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Drawing Shape Using The Demonstration Method At Nurul Islam Indonesia SMP School, Medan City

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ABSTRACT

This research was motivated by the difficulties of class VIII-1 students at Nurul Islam Indonesia Middle School in making shading gradations when learning to draw shapes. Previously, 45% of students reached KKM and 55% did not. The main cause is the use of the lecture method and the lack of direction given by the teacher. This causes a lack of students interest in learning to draw shapes. The objectives of this research are 1) to determine the application of the demonstration method to the process of drawing cylindrical shapes using the black and white shading technique for class VIII students at SMP Nurul Islam Indonesia, 2) to improve the learning outcomes of 8th grade students in cylindrical drawing lessons at Nurul Islam Indonesia Middle School, Medan City. The method used is Classroom Action Research (PTK) in two cycles, each consisting of one meeting. The research results showed an increase in student interest from 81%, in cycle I to 100% in cycle II. Student learning outcomes increased from 54% (12 students) in cycle I to 77% (17 students) in cycle II. Thus the demonstration method has been shown to increase students' interest and learning outcomes in drawing cylindrical shapes.

Keywords: demonstration method; drawing cylindrical shapes.

I. INTRODUCTION

Art education has an important role in advancing the nation's intelligence. Art education not only focuses on achieving high value, but also providing artistic training to individuals.The main purpose of the art education process in school is to increase the sensitivity, expression ability, and appreciation ability of students so that they can better understand culture. For the purpose of achieving art education goals, educators must possess strong teaching competencies. In addition, the learning process requires teachers who can set good examples, build will, and develop students' potential and creativity.

Cultural arts subjects related to fine arts include various aspects, such as knowledge, skill, and principles in creating works of art. For examples are paintings, sculptures, engraving, graphics, batik and crafts. One form of visual art included in the cultural arts subject is drawing forms. Shape drawing is a visual art that displays three-dimensional objects in the form of two-dimensional drawing. Media used in drawing shapes include pencils, crayon, markers, and so on.

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Drawing forms is one of the materials learned in junior high school. The purpose of form drawing learning is to help develop intelligence, ideas, imagination, improve visual analysis and train students' creativity. Therefore, learning to draw forms includes learning that is important for students. To achieve this goal effectively, the teaching process must be interesting and enjoyable. This will ensure that students remain engaged and motivated, leading to improved learning outcomes.

Based on observations at the Nurul Islam Indonesia Junior High School in Medan City, several problems were identified in the process of learning to draw forms. Teachers primarily use lecture methods followed by practical tasks. However, when students practice drawing shapes, they still have difficulty creating precise gradations based on the dark and brightness of an object.

This obstacle arises because students do not receive sufficient guidance, as well as the lack of direction provided by teachers. Not only that, teachers also give students freedom to choose the objects to be drawn and the techniques to be used. However, this approach is less effective especially for students who are just beginning to study shape drawing. In addition to the difficulty in creating gradations, students also experience reduced interest and creativity. This is because teachers predominantly use lecture methods, despite the availability of various other methods for teaching shape drawing. This results in students being bored quickly and not interested in drawing practice lessons.

Based on the problems experienced by grade VIII students of Nurul Islam Indonesia Junior High School in Medan City in learning to draw forms, different learning methods are needed. Therefore, researchers are interested in providing learning experiences by applying demonstration methods in form-drawing lessons to students. This is done to provide students with new learning variations so that they get good learning results, and to increase students' interest and creativity. Demonstration methods are expected to attract students' attention and motivate them to learn shape drawing.

A demonstration method is one of the teaching strategies in which the teacher shows the student a real object, a copy object or a process related to the material being taught (Roetiyah in the Huda, 2013: 231). Thus, a demonstration strategy involves presenting subject matter through practical examples of processes, situations, or subjects under study. This delivery can be done by teachers or other learning sources, using both original and mock examples, and shown to all students in the classroom.

