

Handbook Development to Create Expressive Drawings for Grade 2 Students in an Islamic Primary School Ambarawa Semarang

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Abstract

Based on the observation data the learning result of grade IIA showed average score in 70,4. 14 students (46%) are still under criteria and 16 students (54%) have reached criteria, that is 75. To solve the problem the researcher develops guide book to create an expressive picture. The result of this research in composing a guide book was design using CorelDraw X5 and Ms. Word 2010 on the content of the book, with A4 size and portrait shaped. The result of the media properness asesmen the guide book to create an expressive picture get score 85% and it is stated very proper and the content asesmen get score 81, 25% and stated very proper. The effectiveness of the use guide book has pretest average score is 56,2. While post test average score is 86. The result of N gain is obtained at 0,67 including in middle the value of category. Testing with significant level 0,05 . t_{table} is 2,08 and t_{count} is 69,28, so H_0 is rejected. The conclusion is the used of guide book to create an expressive picture is proper and effective

Keywords : Guide book, Expressive picture, SBK

1. Introduction

Arts, Culture, and Craftsmanship (SBK) constitutes the subject of Arts, Culture, and Craftsmanship used in the School-based Curriculum (KTSP) in accordance with 2006 Standard of Contents. The subject of Arts, Culture, and Craftsmanship needs to be delivered to improve creativity and to develop the students' potentials in arts field either conceptually or practically. One of the delivered skills is drawing expressive pictures. As stated by Tresnaningsih (Jurnal Pendidikan Guru Anak Usia Dini, 2015:5) spontaneous drawing is to draw a picture using tools spontaneously by revealing imagination, feelings, and expressions voluntarily.

Research conducted by Amaliya (Jurnal Pendidikan Bahasa and Sastra Indonesia, 2016) states that textbook is one of the teaching materials used in the education sphere. The textbook that contains the guide to draw expressive pictures is expected to be referred to in the Arts, Culture, and Craftsmanship learning particularly in the lesson of drawing expressive pictures.

Another study that promotes the solution to this problem is the one conducted by Setiawan in 2017 titled "Tipologi Karya Gambar Ekspresi Di SDN 02 Wonotirto Kecamatan Bulu Kabupaten Temanggung" (Typology of Expressive Drawing Works in SDN 02 Wonotirto Kecamatan Bulu Kabupaten Temanggung). The study shows that the expressive drawing works made by the kids in

SDN Wonotirto are categorized into two types of character or styles, i.e. natural and expressive. The external factors dominate more. The dominant theme is inspired from the surroundings, with village views, school environments, and especially, the mountain.

Another strengthening study was done in 2017 by Susanti titled "Pengembangan Buku Panduan Membuat Batik Teknik Tulis Jumpat Pada Pembelajaran SBK" (Development of Manual Book to Create Jumpat Batik in Arts, Culture, and Craftsmanship Learning). From the effectiveness test using t-test I acquired significance rate 0.000 which means that pretest and posttest results have significant margin. The comparison of average improvement score for pretest and posttest using N-Gain was 0.57 which is included in moderate level. Final percentages for the teachers and students' responses to the questionnaires respectively are 95% and 94.3%, i.e. highly applicable. The presentation the students made fulfills the mastery minimum criteria, at average collective score 82.9.

The observation on the initial data showed that grade IIA students achieved low average point, i.e. 70.4. 14 students (46%) got below-minimum-mastery-criteria scores and 16 (54%) fulfilled the minimum mastery criteria, i.e. 75. Arts, Culture, and Craftsmanship learning in MI Baran Ambarawa, particularly Expressive Drawings as lesson material, lacked of supporting tools for learning sources. According to Prastowo (2016: 17) teaching

materials are the systematically arranged materials containing the taught competencies that will be analyzed in order to meet the learning objectives, e.g. handouts, textbooks, modulus, workbooks, models, audiobooks, interactive media, etc. According to Ambuko, the teaching materials refer to some tools and devices to facilitate the teaching-learning process. That kind of assisted tools as instruction assistance include the simple tools such as textbooks (International Journal of Information and Communication Technology Research, 2013:1). Based on the explanation above, the teachers need the teaching materials dealing with the students low achievement to improve the Arts, Culture, and Craftsmanship learning outcomes particularly Expressive Drawings lesson, i.e. the handbook to fashion the Expressive Drawings. Handbook constitutes one of the printed teaching materials (Prastowo, 2015:75).

2. Research Methods

This study is included into RnD (Research and Development) through 7 of 10 research phases as mentioned by Borg and Gall i.e.: (1) data collection, (2) product design, design validation, (4) design revision, (5) product testing, (6) design revision, (7) product testing and final product (Sugiyono, 2015: 409).

Data sources I employed for this study included data sources for needs assessment, product propriety, and applicability of the handbook. The research subject of data sources for needs estimation was grade IIA students in MI Baran amounting 30 and 1 classroom teacher. Propriety test for media validation was conducted by Ghanis Putra Widhanarto, S.Pd. M.Pd and lesson materials validation was conducted by Mujiyono, S.Pd., M.Sn.. The data sources for the applicability assessment were taken from analysis of pretest-posttest margin score and were backed up with the scores of Expressive Drawings works. The research subjects were grade IIA students in MI Baran Ambarawa.

According to Dharmadi in his writings published on Jurnal Pendidikan Indonesia, 2013:4) data collection method is the measurement tool employed in a research. In this research, data were collected through testing, i.e. objective test and practical test as well as non-testing, i.e. interviews, questionnaire fulfillment, and documentation.

