Development of Painting Instructional Model Based on Sosial Culture Reality

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Abstract The research aims to develop learning painting models based social culture reality in the painting major at faculty of Jakarta Art institute. The research aims to improve the ability of students and teachers in the learning process of painting. The research make learning process getting the purpose with make art learning design. Students and teachers will synergize to the make the learning process. Students and teacers know the stages of learning. This research adapted from Dick and Carey's with Borg and Gall method. This is Research and devepment research. This study focuses on the development of art based on social culture to improve conceptual ability and learning method of painting. In a field test, draft of learning model painting based on social culture is very needed and as reference for painting that can make learning process effectively and efficiently to optimize students' ability.

Keywords: *painting, social culture reality, the development of learning models*

1. Introduction

In university or college, painting is only oriented as a artworks. Artwork is a technical skills and know a lot of media for developing of techniques and media blending Learning painting expect students to be competent painter. They use painting learning model like a teachers doing.

Painting learning is not only to achieve the goal of learning which the steps are planned with effective learning strategies, but also the learning model is emphasized for painting skills by the students lecture judgment

Based on the observations at Jakarta Arts Institute. Almost all Painting's lecturer assume that paintings learning is identical with learning painting skill which dominate technique and a lot of beautiful medias. Painting learning has not known and interpreted by concept and method based on social culture reality. Actualization and understanding of art value as something of a high sense image in personal building which sensitive to environmental and social culture issues surrounding communities is very important. so we are able to see this life more civilized in diversity as the nation's culture.

The learning model of art in education in university of arts or in the middle school education emphasize only how to paint into a skill of artworks which have a beautiful form. Technical mastery of painting based on the talent of a person in the learning process about painting to be able for making a good works. Painting is a self-satisfaction. Artworks become a beautiful value that show technical capabilities.

Art learning should accommodate a person to be able to express themselves through the medium of art and easier to develop themselves appropriately in life. Art learning provide another perspective on the problems of life in the social and cultural reality. To learn more about what had happened in a process of work of art. As a reflection, internalization of the experience of art does, not just forms of craftsmanship in the making of paintings.

So, the art of learning should focus on how someone paint in order to express themselves wholeheartedly. Art should give freedom for everyone to paint his liking. This freedom gives many possibilities for everyone to develop creativity well. Development was not only framed on the understanding that make into a beautiful painting. As a form, artwork is not everything integrity of the paintings that he made is based on the ability of each person express himself well. Thus, learning is more pressure on the ability of everyone to expres themselves in a painting. Student expected to find the self-awareness of what are seen, observed, felt, captured, understood and championed as awareness of attitudes and ideology that use the concepts and method to make artworks

There is a model of learning to paint with apprentice as did the previous painters, such as Sudjojono, Affandi and Nashar. Apprenticeship education model was conducted on the educational workshop. Learning model more was pressured on the learning atmosphere of a painting influence by the environment. It can support to paint because learning directly to painter who no doubt his character. So, student laern the art of painting only based on the personal and the ability of the famous painter.

A few years ago, learning process of painting used personal approach with interest and desire to learn painting in student who has ability. It makes a painter as a teacher to teach about painting like what they doing for the other people. The art of painting education began when PERSAGI establish. This start from expert image association of Indonesia (PERSAGI), Young Artist of Indonesia (SIM). Young Artist of Indonesia has pioneered

by Sudjojono until Art Academy (ASRI) in Yogyakarta has establisied. Then in Bandung Institute of Technology, Ries Mulder as a teacher taught students about painting by himself.

Art education College was built in Indonesia followed the growing educational methods in Europe. This is known as MO education (Middelbare Odnerwijs). In Bandung and Yogyakarta many students has taught about practice in art when they start to study and history of art in theory. Reality in Indonesia strengthen James Elkins discovery that the history of art known almost all over the world.

Jakarta Arts Institute learning model with stylish sorogan studio imitate the style of painting teachers. This is same like painters doing in the world. One of the style teaching model is Atelier method as exemplified by Gustave Moreau who taught Picasso, Braque and other artists.

Based on the description is deemed necessary to conduct research that generates art learning models suitable for human needs. This model includes development of creativity and know yourself as a whole person in life. It can develop and grow self awareness about what his ideas in the work. This is to get a point of life that became his goal as a step in making the work of painting, so the awareness on the importance of painting has a concern on social life. The people can disentangle their lives well as the value of faith and devotion to God.