Based on the belief that learning methods are very important in the teaching process, researchers decide to conduct research by applying demonstration methods to the learning of cylindrical drawing with black and white arithmetic techniques to grade VIII students of Nurul Islam Indonesia Junior High School, Medan City. This study is expected to prove that demonstration methods can increase students' interest and learning outcomes.

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II. LITERATURE REVIEW

First things first, let's talk about learning methods. Method comes from the Greek "methodos", which means the method or path used to achieve a predetermined goal. In learning planning, each component is interrelated and depends on the goals to be achieved. Therefore, learning planning methods are also influenced by the goals to be achieved (Aqib & Murtadlo, 2022: 7-8).

Then, Murtadlo (Aqib & Murtadlo, 2022: 7) explains that learning methods refer to the strategies, sequences, and steps teachers employ to execute learning plans through practical activities, aiming to achieve predetermined learning objectives. Thus, **these methods** encompass the teaching techniques utilized by the teacher.

One of many methods of learning is demonstration method. According to Ristiana (2014) this method is a technique of presenting learning material by showing students a particular process, situation or object that is being studied. This process can be presented in real form or in imitation demonstrated by experienced teachers or learning resources, according to the topic being discussed.

Meanwhile, according to Kholifudin in Deswarni (2019: 375) the demonstration method is the use of learning materials by showing or demonstrating a process, situation or object to students. This may involve a live demonstration of an actual event or the presentation of a mock-up, accompanied by verbal explanations to aid student understanding.

In this study, researcher applied the demonstration method to junior high school students through drawing shape. Before that, drawing shape is a drawing activity to move the shape of the model that is seen directly in front of the drawer, onto the plane of the drawing media in a realistic manner without adding or subtracting details, by prioritizing the similarity to the model. The draftsman must be able to capture the shape of the object, the characteristics of the material, and the effects of light that occur on the object, so that the resulting image can resemble the original object. Usually, the objects depicted in shape drawing are natural objects (immovable/inanimate objects) (Mesra, M.; Azis, A.C.K.; & Atmojo, 2018: 2).

According to Sulistyo (Dalimunthe et al., 2019: 82) "Drawing shapes is moving the observed objects into the image plane (2 dimensions) according to their actual shape. Images are created by providing signs that describe the feeling, expression and character of the image." Meanwhile, Ginting (2020: 304) states that drawing shapes is the direct transfer of the object being viewed onto a flat plane using certain techniques, with the aim of achieving a level of similarity to the object.

Based on the object of drawing shape, according to Basuki (2019: 99-100) in drawing shapes, there are various kinds of objects that can be used as reference material, but they can be grouped into several basic shapes, namely:

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1) Cubist shape, namely objects that are cube-shaped or cube-like, such as books, tables, chairs, pencil boxes, and others.
2) Cylindrical shape, namely objects that are round or shaped like a tube, for example glasses, bottles, light bulbs, balls, jugs, teapots, buckets, jars, cups, plates, and others.
3) Free Form, namely objects that do not have a regular shape or are not cubist or cylindrical. Examples include fabric, fruit, vegetables, and flowers.

Then, based on the principle of drawing shapes, the principles in drawing shapes are the principles that need to be taken into account so that the resulting image can meet the criteria of beauty and accuracy. These principles include:

1) Perspective

According to Basuki (2019: 101) perspective is the main principle in drawing shapes. The resulting image must correspond to the actual situation, for example objects that are close look large and objects that are far appear small.

2) Proportion

According to Basuki (2019: 102) proportion is the harmony of size or dimensions between one part and another, or between a part and the whole of an image object, so as to achieve an ideal and harmonious size.

3) Composition

According to Basuki (2019: 102) composition is the process of arranging, organizing and connecting visual elements such as lines, shapes and patterns into a unified pattern between the foreground and background, resulting in an effective, communicative and harmonious visual image.

4) Balance

According to Priadi (2021: 124) balance is a way of arranging different elements so that they complement each other and create harmony.

5) Unity

According to Priadi (2021: 124) (2019: 102) unity is a way of arranging the parts of an object neatly, so that it looks complete. This is like arranging objects so that they look orderly and close to each other.

