

INCREASING THE VISUAL ARTS IN ART LEARNING ACTIVITIES THROUGH THE COLLAGE GROUP PROJECT AT STATE ELEMENTARY SCHOOL

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ABSTRACT

Cultural arts education in elementary schools is based on the characteristics, uniqueness, meaning, and benefits for students' psychological development. Aesthetic uniqueness or characteristics certainly involve expressive activities and creativity of teachers in using educational approaches through art and art in education. The decline in students' creativity is caused by teachers' lack of attention to students' needs, the use of monotonous learning methods, and teachers not providing opportunities that can help students become creative and active in the classroom. This research aims to increase the creativity of grade V students in learning fine arts in elementary school activities in the Pancasila Student Strengthening Project (P5) with a project-based learning model at SD Negeri Kuanino. This type of research is classroom action research with 21 students in grade V of SD Negeri Kuanino Kupang. Data collection was conducted using observation techniques and collage-making practices. Based on the results of the preliminary research, there were 10 students who met the KKM with a completion percentage of 47.61%. In cycle I, the percentage of completeness was 25% and only 1 group achieved the KKM, while in the second cycle there was an increase with a percentage of completeness of 75% and 3 groups achieved the minimum mastery criteria. Efforts to increase student creativity by making measurable collages through creative sticking practice activities according to students' preferences and the uniqueness of students' experiences in sticking grains to pictures by placing colors according to the uniqueness of students' experiences and creativity without being directed by the class teacher. Thus, it can be concluded that the Project Based Learning learning model can increase students' creativity in learning fine arts in grade V of SD Negeri Kuanino, Kupang City.

Keywords: Creativity, Fine Arts, P5, Project Based Learning, collage, student experience.

1.0 INTRODUCTION

Locally, in fact, many teachers still use conventional learning in schools today, and teachers dominate learning more. Of course, this learning can hinder students in developing a mindset, including the ability to think creatively. It is difficult for students to develop their creativity because teachers prioritize providing material only, without any direct practice to make a project. This greatly affects the development of students' creativity, which is rarely honed. To overcome this problem, the researcher will use a project-based learning model in fine arts learning to develop students' creativity.

Art learning is integrated in Project to Strengthen the Pancasila Student Profile activities and leads to dance learning with the theme of local wisdom and sustainable lifestyle, which is expected to instill a sense of love for the homeland in students. Fine arts learning is still included in P5 activities but is not the focus of learning. During the learning of fine arts, the teacher accompanies and also provides examples and explanations on how to make a product, which is then followed by the students. Also, the results of P5 activities at school as a place for students' creativity to be seen in art performances held at the end of each semester in the form of modern dance performances and projects resulting from creativity or students' works will be shown to parents/guardians. The dances performed at the art performance are in the form of modern dance creations that are studied for one semester.

The classroom teacher sees that the creativity of students in learning with the P5 project is not monotonous because students are also active, not only learning theory, but also directly trained to make and produce products. Children want to master the new skills given at school. Fine Arts is one of the subjects in elementary school that facilitates children to explore themselves, learn new skills, and develop their creativity. The existence of creativity in learning can certainly form a new, non-monotonous, and interesting learning environment for students, which will make them more involved in every learning process that takes place in the classroom. The decline in student creativity is caused by various things, including the lack of attention of teachers in seeing the needs of students, the use of monotonous learning methods, and teachers who do not bring

The main cause of low student creativity is that students do not set the learning targets they want to achieve. Students feel that learning is a difficult process to understand. Students feel that learning is not needed in their daily lives (Manik, 2019). Seeing these problems, new learning methods can be applied, namely by bringing students to be creative verbally and visually, with the implementation of projects

Handicrafts are believed to increase the creativity of students as a whole. Crafts not only let students know how to make crafts, but also allow learners to discover new ideas on how to modify existing crafts. In this case, students are required to move actively and think very creatively. Handicrafts can increase students' creativity. This is because handicrafts can make them focus on the things they see. Because this activity is very interesting, students are very interested in making it. Moreover, students are also able to reduce waste to be used as attractive and aesthetic handicrafts (Hikmawati, 2020). Handicrafts have an effect on the creativity of each student, but it is also supported by the role of teachers and schools in realizing students' creativity (Armanila, 2022).

