

## DEVELOPMENT OF A CREATIVE DESIGN TRAINING MODEL IN PLAYGROUP TEACHERS IN SEMARANG CITY

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### Abstract

The purpose of this study is to produce an effective training model and the formation of Playgroup teachers who have better creative drawing competence than before. This research approach is a research and development (R&D) design. These stages, namely the collection of data needs for model development, design development of model development, model validation of model trials (individual, group, and limited), model revisions, model trials, and final model revisions. The results of this study are creative drawing training models that have proven their effectiveness. The results of the effectiveness test showed a pretest value, namely a B value (10%), a C value (15%), and a D value (75%). The posttest results showed that the value of A (60%), and the value of B (40%). The results of the study concluded that the final model of development results was effective and could develop creative drawing competencies in Playgroup teachers. The development research model is recommended to be recommended as a model / pilot project in Semarang City.

**Keywords:** training model, creative drawing

### INTRODUCTION CHAPTER I

Creativity as an internal aspect of a person is a personal potential that serves the Playgroup in various comprehensive aspects in human beings. Creativity does not necessarily only arise through mere internality, but can also arise, grow, and develop due to external factors. Creativity in the arts is the most emphasized thing because it makes students think, innovate, or imagine.

Creative drawing competencies need to be developed and developed by Playgroups from an early age. The development began with strengthening the competence of PLAYGROUP teachers to become professional educators. The demands of professional educators include mastering creative drawing skills in order to guide and optimize the growth potential of children's drawing creativity. Therefore, understanding, knowledge,

and creative drawing skills for PLAYGROUP teachers become the basic capital that must be mastered so that the learning of creative drawing in PLAYGROUP can achieve maximum results.

Based on observations and interviews with PLAYGROUP teachers in Semarang City, it is known that most of them are still not mastering creative drawing skills. This condition is supported by PLAYGROUP teacher data in Semarang City which shows that 2,803 educators have 20.99% academic quality or 588 academic qualifications are still of concern (Dinas Dikbud, 2012). The data indicates that the administration of education is experiencing serious and urgent problems that require special action. In accordance with Government Regulation No. 19 of 2005, it was held by Playgroup that learning should be held by professional teachers, namely teachers who have pedagogical, professional, personal, and social competencies. Teacher professionalism is expected to increase Playgroup quality of PLAYGROUP education.

Efforts that can be made to overcome these problems are carried out by applying Playgroups to various parties, one of which is the Semarang City Education Office. However, the solution was apparently still not obtained maximum results. Drawing training that is often carried out is still not effective, has not focused on objectives, implementation is a package, for example consisting of curriculum training, teaching simulations, and drawing only. The results of the drawing training are still dominated by the results of drawings that are not creative, for example images that are cliché / photocopied, seem stereotyped (interview with Kempo Instructor in Semarang in 2012). Thus, we need a creative drawing training model that can enhance Playgroup teacher competencies so that quality education can be held.

The model can be implemented well if the training management is also good. Gaffar and Nurdin (2008: 569) state that the weakness of the education and training system is due to the weakness of training management at all levels, both macro, mezzo, and micro levels.

## **LITERATURE REVIEW CHAPTER II**

Training can be defined as activities that are carried out systematically to enhance Playgroup knowledge skills and attitudes of an organization member so that those concerned can increase Playgroup effectiveness in carrying out work. (Mas'ud, 2005: 52). Training cannot be separated from education because education and training are a

unity in efforts to develop human resources such as increasing knowledge, skills and attitudes.

Table 2.1 Comparison between Education and Training

No.	Aspect	Education	Training
1.	Capability Development	Overall	Specific
2.	Area of ability	Cognitive, affective, psychomotor.	Psychomotor
3.	Duration of implementation	Long term	Short term
4.	Theory	More common	More specifically
5.	The use of learning methods	Conventional	Unconventional
6.	Final Award	Degree	Certificate

Source: Notoadmodjo (1998: 26)

In this training more emphasis on human development (PLAYGROUP teacher) can be described as follows.

