Art Education Based on Edutainment of Creating Joyful Instruction

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Abstract: Many arts teachers still use the conventional methods in their instruction and what they do is repeating what their teachers did to them in the past, and will it be an effective teaching?. Teaching in the 21st century needs different ways for teaching different students, otherwise students may see teaching as something rigid and boring and they are fear for doing wrong. This condition will hinder them to be creative and skillful and to feel joyful in learning art. Moreover, there are still many art teachers who do not have background in art education, but they teach art education at schools. Therefore, this condition needs a creative way to make the art functions as part of education to develop the whole parts of students' brain, not only the logical part, and this can be started from elementary school. One of the creative ways is edutainment. Edutainment combines education and entertainment to create joyful learning. The joyful learning can be an instruction that uses methods or material which attract students to learn, for example using games to deliver the instruction.

Keywords: instruction, art education and edutainment.

Teaching in the 21st century is not as easy as it was in the past centuries, the developing human's mindset accompanied by the advance of technology demands teachers to be more creative in providing education and instruction to their students. Regarding educational problems, they can never be separated from the problems of teaching and learning methods as the bases of the *transfer of knowledge.* The learning process is an interaction between a teacher and the students who pay attention to several aspects of the educational goals. The fun and value-added learning will make the learning as the interaction and inter-relationship process between teachers who perform their duties and the students who are conducting the learning activities. The expectation of such interaction is that the teacher is able to provide and develop some motivations to the students in order to perform learning activities optimally. Education is a conscious and systematic effort carried out by people who are entrusted with the responsibility to influence the students, so they have the nature and disposition in accordance with the ideals of education (Munib, 2004: 34). Education is a tool for students to develop their talent, potential and skills for life. Therefore, it is time to design the education to provide insight, experience and to improve students' learning achievement. Learning and teaching are two activities that are singular, but they have different meanings. Learning is defined as a change in behavior as a result of experience gained, whereas teaching is the provision of conditions that stimulate and guide students' learning activities to acquire the knowledge, skills, values and attitudes that could bring changes in behavior and self-awareness as a person. The purpose of the study is: to know the intelligence and the proficiency to a concept which are previously unknown, to be able to do something that previously cannot be done either behavior or skills, to be able to combine some knowledge into new understanding, including skills, knowledge, concepts as well as attitudes and behavior, and to be able to understand and apply the knowledge acquired. Based on the concept of learning and teaching, the teaching and learning activities should be carried out directionally and structurally so that it results in two-way interaction which is

between the teacher and the students. One-way interaction will lead to passive learning and teaching activities.

The activities of joyful learning and teaching process will give a great influence for the teachers and the students. The learning message delivered to the students should be able to generate interest and positive actions that can be done for the student himself and his surroundings. Here is the important role of a teacher in the learning process. The teacher's roles in teaching cannot be replaced by machine, tape recorder, book, and the most sophisticated computer. The learning processes that cannot be done by those tools include many human elements of a teacher such as attitude, value system, feeling, motivation and habit. However, by the changing of increasingly sophisticated era, the transfer knowledge by teachers can be helped by technological development, so the message can be more communicative and in accordance with the needs of education in the present. According to Majid (2005: 16), teaching is a way on how to prepare a learning experience for students. In other words, teaching is a process conducted by teachers in guiding, helping, and directing students to get the experience. Meanwhile, Tardif (1987) defined that teaching is interpreting an instruction in more detail namely, preplanned, goal-directed educational process designed to facilitate learning, which means that an educational process which is previously planned and directed to achieve the goal, and is designed to facilitate learning activity (Muhibbin, 2003). In other words, teaching is a process, attitude, the way of teaching or teaching something, and anything about delivering education or notice about experiences or occurrence that someone has or observes (Dariyanto, 1997). The differences between the terms of teaching and learning can be observed in the table below.

Table. 1 Teaching and Learning

No.	Teaching	Learning
1.	It is implemented by those who work as teachers.	It is implemented by those who can make people learn.
2.	The goal is to convey information to the learner.	The goal is to establish learning among the students
3.	It is one of learning strategies.	It is a way to develop an organized plan for learning purposes.
4.	The learning activities take place only if there is a teacher.	The learning activities can take place with or without the presence of a teacher.

Based on the definitions above, it can be concluded that learning is broader than teaching.

PRINCIPLES OF LEARNING

A. Principles of learning, according to Gagne in a book entitled Conditions of Learning, (Gagne, 1997) he states that there are nine principles that can be done by teachers in learning, as follows:
1. Gaining attention: something which raises students' interest by expressing new, strange, contradictory or complex things.
2. Informing learner of the objectives: informing the skills that should be attained by the students after they finish the lesson.
3. Stimulating recall or prior learning: stimulating memory about the knowledge that has been learned as the requirement to learn the new materials.
4. Presenting stimulus: conveying materials that have been planned.
5. Providing learner guidance: asking some questions which guide the process of students' way of thinking, so they have better understanding.