2.0 LITERATURE REVIEW

Research on the work between students in art learning in the classroom in a project of working on a collage or sticking grains to a sketch of a butterfly image has not been widely studied. Learning in the classroom through elementary school fine arts practice activities or other art practices in the Social Psychology of Music theory is very important to do. This is intended so that teachers and students can improve relationships and get to know each other better. Even socially, there is a good relationship between students and students. Cooperation in sticking or collage can increase student participation spontaneously and fun. Cooperation in art practice

can increase students' creativity and initiative. Art practice activities provide students with the opportunity to learn without pressure and solve problems together from a young age.

The attitude of cooperation when learning artworks is in line with the Collaboration and Teamwork Theory. This theory emphasizes the importance of collaboration and teamwork in generating creative ideas. When individuals work together in a team, they can inspire each other, share ideas, and expand their understanding of a problem. (Tahir & Iswahyudi, 2023). Group learning encourages students to collaborate to improve their skills in working together (Nurhaedah et al., 2022). Collaboration in this case is of course, for the field of education and positive things. A cooperative attitude minimizes difficulties in the art business. Working together will make it easier to solve problems. Students propose direct and schematic solutions from their point of view (Andri & Istyawati, 2013). The cooperation also concerns Group Dynamics Theory. This theory focuses on how group dynamics such as communication, leadership, and interactions between group members affect the level of creativity within a group. A group that encourages diverse thinking and provides space for all members to contribute (Tahir & Iswahyudi, 2023).

Learning Cultural Arts and Crafts not only teaches students to create, but also forms a positive attitude during work activities, one of which is cooperation. Current learning is required to carry out fun learning activities. The realization of a pleasant learning atmosphere can be done by applying a fun learning model, where the learning model tends to be carried out more in groups, such as the Project-Based Learning (PjBL) learning model. This learning model is suitable for art making activities. This is in line with the opinion of Rahmaniah et al. (2023) that cooperative learning such as Project-Based Learning can increase student interaction and participation in the learning process. This interaction can later realize an attitude of cooperation in students.

Based on an interview conducted by the researcher with the homeroom teacher of Grade V of SD Negeri Kuanino on March 19, 2024, it is known that art learning is included in P5 activities and leads more to learning dance art with the theme of local wisdom and sustainable lifestyle, which is expected to instill a sense of love for the homeland in students. Fine arts learning is still included in P5 activities, but it is not the focus of learning. During the art lesson, the teacher accompanies and also provides examples and explanations of how to make a product, then followed by students. The results of P5 activities at school as a place for students' creativity to be seen in art performances held at the end of each semester in the form of modern dance performances, and projects resulting from creativity or students' works will be shown to parents/guardians. The dances displayed in the art performance are in the form of modern dance creations that are studied for one semester. The creativity of students in learning with the P5 project is not monotonous because students are also active, not only learning theory, but also directly trained to make and produce products. Based on the background of the above problem, it is necessary to formulate a problem that will provide direction for the initial step of research. The formulation of the problem in this study is "How to increase the creativity of Grade V students in elementary art learning in P5 Activities with the Project-Based Learning learning model at SD Negeri Kuanino?"

3.0 RESEARCH METHODS

This research is class action research. This research was carried out in two cycles. Each cycle involves two treatments. The data were collected as part of the collage practice activities that students must carry out together as part of the P5 project. The research was conducted in 2 cycles, using interviews with Grade V teachers and school principals regarding the activities of the Pancasila Student Profile Strengthening Project. The research instruments used were in the form of observation results during classroom research. First, the observation of the teacher's teaching activities is then assessed by other teachers as observers. Second, the test tool is in the form of the practice of attaching yellow corn kernels and green beans to paper containers with butterflies together in groups. Collage images can be a measuring tool or instrument to measure students' creativity in elementary school art. The image that becomes a container to attach the grains forms a butterfly image consisting of green from green beans and yellow from corn kernels. This activity can increase activity, and students' creativity is very fun. This research is divided into two cycles. The pre-cycle is carried out before cycle one, with 47.61 completed and 52.38 uncompleted. Pre-cycle activities are carried out through observation of learning in schools and the practice of teaching art in several public schools.

