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Application of Direct Learning Model to Increase Learning Outcomes in Original Drawings in Art Culture Lessons

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ABSTRACT

Cultural arts subjects have the aim of developing attitudes and abilities so that they can be creative and appreciate works of art, so that students can develop their artistic talents. However, in practice, the process of learning the art and culture of decorative drawing materials in class VII B of SMPN 6 Kendari, causes the achievement of competence and learning achievement of students is not optimal. If it is seen from the value of drawing ornaments in class VII B, it shows that the average learning achievement of students has not been able to reach the KKM. The KKM for the arts and culture subject for class VII SMPN 6 Kendari in the 2019/2020 academic year is set at 75. In participating in learning to draw decorative motifs, the students' motivation and enthusiasm for learning is quite high. Students look very serious to immediately complete the task of drawing decorations given by the teacher and want to get good grades immediately. However, the results of drawing ornaments produced by students in some parts are still not in accordance with good art techniques.

The formulation of the problem in this study is whether the application of the direct learning model can improve learning outcomes of decorative drawing in arts and culture subjects for class VII B SMPN 6 Kendari? The purpose of this study was to determine the application of direct learning models in improving learning outcomes of decorative drawing in arts and culture subjects for class VII B SMPN 6 Kendari. The benefits of research for students, teachers and schools: (1) For students, it can improve learning outcomes to draw decorations in class VII B students of SMPN 6 Kendari; (2) For teachers, this research is useful in improving learning outcomes, and measuring their success in implementing teaching and learning activities, as well as broadening their horizons on the use of simple media to improve learning outcomes; (3) For schools, the results of this study can be used as a reference or evaluation with the aim of improving the quality or quality of education in schools.

This type of research is descriptive qualitative using a class action research design (CAR) which refers to the teacher's actions in learning activities. The reason for choosing this method is because the purpose of this research is in line with the objectives of CAR, namely to improve the quality of the learning process and outcomes. In this study, the PTK model used is the model developed by Kemmis and Mc Taggart (1982). The author uses this model because this model is famous for its self-reflection spiral cycle process. The CAR research stages consist of (1) planning (Planning), (2) implementing action (Action), (3) Observation (Observation), and (4) Reflection. Learning outcomes (Scores), (2) Observations (Observations), and documentation. The data analysis that will be carried out is to calculate the average, highest score, lowest score and percentage of students' scores in pre-cycle, cycle I and II. In addition, the percentage of each item will also be calculated from the observation sheet.

From the results of this study, the following conclusions can be drawn. The application of the direct learning model can improve the learning outcomes of students' decorative drawing in arts and culture subjects for class VII B SMPN 6 Kendari. There was an increase in student learning outcomes from the pre-cycle, namely 62.92% to 71.85% in the first cycle and 92.59% in the second cycle. The number of students who completed was 25 out of 27 students or 92.59%. While the standard of completeness is 75%. From the results of observations, it is also seen that there is an increase in the categories obtained by the teacher in the application of the direct learning model. In cycle I, the categories are quiet, good, and very good. Meanwhile, in cycle II, all indicators were categorized as very good.

Keywords: *Direct Learning, Learning Outcomes*

I. INTRODUCTION

The curriculum used at SMPN 6 is the 2013 curriculum. Arts and culture subjects at SMP include four branches of art that are taught, namely: (1) Fine arts; (2) Musical arts; (3) The art of dance; and (4) Theater arts. Each school can choose a branch of art to be taught according to the needs of the school, the needs of students, and the competence of the teachers in the school. In learning art and culture at SMPN 6 Kendari, where the researcher

teaches, two branches of art were taught, namely fine arts and dance. One of the materials in the odd semester KD for class VII is decorative drawing, in this KD it is very possible for teachers to explore media and techniques in painting by considering the potential of students in the SMPN 6 Kendari environment.

Cultural arts subjects have the aim of developing attitudes and abilities so that they can be creative and appreciate works of art, so that students can develop their artistic talents. However, in practice, the process of learning the art and culture of decorative drawing materials in class VII B of SMPN 6 Kendari, causes the achievement of competence and learning achievement of students is not optimal. If it is seen from the value of drawing ornaments in class VII B, it shows that the average learning achievement of students has not been able to reach the KKM. The KKM for the arts and culture subject for class VII SMPN 6 Kendari in the 2019/2020 academic year is set at 75. In participating in learning to draw decorative motifs, the students' motivation and enthusiasm for learning is quite high. Students look very serious to immediately complete the task of drawing decorations given by the teacher and want to get good grades immediately. However, the results of drawing decorative motifs produced by students in some parts are still not in accordance with good art techniques.

Some of the art techniques used by researchers as a guide in the assessment criteria in drawing ornaments are by determining the motifs to be made (fauna, flora, figural or geometric shapes). In addition, a pattern of images must also be prepared as well as tools and image media. From the activity of drawing ornaments produced by students, it can be seen that students still have difficulty applying these art techniques correctly. Even though the results of the drawing are largely determined by the ability of students to apply these techniques.

