



CATHARSIS 11 (2) 2022
185-194

p-ISSN 2252-6900 I e-ISSN 2502-4531

Catharsis: Journal of Arts Education



<http://journal.unnes.ac.id/sju/index.php/chatarsis>

The Revolution of Education Implementation Through Digital-Based Drawing Learning in Grade VII Students at SMP 2 Jati Kudus

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Received 28 May 2021, Accepted 23 July 2022, Published 15 September 2022

Abstract

Learning arts and culture focused on fine arts is generally carried out by practicing using wet or dry paint media. Along with the development of technology, the media for creating 2D art has developed, as an example is the presence of digital images which use gadget. SMP 2 Jati Kudus implements a digital-based learning system, by utilizing gadgets owned by students in creating 2D arts. This is an interesting phenomenon because at the same time, some schools have adopted a policy of prohibiting students from using gadgets. The ban on its usage does not apply to SMP 2 Jati Kudus, in which the school permits the students use gadgets as a medium for learning. Through this phenomenon, researchers see an opportunity for revolution and innovation in education through digital-based drawing learning, where most teachers of arts and culture focus on fine arts, still stuck with conventional learning. Therefore this research will focus on digital-based learning activities which are implemented in SMP 2 Jati Kudus, in which the involve students of grade VII. The primary data in this study were obtained from interviews, observations, and document studies, as well as the data obtained which were then analyzed using the Milles and Huberman data analysis techniques. The results of this study show that digital-based learning activities at SMP 2 Jati Kudus are the first step in preparing students to face learning in the future, with virtual-based learning.

Keywords: Learning, Digital Media, Drawing, Gadgets

DOI : <https://doi.org/10.15294/catharsis.v11i2.16782>

INTRODUCTION

Learning is an activity that is structured in a system, and learning activities are said to be successful when students begin to be able to use learning outcomes in their real life (Imran et al., 2022). The education system in Indonesia currently still shows a conventional learning style or model, where the standard rules that bind the implementers of learning activities suppress the level of student exploration and teachers in understanding learning more easily.

In one case, the understanding of educators in processing and utilizing learning media in the modern era resulted in the teacher's knowledge and intellectual property being left behind (Ma'sum, 2018). Several studies have shown that the problems experienced by teachers in learning activities are the teacher's comfort with conventional-style learning systems, the teacher's satisfaction with the knowledge they have, the lack of pressure from superiors, the lack of opportunity because they are busy taking care of learning administration and the lack of productivity of old age (Sudin et al., 2022) & Fitri, 2021). In other words, these problems are a failure in the world of education where educators are only limited to fulfilling their obligations in conveying knowledge without any effort to increase the knowledge they have.

The challenge of this digital era, showing how digital systems make human work easier, is not a significant obstacle and hurdle. Therefore adjustments to the digital era need to be made taking into account advances in science and technology (Sugiarto, 2014 & Beniarso & Utomo, 2018).

SMP 2 Jati Kudus, is one of the schools that implements a digital-based learning system by utilizing gadget media in its learning, where the learning activity is learning art and culture material for drawing. However, this is a response from the school in responding to technological advances by

utilizing smartphones, computers and tablets (Phoon et al., 2021). Digital technology in education is also positioned as an educational reform mechanism through the transformation of teacher practices (Blundell & Nykvist, 2016).

The school principal's policy of taking and authorizing students to bring gadgets to school is a fairly complicated decision. There are some phenomena occur in other schools which have gone viral in today's digital world. There are unscrupulous teachers who collect and destroy gadgets owned by students. (sebutkan sumber informasi dari mana? Mis: koran suara merdeka tgl ...)dst

This research has an interest in that whereas currently many schools do not allow their students to use gadgets in learning activities, SMP 2 Jati Kudus permit the students to use gadgets during the teaching and learning activity, especially in the subject of art and culture material for drawing. Even the subject teachers managed to collaborate between material and learning media.

Some previous research has been conducted by Saputra & Pasha (2021), Zufar, Thaariq and Ramadhani (2020), Panjaitan, Yetti, and Nuryani (2020) and Ramadhan (2020), discusses the use of digital media in learning in schools and focuses on computers and laptops. These previous studies have not discussed the use of media gadgets in learning activities. Therefore, this research has a novelty in the focus of the study, the use of gadget media in learning in junior high schools.

