

# Learning Innovation Through Montage Artwork Creation Activities in SBdP SD Lessons

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## ABSTRACT

The development of interesting learning media is directly proportional to student learning achievement with targeted learning outcomes. This is achieved through development activities and the initiation of creative learning in montage art creation activities is expected to be able to foster student interest and motivation in learning. So that learning can be more desirable, fun, and meaningful. The purpose of writing the article is to describe the development of montage artworks in SBdP SD subjects. This research uses qualitative descriptive method with the results of the research in the form of descriptive analysis. The subjects studied were grade IV students of SD Islam Terpadu Mutiara Hati, which totaled 10 students. Data collection techniques are carried out through interview and observation techniques as well as documentation. Data analysis techniques are carried out using triangulation and drawing conclusions. The results of this study show that; (1) the development of montage artworks in SBdP SD subjects can provide opportunities for students to express ideas actively and creatively in following the learning and not feel bored during learning. (2) The montage artwork in grade IV of SD Islam Terpadu Mutiara Hati is in accordance with the characteristics of the students because the selection of images and the combination of colors and images are very interesting.

**Keywords:** *Learning Innovation, Montage Artwork, Elementary School*

## 1. INTRODUCTION

Learning is the interaction of the educational process in which there is a reciprocal relationship between educators and students and the reciprocal relationship has certain educational objectives Jihad, Haris (2012: 12). Learning consists of two aspects that are combined, the first aspect of learning is focused on what the learners do and the second aspect, teaching is oriented towards what the educator should do as a lesson giver. These two aspects will play a role in collaborating with each other into an activity which will later become an activity when there is interaction between educators and students, as well as students with students during the learning jihad, Haris (2012:11).

One of the subjects that needs to be given in elementary schools is Cultural Arts and Crafts (SBdP). In SBdP subjects there are art learning such as Fine Arts, Music Arts, Dance Arts and Skills. Fine Arts learning in SBdP subjects belongs to the aesthetic subject group.

According to Susanto (2013:261) cultural arts and skills education is a culture-based art education consisting of fine arts, music, dance, and skills. Cultural Arts and Crafts (SBdP) is an update of the name of the Arts and Culture and Skills (SBK) subject in the previous curriculum. Based on the above understanding, Arts and Culture and Crafts (SBdP) education has an important role in the personal

formation of students by paying attention to the developmental needs of children regarding learning activities rooted in the norms, values, behaviors, and products of diverse national cultural arts.

As an adaptation to the challenges of the global world, the role and participation of schools is needed to prepare for the potential of superior, skilled, and creative students. From this footing, professional teacher competencies are needed in all fields. Moreover, elementary school teachers as class teachers must be able to master all the areas that can be taught by elementary school students. As it is in the content of cultural arts and crafts. To provide a technical understanding of this material, and improve the competence of teachers in teaching cultural arts content and crafts, especially in collage, montage and mosaic materials, it requires a very high understanding and creativity in teaching activities.

SBdP in SD aims to create a sense of beauty and the ability to process the appreciation of art. So through art, the ability to create, taste and taste of children are processed and Developed. In addition to processing creation, taste and taste as applied above, art education is to cultivate various thinking skills. This includes creative, innovative, and critical skills. These skills are processed through inductive and deductive learning in a balanced way.

SBdP is actually a relatively new term used in the school world. At first the term drawing was used. The use of the term teaching to draw lasted for a long time until it was later replaced with the term SBdP. The subject matter given was not only drawing but also various other fields of fine arts such as sculpting, printing, pasting and also art appreciation. The purpose of teaching drawing in schools is to make children able to draw through eye and hand coordination exercises.

In the 2013 Curriculum, especially SBdP subjects in addition to knowledge, there is also more emphasis on children's skills. In every Basic Competence (KD) The learning content of SBdP always has works of fine art such as drawing, mekrame, meronce, graining, mosaics, montages, and collages.

Montage is one of the works of art that you need to recognize. The reason is, montage works until now are still in great demand by many people. It is supported by montage functions in various fields.

