THE NEED OF LEARNING MEDIA ARTS IN JUNIOR HIGH SCHOOL
(STUDY ON GRADE VII STUDENTS OF JUNIOR HIGH SCHOOL NEGERI 1 MOJOLABAN)

Kartika Mardikaningrum, Slamet Supriyadi, Sudiyanto

Magister of Arts Education, Post Graduate Program
Education Faculty of Sebelas Maret University

kartika.mardikaningrum@gmail.com

Abstract: In the learning of art and culture, media functioned as a means to achieve learning objectives. Role of instructional media is very important in the learning of art and culture, that is to improve student creativity. But in learning art and culture, the role of media is considered not important. This study aims to determine the needs of cultural and arts learning media in SMP N 1 Mojolaban especially class VII. The methodology of this research is survey research conducted to some students of class VII SMP N 1 Mojolaban. The results of this study that as many as 66,6 % require video-based media. The use of video media in the learning process can provide optimal results when used appropriately, in a sense in accordance with the subject matter that supports.

Keywords: Learning Media, Cultural Art, Creativity

INTRODUCTION

Cultural arts education is an important part of the education system as a whole, it is a strategic and functional element for the effort of breeding humanity. One of the objectives of cultural art learning is not only to create an artist, but also to create a creative person. the creativity of students is very important for the development of students because of the great influence on the totality of one's personality. Although the current problem of student creativity has received so much attention by the government, however, in its implementation in schools is still very alarming. Learning art and culture today still tend to inhibit the growth and development of student learning creativity This is seen in the value of students, especially practices that are still apprehensive This problem is certainly the result of learning conditions that are still conventional.

Learning media is a component that has the most influence on success in learning activities. According Eliyawati (2005: 14) learning media is one of the supporting in the implementation of learning. The provision of instructional media greatly influences the achievement of changes in children's behavior, children's creativity is growing with highly supportive media. the teacher wants the learning media to assist the teacher in delivering messages from the lesson material given by the teacher to the students. But in reality until now we meet many teachers who underestimate the media and only rely on themselves and student worksheets (lks) to provide the subject matter, for reasons of practicality, but we need to know as described above that the role of the media is very

important in helping the achievement of learning objectives. At least there are 6 reasons why until now there are still some teachers who are reluctant to use the media learning. The six reasons are as follows, 1) using the media is hassle, 2) the media is sophisticated and expensive, 3) not biased to use it, 4) the media is entertainment, while learning is serious 5) not available media in school, 6) (Koesnandar, 2003: 78-79).

Learning media has a function to generate passion for learning, to equate experience, improve experience, and enhance student creativity. Being aware of the observation in SMP N 1 Mojolaban, the utilization of instructional media has not been fully utilized by the teacher, therefore it is necessary to analyze the needs of cultural arts learning media as an appropriate learning resource for his students, in order to really help him achieve the learning objectives.

The analysis of the needs of cultural arts learning media is an activity to identify the supporting factors and inhibiting the process of art and culture learning in order to select and determine the appropriate media and relevant to achieve the objectives of art and culture learning and lead to increased creativity. Needs analysis is intended to determine the needs or expectations students and teachers want to have. This is done to anticipate the decreasing quality of cultural arts learning.

METHODOLOGY

This research was conducted at SMP N 1 Mojolaban grade VII year 2016/2017. This research is in the form of survey research that is research by collecting data in the form of information, opinion or characteristic from a group of representative respondents. Based on the scope and focus of this research including survey research. The sample of this research is 60 students of grade VII in SMP N 1 Mojolaban. Samples were taken from students with low, medium and high ability. Data was collected by interview, observation and questionnaire. This technique is designed to obtain data about student difficulties during the learning activities and media needs on art and culture learning.

DISCUSSION

Learning is the process of conveying information to the learner in order to understand the contents of the information. (Mulyasa, 2003: 100) Learning in principle is the process of interaction between learners with the environment so that there is a behavior towards the better. Learning arts and culture as a science provides an opportunity for students to express the idea of artistic art and appreciate art by illustrating personal experience, exploring / exploiting taste and observing the process, and working techniques in accordance with the cultural values and beauty that exist in society. Cultural Arts Learning is given in schools because of the uniqueness of its role that can not be carried by other subjects is the only means to improve student creativity. Creativity is very important, because creativity is a very significant ability in the process of human life. Teaching or fostering creativity in the learner will be very beneficial for their life.

In the learning activities of art and culture, the students are not only required by their activity but also their creativity, because creativity in the learning of art and culture can

create a new situation, not monotonous and interesting so that students will be more involved in learning activities. But in reality the learning of art and culture today has not been able to improve student creativity. Achievement of the expected goal does not form by itself, but there are components that affect it.