This research will focus on the construction of implementing education through digital-based learning, where the phenomenon in research that applies future learning systems is unique, and needs to be studied more deeply, related to the implementation of learning activities that take place in grade VII students of SMP 2 Jati Kudus.

METHODS

Research is a process of investigation of a discipline relevant to the activity. The process referred to here is basically general and standard in nature, but must be structured and accustomed to certain disciplines and their own areas of concern (Rohidi 2011:169). This research is a qualitative research using an instrumental case study approach, where the phenomenon that occurs in this research is digital-based learning which can support student creativity and collaboration, which has not been implemented properly in most schools. Moreover, the use of gadget media is an interesting phenomenon to study in digital-based learning.

This study uses primary data and secondary data obtained from interviews on several components involved in digital-based learning, such as arts and culture teachers, image focus, grade VII students as the object of the research, and vice principals as policy holders. In this study, researcher will observe and analyze each implementation of learning activities using gadget. Later, the data collected will be analyzed using interactive data analysis techniques by Miles and Huberman, in order to obtain the expected research results.

RESULT AND DISCUSSION

SMP 2 Jati Kudus as an outstanding school in Kudus Regency, should be able to implement an education system which is able to adapt to future times as well as the use of technology which is growing day by day. Therefore it is important to determine policies which can support the direction of learning by utilizing digital media.

Utilization of Digital Media in Learning

Digital media in learning can facilitate teaching and learning activities in the classroom, therefore educators need to continue to update their knowledge towards the future. As well as the use of media,

internet network, laptops, and so forth. Phenomena which occur in the education world in Indonesia, where the use of digital media is still taboo, in several schools have policies prohibiting the use of gadgets. As what have been viral is when unscrupulous teachers destroyed hundreds of student gadgets in the middle of the field. In terms of school rules, this action can be justified whereas from a social and technological perspective that is happening today, is very inappropriate. The use of gadgets in learning is a new breakthrough for the education world. Schools do not need to provide gadgets for each student because each student already has their own gadget.

The use of digital technology in learning in the 21st century is natural as we consider that the 5.0 industrial revolution has begun to surface. In some cases, technology has facilitated human activities. The examples of technologies are as follow; the existence of distance learning (online) classes, ease of accessing teaching materials and learning materials. However, this opportunity is not fully understood by most educators because they feel that technology makes it difficult. If we return to a few decades ago, technological inventions would be expected to facilitate human activities. The examples of technological discoveries that make human activities easier are: Alva Edison who succeeded in inventing the incandescent lamp, Tesla discovered AC electric current and Leonard Kleinrock who invented the internet network. There are many other major findings that have changed human life today. Surely this does not end here, findings from various scientists in the 21st century have brought humans to the virtual world or what is often known as cyberspace. Therefore it is not new for humans to learn this type of virtual learning in the world of education. In fact this must be realized. Furthermore, digital-based learning is an initial step towards future learning.

In 2019, Indonesia is one of the countries in the world that was also hit by the

Covid 19 pandemic. Because of this, the entire world's population is forced to stay in their respective homes to do every job from home. This is of course done by utilizing internet media, even though it seems forced in the world of education. This has changed learning and teaching activities in a more advanced direction in the last two years, even though it seems premature in some areas that are not ready for this (Molnár & Hermann, 2022). But it is an interesting phenomenon that has resulted in entire societies learning about digital media. This is a very visible achievement, where meeting activities can be carried out anywhere, regardless of distance and time. According to the philosopher Simulacra and the sociologist Jean Baudrillard who say that currently human existence has been distracted by what is seen in front of the screen, but that is an achievement that must be realized, that currently humans are in a digital age.

Digitalization in the world of education is rife in many schools, as the same case which happens in SMP 2 Jati Kudus. The school is now implementing a semi-digital based learning system, where the intended semi-digital basis is the use of digital media in learning that is at a more advanced level compared to several schools in the regency and even in the province. Learning to use digital media in this case is not only focused on using laptops, LCDs, and internet networks (Becker et al., 2020 & Schneider et al., 2018), but SMP 2 Jati Kudus has a policy of using gadgets in its teaching and learning activities, especially in the subject of art and culture learning : drawing.



