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To cite this article: Zulfitria *et al* 2020 *J. Phys.: Conf. Ser.* **1471** 012032

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The Use of Visual Art as an Alternative Learning to Develop Storytelling Ability of Elementary School Students

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Abstract. This study aimed to perceive the use of visual art as an alternative learning to develop storytelling ability of elementary school students. Storytelling for children is very important because by telling stories their brain will register certain stories and events that have occurred, give moral messages and can strengthen the power of memory brain. Visual art is used as their learning media, so their ability to tell stories is more fun and creative. This study uses qualitative methods, the data was collected using observation sheets, interviews, and documentation. The population of the study were 66 students, class of IV Parung Bingung Elementary School 1 in Depok. The sample taken were 15 students. Based on the results of the study it can be seen that students can easily tell stories using visual art media in the learning process. Sharpening their storytelling ability can be used as a media to develop students' personalities and moralities at such young age, so that it creates communication that is harmony between parents and their children at home and teachers will be helped in the learning process so that the purposes of the study is within reach.

1. Introduction

The development of science and technology which is increasingly advanced and developing, is very challenging to all aspects of human life. Increasing the mastery, benefits and development of science and technology is one of the goals to be achieved by the Indonesian people. Change for change's sake will continue to occur very quickly, this is due to the need to obtain various information. This ability requires sharp thinking, between systematic thinking and critical thinking that can be developed through the learning process. Learning is a process of behavior change that is caused by an individual who gives responses to the environment and people who have learned will notice the changes in behavior [1]. One of the purposes of the study is achieving the goals which had been determined. Teacher's success in reaching the goals can be seen from the students; ability to apply the things they have learned in their lives. According to the research of some experts that 94% of children learn through vision and hearing, then the ability to tell is used to sharpen the children's abilities at school. Storytelling is a way to carry on cultural heritage from one generation to the next [2].

Media makes learning more fun. There are many learning media, one of them is visual art as an alternative learning to develop storytelling ability for children. Based on the background of the study above, a study was conducted with the title "how to use visual art as an alternative learning to develop storytelling ability of Elementary School Students?"



The objective of the study is to determine the extent of using visual art as an alternative learning to develop storytelling ability of Elementary School Students.

1.1 The Essence of Visual Art as an Alternative Learning Media

Learning media are widely used for learning purposes. Learning media are all things that can be used to channel messages, thereby stimulating students' attention, interests, thoughts and feelings in learning activities to achieve learning goals [3]. Children as the nation's embryo, need to be equipped with creativity to prepare themselves to face the changing times. Whereas creativity is one of the potentials that children could have and needs to be developed since their early age. Every child has their own creative talents. One of the media that can be used to grow children's creativity is visual art. Visual art media consists of two dimensions with painting activities, as well as three-dimensional media with sculpting, plasticine and space play in the surrounding environment. The work of these activities is called visual art. Visual art is a fine art that developed in the modern era, is a combination of pure art with design and crafts, divided into fine art (painting, graphic arts, sculpture, and film art) and applied arts (architecture, visual communication design, fashion design, and product design)[4].

So visual art is the process of the activity in creating art which resulted in two-dimensional or three-dimensional art. The use of instructional media in teaching and learning can encourage new wishes and interests, encourage motivation and stimulation of learning activities, and bring motivations to students.

The use of instructional media at the stage of teaching orientation will greatly help the effectiveness of the learning process and delivery of messages at the time. In addition to encouraging students' motivation and interest, learning media can help students improve their understanding, present the data attractively and reliably, facilitate the data interpretation, and condense information[5].

Learning media that generally used are direct media such as posters, statues, dolls or others that are ready or commonly used. In this study the media used were visual art which had to be made first, so that children used to know the feeling in the process of making visual art. Visual art used in this activity were drawing two-dimensional and making three-dimensional are from plasticine.

According to Levi & Lentz in Arsyad (2002) stated four functions of visual media, especially images, namely (1) attention function, which is to attract and direct the attention of students to concentrate on the content of the lessons relating to the visual meaning displayed or accompanying the text of the subject matter (2) affective function, can build up students' emotions and attitudes, (3) cognitive functions, facilitate the achievement of goals for understanding and remembering information or messages and (4) compensatory function provide context for understanding texts, help students who are low in reading to organize information in text and remember it.

The benefits of instructional media are stated by Daryanto (2010) as follows: (1) Clarifying messages so they are not too verbalistic, (2) Overcoming limitations of space, time, energy and sense power, (3) Gives a passion for learning, more direct interaction between students and learning resources, (4) Allowing children to learn independently based on their talents and visual, auditory and kinesthetic abilities, (5) Giving the same stimulation, equating experiences and giving rise to the same perception, (6) The learning process contains five components of communication, teacher (communicator), learning material, learning media, students (communicant), and learning objectives. There are several types of learning media, the following are the opinions expressed by Sudjana (2002), namely:

- a. Two-dimensional media (graphics); Media or visual aids that are flat / two-dimensional for example pictures (flat figure models), photos, graphics, charts or diagrams, posters, cartoons and comics.
- b. Three-dimensional media; Media or visual aids in the form of space / three dimensions, namely in the form of models such as solid models, cross-sectional models, work models, mock-ups, bioramas and space-building models.
- c. Projection media; Projection models include slides, film strips, films and OHP.

d. Environment; The environment can be used as a learning medium, for example the school environment and so on.[6]

So visual art of this research is an activity to create works in the form of two-dimensional media, which are the results of drawing activities and making of three-dimensional works in the form of plasticine activity. The work of drawing and making shapes from plasticine will be poured in the story so that the child will tell his friends in front of the class. It was as an alternative learning to develop storytelling ability of elementary school children.