6. Eliciting performance: students are requested to show what has been learned or their understanding to the materials.
7. Providing feedback: telling how far the accuracy of students' performance.
8. Assessing performance: Assigning a test or assignment to find out how far students understand the purpose of learning.
9. Enhancing retention and transfer: stimulating the ability to remember and to transfer by providing a summary, conducting a review or practicing what has been studied.

The principles of learning according to Supaman adapted from Fillbeck (1974) thought as follows:

1. New responses are repeated as results from responses which previously occur. The implication is the need of administrating positive feedbacks immediately to the success or the correct response from the students, students should be actively giving responses, not only listening and sitting silently.
2. Behavior is not only controlled by the results from response but also under the influence of conditions or occurrences around the students' neighborhood. The implication is the need to declare the purposes of learning clearly to the students before the lesson is started, so that students are ready to study harder (Siregar, 2010).

ART EDUCATION

Art is one of lessons taught at school. Along with the other lessons, art is expected to contribute well on the children's character education. Character creates generation having intelligence based on the talent and the ability they have. Here are the eight intelligences of human being according to Howard Gardner, including: (1) verbal intelligence, (2) visual/spatial intelligence, (3) spatial intelligence, (4) logical-mathematical intelligence, (5) bodily-kinesthetic intelligence, (6) musical/rhythmical intelligence, (7) naturalist intelligence, and (8) intra 8 personals/interpersonals intelligence.

Here is the role of art including growing the ability and the intelligence of each child based on each talent and ability that he or she has because every kid is an individual created differently and each person has a specialty at school. The art education is achieved not to create an artist student (as the essential purpose of art underlines) because it can only be gained from the art education at vocational high schools. They can be the vocational high schools majoring arts, then the student can continue to a higher level of art study, such as at the Art Institute of Indonesia, the Technology Institute of Bandung, the Art Institute of Jakarta, and so forth.

The art education at school should generally be taught as contextual learning helping the students to comprehend the concept of learning and the concept of creativity, to grow the love to aesthetic, to grow the appreciation attitude to art pieces and so on. However, the fact shows that art is taught as the essential learning, so the students feeling that they have no talent in arts become frustrated and low-esteemed compared to their talented friends.

Art is to develop the human brain completely. The research shows that the student with participation in arts (like fine art, music, dance, or theater) shows a better performance on the other fields. The student can be guided to establish creative solutions through their piece of arts. Therefore, their skills of problem solving and thinking also increase.

THE EDUTAINMENT METHOD

In general, the education of fine art is one of the most popular lessons by the students at school because they can explore their creativity through arts. However, in fact some students also do not like having the lesson. Those getting used to use their left brain and their physical

skill (such as athletes) will feel being tortured when they are asked to use their right brain requiring much imagination. Through the same way of teaching fine arts in the 19th century, will the way of teaching arts be effective? The learning of fine arts requires innovation through different methods to apply which are appropriate in the 21st century.

The lesson delivered in a mediocre way through mediocre skills will result to the boredom of the students in teaching-learning process, even in an art lesson. A teacher should have a skill to manage the material delivered in an interesting way, so the transfer of knowledge can be well-obtained by the students. An interesting learning process can be an entertainment, and is no longer something to fear by the students. Therefore, the interesting learning does really matter for them. Here we have edutainment. Edutainment comes from the words of education and entertainment.

Education means the process of teaching and learning, while entertainment means enjoyment. Hamid (2011: 17) defines edutainment as the process of teaching and learning designed by combining the education material and entertainment in harmony, so the activity of learning goes interestingly. Therefore, the soul of edutainment is to create an interesting teaching-learning situation.

Edutainment here is to combine the two concepts of education and entertainment in one activity. The entertainment mentioned means the delivery of meaningful and interesting lesson. It does not neglect the essence of material delivered. Therefore, the edutainment method does not deliver too much entertainment, but it delivers a meaningful entertainment, so the transfer of knowledge can be meaningful for the students. To meet the expected target, the edutainment method needs a learning design called message design. There are several different types of message. There is message delivered through pictures, texts, or words. The words, images, animation, and music are well-arranged, so a condition appearing for a certain purpose is called as message design (Pranata, 2010: 115).

Edutainment is a process of learning designed well, so the aspects of education and entertainment can be combined in harmony to create a fun learning. The fun learning is usually done through humor, game, role-play, and demons-tration (Hamid, 2011:11).

