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## Editorial.....

You will be happy to know that we have entered the fourth year of publication of IJMER, since its inception in April 2012. Focusing on many interdisciplinary subjects, the published papers are spreading the knowledge with fervent hope of upholding the holistic approach. With all my heart, I reiterate to echo my sincere feelings and express my profound thanks to each and every valued contributor. This journal continues to nurture and enhance the capabilities of one and all associated with it.

We as a team with relentless efforts are committed to inspire the readers and achieve further progress. Aim is to sustain the tempo and improve. We acknowledge with pleasure that our readers are enjoying the publications of Sucharita Publishers. We solicit to receive ideas and comments for future improvements in its content and quality. Editor – in-Chief explicitly conveys his gratitude to all the Editorial Board members. Your support is our motivation. Best wishes to everyone.

**Dr.K.Victor Babu**  
**Editor-in-Chief**

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& TECHNOLOGY, MEDICINE, SCIENCES, ART & DEVELOPMENT STUDIES, LAW**

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## ART TRAINING MANAGEMENT MODEL FOR ELEMENTARY SCHOOL TEACHERS

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### A. Introduction

Curriculum 2013, is the curriculum that must be implemented by all schools in Indonesia. Curriculum 2013 is the development of a curriculum that has been done since 2004 (Competency-Based Curriculum), continued in 2006 (Curriculum Education Unit). Many components change in the curriculum in 2013, namely the competence that must be achieved for the future: the ability to communicate, to think clearly and critically, to consider the moral aspects of a problem, become responsible citizens, has a readiness to work, the ability to understand and tolerance, the ability to live in the community globalized, has a broad interest in life, have the intelligence in accordance with their interests and talents, and have a love of the environment. Besides changing competencies also the approach used in the learning process using scientific, in Elementary School teaching learning using a thematic integrated, the assessment use authentic for competence of knowledge, attitudes and skills.

Elementary teachers are classroom teachers who have to teach all subjects, namely: religion and moral, civics, Indonesian, Mathematics, Science, Social Studies, Arts and crafts, and sports. Class teachers are not teachers who have special competence in art, so the cultural arts education is not often taught. Whereas art education is very important as the foundation of students' character Based on early research Education and Teacher Training (PLPG) elementary teachers which was held at the State University of



Surabaya in 2013, obtained the data that in implementing the Cultural Arts learning , most teachers said they did as they knew only. Whereas they know that Cultural Arts education is very important. Lack of guidebooks and complex materials include art, dance, music and crafts are constraint. Elementary teachers feel that they don't have enough knowledge, so the cultural arts education can not be done as it should be, therefore they need training. This is accordance with Permenegpan 16 Th 2009 on Sustainable Profession Development program (PKB).

According to Noe (2010: 351) Training is a series of activities designed to improve the skills, knowledge, experience especially trainees improve their performance. The benefits of training are: a) improve the knowledge of the employee, b) help the employees to have the basic skills to work, c) help employees to understand how to work effectively in a team in order to contribute to the quality of service, d) ensure organizational culture on innovation, creativity and learning, e) provide new ways for employees to deal with change.

Technical Implementation Unit Arts Education and Development School of East Java Province, as the Unit which is responsible for teacher performance art, since 2009 has been carrying out training of cultural art or art from elementary to high school teachers. This training has helped teachers in the following week's art and art festivals to lift the name of the school, but it has not yet help elementary school teachers in the teaching of art and culture, because the training has not touched the essence of the real cultural arts education. From interviews with the participants, the training done by UPT is less effective because it can not fulfill their needs. After the training, the material provided is not used. This is unfortunate because the cost spent is quite a lot, it has not been managed with good training. From this background, inspired to conduct research by taking title of Cultural Arts Training Management Model for Elementary School Teachers.



The problem in this research is, how to develop an effective model of the management training so that the result can improve the performance of teachers to teach art and culture in elementary school.

## **B. Discussion**

To make effective training so it is developed Art Education Training Management Model. This model is described as a system that outlines the training steps and their components, consist of planning, organizing process, the process of implementation, and the evaluation process.

There are two plans that must be made by the organizers namely : planning training and planning training events. Before the training, the first thing that must be done is making the plan of training include: analysis the needs of the elementary school teachers who will participate in the training, determine the performance, set goals, set goals, prepare training materials, determine the assessment tools to develop strategies (Davies, 2005). It is to know what material needed by primary school teachers. Training materials excavated from the participants, what they need especially in elementary art materials, how to teach art in elementary school, how to inspire creativity and imagination elementary school children, how to introduce the richness of Indonesian culture through learning the art from an early age, with a simple strategy they do, so training would be beneficial to increase the skills of primary school teachers.

