

Training on making painting works for arts and culture teachers

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Abstract. The rapid progress of computer and internet technology has had a big influence on the implementation of learning in schools, so that educators can be sure that every time they teach they will definitely use Power Point media. The negative impact of using Power Point media is that educators forget about other types of learning media. However, when studying, students need a variety of media. No matter how sophisticated Power Point is, it cannot present a real, original form in the classroom. In fact, when learning, students' memory will be stronger if students' learning is proven with concrete evidence. The impact of the habit of using PowerPoint on teachers is that they increasingly forget to create original media. To remind people of the importance of original media and upgrade their skills in making them, researchers conducted painting-making training for 20 Arts and Culture teachers in Bandung. The results of the training are works of painting, which can be used by teachers as learning media in schools.

1 Introduction

Today's learning practices are greatly influenced by advances in science and computer and internet technology [1]. This has an influence on teachers in teaching in the classroom, especially the influence on the application of technology-based learning media [2]. The habit of using technology-based media has an impact on teachers who are more comfortable using Power Point media. The problem is that Power Point media cannot present original learning objects, because it is only a recording of the object, even though students will have a stronger memory if they are given lessons using original media, as is the opinion of Bender, [3] who says that original media is the strongest type of media in instilling students' memory for the material taught by the teacher. Another problem with the teacher's habit of using power point media is that teachers lack variety in implementing learning in a varied manner, resulting in monotony. The monotonous application of learning media can cause boredom in students [4]. Students' boredom in following lessons will cause students to be lazy about studying which can lead to low learning achievement [5]. This is also what teachers in various modern countries do [6].

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This is also experienced by teachers in Indonesia [7]. The habit of using Power Point media has an impact on teachers forgetting to make original media, thus causing a decline in teachers' skills in making original media, because skill abilities will it gets stronger if it is practiced regularly [8]. To overcome teachers who experience a decline in skills in making original media in the form of paintings, researchers carry out training. Creating painting requires knowledge, technical skills and attitudes, and is strengthened by innate ability or talent [9]. The knowledge required is theoretical ability about the art of painting [10]. Painting technique ability is the ability to use painting techniques. Painting technical abilities are skills. Types of technical skills for making paintings include; techniques for mixing colors, using tools, materials, making sketches, arranging the composition, creating dimensional spaces, adjusting light and darkness, color gradations, creating a focus of view [11]. Skills in painting techniques will be well maintained if done regularly [12]. To help teachers who experience a decline in skills in making original media in the form of works of art, researchers carry out training activities in the form of artistic work practice painting.

Apart from requiring good technical skills, painting work also requires an attitude of patience, tenacity, perseverance in the work process and empathy for the work of painting. An empathetic attitude will grow if you frequently appreciate works of art [13]. Abilities that cannot be obtained by learning are innate abilities or talents [14]. but this talent will not develop if it is not properly nurtured [15].

2 Methods

The form of training activities with a learning by doing approach uses participatory training methods and peer tutoring [16]. Learning by doing (studying and working) is preceded by learning concepts and ends with practical work [17] as the main activity in implementation. Participatory learning is carried out by considering participants as having potential that can be used as a learning resource for other participants [18]. Peer technique involves involving some of their friends to accompany them [19].

The research time was carried out on April 28 2024 from 013.00 WIB to 16.00. The choice of implementation time is adjusted to the teaching schedule at the school. The time chosen starts in the afternoon because on average the tasks at school have already been completed, so that training activities do not interfere with working hours at each school.

The target/objectives to be achieved in the training are original learning media in the form of painting works, using canvas and oil paint. The size of the work is 40 X 60 CM. The resulting painting works of art can be used as a learning medium in schools, as a medium that can be combined with power points, so that teaching will be more varied and interesting.

The research subjects were 20 Arts and Culture Subject teachers who taught at Junior High Schools in the Indonesia City Government Education Service area, West Java Province. They have a background in the Bachelor's Degree in Fine Arts Education, so they already have the knowledge and skills to paint, the knowledge and skills to make learning media, because the Department of Fine Arts Education at the Indonesian University of Education has these courses.

The training implementation procedure is carried out through 4 activity stages; 1) preparatory stage; preparation for providing materials and tools as well as practical training places for making learning media, 2) training implementation stage; stage of practical training activities in making learning media, 3) stage of implementation of appreciation; an assessment and appreciation process for practice results is carried out and 4) follow-up stage; follow-up to the process and results of implementing training activities.