#### Management of Drawing Training

	Planning	Implementation	Evaluation	Purpose
Human				Drawing competency for PLAYGROUP teachers
Theory				
Machine				
Method				
Money				
Marketing				

Education and Training in the perspective of HRM education has a very urgent function in line with the demands of the times. The core of training management is the management of training programs that involve aspects of identifying training needs, planning training designs, establishing training methodologies, preparing training materials, implementing training, evaluating training and determining follow-up training. Mujiman (2009: 30). Training management is seen as one of the most important factors in dealing with problems in organizing HR training programs. The weakness of the existing

education and training system is the weakness in management of education and training, both at the macro, meso and micro levels. Gaffar and Nurdin (2008: 569). Therefore management of education and training is a strategic alternative for improving the quality of education and training.

The management training model proposed by Gomes Mejia et.al (2001: 264) human resource management experts gave the opinion that education and training can be managed in 3 stages as follows.

The first phase, needs assessment phase (stage of needs assessment), development and conduct of training phase (development phase and implementation of training), evaluation phase (evaluation phase). This model is described as follows:

#### Scheme Model Gomez Mejia

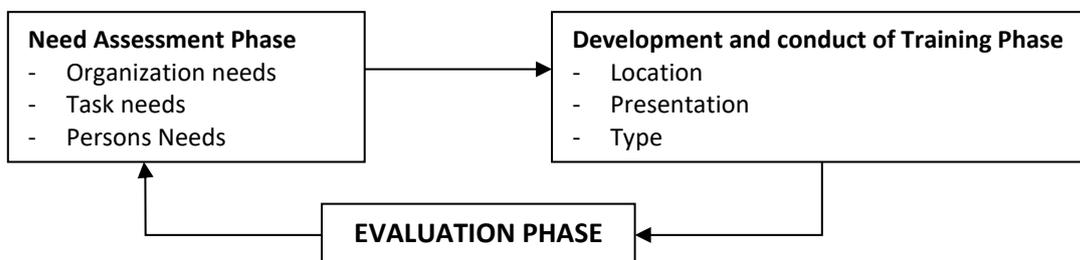


Figure 2.2 The training process adopted from Gomes Mejia (2001: 264)

The management also applies to arts education and training, including creative drawing.

The basic concept of creative drawing can be described as an activity created on the basis of expressing ideas / ideas from the creator that reflects the level of personal qualities of a person that includes values that are multidimensional, both philosophically, involving essential things, or things that are is simple, which is to tell about the personal experience of the creator. Dappat creative drawing trains children to think creatively. As stated Evan (1994: 45) that creativity is very useful in life, especially in terms of (1) Smooth response to problems, ideas or material. Every problem faced can be responded quickly and agile. (2) Easy to adjust to environmental situations. (3) Responses to problems are foreign in nature. (4) Think integrally, can connect one thing to another and analyze well.

According to Law No. 20 of 2003 and Law No. 14 of 2005 the role of teachers is as educators, instructors, mentors, directors, trainers, assessors and evaluators of students. Given this, the ability to draw creative PLAYGROUP teachers need to have because teachers have a big hand in children's development. In line with several studies from Ninok

(2012), Liu (2001), Bartel (2009) and Bartel (2013) that students learn to draw creatively from teachers who can draw creatively as well.

## **METHOD**

This research used research and development (R&D) methods. The research steps undertaken are (1) conducting preliminary studies, (2) field studies, (3) developing research designs, (4) developing research instruments, (5) developing conceptual models with reference to needs, (6) conducting model validations , (7) revising the conceptual model based on expert input, (8) testing the conceptual model in the field, (9) refining the model, and (10) preparing a research report.

The ten steps of research and development of the above models are further simplified into 3 (three) research and development steps, namely (1) preliminary studies, (2) development, and (3) finals.