6) Dark-Light (Half Tone)

According to Priadi (2021: 124) light and dark are elements created to give a three-dimensional impression. Light darkness serves to convey the impression of depth, create the effect of three-dimensional objects, to clarify contrast.

Regarding tools and materials used in shape drawing, Suherman (in Nainggolan et al., 2018: 214) emphasizes the significant role of these elements. Materials include materials used to create images, while tools refer to devices used to create an image. The tools and materials used in drawing shapes are: drawing paper, pencil, eraser, cutter knife or shavings, and baseboard.

In drawing shapes there are several techniques, including one of them, the shading technique. According to Safitri (in Fahrurrozi, 2022: 673) shading technique is a drawing method that

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involves the use of a writing tool such as a pencil, where strokes are made to create lines, which then form a sketch of the image being created.

III. METHOD

The method used in this research is the classroom action research method. According to Arikunto (in Nurhikmah et al., 2020), classroom action research is a type of research that reveals the cause-and-effect relationship of treatment, including exposure to what happens when treatment is given, as well as the entire process that goes through from the beginning of the treatment to its impact on the class. The location of this research was carried out at Nurul Islam Indonesia Middle School. The duration of this study is approximately 3 months, namely October to December 2023. There are 9 agendas, which are research preparation, research planning, implementation of cycle I, reflection on cycle I, implementation of cycle II, reflection on cycle II, data processing, conclusions drawn, and report preparation.

The population found in this study were 66 students consisting of all classes VIII-1, VIII-2, and VIII-3. The sample was selected useing purposive sampling, specifically from class VIII-1 consisted of 22 students. This choice was made due to the lower grades and drawing ability of students in this class compared to others.

Data collection techniques include test and non-test. In test techniques use drawing assessment a cylindrical shape with black and white shading. Apart from that, non-test techniques include observation, interviews and documentation. Research instruments include tests, interview guides, observation sheets and documentation. Data analysis techniques include sequentially, namely: data reduction, data exposure, drawing conclusions, and verification.

IV. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Precycle Data Analysis

Table 1. Preliminary Observation Results

No	Name	F/M	Score	Desc.
1	Afifa Aqila	F	70	Kurang
2	Afifa Aulia	F	78	Baik
3	Aira Syahri Ramadhani	F	78	Baik
4	Athaya Aidil Zidane	M	78	Baik
5	Aurelia Putri	F	87	Baik
6	Chairifal Novriansyah	M	70	Kurang
7	Deka Anugerah	M	-	-
8	Echa Nur Fadillah	F	-	-
9	M. Fathur Ramadhan	M	90	Sangat Baik
10	M. Arief Fadillah	M	70	Kurang
11	M. Rafa Putra Alaina HSB	M	-	-
12	MHD. Adrian Hidayat	M	-	-
13	MOHD. Daffi Chairi	M	80	Baik
14	Muhammad Rajilul Fikri	M	50	Kurang
15	Mulia Andika	M	78	Baik

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16	Nazla Harnita	F	-	-
17	Qonita Az- Zuhra	F	78	Baik
18	Raffyan Saputra	M	80	Baik
19	Rakhel Qania Shabrina	F	90	Sangat Baik
20	Sakha Ahmad Zhafran	M	-	-
21	Wildan Aldiansyah	M	-	-
22	Zahira Auliani	F	-	-
Total Scores			1.077	
Average Score			48,95	

Based on the results of initial observations at SMP Nurul Islam Indonesia, data on the results of form drawing scores for class VIII-1 students is known. Of the 22 students observed, there were 4 students (18%) who did not reach the Minimum Completion Criteria 75. Meanwhile, 10 students (45%) had achieved completeness, and 8 students (36%) did not submit their assignments. The highest score obtained is 90, while the lowest score is 50. The average score for this class is 48.95.