With deductive learning model that provides space on each person to cultivate themselves in learning the art of painting as an awareness of art that has a higher purpose. It is not just become a master the technique of painting that will bring him to the uniqueness of self and self-consciousness of the deficiency and excess. It makes art into a field of expertise that not only painting, but also furthermore as the formation of human beings through visual language.

2. Methods

In this research focus on the painting education model research based on social culture reality in a pure art of fine arts of faculty Jakarta Art Institute. The research method used a qualitative approach that used MPI research and development method. MPI Muhammad Atwi Suparman is the development of research and development method of Borg and Gall. In a qualitative study will describe the data or information obtained in the form of observation, interviews and documentation.

According to Borg and Gall defines research and development as follows: Research and development is an industry-based development model whose research findings are used to design new products and procedures. Then it is systematically tested in the field, evaluated, and refined until they meet certain criteria of effectiveness, quality, or standards alike.

In the case of the R & D project described above. Developers are able to contribute to a peer's educational practice and suggest R & D to develop valuable learning strategies into other phases of educational programs as student targets. The results of this test contribute new knowledge and raise new questions about the effects of problem-based learning on student performance abilities. Furthermore this can be felt by him.

Based on the above opinions, it can be concluded that research development of learning model based on social reality culture with deductive approach is a process used to develop and validate the products used in education. Products produced learning model in the product of learning materials as a guide in learning to paint.

Thus will produce a creative and innovative painter who is able to develop self-existence so that it has social awareness on the people in which art ethics becomes the process of work. As a more appropriate way in accordance with what the learning objectives to be achieved. That learning to paint is not a painter but how to become a painter.

3. Results of Research and Development Methods

This research through several stages so as to produce a clear picture of the learning process or lectures in the Fine Arts in this case focus on research on painting technique courses. The process of painting technique lectures should be based on research so that what is delivered or what happens in the lecture process on an ongoing basis based on scientific knowledge. Painting is not just a skill that is emphasized in skill-oriented arts college. but on the process of creativity and innovation in developing works of painting become more widely materially and conceptually with methodology. it makes the learning process work effectively and efficiently.

Learning product developed in the form of learning materials as follows; 1) Learning materials contain lecture materials based on learning objectives by producing a competence map to be elaborated in the learning strategy This is a systematic learning step in order to achieve effective and efficient learning objectives. 2) Guidance of lecturers as a reference in teaching because there is a learning strategy in accordance with the steps undertaken in the learning process. In this process using learning methods and learning media recorded in the guidance of lecturers. So the lecture process will be monitored properly and run in accordance with the existing learning strategy in the guidance of the lecturer. 3) Student guidance as the guidance of students to know the lecture steps that will run. This refers to learning strategies and learning materials during lectures. Everything includes lecture materials, assignments and what to do during the lectures. The materials are developed based on learning strategies that are ready to be evaluated through formative evaluation.

Therefore, the thing that needs to be done is the preparation of teaching by making learning strategies and learning materials so that it can be understood the stages of the lecture will be given. Likewise the preparation of lectures with lectures model in accordance with painting courses in a deductive approach, students are given a conceptual understanding based on the knowledge and theories of art in making works. Meanwhile, the methodology of studying how to make a work in a structured manner as a stage in working with various approaches in the methodology works as an academic

painter. The work assignments that have been given will be evaluated with the aim of refining the work conceptually and methodologically so that the techniques and aesthetics become alloy in learning. Each work of art is also given a change in one task to the next. As perkembangn of learning materials provided gradually and continuously. This is done so that students understand the foundation of painting as a medium to work more creative and innovative.

The work of the students demonstrates the conceptual and methodological basis of work. Thus it will show progress in lecturing process. This makes evaluation more stressful in order to make further improvements in the work. However, not all teachers can see the lecture well in the learning framework. This is because the unavailability of instruments and design of effective and efficient learning steps that can cope with developing learning. If there are problems in lectures, it will be able to see well by giving way out. It also makes the students get no way out because of the absence of awareness of teaching by thinking and making learning strategies. Making lectures work in accordance with learning objectives and also makes students understand the stages in the lecture well. What targets he has to achieve in the lectures of painting techniques can be considered in the lecture framework. To make students also get the proportion and benchmark ability that has been achieved in painting technique.