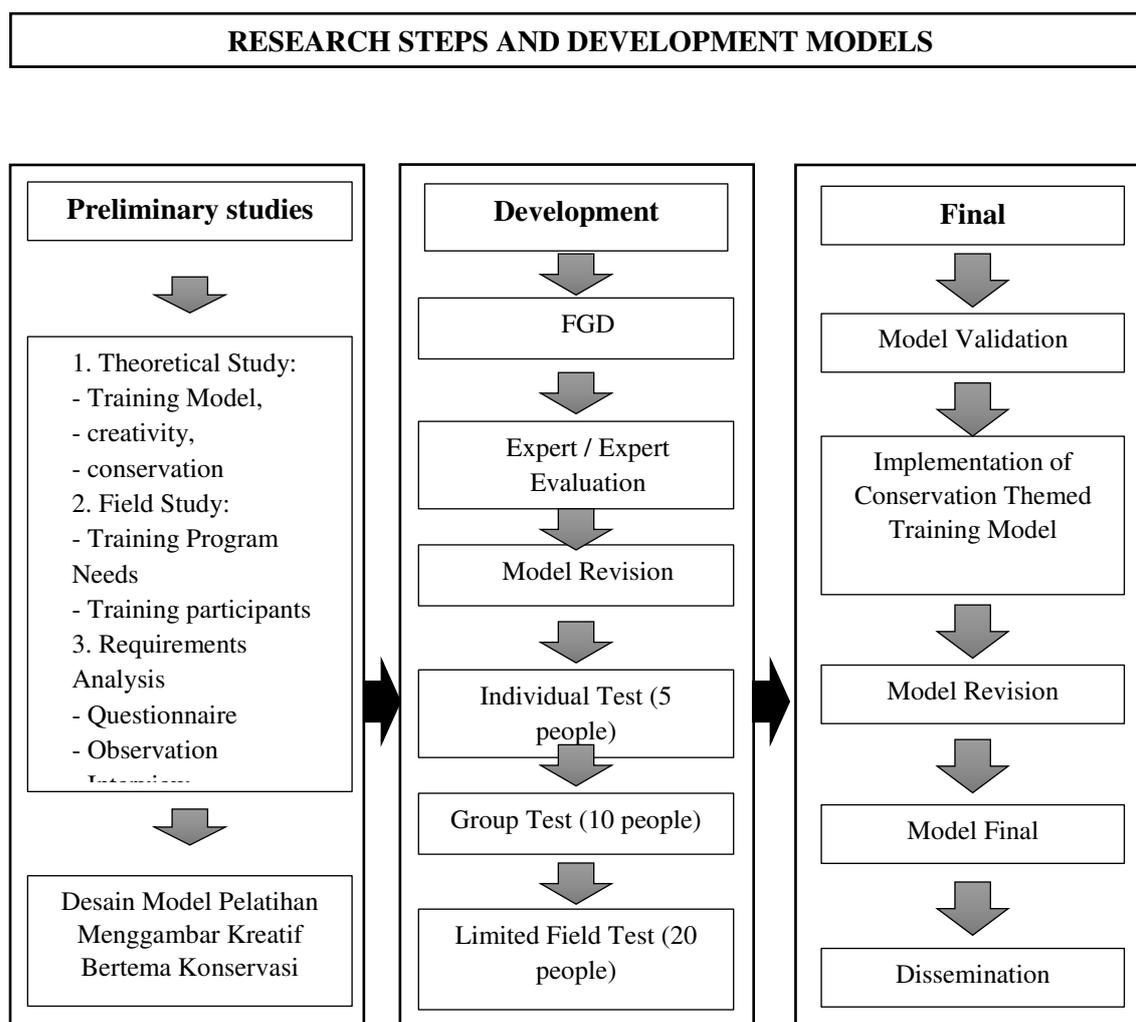
**Figure 3.1. Model Research and Development Steps**

Figure 3.1. Model Research and Development Steps (adaptation and modification of Borg & Gall, 1983: 775).

This type of research data is PLAYGROUP teacher post competency drawing data, data on the implementation of creative drawing training, data on the ability of trainers / instructors, and data on the ability to draw post-training participants. Instrument for interview data collection, task collection, FGD, documents, questionnaires, and notes in the field.

The data analysis technique used is qualitative and quantitative analysis. Qualitative analysis is done by descriptive qualitative to describe the model and the effectiveness of the creative drawing model. Quantitative analysis is used to measure the PLAYGROUP teacher competency variables, the implementation of the training, the ability of the trainer, the ability of the participants, and to measure the effectiveness of the model through t-tests of the pilot and control groups.