John Huizinga, a Dutch philosopher, once mentioned about *Homo ludens* meaning the human being who plays. He underlined that human culture first appeared in the form of game, and the instinct to play has existed from kids to elderly people. If we are good in putting the instinct on every aspect of life, there will be many positive things that we can earn, including the education synergy (Indradi, 2014:10).

The new innovations are that the students will effectively learn in a fun and stress-free learning (called revolution of learning). The lesson delivered should also be managed in the situation of playing and doing experiment, so it is no longer boring, but it is an educative and fun playground for the students.

The fun learning is not about making the students laugh out loud. It is more about a strong cohesion between the teacher and the students in a fun situation without stress physically and psychologically because the stressful learning can only reduce the students' creativity. William in his edutainment methods notes 3R elements, including: 1) relevance, 2) relationship, and 3) responsibility. Students have a responsibility to be respectful and helpful to everyone in the classroom. You, as the educator, model the expected student behavior (Brad Johnson, 2010: 146). Being mention that edutainment is a distinctive form of entertainment that enables the participants to be educated such as getting new information from various fields of our life) or even brought up (their postures, values, and behavioral patterns could be influenced (Nemec, 2002: 1).

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Edutainment-Based Art Learning

Edutainment has transformed in several models like humanizing the classroom, active learning, the accelerated learning, quantum learning, and so forth. Here is the basic concept of each model.

a. Humanizing the Classroom: meaning to represent as human, while classroom means the room of a class. Therefore, humanizing the classroom literally means humanizing the students in a classroom. Here it is shown that in the process of learning, the teacher should treat each student in each condition of the student.

Humanizing the classroom is first mentioned by Miller focusing on the model development of effective education, or in Indonesia it is called as personality education or value education. The idea of Miller supports the students to: 1) obtain self-awareness in a growing and developing process, 2) find the self-concept and self-identity, and 3) combine the harmony of heart and mind.

b. Active Learning: meaning being actived, while learning means the process to learn. Therefore, active learning means the process of learning actively. According to Silberman, learning is an automatic consequence of information for the students. Learning requires the involvement and attitude simultaneously in an active learning where the students learn. They use their brains, learn ideas, solve various problems, and apply what they have learned.

c. Accelerated Learning: meaning being much quicker, and learning means the process to learn. Therefore, the accelerated learning means doing the learning much more quickly. The basic concept of the learning is done rapidly and satisfyingly in a fun way. The idea maker, Mejer suggests the teachers to manage the classroom through Somatic, Auditory, Visual, and Intellectual (SAVI) method.

d. Quantum Learning: quantum is defined as the interaction changing energy to be light. All lives are energy. Meanwhile, learning means the process to learn. Learning is done to earn as much light, interaction, relationship, and inspiration as possible.

Based on the method of quantum learning, there are three types of human learning, including visual, auditory, and kinesthetic. If someone is able to identify his or her type of learning, and does the appropriate learning, the process of learning will be so much fun and it can share optimum result. Learning can be done at various places, yet it is not always done at school.

e. Quantum Teaching: tries to change the monotonous and boring situation of learning to be a merrier and happier learning situation by combining the physical, psychological, and emotional potentials. The students' activities are well-integrated. Quantum teaching offers the principles of learning design system effectively, efficiently, and progressively along with the applied methods to obtain the learning result in a limited time. Overall, the fundamental principle of edutainment is that the learning goes in an interesting, fun, and quick way, and the result is satisfying and remarkable.

Thus, it has become the reason why learning employing edutainment is necessarily important because when the students learn in a fun situation or condition (learning by playing), they will absolutely learn.

The Edutainment Learning Approach

In the method of edutainment learning, there are several approaches including Somatic, Auditory, Visual, and Intellectual (SAVI).

a. Somatic Way of Learning

"Somatic" is derived from Greek meaning body (*soma*). Therefore, somatic learning means learning by using the sense of touch, anesthetic, practice involving physical and occupying as well as moving body while learning. It is also known as kinesthetic (movement). Somatic here means learning by moving and doing, so somatic learning is a kind of learning underlining the aspect of body movement or learning by doing.

b. Auditory Way of Learning

Auditory means learning to speak and listen, or known as learning by talking and listening. Therefore, auditory learning means the way of learning emphasizing the aspect of hearing. The students will learn quickly if the material is delivered through lecture or something to listen.

c. Visual Way of Learning

Visual here is defined as learning to see and describe or known as learning by observing and picturing. The way of learning is concerning the aspect of observation. The students will learn the material quickly if it is taught through texts or pictures.

d. Intellectual Way of Learning

Intellectual learning means learning by programming and reflecting which means learning by solving problems. Therefore, intellectual learning means learning focusing the aspect of logics. The students will learn the material quickly if it is designed underlining the aspect of problem solving (Meier, 2005:263).