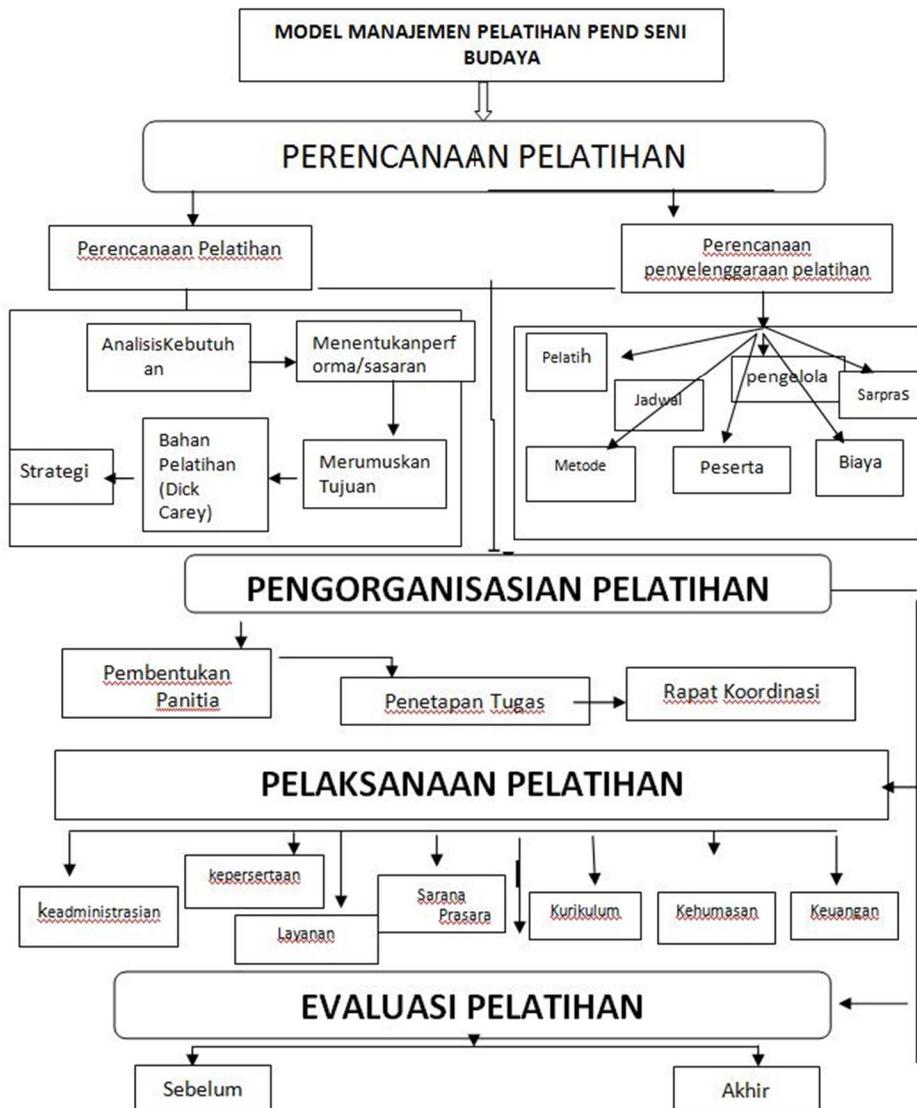
To prepare training materials, we adopt the model of instructional development cycle Dick Carey (2001). Training materials are developed by reference to the purpose of art education at schools is to develop learners to understand the culture through the arts, the idea, feeling, and intention. More detail objectives are: to understand the concept of art in the context of science, technology, and social so that it can play a role in the development of civilization and cultural importance, both at



the local, regional and global, (Curriculum Content Standards 2013). So that training materials are relevant not deviate in the direction of art in school educational purposes, it is in accordance with the developmental age of the child.

After that we make planning for implementation include: Who is responsible organizers, coaches, facilities, participants, methods, costs needed, schedule. After everything is done, the next step is hold the organization are: organized formation of the committee, the determination of tasks for each section, held a coordination meeting with all the elements involved. The next stage is training implementation. This activity is crucial, each section ranging from public relations has been working well before training with invited participants. They are elementary school teachers who teach low grade (grade 1 to 3), and to determine the competent coaches, administration record all participants, providing services, providing curriculum or training materials, prepare a good infrastructure facilities required, the necessary financing. The final stage of the training is to conduct an evaluation, through the instrument to determine the acceptability of training materials, as well as the satisfaction of the participants of training.