Figure 1. Learning Activities Using Gadgets by Grade VII students (Source: Research Documentation 3 September 2022)



Figure 2. Learning Activities Using Gadgets by Grade VII students (Source: Research Documentation 3 September 2022)

Fine art learning in junior high schools is generally carried out through hands-on practice and using wet and dry coloring media, as well as using internet media to view references. What is interesting thing is learning art at SMP 2 Jati Kudus which uses android media in its artistic activities. While most schools reject this learning, SMP 2 Jati Kudus actually sees this as an opportunity to educate students. Naima Livian (13) in her interview said that:

"Learning drawing using a cellphone (gadget) is very interesting and fun, many new things are discovered, and we have no shortage of references in creating. Occasionally if we are having difficulties we could ask the teacher, sometimes even if my teacher is having difficulties, we study it together via Youtube." Interview September 3, 2022

It can be seen that students really enjoy learning activities by using media gadgets,

without eliminating the relationship of social interaction between one another. Digital-based learning in this school is very well received by students and all elements of the school, of course with supervision by the teacher of fine arts and culture focus. As said by Imran (30) as a teacher of art and culture materials for drawing.

"Students' interest in learning to draw is very clear, where the enthusiasm and excitement of the students is very visible from the way they use their cellphones... Well,, of course this is still under our supervision, because it is not uncommon for students to misuse their cellphones, even so alhamdulillah, so far no students have been found to abuse their cell phones, as many people think. But I'm sure that with good supervision from us, the school can control everything." Interview September 3, 2022

This opinion is supported by Gianto (53) as Deputy Head of School for Student Affairs.

"... this policy started with instructions for the use of technology media in learning by the government. At first we were quite skeptical about this policy, but we kept trying, and carried out several policies that were quite difficult, such as collecting cellphones during breaks by the counseling teacher, checking cellphones before being used by students, and many more, until now we believe that supervision carried out by subject teachers is very important, moreover this is the era of internet media, if we don't adjust we will also be left behind right?.... " Interview September 3, 2022

Referring to the results of the interview above, it appears that the readiness of the school in reconstructing the old educational style towards future education, is being seriously carried out by elements of this school, moreover not only in learning activities but also in the school administration system, which has been packaged in digital form.

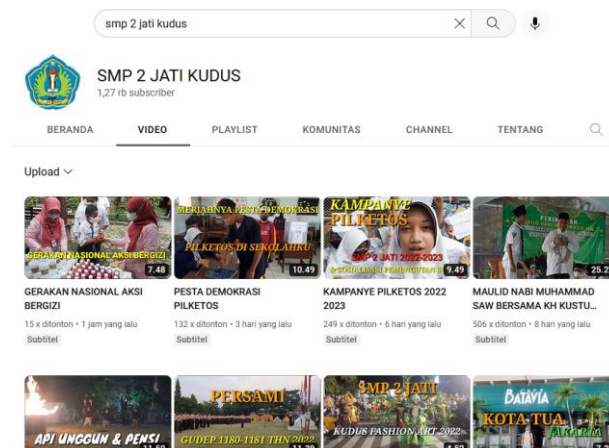


Figure 3. Utilization of Youtube Media as a Publication and Storage Tool (Source: Research Documentation September 3, 2022)

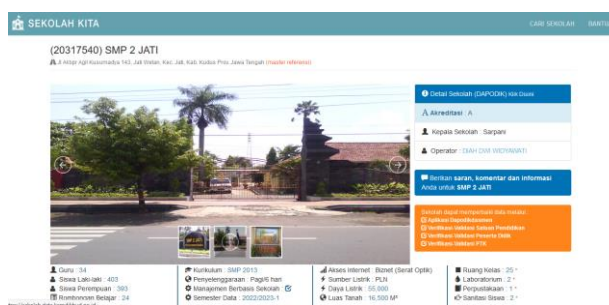


Figure 4. SMP 2 Jati Kudus Kemdikbud Big Data (Source: Research Documentation September 3, 2022)