In the implementation of the learning process the teacher has attempted to provide decorative drawing material with several methods, including the demonstration method equipped with broadcast media using an LCD to explain how to draw the shapes of flora and fauna, the right color composition, the right painting character, the right proportion of comparison. with the media used, as well as the selection of motifs or shapes to be drawn. When given an explanation, students pay enough attention and it seems that students can understand the explanation given by the researcher. But in reality, when the practice of making decorative pictures, the teacher's explanation could not be applied properly. Seeing the results of these reflections, it is necessary to take an action to improve the learning of decorative images in class VII B students of SMPN 6 Kendari in a better direction. The researcher and his collaborator, Mrs. Heni Krisyana, who is an art and culture teacher in class VIII, have designed a learning model that will motivate students so that they can draw with fun. The learning model that will be used is a direct learning model by looking directly at the decorative patterns that will be drawn by students.

The research that supports is the research that has been carried out by Tukirah Kurniasih with the research title Application of Direct Learning Models to Improve Science Learning Outcomes for Class I Students of SDN 006 Tri Mulya Jaya. The following are the results of the study that teacher activity in each cycle has increased, in the first cycle of the first meeting the teacher's activity obtained a percentage of 37.00%, in the first cycle of the second meeting the percentage increased by 50.00%, in the second cycle of the first meeting the teacher's activity experienced an increase by a percentage of 74.00% and in the second cycle of the second meeting it increased by a percentage of 82.00%. In addition, student activity also increased, in the first cycle of meeting I obtained a percentage of 37.00%, in the first cycle of the second meeting it increased by a percentage of 41.00%, in the second cycle of the first meeting, student activity increased by a percentage of 76.00 % and in the second cycle the second meeting increased by a percentage of 80.00%.

Likewise, the average value obtained by students classically in the initial data was only 62 and after the first cycle it increased by an average of 72.5 after the second cycle further increased to an average of 76.5. From several research results, information is obtained that the use of direct learning models has a more positive impact on learning outcomes when compared to learning that only uses books or pictures. Through direct learning, teachers can stimulate students to learn more actively, the material being studied will be clearer, and it will make difficult tasks easier through direct teacher guidance. In addition, the interaction in the learning process becomes better and creates a good and fun learning atmosphere. In this case, students will directly draw decorative patterns outside the classroom. Therefore, researchers are interested in conducting research with the title: "The Application of Direct Learning Models to Improve Learning Outcomes of Decorative Drawing in Cultural Arts Subjects ".

II. LITERATURE REVIEW

2.1. Learning Model

The three models that are the mainstay of the 2013 curriculum (K13) are the Project Based Learning Model, the Problem Based Learning Model, and the Discovery Learning Model. Each learning model has its own sequence of work steps (syntax), which can be described as follows.

1. Disclosure Learning Model (discovery and search/research)

Disclosure learning model (Discovery Learning) is to understand concepts, meanings, and relationships, through an intuitive process to finally arrive at a conclusion (Budiningsih, 2005:43). Discovery occurs when individuals are involved, especially in the use of their mental processes to find some concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination and inference. The process is called the cognitive process while discovery itself is the mental process of assimilating concepts and principles in the mind (Robert B. Sund in Malik, 2001: 219).

a. Discovery Learning model syntax

1) Giving stimulation (Stimulation);
2) Statement/Identification of problems (Problem Statement);
3) Data collection (Data Collection);
4) Verification, and
5) Draw conclusions / generalizations (Generalization).

b. Guided Inquiry Learning model syntax

The learning model designed to bring students in the research process through investigation and explanation in a short time setting Joyce, B & Weil. (2009). Inquiry learning model is a learning activity that involves maximally all students' abilities to search for and investigate something systematically, critically and logically so that they can formulate their own findings.

The syntax/stages of the inquiry model include:

1) Problem orientation;
2) Data collection and verification;
3) Collecting data through experiments;
4) Organizing and formulating explanations, and
5) Analysis of the inquiry process.

2. Problem Based Learning (PBL) Learning Model

It is learning that uses various thinking abilities of students individually and in groups as well as the real environment to overcome problems so that they are meaningful, relevant, and contextual (Tan OnnSeng, 2004). The purpose of PBL is to improve the ability to apply concepts to new/real problems, integrate the concept of High Order Thinking Skills (HOT's), desire to learn, direct self-study and skills (Norman and Schmidt).

a. The syntax of the Problem Based Learning model from Bransford and Stein (in Jamie Kirkley, 2003:3) consists of:

1) Identify the problem;
2) Define the problem through thinking about the problem and selecting relevant information;
3) Develop solutions through identifying alternatives, brainstorming and checking for differences of opinion;
4) Take strategic actions, and
5) Reviewing and evaluating the effects of the solutions carried out.

b. The syntax of the Problem-Solving Learning model for the Trouble Shooting Type (David H. Jonassen, 2011:93) consists of:

1) Formulate a description of the problem;
2) Develop possible causes;
3) Test the cause or diagnostic process, and
4) Evaluate.