According to Sanjaya (2013: 58) Components related to the learning process include: 1) the purpose of education, 2) subject matter, 3) strategy or method, 4) tools (media) and sources, 5) Evaluation. All components in the learning are interrelated and play an important role in the success of the learning process. Of the several components of learning media is crucial in the success of the learning process. There are several factors that become the basis of consideration in the selection of instructional mediaHeinich in Sudatha & Tegeh (2009: 56) identifies six criteria to be considered in the selection of media, among others: 1) Accuracy, 2) Feddback, 3) Learning control, 4) Prerequisities, 5) easy of use, 6) special features. Newby, et al (2000: 116) considers media selection on three things: 1) Method, 2) Media, 3) Materials. The media to be selected in the learning process must also meet the requirements of visible, interesting, simple, useful, accurate, legitimate, structure (VISUALS). The explanation of the terms are:

a. Visible or easy to see, meaning that the media used must be able to provide legibility for others who saw it.
b. Interesting or interesting, is the media used must have a value of attractiveness. So that the view will be moved and encouraged to pay attention to messages conveyed through the media.
c. Simple or simple, the media used must also have a value of practicality and simplicity, so as not to result in learning.
d. Useful or useful, the media used can be useful in achieving the expected learning objectives.
e. Accurate or correct, is the selected media is completely in accordance with the characteristics of the material or the learning objectives. Or in other words the media is completely valid in the making and use in learning.
f. Legitimate or valid, it makes sense to mean that instructional media are designed and used for the benefit of learning by authorized persons or institutions.

Structure or structured means learning media either in the manufacture or use is an integral part of the tar material will be deliver by the media.

Based on the criteria of media selection and media requirements that have been stated above, then the criteria of media selection must be considered well for the purpose of learning art and culture can be achieved. A phenomenon shows that the media applied by the teacher has not been in accordance with the terms of the good media. Media art and cultural learning in the field shows that the media used by teachers is still conventional, it is very impact on student creativity. This is evident in the results of observations, interviews and questionnaires. Observation is observing the process of art and culture learning in SMP N 1 Mojolaban, interviews to teachers of art and culture subjects, especially art subjects and questionnaires given to a number of grade VII students on the needs of instructional media. The results of the interviews were

conducted to art and culture teachers on the general picture of art and culture learning at SMP N 1 Mojolaban. The interview results are shown in the following table:

Table 1 Interview results and observation of initial learning conditions

Number	Item	Description
1	The methods and media used so far	Often using lecture methods and using conventional media
2	Obstacles of learning and art of culture in general	Students feel saturated and difficulty in the practice of fine arts
3	Obstacles to learning art and culture in particular	Students difficult to practice drawing
4	The matter that need to be developed	Need to develop a learning media that can overcome student difficulties and can provide a fun learning atmosphere

Interviews and observations were conducted to find out the potential and problems encountered in the learning activities. Interviews with teachers suggest that the available learning media is currently very limited and less in line with the applied curriculum. Teachers also feel that the existing learning media is less able to support the implementation of the 2013 curriculum that requires students to be active in the learning process. Based on the results of the questionnaire media used during this time not in accordance with the terms of good media requirements are VISUALS. The result of the survey of media needs obtained shows that the top three of Seven types of media most needed by students are video, image and ICT based media.

Table 2. Survey of media needs

Ranking	Media that needed	The amount of student	Presentase (%)
1	Video-based media	40	66,6 %
2	Information and communication Technology (TIK) – based media	7	11,6 %
3	Picture	5	8,3 %
4	TV	4	6,6 %
5	Photo	3	5 %
6	Projetion media	1	1,6 %
7	Audio media	-	0 %
Total		60	100 %

The results show that there is a discrepancy between what is needed by the students and the condition of the learning that is taking place during the learning process of his or her special culture often using conventional lecture and media methods such as drawings that make students saturated, whereas students need art lessons that use media based videos, as the media can help them in understanding their special cultural art lessons in practice. Based on the results of interviews and media needs survey it can be concluded that the limitations of media / learning resources leads to less optimal process and learning outcomes so that the need to develop instructional media in the form of learning media video tutorial. Learning video tutorial media developed is expected to support teaching and learning activities and able to improve the effectiveness of cultural arts learning.

The use of video media in the learning process can provide optimal results when used appropriately, in a sense in accordance with the subject matter that supports. The use of video media is expected to generate attraction, so it can motivate students to enjoy learning more and ultimately will provide better learning outcomes. Thus without direct involvement in activities, students will not be able to draw accurately, quickly and creatively.

CONCLUSION

Media learning art and culture has not been able to increase creativity, it takes innovation in the media of art and culture. Learning media required by students are 1) video media, 2) ICT-based media, 3) images, 4) TV, 5) Photos, 6) projection media, 7) Audio Media. Once converted as many as 66,6 % of students need video learning media, it is expected with the video media can improve students' creativity in cultural arts learning.

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