In carrying out class action research, research procedures or stages in research are required. The stages of the research in question consist of: first, planning the research design using the Kemmis and Taggart models. The model presented by Kemmis and Mc. Taggart. At this stage, the author carries out planning activities through writing teaching materials or learning modules. Second, implementation activities are carried out by carrying out art practice activities together in groups, then observed by other observer teachers, and carried out repeatedly together. Student participation is very important and shows student activity well. This stage is done through 6 phases carried out by the classroom teacher while observing completely so that they can monitor the activities and activeness of students. Third, it is followed by the observation stage, which is observing the activities of the students practicing collage, where each group and each student actively work together to attach corn kernels and green beans to a paper container with a picture of a butterfly while being observed by the teacher of Grade V and filling in the observation sheet at the same time. Fourth, the reflection stage. This stage is the stage where the researcher analyzes the results of observations and continues to the next stage of reflection if they still do not achieve the expected score.

4.0 RESULTS AND DISCUSSION

This research was carried out in two cycles, but began with a pre-cycle that did not involve treatment or intervention. The results showed that 52.38% who had not completed learning, so it was necessary to intervene and use the Project-Based Learning learning model. Each cycle requires one face-to-face meeting or 2×35 minutes. The subjects studied were grade V students at SD Negeri Kuanino, which consisted of 21 students with varied activities. Qualitative data were obtained from the results of teacher observation and observation of student activities during the research process of cycles I and II, which were carried out by homeroom teachers of grade V at SD Negeri Kuanino. The data from interviews with grade V students were obtained from groups of students who worked on one work together. The results of collage practice activities became a measure of student creativity and indicated that in the first cycle the students received a score of 62.79, classified as good. In cycle II there were some students in the same class as the first cycle, and student activity was active, with a score of 82.88 in the very good category.

Before acting, the researcher carried out a pre-action to find out the creativity of the collages of elementary school students. This pre-cycle or pre-action activity is based on the results of the author's observation as an initial observer. Based on the data obtained, the learning outcomes of grade V students of SD Negeri Kuanino in fine arts learning before using the project-based learning model were 11 students or 52.38% who obtained scores below the KKM, while students who reached the KKM amounted to 10 students or 47.61% of the total students. Therefore, efforts are needed to overcome these conditions so that the researcher follows up by conducting Classroom Action Research using the Project-Based Learning learning model.

Aspects	Average score	Total value	Completeness	Number of Students	Percentage
Pre-action	62,79	672	complete Incomplete	10 10	47,61% 52,38%

The results of pre-cycle observations showed that as many as 20 students in grade V of SD Negeri Kuanino had not and had reached the KKM score. The data show that the level of collage creativity or sticking for elementary school students needs to be intervened so that maximum creativity is achieved. The intervention in question is the researcher's treatment in increasing art practice activities in the classroom by the classroom teacher so that it can achieve the ideal KKM score standard. Observation teachers and researchers are resource persons, and collage practices can be a benchmark for the creativity of elementary school students. The collage practice was guided by the teacher in a group, divided into Student Worksheets, observing the group work on students' activeness and creativity and neatness in making collages, showing the results of collage and presenting the results of gluing corn kernels and green beans through color play and color composition by Grade V students.

Based on this analysis, this study will carry out classroom action research to increase the drawing creativity of Grade V students. Implementing PTK to increase the creativity of drawing students in Grade V. The Classroom Action Research Cycle will ensure that interventions or treatments in the form of making collages from grains are effective in achieving the expected improvement. Thus, it is hoped that this research can make a significant contribution in improving the quality of learning of Cultural Arts and Crafts and the creativity of students at the State Elementary School 1 Kuanino.