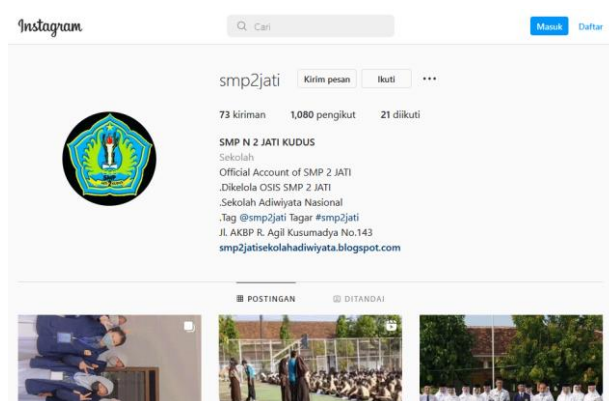


Figure 5. Utilization of Instagram media as a publication and storage tool (Source: Research Documentation September 3, 2022)

The Revolution of Education Implementation

Learning is often a common topic in a research analysis, of course this shows that there is no appropriate learning model in a

learning activity. This seems natural for the world of education and of course this is evidence that an educated society continues to learn and update its knowledge, ideally like that. However, currently the facts from several studies show that the problems in the world of education are, there are educators who are comfortable with the classic learning model, ages that do not allow learning new things, the welfare of educators who are not properly guaranteed, and many more. (Imran et al., 2022 & Sudin et al., 2022). Of course this results in teaching and learning activities that occur in schools will not be carried out optimally.

Educational services provided by educators are minimal, of course, can reduce the quality of students. Basically, good education is education that can have an impact on the real world of students, but in this case classical style education is still favored by most educators. In this modern era, the world of education has been required to adapt to every era, especially in this digital era (Taqi et al., 2021).

Education in the future will involve virtual learning and nowadays it has been shown slowly through cyberspace. Learning that takes place in several online classes is carried out through cyberspace and from anywhere (distance learning). The concept of future learning is slowly being applied by utilizing the internet network (Schüler, 2019). Through this learning model, of course, educational implementers need to prepare themselves. SMP 2 Jati Kudus, has slowly implemented this learning model. In addition to the distance learning model, mastery of learning media is well understood by subject teachers. Imran as the supervisor of the field of art and culture with a focus on visual arts, introduced students to the use of gadget media in learning activities. He said that gadgets are not only a mere reference source but also a medium for creating art. This is supported by Ki Hadjar's statement that good learning is learning that involves the child's environment (Mukaddam et al., 2020).

Learning by using digital media at SMP 2 Jati Kudus is an interesting breakthrough. If we look at several cases where other schools adopted a policy of prohibiting bringing gadgets to school for reasons of misuse which had a negative impact, SMP 2 Jati Kudus is the opposite. SMP 2 Jati Kudus is more visionary because it makes good use of opportunities to present learning in the future.

Mechanism of Digital-Based Fine Arts Learning

The use of technology in learning can foster individualistic attitudes towards each student, but through this learning it can create a new atmosphere in which learning activities are more enjoyable (Schneider et al., 2018). Digital-based learning offered by SMP 2 Jati Kudus in the world of education has been able to distract from the negative effects of digital media, as well as distract from understandings of the shortcomings of digital media. As an interesting learning model, teachers in the fine arts subject at this school have succeeded in processing classroom learning by using gadgets. The success of learning activities is not only determined by the learning media, but also by the application of the learning methods applied by the teacher (Reinhold et al., 2020).



Figure 6. Interaction between students and teachers in learning to draw using media gadgets (Source: Research Documentation September 3, 2022)

This digital-based learning in a structured way has a goal, to provide students

with an understanding that in learning activities, everything around students can be used as a tool for learning and work, in his interview Imran (30) said.

"Learning activities using cellphones, maybe it's something new for most schools out there, because they haven't looked much deeper into the potential of the media used. I thought at first it would be difficult, but after going through it everything became more interesting, moreover the enthusiasm of the students in working was also very visible...." Interview September 3, 2022

From the interview above it can be seen that digital-based learning activities initially experienced difficulties but after trying to go deeper, finally the teacher in charge of this subject succeeded in finding a formula with his own learning style. This is of course with the target of achieving the learning objectives that have been determined.

".....the learning objectives administratively already exist in the RPP, but as a teacher in fine arts I also have a teaching goal, in order to produce quality students who are ready to compete in the future, as well as the use of media that surrounds students, ahhhhh that's the goal so that students also know where this learning is going" Interview 3 September 2022

It can be seen that the use of gadget media in learning has the aim of giving students an understanding that every object around students can be used as a learning tool. Then the use of media in learning also has a relationship with the learning objectives carried out by Imran as a cultural arts teacher.

