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Development Model of IASEE in Basic Painting Art Learning, based on Glass Box

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Abstract--The background of this research is the use of learning models which is not optimal in developing students' creative abilities rationally and logically to create paintings in learning basic painting in Higher Education. The research objective is to develop a valid, practical, and effective model of IASEE Basic Painting Learning Based on Glass Box. This development research uses a 4-D development model (four D models), the stages are definition, design, development, and deployment. Disseminate). The research subjects were 20 students of the Arts Faculty, Universitas Negeri Padang. Data collection techniques in this study used instruments in the form of interviews, questionnaires, and tests to obtain the validity, practicality, and effectiveness of the developed model. The collected data is analyzed for validity, practicality, and effectiveness using a predetermined formula. The results of the development of the IASEE Basic Painting Learning Model Based on Glass Box are in the form of products, namely 1) Model Books; 2) Instruction Books, and 3) learning modules. After going through the process of defining, designing, and developing the model, the research results were obtained in the form of a Learning Model that meets the elements of validity, practicality, and effectiveness.

Keywords---art learning, basic painting, glass box, IASEE, learning model.

Introduction

Based on the concept of Merdeka (Freedom) Learning, which is supported by technological advances in the Industrial 4.0 era, it is very effective in learning fine arts so that following Ki Hajar Dewantara's goals, learning humans can "mangajusalira, advance the nation, mangaju-ajumanungsa" (be happy, make the nation happy, make humanity happy) (Valeyeva, 2019). One of the compulsory subjects in the Fine Arts Study Program at the Universitas Negeri Padang is the basic painting course. The basic painting course contains the basics of theory and practice to equip students in painting. The learning process for basic painting should be interactive, inspiring, fun, and not only focused on a one-way pattern, which is centered on the lecturer or student. In addition, the learning process motivates students to actively participate, fosters high curiosity, and provides sufficient space for creativity in ideas or ideas and independence according to talents, interests, serious attention in learning, persistence in facing and solving problems, truest self in learning, as well as the ability to share with others (Trisnowali, 2015).

Based on the results of interviews with students majoring in fine arts Universitas Negeri Padang in the third semester of painting class, it is known that students generally consider the learning model used in learning basic painting to be less attractive. Where the learning model used is still conventional, students are given theories related to basic painting materials and some examples of paintings, then students are assigned to make paintings according to the theme set by the lecturer. In addition, in completing these assignments, students prefer instant ways of painting, such as taking pictures from magazines, the internet and then printing them to be imitated so that there is no process of analyzing the object to be painted. This causes students not to be optimal in expressing their ideas into works of art rationally and proportionally and creatively (Bai & Guo, 2021; Tandirli, 2012; Besgen et al., 2015).

The results of this interview are reinforced by the results of a literature study by Basse & Akpan (2021), revealing that the level of motivation of students enrolling in the department of fine and applied arts in Nigerian universities continues to decrease endlessly due to conventional instruction methods as a result of an unattractive learning approach. In addition, from the results of observations when students practice painting, it is known that students are not optimally able to express their ideas into works of art rationally and proportionally. This is because students prefer instant ways of painting. As well as the results of interviews with two lecturers who teach basic painting courses at the Universitas Negeri Padang fine arts study program, it is known that they have not been able to analyze the concept of elements and principles into painting works. This is influenced by several factors, namely school background, student competence, different social environment, and inadequate facilities and infrastructure. This causes less than optimal use of learning models in learning basic painting.

Based on these problems, one of the learning models offered to train students' creative abilities rationally and logically in making paintings is the Glass Box Learning Model (Höök et al., 1998). Glass Box is a creative process that can be traced in sequence starting from the idea, initial concept, and "journey" to the

finished form. The analogy of its application in painting, the order of painting is also traced from determining the idea of the painting to be made, the initial concept by the idea and process of creative painting in determining the tools and materials and techniques used to create a painting that has a high artistic work.

The application of the Glass Box Learning Model in learning the basic analogy of painting is like the glass box process, which is a transparent process. Where the sequence of painting starts from determining the idea of the painting, the process of painting to the finished work of painting that is rational and logical. The first stage of input, namely before painting, is related to initial knowledge about basic painting theories. The second stage of analysis is to analyze the tools and materials and techniques used in painting. The third stage of Idea Selection is the Determination of ideas that come from input according to the theme of the painting. The fourth stage of exploration is to pour the ideas that have been determined onto the canvas media. The fifth stage of evaluation is displaying student paintings through exhibitions and curation to be assessed by the supervisor. The application of this Glass Box-based learning model ideally should follow these five stages in developing creative ideas and good aesthetic values to create rational and logical works of art. This is because the idea of painting does not come spontaneously, but students observe directly the object to be painted (Wang et al., 2016; Guo et al., 2018; Liu et al., 2021).

Based on the problems and solutions that have been described, it is necessary to develop a basic painting learning model based on Glass Box, namely "Basic painting learning model consisting of input, analysis, idea selection, exploration and evaluation (IASEE) based on Glass Box". This model is later expected to increase creativity rationally and logically from student painting in learning basic painting at universities, especially in the Fine Arts department. The purpose of this study is to describe Knowing the Validity of the IASEE Basic Painting Learning Model based on Glass Box.