## **RESULTS AND DISCUSSION CHAPTER IV**

### **The Form of the Factual Training Model and its Impact**

The factual research model is reflected in the results of exploratory research. It was found that the determination of the material was collective in more than one type of training offered by the sponsor, and the training method. Learning approaches are generally used as an example method, so the results are uniform, stereotyped, and cliched. Coordination of training services are generally instructors selected on the basis of proximity rather than a professional approach, there is no adequate socialization, facilities and infrastructure are not optimally prepared, there are no clear targets, and there are no pretest and posttest. The training process only reproduces copying or copying which is generally cliché. During the evaluation phase the training was not carried out, finally there was no follow up. The impact / output is PLAYGROUP teachers are afraid to draw, the results of the images are stagnant / stereotyped, and the results are not creative / cliché.

The elements described above indicate that the old training program was not carried out in a well-prepared condition. This can potentially hinder the process of developing the creative drawing potential of PLAYGROUP teachers / trainees.

### **Hypotetic Model of Creative Drawing Training**

The hypothetical model consists of (1) at the planning stage required (a) needs analysis of the training program needed and participants who need to get Playgroup training, (b) determination of training material by exploring innovative creative concepts and ideas for creative drawing, and (c) designing methods and approaches for learning in training that are free expression methods according to the personal character of the participant. (2) The implementation phase of the training program, at this stage it implements in accordance with the planned training program by extrapolating creative ideas and innovative creative drawing that is original to the participant's work. Coordination in the implementation of training includes coordination with professional training instructors, adequate infrastructure and tools, socialization of training programs, conducted pretest and posttest, guaranteeing freedom of expression of trainees, and providing a comfortable training venue. The training process is an experiment of creative / innovative ideas that is supported by a variety of media / results of creative / original images. (3) The results of the training in the form of increasing the competence of PLAYGROUP teachers are expected to increase the drawing competence of

PLAYGROUP teachers, the results of creative / innovative / original drawings. (4) Evaluation of training is carried out starting from the planning stage to the implementation as well as the results seen from indicators of teacher competence in creative drawing. (5) Follow-up is done to improve the competence of PLAYGROUP teachers in creative drawing continuously.

The results of the model validation by the experts obtained a good score with an average score of the instrument validation score on a scale of 4 having a score of more than 3. This means that the instrument was assessed as good and had fulfilled the requirements in this study and was suitable as a model of a training program.

### **Difference Test Results of Pretest and Posttest Training Results**

The difference in the pretest and posttest was carried out by t test. T test results showed that the average pretest score was  $58.92 + 4.77$  and the average posttest ( $87.60 + 5.39$ ). That is, the average score of the post-test results is much higher than the pretest results. The t test results showed that the average difference in scores reached  $28.68 + 6.11$  and the t value of 21.008 in degrees of freedom ( $df = 1$ ) the significance was 0,000. This means that creative drawing training with the theme of conservation for PLAYGROUP teachers in Semarang has an effect on increasing the value of the final result.

### **The Final Model of Creative Drawing Training**

The final model of creative drawing training underwent a slight change. The final stages of the model, namely (1) at the planning stage is needed (a) needs analysis, (b) determination of training material by exploring innovative creative concepts and ideas for creative drawing on the conservation of the natural environment, and (c) designing methods and the learning approach in training that is the free expression method according to the participant's personal character. (2) The implementation phase of the training program, at this stage it implements in accordance with the planned training program by exploring creative and innovative ideas that draw original creative works of the participants (original). (3) The results of the training in the form of increasing the competence of PLAYGROUP teachers and (4) training evaluation from the planning stage to the implementation as well as the results seen from the teacher competency indicators in creative drawing. (5) Follow-up is done to improve the competence of PLAYGROUP teachers in creative drawing continuously.

### Differences in Factual Management Models with Final Management Models

Completion of the management model for creative drawing training requires stages, namely (1) a preliminary study, (2) FGD, (3) validation by management experts and practitioners, and (4) limited trials. These stages / steps produce quality differences in the improvement of the development of creative drawing training management models.