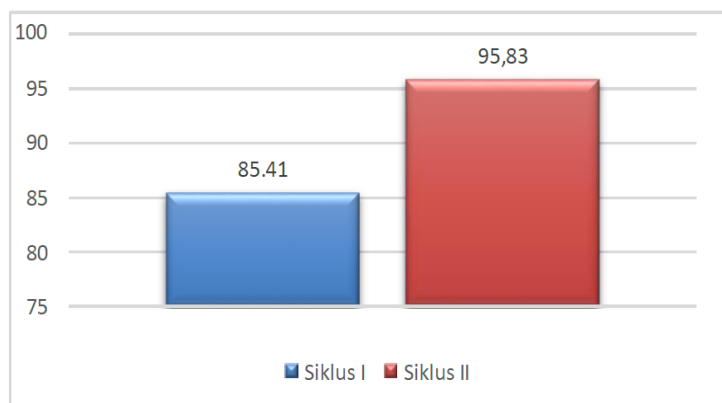
Based on the results of the second cycle of research, it can be concluded that efforts to increase students' creativity in sticking to the KOLase of butterfly drawings using corn kernels and mung beans show a good improvement, namely students can stick more neatly, arrange attractive colors, and the accuracy of sticking also adds a sense of beauty. Psychologically, because based on the results of research in the field of music psychology, students who learn the art of music regularly with classroom teachers at elementary school age, it can increase attention or concentration while studying. In addition, of course, the activity of sticking or collage from

This can be compared with the results of the activity and creativity test in the collage practice in cycle I, reaching an average score of 48.57, with the fair category, to 62.79 with the good category. The implementation of efforts to increase students' creativity in making collages using grains has achieved a predetermined success indicator of 82.88% with a very satisfactory category. It is known that students' creativity has increased, with an average in the first cycle

of 62.79 and an increase to 85.88 in the second cycle. In addition, the percentage of student activity in the first cycle reached 85.48% and increased in the second cycle to 90%. The percentage of teacher activity also increased from the first cycle of 86.00 to 95.38% in the second cycle. The results of the actions in this study have reached the success indicator, so this research is declared complete in cycle II.

The findings of this study can be seen in the activities of classroom teachers who divide students into group

Diagram 4.1. Comparison of observation results of Teacher Activities Cycle I and Cycle II



Data source: Researcher's Processed Results, 2025

From the diagram, it can be seen that there is an increase in teacher activity from one cycle to the next. In the first cycle, with a score of 41, the value produced after being entered into the formula was 85.41 and was given the very good criterion (SB). In cycle II, with a score of 46, the value produced after being entered into the formula was 95.83 and was given the excellent (SB). Thus, it can be concluded that the results of observations of teachers' activities in implementing the Project-Based Learning learning model in fine arts learning increased by 10% from cycle I to cycle II. Educators do remedial to some students after learning. This is done by educators by providing remedial to 3 students after the learning ends. This is done as an effort to help students who have not reached completeness increase creativity in making collages. Students again observed the learning video regarding the steps to use to make grain collages. In gluing the grains, a neat and good collage technique is applied. Educators observe and help students when they experience difficulties. Educators also invite students to be outside the classroom so that they do not feel limited by the classroom. When making the collage, the students' imagination was focused on the shape of the butterfly in the school environment. Although it was difficult because they could not draw like their original form, the students

can modify the flower plant into a more imaginative shape. Until the end, students can finish sticking to butterfly drawing media well and by using the sticking technique. Based on the data on the results of increasing student creativity above, it can be concluded that by utilizing grains and assisted by stimuli given verbally and audiovisually in the collage of images of geulis butterflies in grade V of SDN Kuanino appropriately, students' creativity has increased.