3. Results and Discussion

Data collected in this study would be processed and analyzed in order to find the final conclusion from the core issues (Nurfatoni in Jurnal Edukasi, 2013:4). The research on the handbook to create Expressive Drawings consists of several elements, i.e.: 1) handbook development, 2) expressive drawings handbook propriety, 3) expressive drawings handbook applicability.

Based on the students' need assessment, I could draw a conclusion that there needs to be an expressive drawings handbook as supporting tools. The developed book should at big size, attractive, and comprehensible to the students. The teacher gave me the following advices for the handbook development: 1) handbook design should be as attractive as possible, 2) for the letter preference, please pay attention to the letter G usage, 3) to draw the picture clearly and understandably for grade II students.

The developed product design was in form of A4-size book containing preface, table of contents, user guide, standard of competencies and basic competencies, introduction to lessons, lessons, exercises, gallery, glossary, and bibliography.

Data analysis collected from the assessors and candidates was conducted through percentage and descriptive analyses (Andini in Jurnal Unesa, 2016:4). The assessment of the lesson assessors attained score 52. 4 indicators scored 4 points and 12 scored 3 of all 16 indicators of assessment. The calculation was conducted using rates to find the percentage of the responses. From the assessment, the lesson validation scored rate 81.25% included into very proper category. Validation conducted by tools assessor shows total point 51. 6 indicators got 4 points and the other 9 got points 3 of all 15 indicators, so the rate was 85% included into very proper category. In general, the assessors gave the following feedback and advices: 1) to change the illustration for the front cover with the symmetric pictures, 2) to revise the prologue with preface, 3) to change the allocation of standard of competencies, basic competencies, and the place in the user guide part.

The questionnaire on students' responses got rate about 97.03% of 9 students and 100% for the questionnaire of teacher's response. On the applicability test, I could find the significant mean interval between the before-use (pretest) score and after-use (posttest) one as well as practical test of making expressive drawings.

From the Minimum Mastery Point (KKM) it was found out that $Z_{count} = 2.1468$ and one-tailed proportional test at significant rate 0.05 i.e. 1.64. So, in the posttest class, $Z_{count} > Z_{table}$. It showed that the handbook for making expressive drawings attained the learning mastery criterion which was not less than 75%.

Normality test calculation using Liliefors test with 21 students as respondents showed that the average point of pretest was 56.2 and standard deviation was 17.95. If $L\text{-value} < L\text{-table}$, data will show $0.179 < 0.190$ as the result. The average point of posttest was 86 and standard deviation was 7.77. If $L\text{-value} < L\text{-table}$, data will show $0.168 < 0.190$ as the result. The normality calculation showed that the data of learning outcomes were normally distributed. The rate of t-table was 2.08 and t-value was 69.28. This showed that $F_{count} > t\text{-table}$. Then the final conclusion is that H_0 is rejected.

From the calculation, *N-gain* resulted point 0.67, included in moderate category. Performance assessment for making expressive drawings at theme "My Experience" got the average point about 84.13 and it fulfilled KKM (Minimum Mastery Point) i.e. 75. Meanwhile, the average point of pretest conducted on 21 students before using the handbook was 66.7, while the average post-test point was 88.

The testing was conducted at significant rate $\alpha = 5\%$ or 0.05. The calculation result of t-table on 21 students as respondents was 2.08 and t-value was 59.98. This showed that t-value $> t\text{-table}$ so H_0 was rejected. The performance assessment for making expressive drawings at theme "My Experience" got the average point about 84.13 and it fulfilled KKM (Minimum Mastery Point) i.e. 75. The pictures that the students drew were the objects they can see in their daily lives. I found that the kids created the unique drawing styles by defending the styles in their lives and applied them anytime (Sawa Zenzaki in Journal of Cross Cultural Psychology, 2014:11). Aikaterini in International Journal Education (2014: 6) stated that the students expressed their ideas through their drawing works.

4. Conclusion

Based on the results and discussion, I can draw the following conclusion: 1) Based on the need assessment, the teacher and the students needed the handbook development which contained the lesson materials in short, which

included additional pictures, examples, and the steps to make expressive drawings, as well as to be able to test the understanding. Physically, they need A4-size book at the thickness < 50 pages, 2) The developed handbook for making expressive drawings was viewed as proper by the tools and lessons assessors as well as by the students. The tools assessor gave the rate 85 % (very proper) and the lesson materials assessor gave rate 81.25% (very proper). The students' responses on the small-scale test got rate 97.03% included in "very proper" and the teacher's response got 100% included in "very proper" category, 3) Handbook was effectively used in the Arts, Culture, and Craftsmanship learning, in the learning of making expressive drawings as lesson material, and the average pretest point was 66.2 and standard deviation 17.95. If $L\text{-value} < L\text{-table}$, data showed that $0.179 < 0.190$. From the data, we found the average *posttest* point was 86 and standard deviation was 7.77. If $L\text{-value} < L\text{-table}$, data showed that $0.168 < 0.190$. The normality test showed that the data of learning outcomes were normally distributed. The rate of t-table on 21 students as respondents was 2.08 and t-value was 69.28. Hence, I can conclude that H_0 was rejected. From the calculation, it was found out that *N-gain* was 0.67 and it is included in moderate category. The testing was conducted at significance rate $\alpha = 5\%$ or 0.05. The assessment of performance on making expressive drawings lesson on "My Experience" got 84.13 as average point and it fulfilled KKM (Minimum Mastery Criterion), i.e. 75.

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