The following is an assessment of the results of students' drawings in the pre-cycle, which are presented in the form of tables and graphs as follows:

Table 2. Final Scores in The Pre-cycle

No	Pre-cycle	Total Students	Percentage
1	Tuntas	10	45%
2	Tidak Tuntas	12	54%

4.1.2 The Cycle I Analysis

Table 3. The Cycle I Results

No	Name	F/M	Score	Desc.
1	Afifa Aqila	F	92	Sangat Baik
2	Afifa Aulia	F	92	Sangat Baik
3	Aira Syahri Ramadhani	F	81,5	Cukup
4	Athaya Aidil Zidane	M	80,5	Cukup
5	Aurelia Putri	F	90,75	Baik
6	Chairifal Novriansyah	M	92	Sangat Baik
7	Deka Anugerah	M	65	Kurang
8	Echa Nur Fadillah	F	65	Kurang
9	M. Fathur Ramadhan	M	92	Sangat Baik
10	M. Arief Fadillah	M	65	Kurang
11	M. Rafa Putra Alaina HSB	M	65	Kurang
12	MHD. Adrian Hidayat	M	65	Kurang
13	MOHD. Daffi Chairi	M	79,5	Cukup
14	Muhammad Rajilul Fikri	M	90,75	Baik
15	Mulia Andika	M	65	Kurang
16	Nazla Harnita	F	65	Kurang
17	Qonita Az- Zuhra	F	92	Sangat Baik
18	Raffyan Saputra	M	81,75	Cukup
19	Rakhel Qania Shabrina	F	85,75	Baik
20	Sakha Ahmad Zhafran	M	65	Kurang
21	Wildan Aldiansyah	M	65	Kurang
22	Zahira Auliani	F	65	Kurang

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Total Score	1.699
Average Score	77,22

The drawback of the first cycle of action is that the students' form drawing work still shows a low level of achievement. There are still some students who still cannot describe objects correctly and cannot make shading based on the dark and light of an object. According to the assessment of students' drawings, only 12 students (54%) achieved the completion criteria, while 10 others (45%) did not meet the minimum criteria (≤75).

4.1.3 The Cycle II Analysis

The implementation of this cycle is divided into four stages, namely the planning stage, action, observation stage and reflection stage which form a cycle.

Table 4. The Cycle II Results

No	Name	F/M	Score	Desc.
1	Afifa Aqila	F	92,5	Sangat Baik
2	Afifa Aulia	F	92,25	Sangat Baik
3	Aira Syahri Ramadhani	F	92,25	Sangat Baik
4	Athaya Aidil Zidane	M	92,5	Sangat Baik
5	Aurelia Putri	F	91,25	Baik
6	Chairifal Novriansyah	M	92,5	Sangat Baik
7	Deka Anugerah	M	91,75	Baik
8	Echa Nur Fadillah	F	92,5	Sangat Baik
9	M. Fathur Ramadhan	M	92,5	Sangat Baik
10	M. Arief Fadillah	M	70,75	Kurang
11	M. Rafa Putra Alaina HSB	M	72	Kurang
12	MHD. Adrian Hidayat	M	72	Kurang
13	MOHD. Daffi Chairi	M	65	Kurang
14	Muhammad Rajilul Fikri	M	92,5	Sangat Baik
15	Mulia Andika	M	92,5	Sangat Baik
16	Nazla Harnita	F	72	Kurang
17	Qonita Az- Zuhra	F	91,75	Baik
18	Raffyan Saputra	M	92,5	Sangat Baik
19	Rakhel Qania Shabrina	F	92,5	Sangat Baik
20	Sakha Ahmad Zhafran	M	88,5	Baik
21	Wildan Aldiansyah	M	76	Cukup
22	Zahira Auliani	F	91,75	Baik
Total Score				1.899
Average Score				86,31

In this cycle II, almost all students were able to describe objects correctly and make light-dark shading correctly. According to the assessment of students' form drawings, 17 students (77%) met the completion criteria, while 5 students (22%) did not meet the minimum completion score (≤75). The highest score obtained was 92.5, while the lowest score was 65. Thus, this cycle II succeeded in achieving the minimum completion target.