3. Project Based Learning (PjBL) learning model.

The PJBL learning model is learning using real-life projects that are based on high motivation, challenging questions, tasks or problems to form competency mastery which is carried out collaboratively in an effort to solve problems (Barel, 2000 and Baron 2011) in Sudira (2018) . The purpose of Project Based Learning is to increase learning motivation, team work, collaboration skills in achieving high level academic abilities / taxonomy of creativity levels needed in the 21st century (Cole & Wasburn Moses, 2010).

The syntax/stages of the Project Based Learning model include:

a. Determination of basic questions (Start with the Essential Question);
b. Designing project plans;
c. Develop a schedule (Create a Schedule);
d. Monitor students and project progress (Monitor the Students and the Progress of the Project);
e. Test results (Assess the Outcome), and
f. Evaluate the experience (Evaluate the Experience).

4. Model Production based Training (PBT)

The Production Based Training Learning Model is an educational and training process that is integrated into the production process, in which students are given learning experiences in contextual situations following the flow of industrial work from planning based on orders, implementing and evaluating product/product quality control, to post-service steps. production. The purpose of using the PBT learning model is to prepare students to have work competencies related to technical competencies and collaboration abilities according to the demands of work organizations.

The syntax/stages of the Production Based Training learning model include:

a. Product planning;
b. Carry out the production process;
c. Evaluating products (performing quality control), and
d. Develop a marketing plan. (G. Y. Jenkins, Hospitality 2005).

The learning process, which refers to a scientific approach, includes the following five steps.

1. Observing, namely the activities of students identifying through the senses of sight (reading, listening), smell, listener, taste and touch when observing an object with or without aids. Alternative observing activities include

environmental observations, observing pictures, videos, data tables and graphs, analyzing maps, reading various information available in the mass media and the internet as well as other sources. The form of learning outcomes from observing activities is that students can identify problems.

2. Asking, namely the activities of students expressing what they want to know both with regard to an object, event, a certain process. In the questioning activity, students make questions individually or in groups about what they do not know. Students can ask questions to the teacher, resource persons, other students and/or to themselves with the guidance of the teacher so that students can become independent and become habits. Questions can be asked orally and in writing and must be able to motivate students to stay active and happy. The form can be in the form of a question sentence and a hypothesis sentence. The learning result from the questioning activity is that students can formulate problems and formulate hypotheses.
3. Collecting data, namely the activities of students seeking information as material to be analyzed and concluded. Data collection activities can be done by reading books, collecting secondary data, field observations, trials (experiments), interviews, distributing questionnaires, and others. Learning outcomes from data collection activities are students can test hypotheses.
4. Associating, namely student activities to process data in the form of a series of physical and mental activities with the help of certain equipment. The forms of data processing activities include classifying, sorting, calculating, dividing, and compiling data in a more informative form, and determining data sources so that they are more meaningful. Student activities in processing data for example making tables, graphs, charts, concept maps, counting, and modeling. Furthermore, students analyze the data to compare or determine the relationship between the data they have processed with existing theories so that conclusions can be drawn and or the discovery of important principles and concepts that are meaningful in adding cognitive schemas, expanding experience, and insight into their knowledge. Learning outcomes from reasoning/associating activities are students can conclude the results of the study from hypotheses.
5. Communicating, namely student activities describing and conveying their findings from observing, asking questions, collecting and processing data, and associating addressed to other people both orally and in writing in the form of diagrams, charts, pictures, and the like with the help of simple technology devices. and or information and communication technology. Learning outcomes from communicating activities are students can formulate and be responsible for proving the hypothesis.

2.2. Direct Learning Model

The direct instruction model is a teaching approach that is specifically designed to support student learning processes related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual, step-by-step pattern of activities (Arends, 1997). Direct learning model (Direct Instruction) is a learning model that emphasizes mastery of concepts and/or behavior change by prioritizing a deductive approach. In this case the teacher acts as a transmitter of information, and in this case the teacher should use various appropriate media, such as films, tape recorders, pictures, demonstrations, and so on. The information conveyed can be in the form of procedural knowledge (ie knowledge about how to do something) or declarative knowledge, (ie knowledge about something can be in the form of facts, concepts, principles, or generalizations). Kardi, S. and Nur, M. 2000. Direct Teaching. Surabaya: University Press.

The characteristics of the direct learning model according to Kardi and Nur (2000:3) are as follows:

1) The existence of learning objectives and the influence of the model on students including learning assessment procedures
2) Syntax or overall pattern and flow of learning activities
3) The management system and model learning environment are needed so that certain learning activities can take place successfully.