1.2 The Essence of Storytelling Ability of Elementary School Students

Elementary School Education as an educational institution plays an important and significant role in determining the state and nation of the future. It is said to be important and significant because it is through basic education that students who are children of the nation know various basic skills such as reading, writing and arithmetic. In elementary school children are in a state of development in creative expression, where the level of creativity is still very high. Therefore, efforts to educate multiple intelligences can use a variety of media in accordance with the child's ability level [7].

In the State Constitution of the Republic of Indonesia No. 20 of 2003 concerning the national education system article 17 paragraph 1 confirms that basic education is the level of education that underlies the level of secondary education [8]. Thus, it is certain that basic education will determine the success of learning at the next level. Storytelling is one that is often used to develop students' skills in elementary school. The story is a series of events conveyed, both originating from real events (non-fiction) or not real (fiction). Fairytale means imagined / unreal / fiction stories, such as fables (animals and inanimate objects), sage (adventure stories), saga (folklore), legends (origin), mythe (gods, fairies, spirits), ephos (big story; Mahabharata, Ramayana, saur senuh, tingular said). So fairy tales are stories, but stories aren't necessarily fairy tales[9]. Argues that storytelling or often termed by storytelling, allows people to talk without imposing their opinions on others. Because every listener has the freedom to agree or disagree and will try to put his position wherever they want in the story. [10]

There are two visual aids used in storytelling, namely:

- 1) Storytelling with direct media tools is a storytelling activity that teachers do by using real objects or actual objects, for example (rabbits, cats, birds), household appliances (eg plates, spoons, cups), and so on.
- 2) Tell stories with indirect media, those are, fake objects, pictures in a book, cutouts attached to a flannel board, read a story (story reading), puppet show and so on [11].

Interesting stories can help give ideas and awaken children's memories about forms they have seen. In this study the media used were visual art, namely students' drawings and plasticine arts.

2. Methodology

This research was conducted at Parung Bingung 1 Elementary School in Depok since January-June 2019. The study used qualitative research to find, obtain, and analyze the results of observations made by researchers. the methods are used qualitative descriptive method [12]. Research data collection in the form of observation, interviews, and documentation. The population of the study was 66 children in grade IV of Parung Bingung 1 Elementary School.

3. Result and Discussion

This research activity uses visual art to develop students' storytelling ability. The visual art media used are the two dimensions of activity in the form of drawing and three-dimensional media of work activity in the form of plasticine. Based on the results of observations to all respondents with the total of 66 students of Parung Bingung 1 Elementary School, the results were obtained by 15 children being the subject of research. The first activity of the study, children were given a two-dimensional media stimulus. With drawing tools such as pencils, eraser, drawing paper, colored pencils and crayons.

Students were given 60 minutes to draw anything. Students are can draw anything with available materials. Then the research field assistant carefully watched and responded to the child in terms of the creative aspects of the work they produced.



Figure 1. Drawing Activities (2-dimensional art)

From the observations of the research field assistant, it can be concluded that there are children who are still silent because they had no idea what to draw, there are children who are hesitant because they have started drawing but the kept erasing their work and there are children who have quickly drawn and colored.



Figure 2. The result of learning activity

After the students were given 60 minutes to draw, the results of the drawing were collected. Then they sat neatly on their chair. They continued, one by one, to turn in their work and come to the front of the class, then the children had to tell us about the drawing they have drawn in the form of their story. Children told their stories with enthusiasm and they felt happy, even though some were still shy.

The second activity of research, making the work of plasticine. Students are given plasticine and colored plastic for the base to avoid littering the table as well as the base for the work. All students are freed to make any form of plasticine.



Figure 3. Creating shapes from plasticine (3-dimensional art)

After being given 60 minutes to make the work form objects from plasticine, then the work is placed on each table. When all is finished, the child will be called by name to come forward to the class, then the child tells the work in a story that will be told in front of class.



Figure 4. Plasticine activity result

To find out the effectiveness of using visual art as an alternative learning to develop storytelling ability of elementary school students, children must be able to answer 5W plus 1 H (what, who, when, where, why, how). So, with the presence of a 2-dimensional visual art in the form of a drawing and a 3-dimensional visual art in creating shapes and drawings from plasticine is quite effective as an alternative learning to develop storytelling ability of elementary students.

4. Conclusion

The use of visual art as an alternative learning to develop storytelling ability of Parung Bingung 1 Elementary School Students in Depok, the process went smoothly. The results of storytelling were very satisfying by using visual art because students made visual art both 2-dimension in the form of drawings and 3-dimensions in the form of plasticine from which they had to present in front of the class. It is recommended visual art for further use in the future that the use of other visual art to be improved so that the formation of student creativity and the learning process will be more fun. It is expected that teachers are more creative in developing other learning media so that children are more interested and enthusiastic in the learning process.

5. Acknowledgement

Alhamdulillah, this study was accomplished. Thank you to the Directorate of Research and Community Service, Directorate General of Strengthening Research and Technology Development and Higher Education as the main funders, in accordance with the Fiscal Year Research Contract 2019 Number: 7/E/KPT/2019, and Number: 225/SP2H/LT/DRPM/2019 and agreement / contract number 296/R-UMJ/IV/2019. Thank you to all components of the University of Muhammadiyah Jakarta as the institution where the researchers work who have helped and given the opportunity to finish this study, who has strongly supports this research activity.

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