Digital-based drawing-based learning conducted at SMP 2 Jati Kudus certainly has its own method. The results of the researchers' observations on September 3, 2022 in class VII SMP 2 Jati Kudus, show that learning activities start with planning learning activities a few days before learning takes place, by informing students that the next meeting will prepare digital media in the form of gadgets and preparation of drawing material. When art and culture lesson material for drawing

arrives, the class is opened by introducing the materials and objects to be drawn from each other's point of view. Furthermore, students were given another explanation regarding the elements of 2D works of art, which consisted of darkness, color, plane, texture, dots, lines, and space. After explaining the whole, students are then given time to start their creative activities.



Figure 7. Preparation for Presentation of Student Digital Drawing Work (Source: Research Documentation September 3, 2022)

In some time, Imran occasionally surrounds students to see and correct students' work processes. After the work has been completed, then a demonstration of the work is carried out by each student, and comments are made by other students. As a form of ongoing assessment, Imran has several assessment points that need to be met.

Table 1. Instruments for assessing student work

No	criteria	A 86- 100	B 70- 85	C 50- 60	D >49
		Very good	good	Fairly good	poor
1	Media mastery				
2	Form mastery				
3	Coloring mastery				

- 4 Area,
texture,
line and
space
usage

The assessment instrument above is intended for assessing student class work, in which it will then be combined with activeness, attendance and homework scores to find grades at the end of the semester for students. In this case, Imran uses an appraisal technique that considers formalist aesthetics, where the aesthetic value of the work can be seen from the accuracy of the shape and suitability of the object.

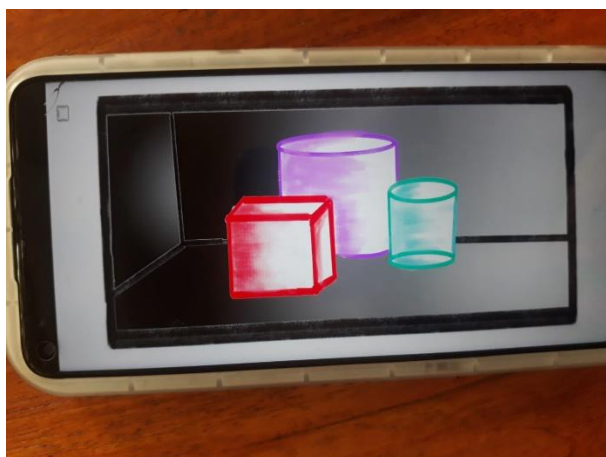


Figure 8. Student's Digital Drawing Work
(Source: Research Documentation 3 September 2022)



Figure 9. Student's Digital Drawing Work
(Source: Research Documentation 3 September 2022)

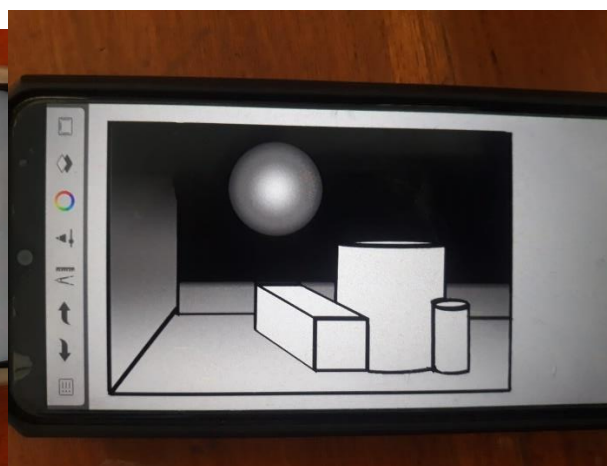


Figure 10. Student Digital Drawing Work
(Source: Research Documentation 3 September 2022)

CONCLUSIONS

The activities of drawing learning in grade VII SMP 2 Jati Kudus are activities that are prepared for future virtual learning. By using gadgets, every student can enjoy this learning activity without reducing the emotional connection that is built in learning, as well as the expected social interaction that is maintained. Digital-based learning activities by utilizing media gadgets is a new breakthrough, where at first there were difficulties and deficiencies that educators at SMP 2 Jati Kudus could slowly overcome. Therefore, this learning model is an attractive

offer for educators who are still comfortable with conventional learning models.

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