The learning steps of the direct learning model (Direct Instruction) basically follow the general learning patterns. According to Kardi and Nur (2000:27-43), direct learning steps include the following stages:

1. Delivering Goals and Preparing Students

The purpose of this initial step is to attract and focus students' attention, and to motivate them to participate in the learning.

2. Delivering Goals

Students need to know clearly why they are participating in a particular lesson, and they need to know what they should be able to do after participating in that lesson.

3. Preparing Students

This activity aims to attract students' attention, focus students' attention on the subject of the conversation, and remind them of the learning outcomes they have had, which are relevant to the subject to be studied.

4. Presentation and Demonstration

Conduct presentations or demonstrations of knowledge and skills. The key to success is presenting information as clearly as possible and following effective demonstration steps.

5. Achieve clarity

Research results consistently show that the ability of teachers to provide clear and specific information to students has a positive impact on student learning processes.

6. Demonstration

In order to be able to demonstrate a concept or skill successfully, the teacher needs to fully master the concept or skill to be demonstrated, and practice doing demonstrations to master its components.

7. Achieve understanding and mastery

To ensure that students will observe the correct behavior and not the other way around, the teacher needs to really pay attention to what happens at each stage of the demonstration. demonstrated is also true.

8. Practice

To be able to demonstrate something properly requires intensive practice, and paying attention to important aspects of the skill or concept being demonstrated.

9. Provide Guided Practice

One of the important stages is the way teachers prepare and carry out guided training. Active student involvement in training can increase retention, make learning run smoothly and allow students to apply concepts/skills to new situations.

10. Checking Understanding and Providing Feedback

This stage is sometimes called the recitation stage, in which the teacher gives some oral or written questions to students and the teacher responds to student answers. Teachers can use various ways of providing feedback, for example verbal feedback, tests, and written comments.

11. Provide Independent Practice Opportunities

At this stage the teacher gives assignments to students to apply the skills that have just been acquired independently.

The stages or syntax of the direct learning model according to Bruce and Weil are as follows:

1) Orientation. Before presenting and explaining new material, it will be very helpful for students if the teacher provides a lesson framework and orientation to the material to be delivered. The forms of orientation can be in the form of: (1) preliminary activities to find out knowledge that is relevant to the knowledge that students already have; (2) discuss or inform lesson objectives; (3) provide an explanation/direction regarding the activities to be carried out; (4) inform the materials/concepts that will be used and the activities that will be carried out during the learning process; and (5) inform the lesson framework.
2) Presentation. In this phase the teacher can present the subject matter in the form of concepts and skills. Presentation of the material can be in the form of: (1) presenting the material in small steps so that the material can be mastered by students in a relatively short time; (2) giving examples of concepts; (3) modeling or demonstration of skills by way of demonstration or explanation of the work steps on the task; and (4) re-explaining difficult things.
3) Structured exercises. In this phase the teacher guides students to do the exercises. The important role of the teacher in this phase is to provide feedback on student responses and provide reinforcement for correct student responses and correct incorrect student responses.
4) Guided practice. In this phase the teacher provides opportunities for students to practice concepts or skills. This guided exercise is also good for teachers to use to assess students' abilities to do their work. In this phase the teacher's role is to monitor and provide guidance if needed.
5) Self-training. In this phase students carry out training activities independently, this phase can be passed by students if they have mastered the stages of working on tasks 85-90% in the training guidance phase.

Then, Slavin, put forward seven steps in direct learning syntax, namely:

1) Informing the learning objectives and lesson orientation to students. In this stage the teacher informs the things that must be learned and the expected student performance.
2) Review the prerequisite knowledge and skills. In this stage the teacher asks questions to reveal the knowledge and skills that have been mastered by students.
3) Delivering the subject matter. In this phase, the teacher conveys the material, presents information, provides examples, demonstrates concepts and so on.
4) Implement guidance. Guidance is done by asking questions to assess students' level of understanding and correcting conceptual errors.
5) Provide opportunities for students to practice. In this stage, the teacher provides opportunities for students to practice their skills or use new information individually or in groups.
6) Assess student performance and provide feedback. The teacher reviews the things students have done, provides feedback on the correct student responses and repeats the skills if needed.
7) Provide independent training. In this stage, the teacher can give independent assignments to students to improve their understanding of the material they have learned.

In this study, it is planned to use the steps proposed by Slavin, but it is possible that in the future learning will be collaborated with the steps proposed by other experts.