In this cycle II, it can be concluded that 95% of students understood and felt suitable for the demonstration method applied by the researcher. In fact, the majority of them prefer this demonstration approach because it is considered easier to follow each step. Therefore, the

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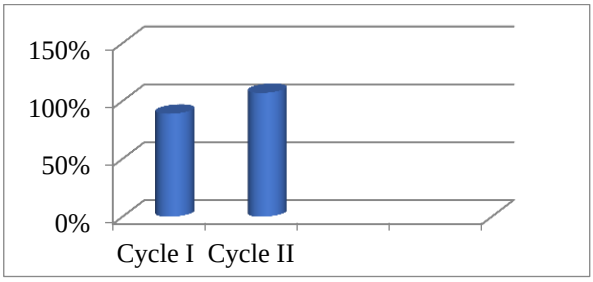
researcher concluded that applying the demonstration method during the second cycle successfully increased student interest and improved learning outcomes in drawing cylindrical shapes. This is evident from the increased observations, such as students showing greater dedication to learning, increased activity, enthusiasm in completing drawing assignments, and improved learning outcomes.

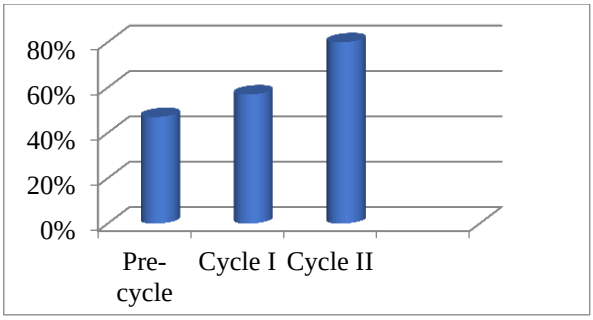
4.2 Discussion

4.2.1 Intercycle Analysis Results



The graph presented above shows an increase in student interest in learning to draw shapes through the application of the demonstration method. Interest in learning to draw shapes increased from 81% (18 students) in cycle I to 100% (22 students) in cycle II, marking the most significant rise.

4.2.2 Comparative Analysis



The increase in student learning outcomes in drawing shapes can be seen from the percentage of completeness recorded from pre-cycle, cycle I, to cycle II. Initially,or in the pre-cycle phase, only 10 out of 22 students (45%) met the minimum completion criteria, while 12 students (54%) did not meet the criteria. After implementing actions in cycle I, 12 out of 22 students (54%) met the minimum completion criteria, while 10 students (45%) did not meet the criteria. In cycle II, after further actions, 17 out of 22 students (77%) met the minimum completion criteria, while only 5 students (22%) did not meet the criteria.

V. CONCLUSION

Applying the demonstration method to drawing cylindrical shapes can increase students' interest, as can be seen in the percentage increase achieved. In cycle I, there was an increase

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of 81% or 18 students, while in cycle II, student interest continued to increase to 100% or 22 students.

The application of the demonstration method is able to improve learning outcomes for drawing cylindrical shapes in class VIII-1 students at SMP Nurul Islam Indonesia. According to the student's drawing results, the shapes depicted are accurate representations of the original objects, with precise attention to proportion, composition and perspective. Also, in making shading based on the darkness and lightness of the object, students are able to make gradations in the shading neatly and precisely. The results of students' drawing results based on students' learning completeness have increased quite significantly. In the initial or pre-cycle conditions, of the 22 students, only 10 students or 45% were in the complete criteria and 12 or 54% of the other students were still in the incomplete criteria (below minimum completion criteria ≤75). After carrying out the first cycle of action, of the 22 students, 12 students or 54% had entered the complete criteria and the other 10 students or 45% were still in the incomplete criteria (below minimum completion criteria ≤75). Then in the second cycle, of the 22 students, 17 students or 77% had entered the completion criteria and only 5 students or 22% had not met the standard completion score (under minimum completion criteria ≤ 75), with the highest score being 92.5 and the lowest being 65. This means that the second cycle has achieved the minimum completion target.

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