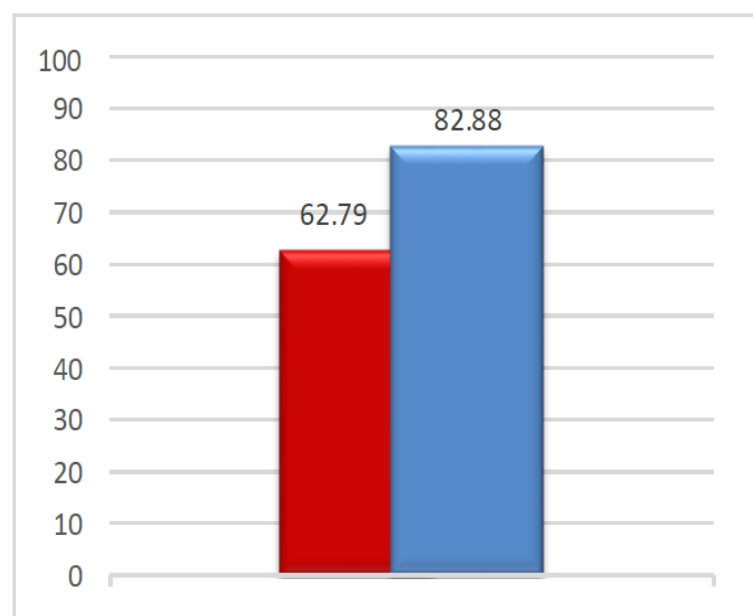
4.1 Student Observation

From the results of observations, there was an increase in student activity in learning material about style. In the first cycle, the total number of student scores was 422 with an average score of 62.79 and criteria (less). In cycle II, the total number of student scores was 557 with an average score of 82.88 and criteria (Excellent).

Urnturk lebih jelas, terrserburt information is presented in the table and diagram below.

Comparison Table of Student Observations Cycle I and Cycle II

Results of Student Activity Observation	Acquisition Score	Value	Criteria
Cycle I	422	62,79	Enough
Cycle II	557	82,88	Excellent

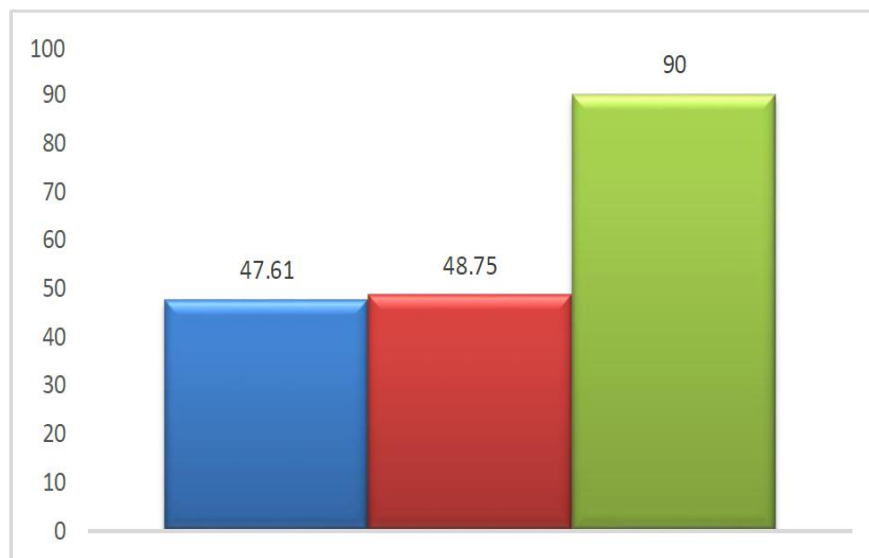


From the diagram above, it can be seen that there is an increase in student activity between cycle I and cycle II. In cycle I, the total score was 422 with an average of 62.79 and was given the criterion (Adequate), while in the second cycle, the total score was 557 with an average of 82.88 and was given the criterion (Excellent).

Thus, it can be concluded that the increase in student activities in learning using the Project-Based Learning model in fine arts learning increased from cycle I to cycle II by 20%.

