International Journal of Education and Life Sciences (IJELS)
Vol. 3, No. 1, 2025: 1475-1482

Development of Social Interaction Learning Model in Improving Fine Arts Learning Outcomes at STKIP Widyaswara Indonesia

Zulmi Aryani[1] Zelhendri Zen[2] Fetri Yeni[3]
[1]STKIP Widyaswara Indonesia
[2,3] Universitas Negeri Padang

Corresponding Author: Ade Kurnia : akurnia785@gmail.com

A R T I C L E I N F O
Keywords: Learning Model, students, and Art Education

Received : 25, November
Revised : 20, December
Accepted: 12, Januari

A B S T R A C T
In this process, the role of educators is essenti provide exemplary behavior, build motivation, develop the potential and creativity of students. Art Education learning process at STKIP Widyas Indonesia has not yet achieved optimal results. T due to several factors that hinder its success. Base the issues above, this study aims to develop a education learning model at STKIP Widyas Indonesia. This research uses a research development approach (Research and Developm The population of this study is PGSD students wh studying Art Education at STKIP Widyas Indonesia. The sample consists of 60 PGSD stu selected from three classes. To collect data, researcher used cognitive tests to assess stu competency, creativity, and performance tests to a exhibition practice, along with interviews observations. Data analysis was conducted using quantitative and qualitative methods. Based or data analysis and model trials, it is concluded tha social interaction learning model for impro learning outcomes in Art Education at PGSD S Widyaswara Indonesia is an effective model teaching Art Education. This is supported by the results: Trial 1 had an average of 70.76, Trial 2 ha average of 75.78, and Trial 3 had an average of 8 demonstrating that student performance impr significantly across the trials.

INTRODUCTION

Education serves as a medium to preserve scientific values. The process of cultivating and empowering students in education aims to equip them with life skills for daily living. In the educational process, the role of educators is essential in providing exemplary behavior, building motivation, and developing students' potential and creativity. Learning is the process of interaction between students, teachers, and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and supervised to ensure it is carried out effectively and efficiently. To achieve success in learning activities, there are several components that support it, including the objectives, content, teaching strategies, and evaluation components. These components are interconnected and influence each other.

The four learning components must be considered by educators when selecting and determining the teaching models to be used in learning activities. The art education learning model will be most effectively implemented if it is planned based on various principles or theories as a foundation for the development of learning. A learning model is a general pattern of learning behavior aimed at achieving the competencies or learning objectives expected. Learning models can be used as a selection pattern, meaning educators are allowed to choose the learning model that is suitable and efficient for achieving the learning goals, especially for art educators in art education.

Art education is provided to students because of the many benefits that can be obtained in everyday life. Art education is an effort to provide knowledge and basic experience in creative art activities by applying art concepts as a tool for education, creating an engaging and enjoyable learning atmosphere in a creative play environment. In practice, art education has not been implemented as expected according to the curriculum.

Based on previous research, Suwarto (2008) concluded that in art education, teachers face difficulties related to teaching materials and learning loads, insufficient time allocation for art learning, limited human resources (teachers) with knowledge of theater, students' lack of self-confidence and courage, limited acting, and inadequate learning facilities and infrastructure.

Furthermore, Aryani, Hasyim, and Prayitno (2010) concluded that the learning process, which is still dominated by the lecturer, can influence the low learning outcomes of students because students are reluctant to study art. Many teachers are content with using only texts/scripts as teaching media. In fact, learning media plays a significant role in determining the classroom learning conditions. If teachers use interesting media, students will be attracted to participate in the lesson, the teaching and learning process will run smoothly, the

classroom atmosphere will become more engaging and enjoyable, and learning will be more effective and efficient.

Nugroho (2008), in his research, concluded that the limited experience and understanding of teachers regarding acting techniques, supporting facilities, and the classroom environment not being conducive to acting, hinder students' progress in art education.

Art education is regarded as an "agent of change and civilization." Schools should serve as a strategic space and media to root and strengthen moral, religious, and cultural values. However, it must be honestly acknowledged that in our country, often only the buildings appear grand, while the quality of education is "destroyed" and in a poor state. Especially in art education, students should be encouraged to engage with (understand and enjoy) authentic art texts, but instead, they are often only memorizing the names of artists and their works. Educators often focus only on the superficial aspects of art education, resulting in students failing to appreciate the depth and value of art. Such conditions in art education are not only concerning but also hinder the emotional and spiritual intellectual development of students (Baksin, 2008:6-7).

The poor quality of art education is also related to the lack of art teachers who possess "talent" and a serious interest in art. Moreover, art is often just an additional subject that is "tacked on" to other subjects. Given its status as merely an "additional" subject, it is not surprising that the outcomes of art education are superficial. Despite the close connection between art and creativity, its delivery requires unique creativity and presentation methods (Baksin, 2008:6).