This is in accordance with the steps Terry theory (1997), namely planning, organizing training, organizing, implement and evaluate training. The step training administration work is written in the book "Art Education Training Management Model for Elementary School Teachers. As an illustration of organizing work steps described in the chart below:



## **C. Research Design**

To produce products books Arts Training Management Model for elementary school teachers, use research and development collaborations Borg and Gall (1989) and Puslitjaknov (2008) the steps as follow: (1) analyze the products that will be developed by conducting research and data collection initial, (2) develop initial product, (3) expert validation and revision (4) small-scale field testing and revision of the product (5) large-scale testing and final product.

Data collection instrument use observation and interviews. Test product management model of training and training materials (test experts, small group testing and extensive trials) use assessment questionnaire. Data analysis techniques used in this research is the development of techniques of qualitative and quantitative analysis.

### **Test Management Expert Training**

The products tested are Books Training Management Model. Of test validation experts, researcher conduct a product revision. Images suggested that the planning program and its aspects and implementation planning with its aspects, becomes an activity in the picture box. In the evaluation aspects are advised not exist in the implementation of the image, but the image becomes one aspect of evaluation at the beginning and at the end of the training activities.

### **Test Expert Art**

Validation Product is Cultural Arts Training Material for Elementary School Teachers.

Covering aspects of the content framework, the level of accuracy / clarity, benefit levels, the level of completeness, currency, the attractiveness to give, the language aspects, suggestions and input from experts in open questionnaire is not found, So the researcher does not need to revise the product.

## **Test Expert Learning**

Products submitted to the expert study is the book Cultural Arts Training Materials for elementary school teachers. It is necessary to revise in systematics, Grammar, and the addition of the concept of creativity and design cover, completeness LKS, numbering SK and KD on the syllabus and lesson plans, as well as the lattice valuation.

After the revision of input from experts, the development of products books can be continued on a small scale trials.

### **Small Scale Test**

Trial use of the products of small-scale training management books carried on the head UPTD 5 (Regional Technical Implementation Unit) which is used to conduct training in the arts district level, the test results indicate the level of expediency, systematic, level of clarity, readability level, the level of adherence to the model, the high category and very high.

Trial use products of small-scale training materials performed at 5 elementary school teachers, the test results indicate the level of usefulness, clarity, high ease, readability, the attractiveness of the high category. User trials are also conducted on 4 coaches who usually teach in art galleries, the test results indicate the level of usefulness, clarity, simplicity, high readability, the attractiveness of the high and very high category.

### **Scale Test Area**

After testing a small scale then continued by holding training followed by 9 UPTD head. Head UPTD are given book Training Management Model which contains a description of the steps as in the above chart. Experimental results show a high degree of usefulness, high-level clarity, ease of high, high readability level, the level of



attractiveness of the enough models. Tests of training material is carried out on 29 elementary school teachers, the results of the pretest to the mastery level of training materials average score of 3.23 after training is held an average score increased to 3.79 posttest results. Based on the average score level mastery training materials before and after training is high category and increase 0.56. Based on the results of t-test analysis the numbers on the post test of significance obtained 0.00 which is smaller than 0.05. Thus, it means the research hypothesis (H0) is rejected and (Ha) is accepted. So there is a significant difference mastery of art and culture after the training. The results of the pretest posttest describe Bloxpot for cultural arts training materials can be absorbed very well by the trainees, but each individual has a different ability to absorb it. Medium individual assessment of the facilitators on the management aspects of the interaction, the implementation of training activities, attitude towards the participants, the use of language, mastery of the average score of 4.23 on a very high category. Likewise, individual assessment of the process of training on aspects of the conditions of training, interaction among participants, consumption, infrastructure, services committee, the average score given 4.32, the training processes at very high category.

#### **D. Significance / Urgency of the study**

The results of research and development in the form of books Arts Training Management Model for Elementary Teachers contains: guidelines for implementation of training arts materials for primary school teachers, the utilities among others are:

1. For UPT Department of Education and Culture in East Java as the implementation guidelines for arts education training for primary school teachers.
2. Elementary School Teacher initial class can use this training material as one of the guidelines to teach art in elementary school.



3. Studio-art galleries can use books and book management model training materials to guide training art education for elementary school teachers.
4. For dance coaches can use this art education training materials as one of the references to train primary school teachers.
5. For the next researcher, can be the basis for developing training models and other art materials.
6. For the Teachers Council (MGMP) can use as a reference to broaden in performing arts learning culture.