Product Evaluation Results	Acquisition Score	Value	Criteria
cycle I	39	48,75	Less
cycle II	72	90	Excellent

Comparison of Pre-Cycle Product Assessment Results, Cycle I, Cycle II



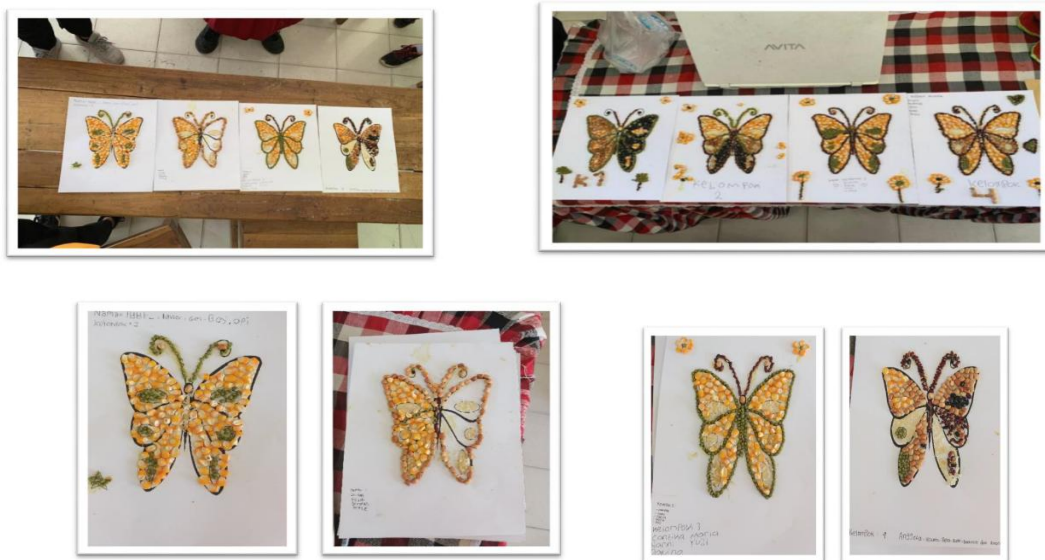
5.0 DISCUSSION

Students' creativity in learning fine arts will increase if teachers use the Project-Based Learning learning model. This learning model will provide opportunities for students to develop their creativity further. Learners will learn to practice how they think creatively as well as actively, and it can also help develop communication skills in groups. Students can develop their creativity in learning through the creation of collages.

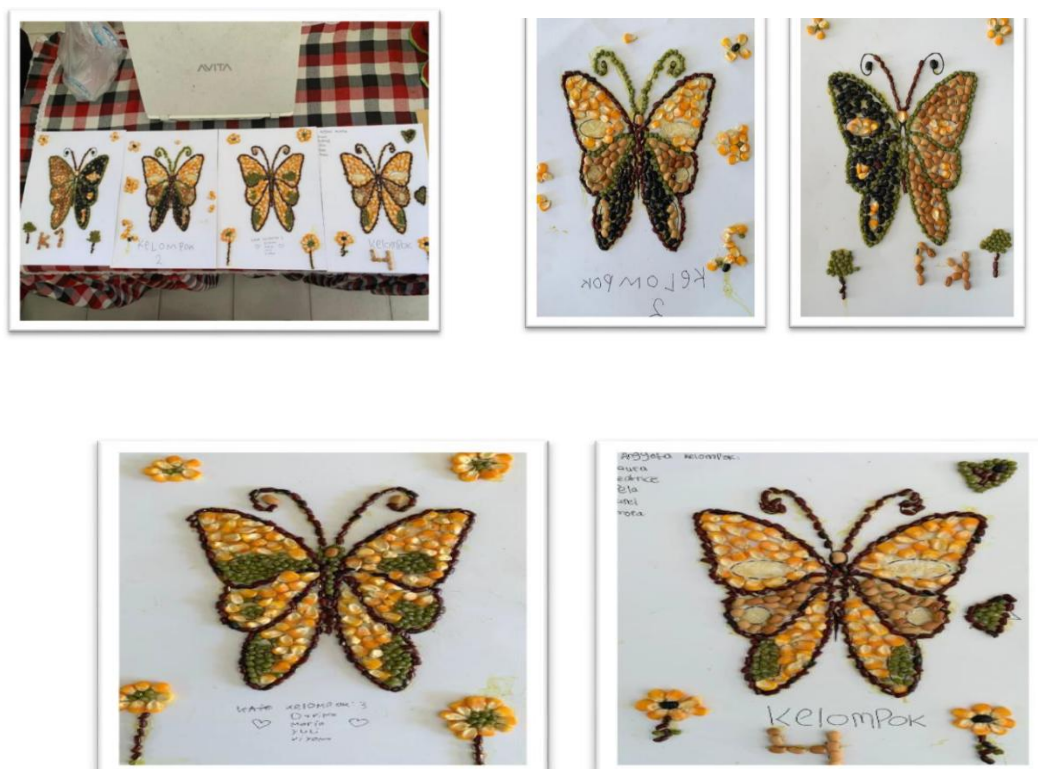
This research was carried out at SD Negeri Kuanino, Kupang City, using the Project-Based Learning learning model, using observation sheets and project work, namely making collages. Data from observation of teacher and student activity in the learning process using the Project Based Learning learning model showed an increase from cycle I to cycle II, namely the data of teacher observation results in cycle I with a score of 85.41 and the results of student observation with a score of 62.79, and an increase in cycle II with a teacher observation score of 95.83 and student observation with a score of 82.88. With the increase in observation data, the results of the assessment of collage work products have also increased. The collage gluing activity is carried out in groups and also individually. The activity of gluing individual collages is done in turn, which means that each student gets a turn to attach the grains to the butterfly images that have been provided. Students choose for themselves what grains they will paste without being directed by the teacher.