To obtain quantitative data in the form of the number of active and inactive participants, the Observation Sheet instrument was used, while to obtain qualitative data in the form of notes describing responses from interviews from representatives of each appreciator community group, an interview format instrument was used.

There are two techniques for collecting data, namely observation techniques and interview techniques. The first is an observation technique to record student participants' behavioral reactions during the practical activity process. Observations were carried out by one of the research members during the practice of making learning media. Second, interview techniques; carried out on 4 people representing 4 communities related to education. The four representatives; 1 representative from the school principal, 1 person from the education practitioner element, 1 element from the training participants, and 1 representative from the student element who has been invited by the committee. Data collection using observation techniques was carried out during the process of implementing practical training in two-dimensional media creation. Meanwhile, data collection using interviews was carried out during the appreciation exercise.

There are two types of data, namely quantitative data and quantitative data. To analyze quantitative data from observations in the form of the number of active and inactive participants, differences in numbers were analyzed using quantitative analysis using simple calculations with percentages [20]. To analyze qualitative data in the form of descriptions of responses to the work, qualitative descriptive analysis was used [21].

3 Results and discussion

The results and discussion of the research that has been carried out are presented as follows.

3.1 Results and discussion of training preparation

The team consisting of a chairman and members accompanied by 4 students and assisted by 4 fellow teachers representing the participants prepared materials and tools for making two-dimensional media/painting works of art. The media for painting are 20 pieces of canvas cloth ready to be painted measuring 40 x 60 cm, 20 pieces of acrylic paint, black pencil, eraser, colored pencils, brushes of various sizes, 20 pieces of canvas measuring 30 x 60 cm with frame, cleaning cloth, water container, and color mixing container. After everything was complete, the team rushed to the activity location. Based on the results of observation notes made by one of the research members, it appeared that almost all participants were active, enthusiastic and enthusiastic, there were only 3 participants who arrived late.

The preparatory painting activity stage seemed to run smoothly and without any disturbances that caused delays in the implementation of the activity. There were three participants or $(3:20) \times 100\% = 15\%$, compared to participants who arrived on time $(17:20) \times 100\% = 85\%$. Attendance of 85% of all participants is considered very good attendance. An activity that starts well will usually run smoothly and produce maximum results [22].

3.2 Results and discussion of training implementation

At the location, a group of service participants could be seen. When the team arrived, they welcomed them enthusiastically, familiarly and happily. This is a sign of the emergence of positive symptoms in the collaboration process, starting with a nuance of familiarity and joy. Next, the team joined the service team already at the location, led by the team leader, to make preparations. First, introduce themselves to each other, then the team leader, assisted by other members, prepares a place to create two-dimensional media. Before starting practice, the team leader is often accompanied by members about the concept of media, its types, and its function in learning. There seemed to be very active questions and answers and interaction between the team and the participants. There appeared to be 3 participants who were mostly silent and looked lethargic. The researcher approached and asked 3 participants who looked lethargic, it turned out they were sick. After getting an agreement on the concept, types and functions of media, the next step is to explain the technique for making two-dimensional learning media, in the form of paintings. The first stage; Participants were divided into 4 groups, each consisting of 5 people, plus 1 student representative, 1 teacher from their colleagues. Second stage; give assignments to the 4 groups to work together with each group to create a sketch of the painting that will be made using the media materials that have been provided. Third phase; The four groups, accompanied by their respective team leaders, students and colleagues, asked and answered how to make a proper sketch at the start of painting. After it was clear, they continued with the practice of making sketch accompanied by students and their colleagues. There, there seems to be a mutual learning process taking place. There is a mutual transfer of knowledge and technical skills in making paintings. The atmosphere seemed very friendly and harmonious. Members of the student element share knowledge about painting techniques and experiences. Skills in how to express ideas in a painting, starting from sketching the object of the painting, and how to process coloring, finishing and exhibition. During the training process of creating two-dimensional media for paintings, the researcher recorded the number of active and inactive participants on the observation sheet provided.

Based on observation records from 20 participants, 17 were active, while 3 were inactive. So according to a simple calculation using % according to [23] explains that data analysis with 85% - 100% confidence is very good, so the level of activity of the training participants in making two-dimensional media in the form of paintings is based on a simple calculation $(17: 20) \times 100\% = 85\%$, meaning participant activity is very good.