The Tools and Media Used in the Edutainment-Based Art Learning

The learning media of arts used in the edutainment method are:

1. audio-visual media, including projector media (overhead projector, slide, film, and LCD), non-projector media (whiteboard/blackboard, poster, board to paste, cartoon, flannel board, comic, chart, diagram, picture, graphic, and so on),and 3D tools like artificial object, diorama, doll, mask, map, globe, fair, and museum
2. media occupying technique or machinery, including slide, film strip, recorded film, radio, television, VCD, electronic laboratory, auto-instructive tools, automatic classroom, internet, and computer
3. games combining the games themselves and the discussed material, and crafting by using new media. Here the students are given a chance to explore the material surrounding as the learning media, such as canvas, stone, wood, cloth, used paper, used plastic, and so on as the learning media for making a creative piece of art.

The Steps of Learning by Using the Edutainment Game Method

The steps of learning arts by using the edutainment method are:

1. The teacher starts the lesson enthusiastically and greets the students in a different way, for instance he or she asks each student to express a quote or wise words to motivate their life and dreams;
2. The teacher delivers the material and what they are going to do;
3. The teacher asks the students to comprehend the learning material through games;
4. The teacher and the students are involved in the designed games;
5. Each student will try to play games, and the other students will be supporters and will be prepared to wait for their turn to play;
6. The games can be played individually or in groups, or it can also be conducted through the other games, like role-playing, card sort, chain debate, and so forth. Those who lose will be given an educative punishment, like singing national songs, so the punishment is not about something to fear but educative. Basically, the edutainment method is the real application of

active, innovative, creative, effective, and fun learning (or popularly known as *PAIKEM* which stands for active learning*, innovative, creative, effective, and enjoyable*). There is also target-based fun learning (or known as stands for *happy and oriented to the goal*. To create a fun learning, a teacher should master IM3 (ice-breaking, material, method, and media). Ice-breaking can be puzzles, games, wise words, songs to sing together, so the teaching-learning process turns alive and the students are awaken through ice-breaking activities.

The edutainment concept is more than just bringing the students like watching a comedy show. Edutainment is not about the teachers who are good to throw humors or about the schools having LCD projector because edutainment merely comes from the teacher's natural attitude to deliver material in a fun way.

The teacher should realize that his or her job is not only about the transfer of knowledge but also about being a motivator and a facilitator. The teacher should keep supporting the students and should be well-performed to make the students enjoy the comfortable and fun learning. The learning done through the method should avoid the teacher's habit to give lecture. The teacher should not be the learning center because the students come to school not only to be informed but also to find information themselves. The students should be given an opportunity to explore themselves through their creativity. Give them a chance to be creative, to deliver opinion, and to find solution from their own problems. The teacher just needs to guide not to force them. In a fun teaching-learning process, the teacher can use the following techniques:

1. Teacher brings "strange" material/media which will be related to the material that will be discussed that day.
2. Teacher could tell an actual fact which is then connected to the material given that day.
3. Asking about certain event related to the material and giving reward if someone can answer the question.
4. Teacher can surprise the students by singing a song that has relation to the material that day.
5. Taking attendance by asking the students to respond using the related terms in the lesson that day.
6. Creating games related to the material, for example concentration test, games about Indonesian local song, or game related to art material such as making picture puzzle, arranging puzzle, etc.
7. PAIKEM (active, innovative, creative, effective, and fun learning), Some also add GEMBROT (fun and purpose oriented) to make a fun learning process, a teacher should master Im3 (ice breaking material, method, media) which can be in from of puzzle, games, quotes, singing together in order to liven up the stiff class and to revive students' passion with ice breaking.

The Advantages of Edutainment

According to Vogotsky, as cited by Megawangi, playing and concrete activities can give a natural momentum for a child to learn something that is appropriate with his growth phase (age appropriate), and his specific needs (individual needs). Playing is an effective way for the child to grow properly in early age (Pre- operational thinking), and in elementary school stage (concrete operational thinking). The edutainment method, a learning method arranged through game principle, uses entertaining media to activate both sides of brain, balancing left and right hemispheres well. This is because, anatomically, left and right brain hemispheres work and function differently. (http://nurlaelifitri. blogspot.co.id /2013/09/ metode-pembelajaran-edutainmentbe-lanbe.html).

The appearance of edutainment concept which allows the conducive and fun learning

process, has provided assumption that; first, positive feeling (happy/joy) will accelerate the learning; Second, if someone can use the reasoning and emotional ability properly, he will make an unpredictable leap on his learning outcome; third, If every student is given the appropriate motivation and taught correctly, and their learning style and process are appreciated, he will achieve most favorable learning outcome.

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