Based on the data from the observation of teachers and students on the use of the Project Based Learning model in fine arts learning, the more the data from the observation of teacher and student activities, the more the creative process of students is built based on the selection of colors used in making collages and their understanding of the material that has been studied in accordance with the set learning objectives.

In cycle I, the data on the results of product assessment received a score of 47.5 and increased in cycle II with a score of 95, so that in this study the creativity of students from cycle I and cycle II has improved, so it can be said that the Project Based Learning Model is very good to be applied to increase the creativity of students at SD Negeri Kuanino Kupang City.



It can be seen that in the first cycle, there are groups whose collage projects have not been completely completed because the group does not make good use of the work time and is less able to work together in groups to create creative collage works. It can also be seen that students have not been able to display good aesthetic values and color elements in collages. Students have not fully come up with ideas and opinions to make creative collages.



In this second cycle, each group has shown satisfactory results as can be seen in the image above. Students are able to work together and give each other opinions on how they want to

create creative and interesting collage works while still displaying good aesthetic values and color elements. The color combination used by each group has also increased compared to cycle 1, The butterfly drawing line is also neatly covered by the pasted grains.

6.0 CONCLUSION

6.1 Conclusion

Based on the results and discussions that have been carried out on the application of the project-based learning model, to increase student creativity in learning fine arts in Grade V of SD Negeri Kuanino Kupang City, it can be concluded that the application of the project-based learning model can increase student creativity through the creation of collages in Class V. The increase in creativity is known from the results of product assessments in Cycle I and Cycle II which show Classically increasing the percentage of completeness. In the first cycle, the percentage of completeness is 25%, or only 1 group that reaches the Minimum Mastery Criteria of 70, while in Cycle II, the percentage of completeness is 75%, or 3 groups that reach the Minimum Mastery Criteria of 70. Thus, Classroom Action Research (PTK) through a project-based learning model in fine arts learning in grade V of SD Negeri Kuanino Kupang City can increase students' creativity.

6.2 Suggestions

Based on the above conclusions, the researcher proposes suggestions for schools to be able to suggest to other teachers to use the Project Based Learning learning model in learning, for teachers to have knowledge about the application of the Project Based Learning model as a form of innovation in learning at school to be able to increase students' creativity and can help students to develop critical thinking skills, for other researchers to be able to find out about the use of the Project Based Learning model so that it can be applied if you become elementary school teachers in the future.

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