Montages can survive their popularity until now due to adaptation to modern technology. In modern terms montage is also called photomontage, which deals with photography. It usually relies on image editing software with cropping, layering, and exposition techniques.

A montage is a collection of images held together in one background frame. Montage is a work of pasty art that combines many images into one phenomenal work. However, not just pasted and combined, montage works must certainly have a mutual meaning.

## 2. METHODS

This type of research is qualitative descriptive research, according to Sugiyono (2016: 9) qualitative descriptive method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is as a key instrument of data collection techniques carried out by trigulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning more than generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the results of writing are in the form of words or statements that are in accordance with the actual situation.

This research was conducted in grade IV of SD Islam Terpadu Mutiara Hati which totaled 10 students. Researchers hope to collect the data needed to answer the problems in this study. The researcher may still take the data back to the field, if the data obtained during the observation has not been able to solve the problem in this study.

According to Sugiyono (2016:19) Research Objects are scientific goals to obtain data with certain objectives and uses about a thing that is objective, valid and reliable about a thing (certain variables). The object of the research studied was the application of learning through the creation of montage artworks in SBdP learning, while those who were used as subjects in this study were grade IV students of SD Islam Terpadu Mutiara Hati.

Based on the above problems, the types of data used are primary data types and secondary data types. Primary data is a data source that directly provides data to data collectors Sugiyono (2016:137). In this writing, data that was observed directly in grade IV of SD Islam Terpadu Mutiara Hati was the result of data taken by interviewing informants, namely teachers, to obtain data on the application of learning through montage artwork creation activities in SBdP learning.

The definition of secondary data according to Sugiyono (2016:137) is a source that does not directly provide data to the data collector, for example through other people or documents. This data is obtained indirectly through the media, and other information related to the application of learning through the creation of montage artworks, such as SBdP learning, and references to montage artworks. Supported by literature studies related to the theory of the application of learning through the creation of montage artworks in SBdP learning.

The data acquisition technique in this study consists of the technique proposed by Sugiyono (2016:225) which consists of interviews, observations, documentation and triangulation or combinations.

According to Sugiyono, (2016:231) an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. The interview technique here is carried out by question and answer to the teacher. The purpose of this interview was to obtain in-depth data or information about the application of learning through the creation of montage artworks in SBdP learning.

According to Sugiyono, (2016:145) observation is a data processing technique that has specific characteristics when compared to other techniques. In this case, observation is carried out by observing directly the application of learning through the creation of SBdP learning montage artworks.

According to Sugiyono (2016:240) documents are records of events that have passed. Documents can be in the form of writings, drawings or monumental works of a person. Documents in the form of writing such as diaries, biographies, regulations and policies. Documents in the form of drawings such as photos, live images, sketches, and so on. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, and so on. Document studies are complementary to the use of observation and interview methods in qualitative research.

According to Sugiyono (2016:241) Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. The purpose of triangulation is not to seek the truth about some phenomenon but rather to increase the researcher's understanding of what has been discovered. In this study, researchers used one type of triangulation, namely source triangulation. According to Sugiyono (2016: 241) source triangulation means obtaining data from different sources with the same technique. Data is said to be valid if there is consistency or compatibility between the information provided by one informant and another informant.

Thus the focus of this research is that researchers are more focused on the application of learning through the creation of montage artworks in science learning. In this study, researchers went directly to the field for observation.

### **3. RESULTS AND DISCUSSION**

SBdP is an effort to develop a person's personality in order to prepare to become an independent and responsible citizen of society through activities related to the statement of feelings of beauty through the medium of lines, colors, textures, fields, volumes, and spaces or in other words through learning activities in the field of painting / drawing, print art, sculpture, craft art design and art of buildings/environmental design Salam (2001:15).

SBdP which is carried out in the form of learning activities basically includes learning theory, appreciation, and fine arts skills (Salam, 2001: 15). The learning of fine arts theory focuses on fostering the cognitive aspects (knowledge) of the arts. This fine art material contains studies such as reviews of fine art, art history, aesthetic issues and ways to assess a work of art both conceptually and compositionally.