The success of art education is influenced by several factors, including: (1) the curriculum, (2) the lecturers, (3) the students, (4) the facilities and the surrounding environment that support the effective implementation of exhibitions. As Syamsuddin A.R. (1985:10) stated, to teach art well and achieve optimal mastery, an educator must first understand the intricacies of the art they are teaching.

Based on the above description, there is a need for the development of a social interaction learning model to improve the learning outcomes of art education at STKIP Widyaiswara, which will provide more motivation for art education lecturers and students to achieve maximum academic performance.

Theoretical Foundation

The success of any learning process begins with careful planning. Well-conducted planning ensures that half of the success is achieved, while the other half depends on the implementation. However, even with systematic and detailed planning, if the learning process is not implemented as planned, failure is likely. If both planning and implementation are done carelessly, the learning

process may become less engaging, boring, and fail to stimulate students to be active and creative, thereby not achieving the desired goals.

Therefore, proper planning and correct implementation are crucial for the success of the learning process. Initially, the planning of learning represents an idea from the person designing it, regarding the forms of implementation that will be carried out. To communicate this idea, it is usually expressed in the form of written planning. Subsequently, based on the plan, it is realized through the actual learning process (Stenhouse, Hakim, 2009:1).

The term strategy originates from the Greek word *strategia*, meaning 'the art of war' or 'commander of an army'. Hornby further defined it as, "strategy is the art of planning operations in war, especially of the movements of armies and navies into favorable positions for fighting; skill in managing any affair. A strategist is a person skilled in strategy" (Hornby, Kosadi, 1995:1).

Based on this, it can be concluded that strategy is the art of planning operations in warfare, such as how to arrange positions or strategies for army or navy combat. Strategy can also be understood as the skill of managing an event or a situation (Kosadi, 1995:1).

According to Kemp (2011:132), strategy is a learning activity that must be carried out by both educators and students to achieve learning objectives effectively and efficiently. In line with Kemp's opinion, Dick and Carey (2011) also stated that a learning strategy is a set of materials and procedures used together to produce learning outcomes in students. Implementing the learning plan that has been prepared in real activities requires a method to actualize the established strategy. As a result, one learning strategy may involve several methods. For instance, to implement an expository strategy, the lecture method could be combined with question-and-answer or even discussion methods, utilizing available learning resources including media. Therefore, strategy differs from method. A strategy refers to a plan to achieve a goal, while a method is the way to implement that strategy.

An approach can be understood as a starting point or perspective on the learning process. The term 'learning' refers to a general view of the process. Kellen (2011) noted that there are two approaches in learning: teacher-centered approaches and student-centered approaches. The teacher-centered approach leads to direct instruction, deductive learning, or expository learning. Meanwhile, the student-centered approach leads to inquiry and discovery strategies, as well as inductive learning.

Learning models themselves are typically developed based on various principles or knowledge theories. Experts design learning models based on principles of learning, psychological and sociological theories, systems analysis, or other supporting theories (Joyce & Weil, 1980). These models represent general

patterns of learning behavior aimed at achieving the expected learning outcomes. Joyce & Weil argue that learning models are plans or patterns used to shape curriculum (long-term learning plans), design learning materials, and guide learning in classrooms or other environments (Joyce & Weil, 1980:1). Learning models can be used as a selection pattern, meaning educators can choose the most appropriate and efficient model to achieve specific educational goals.

Model is something that reflects a thinking pattern. A model usually represents a comprehensive concept of interconnected variables. It can also be viewed as an attempt to concretize a theory, and at the same time, serves as an analogy and representation of the variables within that theory. Learning models generally depict the steps or procedures that need to be followed to create effective, efficient, and engaging learning activities (Pribadi, 2011:86).

Arends (Hamruni, 2012:5) states: “The term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system.” The term "teaching model" refers to a particular approach to learning that includes its goals, syntax, environment, and management system, which gives the learning model a broader meaning than just an approach, strategy, method, or procedure. A teaching model is a plan or pattern used as a guide in planning learning in the classroom or tutorial and for determining learning tools, including books, films, computers, etc.

Soekamto (Hamruni, 2012:6) explains the purpose of a learning model as: "A conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning goals and serves as a guide for learning designers and educators in planning teaching and learning activities." This is in line with what Eggen and Kauchak stated, that learning models provide a framework and guidance for educators to teach. Learning models have four distinct characteristics that set them apart from strategies, methods, or procedures. These characteristics are:

a. A logically structured theoretical rationale developed by its creators or developers.
b. b. A foundation of thought about what and how learners learn (the learning objectives to be achieved).
c. The learning behaviors needed to successfully implement the model.
d. The learning environment necessary for achieving the learning objectives.

1. Considerations in Selecting a Learning Model

According to Rusman (2011:133), before selecting a learning model to be used in learning activities, there are several factors that educators should consider, including:

a. Considerations regarding the goals to be achieved.
b. Considerations related to the teaching materials or content.
c. Considerations from the perspective of the students.
d. Other non-technical considerations.