At the implementation stage of the activity, it appeared that the activity process was full of familiarity. Between participants and resource persons, apart from the transfer of knowledge and skills, what is interesting is the training with peer tutors. Representatives of the participants become presenters for other friends, so that the training activity

process appears to have no distance between presenters and participants. Participants are more open in consulting regarding problems they are experiencing during training, because with peer tutors the learning process is more open and enjoyable [24]. With the peer tutoring method there is also mutual learning, mutual transfer of knowledge and skills, between the presenter and the participants benefiting from each other. There is something interesting about the involvement of students as a team in presenting activities. They are directly involved with participants who already have work experience in the field, so that during the mentoring process students can learn from the participants what problems the participants face in terms of media application, and about the types of media that are actually needed in schools. On the other hand, participants who already understand the application of media in schools can share knowledge about the types of media needed by teachers in schools. This mentoring process can be a means for students to gain knowledge about learning media which is not necessarily available in the lecture hall. Likewise, for participants who are busy with work activities at school, sometimes there is not enough time to be literate about new things learned on campus like students do, so that participants can increase their knowledge about the media studied on campus. Students and participants share experiences, so that students and participants gain new knowledge. This kind of activity is in accordance with the Independent Curriculum program, one of which is that students must learn directly in the real world of work [25].

Based on the attendance records of the activity participants, 100% of the participants attended the activity, which deserves appreciation, even though they were busy with their work as teachers, they were enthusiastic about attending the activity, this is an indication that they have high motivation to learn. Motivational capital and enthusiasm for learning as initial capital to always adapt to new scientific developments [26].

3.3 Results of appreciation implementation

The practical implementation of creating learning media in the form of paintings has been completed with the production of 20 pieces of painting. The next step is the implementation of appreciation. The purpose of the appreciation is to get responses from communities who have an interest in education. Among them were 4 people present representing their respective communities, namely 1 school leader, 1 educational practitioner (teacher), 1 representative from the training participants, and 1 representative from the student community. They had indeed received an invitation from the committee to appreciate the participants' work. Apart from invited guests, many members of the general public also attended, even though they were not invited. This is an indication of the community's high level of appreciation for education. After the invited guests had arrived accompanied by the chief executive to wander around observing and enjoying the works that had been exhibited. While walking around, accompanied by the head of the activity, 4 invited guests were interviewed randomly in turn by the head of the activity. The focus of the question material consists of 2 questions; 1) questions to explore their opinions about whether teachers are obliged to use learning media when teaching, 2) the most obvious type of learning media for teaching, 3) opinions about the use of Power Point Media, and 4) their assessment of the work that has been created by the training participants. Responses and assessments from 4

representatives from each community, with written interview guidelines that have been prepared, the results are presented in Table 2 below.

Tabel 1. Interview answer results

No	Question	Headmaster	Teacher	Training Participants	Student
1	Is the application of learning media mandatory or not?	Obligation	Obligation	Obligation	Obligation
2	Choose the most obvious pair of media types for teaching: 1) Original Media, and Video Media. 2) Original Media and Model Media 3) Video Media and MediaImages?	1) Original Media and Video Media	1) Original Media and Video Media	1) Original Media and Video Media	1) Original Media and Video Media
3	Nowadays, teachers often use Power Point media. What do you think?	Good because it is very practical. But other media needs to be added so that students don't get bored quickly.	Good, but you need to add a video link to make it more interesting.	Good because it's easy to make.	Good, but other media should be added, original or video.
4	Which work is the best?	Which work is the best? Work number 1	Which work is the best? Work number 1	Which work is the best? Work number 1	Work number 2

Based on the results of interviews regarding responses regarding whether or not teachers are obliged to use learning media when teaching, it can be observed that 4 representatives from communities related to education turned out to be 4 people, both principals, teachers, training participants and students, who had the same opinion that teachers must using learning media in teaching. So 100% of the 4 people have the same opinion. This means that both school principals, teachers, training participants and students are of the opinion that teachers are obliged to use learning media when teaching. This is proof that school leaders, teachers, training participants and students recognize that the role of learning media is very important in learning. This is in accordance with the opinion of [27] who explains that learning media is important for teachers because it can help teachers to clarify learning material.