2.3 Drawing Decorative Variety

Ornaments or ornaments are forms of art that have developed since prehistoric times. Ornaments are works of art taken from the forms of flora (vegetal), fauna (animal), figural (human), and geometric shapes. Ornamental forms generally have a pattern or arrangement that is repeated. Geometric decorative patterns are characterized by their shapes such as rectangles, zigzags, cross lines, triangles, and circles. The pattern of the field is

In making ornaments, of course, we apply the techniques or procedures for the work carried out from the beginning to the formation of a work. Modification techniques in drawing ornaments are as follows:

a. Stylization Technique

Stylization is a technique of changing the original shape of the source or by looking at objects from various directions with styling and can be made into various new decorative shapes, but the characteristics of the original form are still visible. This stylization can be done for geometric shapes and naturalist forms such as stylized triangular shapes, rectangular shapes, circle shapes and so on. Stylization of natural forms such as stylized fruits, stylized leaves, stylized flowers, stylized humans, stylized animals, and stylized other natural forms. In addition, stylization can also be done on a variety of existing decorations, both naturalists, geometric and decorative.

b. Deformation Technique

Deformation is a way of drawing that changes the original shape of the source or by looking at objects from various directions by simplifying the structure and proportions of the original form into something new, and the impression of the work looks simpler, with different proportions from the original object.

c. Distortion Technique

Distortion is a way of drawing by changing the original shape of the source or by viewing objects from different directions by exaggerating the structure and changes of the shape that is drawn. and changing the proportions so that there is a very significant change between the shape drawn and the original object. (Fauzi, 2019)

2.4. Learning Outcomes

Student learning outcomes can be obtained by the end of a learning process. Learning outcomes are the result of an interaction of act of learning and act of teaching. From the teacher's perspective, the act of teaching ends with an evaluation process. And from the side of students, learning outcomes are the end of the learning process (Dimyati and Mudjiono, 2006). Learning outcomes are the pinnacle of the learning process. These learning outcomes occur mainly thanks to teacher evaluations. According to Syaiful and Aswin (2006:21), states that learning outcomes are educational assessments of the development and progress of students with regard to mastery of the subject matter presented to them and the values contained in the curriculum. Evidence that someone has learned is a change in behavior in that person, namely from not knowing to knowing and not understanding to understanding (Hamalik, 2008). One way to optimize learning outcomes is to improve teaching, which in this case is largely determined by the teacher.

From these opinions it can be concluded that learning outcomes are the results obtained by someone after doing an effort and in accordance with their abilities. As a measure of the success of the learning process, the indicators (Sutikno, 2013:25) are as follows:

1. Mastery of the subject matter being taught achieves high achievement, both individually and in groups.
2. The behavior mentioned in the specific learning objectives can be achieved by students, both individually and in groups.

Based on the concept stated above, learning outcomes are the culmination of the learning process that is formed from teaching and learning interactions based on the results of teacher evaluations with benchmarks of mastery of the material being taught to achieve high achievement and the behavior mentioned in the specific learning objectives can be achieved by students, both individually and in groups.

III. RESEARCH METHODS

3.1. Types of Research

This type of research is descriptive qualitative using a class action research design (CAR) which refers to the teacher's actions in learning activities. The reason for choosing this method is because the purpose of this research is in line with the objectives of CAR, namely to improve the quality of the learning process and outcomes. In this study, the PTK model used is the model developed by Kemmis and Mc Taggart (1982). The author uses this model because this model is famous for its self-reflection spiral cycle process. The PTK research stages consist of (1) planning (Planning), (2) action (Action), (3) Observation (Observation), and (4) Reflection (Reflection).

The flow of research carried out in this study was for two cycles. Each cycle consists of stages of planning, implementing actions, observing and reflecting. The results of the reflection in the first cycle then become material for planning in the second cycle and so on until this research is said to be successful and can be stopped.

3.2. Time and Place

This research was conducted in the odd semester of 2019/2020 for six months, namely July to December 2019. This research was carried out at SMPN 6 Kendari which is located at Jl. RA. Kartini, district. Kendari.

3.3. Research Subject

The research subjects were class VII B students at SMPN 6 Kendari for the 2019/2020 academic year with a total of 27 students consisting of 13 boys and 14 girls. This research was carried out in class VII B because the results of learning art and culture material in fine arts, namely drawing ornaments in this class on average have not reached the KKM.

3.4. Techniques and Data Collection Tools

Data collection techniques in this study used the method, namely:

1. Learning Outcomes (Scores)

Data collection tool through drawing test. The value obtained by students in pre-implementation (Pre-cycle) and implementation (Cycle I and II). Pre-cycle learning outcomes are taken from the value of the previous subject matter, namely drawing decorations before carrying out the action, while learning outcomes in cycles I and II are given after each direct learning is carried out.

2. Observation (Observation)

Observations (observations) were carried out using the observation sheet as a tool to collect data. Through this method, researchers will obtain data directly to the class during the implementation of learning. The observation sheet will be filled out by a colleague as an observer. The focus of observations in this study are: (1) learning activities for drawing materials; (2) the learning process; (3) student learning activities; (4) Teacher activities in managing learning.

3. Documentation

The tools used to collect documentation data are pictures of decorations made by students and documentation of photos of ongoing activities. Documentation is supporting data from primary data.

