

Collaborative Assessment of Teacher-Parent in Creating Collage on the Theme of My Hero as Strengthening the Character of Cooperation Role Models

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ABSTRACT

The aims of this research are to describe (1) how the activity of Teacher-Parent collaborative assessment through the creative process of making collage in the theme of My Hero, and (2) how such collaborative assessment is able to reinforce a role model of collaboration to students. This research is a descriptive qualitative involving students and their parents. The data were collected through interviews and observations. The data analysis applied the model from Miles and Huberman by conducting data collection, data reduction, data presentation, and drawing conclusions. The implementation of collaborative assessment between teachers and parents in creating heroic-themed collage to strengthen the role model of collaboration was carried out in several steps: (1) students understood the teaching material under the them of My Hero; (2) students chose any heroes from their own lives; (3) students prepared materials and devices for making collages; (4) students created collages about heroes in their lives; (5) teacher assessed students' collage artworks once they were finished; (6) teacher provided assessment sheets for the students' parents to assess their children's artworks; (7) when the class had finished, students brought home their artworks along with the assessment sheets; (8) students presented their artworks to their parents for being assessed; (9) students submitted their parents' assessment results on the following class meeting. The results of the research show that (1) this teacher-parent collaborative assessment could improve students attitudes and competence in building their collaborative character to work within and among teams; (2) this collaborative assessment is able to strengthen the role model of collaboration towards the students. The other benefit of this learning process is that it involves a collaboration between teachers and parents in the students' development process.

Keywords: *collaborative assessment, collage, My Hero, role model character*

1. INTRODUCTION

Cultural arts are a means for teachers to grow students' creativity levels through art projects made by students. There are many ways to foster student creativity through a work of art, the most familiar are drawing, coloring and making collages. Collage is one of the fine motor training activities by arranging and attaching colorful pieces of paper to a certain picture or pattern (wandi, Zherly N and Mayar, Farida. 2020:354). Meanwhile, according to Palintan, A.T.A, Saria. (2018) a collage is a two-dimensional work of art that uses a variety of materials as long as these basic materials can be combined with other basic materials which can finally unite into a complete work that can represent the aesthetic expression of the person who made it. The two statements above are almost the same as the statements made by Syakir Muharrar and Sri Verayanti (2013), they state that collage is a technique of gluing various elements into one frame to produce new works of art.

The three statements above are reinforced by a statement from Primayana, K. H. (2020) collage is a work of art made by gluing any material into a harmonious composition so that it becomes a unified work. So a collage can be interpreted as a two-dimensional work of art made by sticking any material into a frame as long as these basic materials can be combined with other basic materials to produce new works of art.

Students' activities in making works of art will be better if they are combined with a fun learning process for students. Teachers can implement project-based learning processes so that learning is more active and students are more enthusiastic in learning. The role of the teacher in choosing the learning method and model greatly influences the interest in learning and student learning outcomes, because it involves the suitability of student learning with the teacher's teaching method. Good learning is learning that has been planned by paying attention to the character of students, so that learning can be structured and have clear goals.

In addition to the learning process that is important to pay attention to, assessment is also an important point in the student learning process. Assessment is an activity to collect information about student learning progress using various procedures, such as formal tests, inventories, checklists, self-assessments, portfolios, projects and other activities (Pantiwati, Yuni. 2016:20). According to Marlina (2019), assessment is a process of obtaining relevant information to assist children in making educational decisions. From this understanding, the assessment is not a result but a process that is carried out systematically. The process begins with collecting information and data then analyzing, interpreting and finally giving a decision about the data or information collected. (Anggraini, Wardah & Kuswanto, C. W. 2019:63). Why is an assessment necessary? according to Anggraini, Wardah & Kuswanto, C. W. (2019) assessment is carried out to determine the level of competency achievement during the learning process and after learning takes place in order to provide feedback to students to find out strengths and weaknesses in the process of achieving competence, provide feedback to teachers to improve methods, approaches, activities and learning resources carried out in learning, as well as input for teachers as parties in the further development of students and finding learning difficulties experienced by children to assess the potential and talents that can be developed by children.

Mostly, the assessment process is carried out by a class teacher, even though the responsibility for developing student potential is not fully carried out by the teacher while the students are in school. There is a role for parents and the student environment who are also responsible for the growth and development of students. Prabhawani (2016) states that the implementation of education is the responsibility of parents and the surrounding community, not only the responsibility of educational institutions. Parents initially played a role in guiding basic attitudes and skills, such as religious education to obey the rules, and for good habituation, but their role became wider, namely as a companion for academic education. (Nurlaeni & Juniarti, 2017). These two statements are in line with the statement from La Fua (2018) which states that the family is a forum for the formation of children's character. A family, parents become a model for the development and formation of children's character. The above statement is further strengthened by the results of research from Prasanti and Fitriani (2018) family, school and the outside environment (playing, tutoring, and talent development) affect the formation of children's character. All of these statements refer to Ki Hadjar Dewantoro's teachings on the Three Education Centers.

2. METHODS

This research is a qualitative descriptive study because the researcher wants to describe the application of collaborative assessments of teachers and parents in the collage work with the theme of my hero as strengthening the character of the cooperative role model. The research subjects were students and parents. Data collection techniques used are observation and interviews. The data analysis technique uses the Miles and Huberman model, namely data collection, data reduction, data presentation and drawing conclusions.

3. RESULTS AND DISCUSSION

Learning begins with students understanding the material presented by the teacher related to the theme of my hero, the material is presented through reading materials contained in student books. Next, the teacher and students discuss the contents of the reading and the teacher asks who the heroes are in students' lives, the question becomes a discussion between the teacher and students. After the discussion is over, the students have

already determined who the hero is in their life. Students then prepare tools and materials to make a collage with the theme of my hero. After the students finish making the collage, the teacher assesses the students' work and the students get a parental assessment sheet from the teacher which will be handed over to the students' parents. After learning is complete, students bring home their work and parental assessment sheets. After students arrive home, students give collages to parents to be assessed on the parental assessment sheet. The next day, students brought the results of their parents' assessments and handed them over to the teacher. From the results of this study, the researchers found; (1) The collaborative assessment activities of Teachers-Guardians through the creative process of collage with the theme of My Hero are able to grow students' attitudes and abilities in building character in collaboration within and between teams. (2) Teacher-guardian collaborative assessment in the learning process is able to strengthen the character of the cooperative role model for students. The advantage of this learning is the cooperation of teachers and parents in the process of developing students.

4. CONCLUSION

The application of collaborative assessments of teachers and parents on the collage work with the theme of my hero as strengthening the character of the cooperative role model is by means of; 1) students understand the material presented by the teacher regarding the theme of my hero, 2) students choose heroes in their lives, 3) students prepare tools and materials to make collages, 4) students make collages about heroes in their lives, 5) after they finish making collages, the teacher assesses the student's work, 6) students get a parental assessment sheet from the teacher, 7) after learning is complete, students bring home their work and parental assessment sheets, 8) students give collages to parents to be assessed on the parental assessment sheet, 9) students bring the results of their parents' assessment to the next meeting. The results of this study include: (1) Teacher-guardian collaborative assessment activities through the creative process of collage themed My Hero is able to grow students' attitudes and abilities in building character in collaboration within and between teams. (2) Teacher-guardian collaborative assessment in the learning process is able to strengthen the character of the cooperative role model for students. The advantage of this learning is the cooperation of teachers and parents in the process of developing students.

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