that is able to contribute to the growth of the culture of its people. In the future, innovative creative efforts are needed in developing strategies or learning models in accordance with the characteristics possessed.

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