3.5. Data Analysis Techniques

The data that has been collected is then analyzed using quantitative descriptive statistical analysis techniques. According to Sugiyono (2014) "descriptive statistical analysis technique is one method of analyzing data by describing the data that has been collected, without making conclusions that apply to the public (generalizations)". The data analysis that will be carried out is to calculate the average, highest score, lowest score and percentage of students' scores in pre-cycle, cycle I and II. In addition, the percentage of each item will also be calculated from the observation sheet.

3.6. Success Indicator

This research cycle is said to be successful if it has reached the predetermined indicators. The KKM value in this material is 75. The performance indicators (benchmarks of success) in this study are students who achieve KKM as many as 75% of students. This means that this research is said to be successful if 75% of the 27 total students, namely 21 students, have achieved the KKM score.

3.7. Research Schedule

Table 3.1 Research Schedule

No.	Activities	July	August	September	October	November	December
1.	Identify the problem	√					
2.	Compilation Proposals	√					
3.	Instrumental arrangement		√				
4.	Pre-cycle value taking		√				
5.	Implementation of CAR cycle I			√			
6.	Giving the value of learning outcomes for the first cycle			√			
7.	Implementation of CAR cycle II			√	√		
8.	Giving the value of learning outcomes in cycle II			√	√		
9.	Data analysis				√	√	
10.	Completion of the final research report					√	√

IV. RESULTS AND DISCUSSION

4.1. Action Research Results

This Classroom Action Research conducted by researchers to improve learning outcomes in class VII B of SMPN 6 Kendari, was carried out in two cycles. Cycle I consisted of two meetings. Cycle II consisted of two meetings. This research takes from September to October 2019. The class used for the study is class VII B which consists of 27 students, consisting of 13 boys and 14 girls. Researchers carried out this research in accordance with the steps that had been previously planned. Each cycle is carried out in four stages, namely planning, implementing actions, observing and reflecting.

The results of Classroom Action Research that have been carried out by researchers are as follows:

1. Precycle

This research begins by looking at the value or learning outcomes of students in the model drawing material. The following is a table of pre-cycle learning outcomes.

Table 4.1 Table of Pre-cycle Learning Outcomes

Learning outcomes	Pre-cycle
Average value	62,92
Highest value	85
Lowest value	45
Number of completeness	9
Percentage of completeness	33%
Amount not complete	18
Percentage incomplete	26,67%

Based on preliminary data from the learning outcomes of students drawing models, it can be seen that the average score achieved is 62.92. The KKM value in this material is 75. This means that learning using conventional methods as has been done cannot improve student learning outcomes. In addition, the number of students who reached the KKM or categorized as complete only amounted to 9 people or 33% of the total students. While the success indicator is 21 people or 75%. Therefore, teachers as researchers feel the need to find media that can stimulate active and motivated students to draw. It is hoped that in the end it can improve student learning outcomes. In this case, the researchers tried to plan to use nature as a fun learning medium. This makes it easier for students, because students can choose their own pictures that they see such as various kinds of leaves and flowers in the school garden, as well as small animals that they find in the school environment such as various insects. Then also explained the drawing techniques in detail and interesting. Students can repeat again if they do not understand.

2. Cycle I

Class action research activities in cycle I can be described as follows:

a. Planning

Class action research planning in cycle I includes the following activities:

1. Develop a Learning Implementation Plan (RPP)

In order to implement corrective actions in cycle I, this direct learning was carried out in two cycles designed with two meetings with an allocation of 3 x 40 minutes. The RPP design includes determining: basic competencies, subject matter, indicators, learning scenarios, learning media/resources, and an assessment system. The steps or learning scenarios in cycle I include the following activities:

Meeting 1:

a) Preliminary Stage:

The teacher enters the class, takes attendance, and conditions students so that they are immediately ready to receive the subject matter.

- The teacher dialogues with students related to the daily lives of students, then is directed to reading learning materials, students are directed to mention things related to reading activities.
- The teacher informs the purpose of intensive reading learning.

b) Core Stage

- The teacher shows pictures/photos/videos about the application of decoration on materials made by students observing them
- Teacher asks questions
- Learners collect information
- Students discuss
- Students make presentations and conclude important learning points

c) Closing Stage

- Students and teachers reflect on learning activities
- Students and teachers conclude the learning material.

Meeting 2:

a) Preliminary Stage:

The teacher enters the class, takes attendance, and conditions students so that they are immediately ready to receive the subject matter.

- The teacher and students go out of the classroom to determine the decorations that you want to draw, both flora and fauna in the school environment.

b) Core Stage

- Students individually make decorative pictures with flora or fauna motifs.
- Teacher asks questions
- Students discuss
- The teacher gives an assessment of the work, namely the images that have been made by students.

c) Closing Stage

- Students and teachers reflect on learning activities
- Students and teachers conclude the learning material.
- The teacher assigns students to practice drawing decorative flora and fauna around the student's residence.