SBdP is a means for the development of children's creativity. The implementation of fine arts education can be carried out through work activities and games. The purpose of art education is not to

nurture children into artists, but rather to educate children to be creative. Art is a game activity. Through games, we can educate the child and foster his creativity as early as possible. Thus it can be said that art can be used as an educational tool. Through games in art education, children have the flexibility to develop their creativity. Some important aspects that need attention in fine arts education include earnestness, sensitivity, production power, group awareness, and inventiveness.

SBdP is any effort to improve the expressive creative ability of students in realizing their artistic activities based on certain aesthetic rules. In addition, art education in elementary schools aims to create a sense of beauty and the ability to process the appreciation of art. So through art, children's ability to create, taste and taste are processed and developed. In addition to processing creation, taste and taste as applied above, fine arts education is to cultivate various thinking skills. This includes creative, innovative, and critical skills. These skills are processed through inductive and deductive learning in a balanced way.

Montage works are closely related to image cutouts or it can also be referred to as paste scissors works. In full, a montage is a work of art created by combining pieces of images from various sources and attaching them to a certain field so that it becomes a unified work and theme.

The various sources in question can be from newspapers, magazines, books, or images that are deliberately printed. The images also vary according to the theme of the montage. For example, an environmentally themed montage, then the images that are cut and combined are trees, grasses, mountains, animals, and flowers. Based on the manufacturing technique, montages can be grouped into two, namely montages with photo techniques and montages with manual paste techniques.

Montage in the world of photography is called a photo montage, which is a photo made of patches or a compilation of several other photos. Meanwhile, montages with manual paste techniques are the ones previously described.

As for how to make a montage carried out at the Pearl Heart Integrated Islamic Elementary School, basically prepare some pieces of pictures from newspapers, magazines, or books, then follow these steps:

1. Cut or scissors the prepared drawings. Try to make the scissors as neat as possible following their shape.
2. Paste the drawings on the same drawing paper using paper glue.
3. Arrange the image according to the desired theme or story.
4. Finally, to make it look more beautiful and attractive, color the montage work using crayons, colored pencils, or markers.

Through the application of learning through the creation of montage artwork activities, students are more actively participating in solving the difficulties experienced by students during the SBdP learning process in the classroom. In SBdP learning, teachers apply learning through the creation of montage artworks appropriately and correctly so that learning outcomes will increase. From the discussion above, it shows that success indicators are achieved, there is an increase in student learning outcomes in classroom learning activities with the application of learning through the creation of montage artworks in grade IV SD Islam Terpadu Mutiara Hati.

Some of the obstacles faced when implementing learning through the creation of montage artwork include that students are still not used to expressing their ideas and entering lack of confidence in expressing opinions.

#### **4. CONCLUSION**

From the results of observations made at SD Islam Terpadu Mutiara Hati, learning using the application of learning through the creation of montage artworks went smoothly and in accordance with the objectives. Although there are some obstacles, the level of student participation in the classroom tends to increase, which affects their learning outcomes. It can be concluded that teachers should always evaluate in their delivery whether it has been deemed effective or not. Therefore, teachers always need to develop learning in the classroom by using creative and innovative ideas so that the classroom atmosphere remains active. So that it will have an impact on the seriousness of children's learning in the classroom.

Based on the results of this observation, it is hoped that it will be more in the application of learning through the creation of montage artworks on SBdP-charged thematic learning in elementary schools, so the

researcher wants to provide advice to SD Islam Terpadu Mutiara Hati as follows: (1) Students are advised to diligently read various kinds of resources in learning, so that students get broad insight and are able to solve the problems they face in the process Learning. (2) Teachers are advised to always provide a platform for students to develop art skills and use various kinds of learning innovations so that students feel happy and motivated in learning. (3) Schools are advised to always provide policies that lead to an increase in learning resources and an increase in the human resources of school residents. (4) Other researchers are advised to conduct research using more complex variables so that problems in the world of education can be minimized.

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