Table 9. Differences in Factual Management Models with Final Management Models

No	Training Management Model	
	Factual	The final
1.	Top down / vertical	The deliberations of the organizers, trainers and participants / are horizontal in nature
2.	There is no pretest	There are pretests
3.	There is no education and training program socialization	There is an education and training program socialization
4.	There is no training process	Training process
5.	There are no posts	There are postes
6.	There is no follow up	There is a follow up
7.	There is no post-training evaluation	There is a post-training evaluation
8.	There is no program evaluation and training evaluation	there is program evaluation and training evaluation
9.	There is no monitoring	There is monitoring

Based on the table, it was concluded that the development of a creative drawing training management model was suitable to be used as a model / as a pilot project in the city of Semarang. That is because it has been proven that training can increase Playgroup knowledge and skills. The development of the management model of creative drawing training was carried out following post-training. Thus the development of a creative drawing training management model can increase Playgroup professional competence for PLAYGROUP teachers in training participants.

### CONCLUSIONS CHAPTER V

From this study it can be concluded that the drawing training model that had existed in Semarang City that was imposed on the IGPLAYGROUPI-PGRI PLAYGROUP teachers in the Semarang City was a package system drawing training model.

The final model is a training model that has been approved / validated by experts, practitioners, stakeholders, drawing experts and experts in the field of conservation and has been tested for effectiveness through limited tests that are continued by Playgroup with expanded tests and all forms of tests that are passed can produce products effectively. The implementation of the training development model is different from the factual model. The factual model of training implementation is only in the form of practice without being based on a theory that is really needed.

### **Suggestions**

In order to increase the benefits of the new invention product model widely and effectively, researchers felt the need to provide suggestions as input to be taken into consideration in organizing a creative drawing training on conservation themes for PLAYGROUP teachers in Semarang City.

To the Semarang City IGPLAYGROUPI-PGRI organization, in order to obtain effective and efficient training results in the creative drawing training program (1) it should increase the quota for the number of training participants, so that step by step all PLAYGROUP teachers in the city of Semarang get the opportunity to participate in a creative drawing training on conservation . (2) The IGPLAYGROUPI-PGRI organization is pleased to monitor all participants after the training to carry out inherent supervision of the commitment to implement the results of training in their respective schools. (3) The IGPLAYGROUPI-PGRI organization works closely with PLAYGROUP School Principals in Semarang City so that the Principal is willing to supervise and assess and report the results of his assessment as a form of evaluation that is useful in organizing further training. (4) The IGPLAYGROUPI-PGRI Semarang City is pleased to create a continuous creative drawing training program, after the creative drawing training, it is followed by a simulation training on teaching drawing and evaluating the learning of creative drawing.

To the Semarang City Education Office as the institution responsible for education (1) so that the policy supports the training program for PLAYGROUP teachers to increase Playgroup professional competence in their duties, (2) design a map of training activities for PLAYGROUP teachers so that all have the opportunity to participate in training , (3) allocating funds, to support training activities that can run smoothly, (4) holding competence of outstanding PLAYGROUP teachers between sub-districts in Semarang City which can encourage teachers to enhance Playgroup performance in learning for PLAYGROUP children, especially in learning creative drawing themed environment.

To the management of the training institute or LPM, it is desirable to use Playgroup models of the new findings training used as pilot projects / references in (1) compiling training programs in accordance with the needs of PLAYGROUP's vision and mission and the needs of PLAYGROUP teachers related to their main tasks (2) in organizing creative drawing training so that they are adjusted programs in accordance with the needs and development of training participants (3) each training provider should LPM evaluate / monitor the implementation of training to eliminate deviations from what is expected (4) LPM makes a policy to hold training in a sustainable manner by taking into account innovations new things needed by trainees (5) LPM coordinates with various training providers both IGPLAYGROUPI-PGRI organizations, stakeholders, practitioners and instructors to support each other.

The development training model is suitable to be used as a pilot project for implementing creative drawing training. Further research should be carried out to be able to obtain optimal results from creative drawing training programs for PLAYGROUP teachers.

#### **READ THANK YOU**

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