Thus, this needs to be supported by learning materials about painting. Approximately 46 years, Art has not applied learning materials according to the design of painting lessons that must be studied by students because teachers only focus on the arts. Thus the teaching method of learning model has not become the attention and its more become the provision and teaching knowledge only. This has not been considered important and has become a unity in the learning process as the competence of art lecturers. In fact, IKJ Pure Arts as an art college that not only produces an artist, but also an academic in the field of art.

But as an academic, art uses the concept and methodology of work. It has not become an objective in the learning process conducted in the studio of Art Painting. Learning materials are more technical and knowledge of painting materials. It was found in one of the art colleges of Yogyakarta.

There is no comprehensive study of painting as a learning stage of technical discussion and formation on something conceptual in studying painting. Using methodologies as research-based approaches and art theory or artistic knowledge based on academic culture in college, Bachelor of Arts not only mastered painting techniques, but further mastered the knowledge of art. In the explanation combined with the matching of painting with technical problems, forms, themes and knowledge or the theory of art in the construction of thinking as a concept with the methodology to create a painting.

Art college is still as vocational college equivalent diploma that produces students skilled in painting. Similarly, the pattern of teaching is still simple to imitate objects or photographs in painting. This does not yet reflect a research-based college although IKJ's art in vision and mission includes research-based art. As a representation, universities should develop art more broadly covering socio-cultural reality of national and international scale. This can explore the cultural values of the nation that is the responsibility of universities as institutions that are able to conserve the nation's cultural arts as well as able to develop the art of culture that is contemporary and the future. It requires lecture material that touches from various sciences and assembled in one painting material so that painting becomes the foundation of the way of view and think and behave in facing the reality of social culture. it requires an instrument called Educational Technology that can realize what became the character of Indonesian art colleges. Making the design of painting lessons effectively and efficiently will achieve the learning objectives.

The development of this learning model became the beginning to change the paradigm of artistic high-level thinking as follows:

1. Art colleges produce formalist art scholars. Artists who have the capacity as an art scholar. Instead college does not produce artists in a simple sense that has no conceptual basis and methodology.

2. Teaching the course is based on the ability of the artist to teach the courses he has received. Make the course because the lecturers are still there even though it requires a change of course. Because less ethical, then the course remains until the lecturer dies. After that the course is replaced. Instead make the course not based on the design of learning.

3. The request of a senior lecturer wanted to make a course so he could teach, despite the fact that there was an imbalance with the other courses. The course will make the curriculum not based on instructional design to achieve effective and efficient learning objectives.

4. Government policy on curriculum has not been fully implemented on campus. This is because of the gap between bureaucracy and academics to develop the curriculum. Similarly, the political policy that reduces the value of education is the main. Another thing is made without involving art experts, if it involves academics but the decision does not touch on the problems faced by art colleges. this is because the association of pure art lectures has not been actively sustainable. Decision based on the requirement from college.

5. Based on the validity period of the curriculum should be changed four years. There is no curriculum change based on evaluation and research. The change is done based on desire without care with aspect of the basic.

6. The culture of teaching begins not only in course material but how the lecture material achieves the learning objectives effectively and efficiently.

7. Growing awareness that teaching requires a learning model in the form of learning materials that must fulfill by a lecturer in teaching the courses that he received.That is the existence of textbooks, lecturer manuals and student manuals that must fulfill as a teacher.

8. Growing awareness that teaching requires a research ground in developing a model of learning so that lecture material becomes part of the development of art science that can contribute to the development of art in socio-cultural reality.

9. Teaching becomes a blend between teaching and art. This becomes more comprehensive in the lecture process. Creating artistic design and learning into the art of integral part of human life in social reality, is not formalistic and opens up the possibility space in the learning process in art lectures.

10. Art colleges can grow the paradigm of thinking that art can thrive because the technology of education becomes part of the art process. Educational technology is not an educational formalism but a science to enrich the development of art on the contextuality of the life of social-cultural reality. The need to interact with each other, not mutually reduce or negate each other as a form of scientific openness.

4. Conclusions

The result of research and development of teaching and learning model of painting based on socio-cultural reality enables the students to know more about themselves in the context of their existence in the socio-cultural reality in their place. The theme approach, understanding, and mastering painting techniques will make it easier for students to see the deeper issues of social culture realities. This is related to the learning strategy with the stages that are well prepared by the lecturer.

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