### **E. Protection of Intellectual Property Rights in the Area of Patent**

The book that is resulted from the study of this development:

1. Model Book Arts Education Training Management comprises 59 pages containing: (a) Introduction, (b) Training Program(c) Procedures Training includes: Training Planning Guidelines, Guidelines for Organizing Training, Implementation Guideline Training, Training Evaluation guidelines.

### **Books strength of Management Model**

- a. The model departs from the analysis of the needs in one of the Technical Implementation Unit Development of Arts Education School in the Department of Education and Culture of East Java province, so the model is accordance with desire by the user.
- b. Based on the theory developed models that is tested the effectiveness of the training so that this model is proven to help managers organize training.
- c. Models prepared clearly and completely easy to understand by users, using a language that is easily understood by the reader. Comes Standard Operating Procedure.

## **Books Weakness of Management Model**

- a. This model outlines the components of each aspect so that theoretical impressed.
- b. This training new models tested extensively in UPT Surabaya City Department of Education, so that it needs to be disseminated further.
- c. To be able to apply this model needs understanding and takes time, and requires a commitment in order to get maximum results.

2. Book Arts Education Training Materials and Devices Arts Education comprises 108 pages containing: (a) Preliminary important factors include the aim of art education in elementary art education, characteristics and learning styles of elementary school children, the concept of creativity, development creativity for children, (b) designing integrated learning include the following: 1) syllabus, 2) RPP (Lesson Plan), 3) LKS, Arts and Culture learning, and learning the art of reading material culture.

### **a. Strength Training Material Books**

It Can help elementary school teachers in some cases. *First*, the teachers know the purpose and direction of the Cultural Arts education and cultural characteristics of art for children. *Second* teachers have a basis to develop creativity through arts and culture because of the training package outlined indicators of creativity and how to develop a culture in art education. *Third* teachers can design and develop integrated learning Cultural Arts for the training package give way and measures as well as examples of the art of learning to design a unified culture. By this way it can give solution to solve the lack of class hours for complex cultural arts. *Fourth* training package provides guidance to teachers to teach art and culture easily achieve the desired cultural arts education, so that encouraging teachers to teach art and culture that

had been considered difficult. *Fifth* training package also provides reading material, so that inspire and encourage teachers to be creative.

This training package help teacher lays curriculum into teaching and learning activities that encourage students creative, personality and fun. This is in accordance with the opinion of Gray (1989: 86-88) revealed that arts education is important in children's learning in school, therefore he stated in *Booklet Performing Together: The Arts in Educations*, which includes aspects: (1) art is a basic to communicate, (2) the arts help students build creativity and creative talents, (3) study the art also helps students understand other subjects, (4) learn the art is the best way to understand human civilization, (5) learn the art help students build discipline, (6) study art in school help students prepare for adult life, (7) study the art help students grow artistically assessment (*artistic judgment*).

#### **b. Weakness Books Training Materials**

1. Product book culture art education training materials are still focused on the material culture and art to class early, so for further class teacher can use this book.
2. Time which is designed to sample the training material is only 1 hour (35 minutes) so that teachers feel in a hurry to reach the desired goal.
3. The detail training material book is not yet complementary measures to develop an integrated cultural arts deeply, so that the teachers who are accustomed to using the example will have trouble.

#### **Suggestions for teachers**

1. In using this material book, please apply an integrated learning model.
2. This model is not raw, teachers are expected to come up with ideas and experiences to supplement this material so that the learning is more fun and achieve its objectives.



3. Teachers must plan integrated learning art culture well, start from core competencies, basic competencies, subjects will be combined, is advisable to use varied themes, so that children do not get bored.

### **Suggestions for Operator Training Arts**

Need commitment to implement effective training. By analyzing needs earlier. Follow-up evaluation for improvement, users do not need to be too rigid in using the book management model training, so creative ideas providers can complete book management model training. Training providers can use these guidelines to adjust the available resources.

### **Closing**

Training is one of the solutions to develop teachers in a variety of skills in order to succeed to work now and in the future. Training needs to be managed effectively in order to institutions (government or company) feel benefit from the training. The cost for the implementation is a lot as well as the energy and time that is spent will be proportional with the desired achievement.

Schools need to provide opportunities for teachers to learn and grow in order to create a positive work environment. Many organizations believe the investment in training can help employees achieve a competitive advantage. This is reinforced by the Indonesian government with the rules of the Minister of Administrative Regulation No. 16 of 2009 about Sustainable Profession Development program (PKB). To improve teacher competence as the spearhead of the National Education Goals. With continuous training and management of effective training will give many benefits to all devisions.

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