Literature reviews

Learning painting is a concept that departs from the ideas and creativity of painters (Wiratno, 2018). Explaining a work of art departs from a theme, related to socio-cultural reality. Using methodologies and research in work as a procedural stage of a painter. Learning painting is a development and progress of socio-cultural reality (Fournier-Viger et al., 2006). The glass box method is a rational thinking method that objectively and systematically examines things logically and is free from irrational thoughts and considerations, such as sentiments and tastes. This method always tries to find the facts and causes or factual reasons that underlie the occurrence of a thing or event and then tries to find alternative solutions to problems that arise. The Glass Box-based IASEE painting learning model is a Glass Box model modified from various theories related to the Glass Box model. The IASEE syntax consists of input, analysis, idea selection, exploration, and evaluation. The five syntaxes are applied in learning basic painting.

Method

This research is a type of research and development research. The data obtained from this study consisted of two types, namely primary data, secondary data. Qualitative data analysis was carried out for data obtained from interviews and literature studies. The data analysis technique used is descriptive quantitative, namely by describing the validity, practicality, and effectiveness of the Glass Box-Based IASEE Basic Painting Learning Model (Kelek et al., 2019; Yang, 2021; Tkachuk et al., 2021).

Results and Discussions

The process of developing the IASEE Basic Painting Learning Model Based on Glass Box through the stages of the 4-D model, namely:

- Define Phase: At the definition stage, an analysis is carried out including student analysis, concept analysis, and curriculum analysis related to Basic Painting Learning in Higher Education.
- Design Phase: At this stage, the learning objectives and syntax of the IASEE Basic Painting Learning Model Based on Glass Box are designed. In addition, design the IASEE Basic Painting Learning Model Based on Glass Box in the form of products, namely 1) Model Books; 2) Instruction Books; and 3) learning modules.
- Development Phase (Develop Phase): Tests the validity, practicality, and effectiveness of the Glass Box-based IASEE basic painting learning model which is summarized in three products, namely 1) learning model books, 2) lecturer manuals and, 3) learning modules for students who arranged. Based on the results of data analysis on the three tests carried out, it is obtained that the IASEE Basic Painting Learning Model based on Glass Box is Valid, Practical, and Effective.

The last stage of this research is the dissemination stage to spread the Glass Box-based IASEE basic painting learning model and ask for opinions from a team of lecturers and students of basic painting courses using this model. IASEE's basic painting learning model based on Glass Box was validated by 4 validators. This model was developed to include three learning products, namely 1) Basic Painting Learning Model Book; 2) Lecturer's Manual for Basic Painting Learning; and 3) Glass Box-Based Basic Painting Learning Module (IASEE) for students. the validation assessment of the three products can be seen in Table 1 below.

Table 1
Results of product validation of the IASEE basic painting learning model based on the glass box

No	Rated aspect	Score	Category
1	Model Book	3.51	Very Valid
2	Lecturer Manual	3.51	Very Valid
3	Student Module	3.54	VeryValid
Average		3.52	Very Valid

Source: Data Processing Result, 2021

Results Practical analysis was carried out using a Likert scale as shown in Table 2 below.

Table 2
Practical test results of the IASEE basic painting learning model based on glass box I

No	Product Development	Score	Category
1	Model Book	3.52	Very Practical
2	Lecturer's Manual	3.51	Very Practical
3	Student Module	3.66	Very Practical
	Average	3.583	Very Practical

Source: Data Processing Result, 2021

The results of the effectiveness of the model in terms of learning outcomes of cognitive aspects and student activities. This can be seen from the results of student learning tests after using the Glass Box-based IASEE Basic Painting Learning module, which 18 students have completed or 90% of students have completed. In addition, the results of the activity assessment have generally obtained an average of 3.52 with a very good category (Widana, 2017; Gede Budasi & Wayan Suryasa, 2021; Plyth & Craham, 2020).

Conclusion

The discussion of the research results can be concluded that the development of the Glass Box-based IASEE Basic Painting Learning Model along with the system/product supporting the model in the form of model books and lecturers' manuals as well as the Glass Box-based IASEE basic painting learning module proved valid, practical and effective. The results of the research imply that the use of IASEE basic painting learning products based on Glass Box can make the process of painting better and easier to increase the creativity of students' imaginations to be more proportional and rational. In addition, the resulting products are 1) Glass Box-based IASEE basic painting learning model book; 2) Glass Box-based Lecturer Instructions for Using Glass Box-based IASEE basic painting learning model books and 3) Glass Box-based IASEE basic painting learning modules can be used. in the learning process by other university students, especially majoring in fine arts, basic painting courses (Besgen, 2015; Ho & Lin, 2015; Gultepe et al., 2018; Suda, 2017). It is recommended that 1) the resulting product is a) Glass Box-based IASEE basic painting learning model book, b) Lecturer's Guide to Use Glass Box-based IASEE basic painting learning model book, and c) Glass-based IASEE basic painting learning module Box can be used for other university students, especially the fine arts major in basic painting courses; and 2) The resulting product can help lecturers and students as well as the general public in creating fine arts, especially basic painting in stages and conventionally so that the general public can understand and recognize the process of creating fine arts, especially basic painting.

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