2. Preparing Supporting Facilities and Facilities

The facilities that need to be prepared are learning media and drawing equipment as well as observation sheets. The observation sheet is used to record every activity during the learning process. This observation sheet contains a list of entries that includes student activities as well as teacher activities. Observation sheets to monitor student activities are focused on student activities during learning.

a. Action Execution

The implementation of the action as described in the lesson plan, the implementation of the action at the meeting in the first cycle begins with information or direction to students regarding decorative drawing techniques. On this occasion, the teacher gives the opportunity for students to ask anything that is not clear.

Students are invited to go out of the room and find their own form of decoration that they want. After that, students start drawing by following the stages or steps according to the technique that has been explained. The learning activity ends with reflection, namely reflecting on what happened and did not happen in learning. Before ending the meeting, students were given homework assignments to continue practicing drawing decorations in their living environment.

b. Observation

The results of observations on the implementation of actions in cycle I can be described that student take learning seriously. However, they have not been able to carry out decorative drawing activities properly. The wrong drawing habit as done in the initial conditions still occurs in this first cycle. Students have not made improvements optimally so that their drawing results are also still below the complete limit. This is because students do not understand properly about the technique of drawing ornaments correctly.

The results of observations of teachers in cycle I, it appears that the relevance of the material with KD is categorized as very good. The clarity of the description of the material and the examples given according to the material are categorized as good. Meanwhile, other aspects such as the material presented systematically, the accuracy of the sentence structure and easy-to-understand language, the material according to what was formulated, the material according to the ability level of the students, the clarity of the material description, and the scope of the material related to the sub-themes discussed, as well as clear and specific material. categorized as sufficient.

c. Reflection

The following are the results of learning in cycle I on the material for decorative drawing by applying direct learning.

Table 4.2 Table of Learning Outcomes Cycle I

Learning outcomes	Cycle I
Average value	71,85
Highest value	90
Lowest value	60
Number of completeness	18
Percentage of completeness	66,67%
Amount not complete	9
Percentage incomplete	33%

Based on the research in cycle I above, it can be seen that the completeness of student learning outcomes is still far from the KKM, which is 75. The average value obtained in the first cycle is 71.85. Only 18 of the students who complete 27 students. While the students who did not complete were 9 people. So that the percentage of students who complete is 66.67%. From the results of the research, the data obtained above can be seen on the results of observations of teacher activities can be categorized as good.

Based on the success criteria of this research, which is 75%, this research still needs to be improved because it cannot be said to be successful because the average value is still below the KKM, which is 66.67%. Therefore, the results of the reflection that the research was continued to cycle II. The teacher will do the same things in cycle I.

3. Cycle II

Classroom action research activities in cycle II can be described as follows:

a. Planning

Classroom action research planning in cycle II includes the following activities:

1) Develop a Learning Implementation Plan (RPP)

In order to implement corrective actions in cycle II, direct learning is carried out in two cycles designed with two meetings. RPP design includes determining: basic competencies, subject matter, indicators, learning scenarios, learning media/resources, and assessment system. The steps or learning scenarios in cycle I include the following activities:

Meeting 1:

a) Preliminary Stage:

The teacher enters the class, takes attendance, and conditions students so that they are immediately ready to receive the subject matter.

- The teacher has a dialogue with students related to the daily lives of students, then directed to reading learning materials, students are directed to mention things related to reading activities.
- The teacher informs the purpose of intensive reading learning.

b) Core Stage

- The teacher shows pictures/photos/videos about the types and properties of artificial coloring materials.
- Teacher asks questions
- Learners collect information
- Students discuss
- Students make presentations and conclude important learning points

c) Closing Stage

- Students and teachers reflect on learning activities
- Students and teachers conclude the learning material.

Meeting 2:

a) Preliminary Stage:

The teacher enters the class, takes attendance, and conditions students so that they are immediately ready to receive the subject matter.

- The teacher helps students determine the decoration they want to draw, both figurative motifs and geometric shapes by looking at the previously prepared examples.

b) Core Stage

- Students individually make decorative pictures with motifs of both figurative and geometric shapes.
- Teacher asks questions
- Students discuss
- The teacher gives an assessment of the work, namely the images that have been made by students.

c) Closing Stage

- Students and teachers reflect on learning activities
- Students and teachers conclude the learning material.
- The teacher assigns students to practice drawing decorations, both figurative and geometric shapes around the students' residences.

4. Preparing Supporting Facilities and Facilities

The facilities that need to be prepared are learning media, drawing equipment and preparing observation sheets. The observation sheet is used to record every activity during the learning process. This observation sheet contains a list of entries that includes student activities as well as teacher activities. Observation sheets to monitor student activities are focused on student activities during learning.

a. Action Execution

The implementation of the action as described in the lesson plan, the implementation of the action at the meeting in the first cycle begins with information or direction to students regarding decorative drawing techniques. On this occasion, the teacher gives the opportunity for students to ask anything that is not clear.