Based on the results of interviews, opinions from elements representing school principals, teachers, trainees and students regarding the 4 pairs of media types that are clearest for teachers to use when teaching are the clearest; all representatives from the principal elements answered the choice of media pair no. 1) Original Media and Video Media, or 100% chose pair no. 1 Original Media and Video Media. This shows that the

most recommended media are Original Media and Video Media. This is in accordance with the opinion that original media has advantages [28]. Likewise, choosing video media is because Video Media has advantages [29].

Alternative answer choices no. 2) Original Media and Model Media, and no. 3) Original Media with Image Media, none selected or 0%. This means that if teachers apply Original Media and Video, it will be more recommended by school principals, teachers, participants and students themselves who need the most preferred type of media. And conversely, school principals, teachers, participants do not recommend the use of Original Media and Model Media or Original Media and Image Media, compared to when teachers use Original Media combined with Video Media when teaching. Students also have the same opinion that they prefer teachers to use original media combined with video media, compared to teachers using original media combined with model media or original media combined with image media. This is in accordance with the opinion which explains that the most realistic media is native media [30]. Why is Video media so popular with students, because video is more danceable because it presents complete fictional elements from visual elements of form, movement, sound, expression, atmosphere, as if in accordance with the original [31] that Video can present reality so that students understand the content of the message contained in a video show more clearly.

Pay attention to the results of interviews regarding responses to the application of Power Point Media; 1) Answers from the principal; "It's good because it's very practical." "But other media need to be added so that students don't get bored quickly." Observing the answer from the principal, it can be interpreted that he agreed because of practical considerations, but gave suggestions to combine it with other media. So teachers agree to use Power Point Media with notes that it is added with other media so that students don't get bored quickly, or use varied media, because using varied media can reduce boredom [32]. Pay close attention to the answers from teacher representatives. He answered "Okay but you have to add a video link to make it more interesting." So the teacher also agrees that teaching uses Power Point media, but suggests that it be supplemented with original media. Teachers are practitioners who have direct experience in the application of learning media, so based on their experience they approve of the use of Power Point Media, but based on their experience they also recommend that it be supplemented with Original Media. The teacher's opinion is in accordance with learning theory which argues that the best media for teaching is Original Media [33]. The answer from the participants was "Good because it is easy to make". The answer from the participant representatives was in the affirmative because they assessed the easy way to make it. So making Power Point Media is one of the media that teachers consider easy to make, so they agree with the use of Power Point in teaching. The answer from the teacher representative element is an indication that the teacher is skilled at making Power Point Media, so they think it is easy to make. It is possible that the teacher being interviewed is one of the teachers who is already good at making power points. It is possible that there will be differences in answers if asked to participants Not yet able to create Power Point Media, of course further research is needed. The answer from the students was "Good but other media should be added, original or video". "The answer from this student element can be interpreted as meaning that students do not mind or agree to be taught by the teacher using Power Point Media, but other media must be added, namely Original Media and

Video Media." Students are those who directly experience the impact of the application of media by teachers, according to the opinion of [34]. The opinion of the representatives of the student element is important to pay attention to, because it is the students who are positively and negatively affected by the teacher's use of media. Examining the students' answers can be interpreted to mean that the students agree that if the teacher teaches with Power Point Media, it should only be supplemented with Original Media and Video Media. The answer from this student could represent other students who asked teachers to not only use Power Point media, but also other types of media. The first request for Original or Video media could be interpreted as meaning that not all subject matter could be explained using Power Point ask for Original Media or Video, because Original Media is very real media, so it can explain the material realistically, so that students feel it more clearly [35]. Why do students ask for this type of Media Video, because it can be captured by more than one sense, namely the sense of sight and the sense of listener, because students will be more attached to their learning experience if they learn using many senses [36]. So, based on interview answers to school principals, teachers, trainees and students, they all have the same answer that the application of Power Point media is permissible but adding other supporting media or using varied media is highly recommended by both school leaders, teachers, trainees and students.

4 Conclusion

Based on the results and discussion of training in making painting works for teachers, it is important to carry out, because by carrying out training it can increase the knowledge and skills of teachers in making learning media. The results of training activities in the form of painting works of art can be useful as supporting media for teachers in using Power Point media, so that it will increase the student's experience in a more realistic way. Teachers are recommended to apply varied learning media, because varied media can overcome student boredom in learning.

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