Learners read, watch or see tutorials on drawing ornaments via an android/smart phone. After that, students start drawing by following the stages or steps according to the existing tutorial. The learning activity ends with reflection, namely reflecting on what happened and did not happen in learning. Before ending the meeting, students were given homework to continue practicing drawing decorations in the environment where they lived.

b. Observation

The results of observations on the implementation of actions in cycle II can be described that students take learning seriously and are motivated in learning. They have been able to carry out decorative drawing activities better than cycle I. Students have made optimal improvements so that their drawing results are still below the complete limit. This is because students already understand the techniques, principles and steps in drawing ornaments correctly. The following is a table of student learning outcomes in cycle II. The results of observations of teachers in cycle II, it appears that all indicators on the material aspect are categorized as very good.

c. Reflection

The following are the results of learning in the first cycle on the material for drawing decorations through the application of direct learning. Not only on the results of observations that show a significant increase. The learning outcomes of students in drawing ornaments through direct learning models in nature also experienced a significant increase. The following is a table of learning outcomes in cycle II.

Table 4.3 Table of Learning Outcomes Cycle II

Learning outcomes	Cycle II
Average value	81,48
Highest value	95
Lowest value	65
Number of completeness	25
Percentage of completeness	92,59%
Amount not complete	2
Percentage incomplete	7,41%

Based on the results of research in cycle II, it can be seen that the average value of students after applying direct learning is 81.48. With the highest score of 95 and the lowest score of 65. The number of students who completed was also much higher, namely 25 out of 27 students. This means that the completeness value has reached 92.59%. Far above the standard of success of 75%. It can also be interpreted that this research has been said to be successful. So that this research was not continued to cycle III.

4.2. Discussion

This classroom action research, which was conducted in two cycles, was conducted to find out how the application of the direct learning model can improve the learning outcomes of students' learning to draw ornaments in the Arts and Culture subject for class VII B SMPN 6 Kendari? The results of learning to draw are measured by the drawing value of students. Based on the results of initial or pre-cycle observations, cycle I and cycle II, the following data were obtained:

Table 4.4 Table of Pre-cycle Learning Outcomes, Cycle I and Cycle II

Learning outcomes	Pre-cycle	Cycle I	Cycle II
Average value	62,92	71,85	81,48
Highest value	85	90	95
Lowest value	45	60	65
Number of completeness	9	18	25
Percentage of completeness	33%	66,67%	92,59%
Amount not complete	18	9	2
Percentage incomplete	26,67%	33%	7,41%

From the table above, it can be seen that there is an increase in student learning outcomes from pre-cycle to cycle I and from cycle I to cycle II. This can be seen from the average value of the acquisition of students, namely from 62.92 it rose to 71.85 and then rose again to 81.48. The increase in the average value was also offset by the increase in the value obtained in each cycle. Where the highest value and the lowest value also increased in each cycle. The number of students who completed their grades also continued to increase from the pre-cycle which only completed 9 students, then 18 students in the first cycle, and 25 people in the second cycle. This research is said to be successful after the implementation of the second cycle is carried out. Where the number of students who have completed has been 25 out of 27 students or 92.59%. While the standard of completeness is 75%.

From the results of observations, it is also seen that there is an increase in the categories obtained by the teacher in applying the learning model. Where in the first cycle the categories are quiet, good, and very good. Meanwhile, in cycle II, all indicators were categorized as very good. This study can answer the research question that the application of direct learning models can improve student learning outcomes in drawing ornaments.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

From the results of this study the following conclusions can be drawn:

1. The application of the direct learning model can improve the learning outcomes of students' decorative drawing in arts and culture subjects for class VII B SMPN 6 Kendari.
2. There was an increase in student learning outcomes from the pre-cycle, namely 62.92%, increasing to 71.85% in the first cycle and 92.59% in the second cycle.
3. The number of students who completed was 25 out of 27 students or 92.59%. While the standard of completeness is 75%.
4. From the results of observations, it is also seen that there is an increase in the categories obtained by the teacher in the application of the direct learning model. In cycle I, the categories are quiet, good, and very good. Meanwhile, in cycle II, all indicators were categorized as very good.

5.2. Suggestion

Based on the results of the research above, in order to improve student learning outcomes, the researchers provide suggestions for related parties, including the following:

1. For Teachers

This research is expected to provide input for teachers to apply the direct learning model as an alternative learning model, because this learning model can improve student learning outcomes.

2. For Students

Students are expected to be able to play an active role in learning activities. By being actively involved in learning will certainly improve learning outcomes.

3. For School

The application of the direct learning model in schools is expected to be able to be applied to other subjects besides arts and culture subjects.

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