2. Types of Social Interaction Learning Models

According to Joyce and Weil (2011), learning models are categorized into several types, including:

(1) Information processing models,

(2) Personal models,

(3) Social models, and

(4) Behavioral system models.

In general, cooperative learning is categorized as a social model.

Group work is a set of instructional strategies that emphasize interaction among students to support other models. Group work is not an individual instructional model but a strategy designed to increase engagement through student-student interaction while other models are implemented (Eggen & Kauchak, 2012:131).

Group work and cooperative learning consist of students working together in small groups (usually two to five members), all participating in a clear task. Group rewards and individual responsibility greatly influence the achievement of cooperative learning outcomes (Slavin, 2010:88).

The social interaction model emphasizes the harmonious relationship between individuals and society (learning to live together). The Gestalt Learning Theory, initiated by Wertheimer, Koffka, and Kohler, is relevant here (STKIP Widyaiswara, 2011:136).

The core of Gestalt theory is that a specific object or event is viewed as an organized whole. The meaning of an object or event lies in the whole form (gestalt), rather than in its individual parts. Learning is more meaningful when the material is presented as a whole, rather than in parts.

Applications of Gestalt Theory in Learning:

a. **Insight (Tilikan)**: In the learning process, students should develop insight, which refers to the ability to recognize the connections among elements of an object. Educators should foster students' ability to solve problems using insight.
b. **Meaningful Learning**: The meaningful connection between elements in an object supports the formation of understanding during the learning process. The content learned by students should be meaningful both for their personal growth and future life.
c. **Goal-Oriented Behavior**: Student behavior is directed toward achieving goals. Behavior, in addition to being related to the SR bond, is also closely tied to the goals to be achieved. Learning occurs because students have certain expectations. Therefore, learning will succeed when students understand the goals they are striving for.
d. **Life Space Principle**: Developed by Kurt Lewin (Field Theory), student behavior is related to the environment or field in which they are situated. The material presented should be connected to the surrounding context where the students exist (contextual).

A. Research Findings and Art Learning

The design of the social interaction learning model for improving Art Learning Outcomes at STKIP Widyaiswara Indonesia is focused on enhancing Art Learning outcomes, aiming to improve students' cognitive competence and their ability to organize exhibitions. In this case, the researcher assumes that Art Learning outcomes can be improved by utilizing a social interaction-based learning process. Several steps need to be taken by the Art educators to ensure this happens, including the selection of teaching materials based on the students' surroundings. This means that students' learning experiences must be linked to the materials to be taught, making it easier for them to understand. Proper facilities and infrastructure can also support students in their learning process. The use of appropriate learning strategies can help students engage effectively in the learning process, and the evaluation should be related to the materials taught.

The results from the implementation of the social interaction learning model during the first trial revealed the following data: The model was implemented as planned according to the scenario, and the flow of the social interaction learning steps was carried out by the instructor. However, the results were not as expected. Based on the final notes of this research, the data showed that during the learning process, students were still largely passive, sitting quietly and merely listening. The expected student involvement in the learning process was not achieved. Students remained silent, unresponsive, and lacked confidence when the instructor attempted to engage them in the learning process.

Table 1. Overall Evaluation Results in Trial I

No	Question	Group 1	Group 2	Group 3	Total	Average	Remarks
1	Cognitive	70.25	73.8	69.8	213.85	71.28	
2	Creativity	71.37	74.44	64.44	210.25	70.08	
3	Exhibition and Group Work	68.76	70.01	74.00	212.77	70.92	

Average (Total): 70.76

Based on the final notes of this study, data shows that students began to show significant progress. The educator's efforts to approach students personally yielded satisfactory results. The increasing number of questions asked by the educator successfully stimulated student activity and creativity. Students gradually overcame their feelings of shame, fear, or lack of confidence. This was reflected by the growing number of students who actively participated in every activity led by the educator. At STKIP Widyaiswara Indonesia, where this research took place, students began answering the educator's questions, and other students appeared more engaged with the learning process during Trial II. The educator continuously motivated students to be fully engaged in the Art Learning process.

Table 2. Overall Evaluation Results in Trial II

No	Question	Group 1	Group 2	Group 3	Total	Average	Remarks
1	Cognitive	74.05	77.08	73.08	224.21	74.73	
2	Creativity	78.37	79.44	76.44	234.08	78.08	
3	Exhibition and Group Work	70.66	75.00	78.00	223.66	74.55	

Average (Total): 75.78

Table 3. Overall Evaluation Results in Trial III

No	Question	Group 1	Group 2	Group 3	Total	Average	Remarks
1	Cognitive	80.26	85.20	79.60	245.00	81.66	
2	Creativity	84.71	83.76	85.00	235.47	84.49	
3	Exhibition and Group Work	82.49	86.00	82.80	251.29	83.76	

Average (Total): 83.30

1. Development of the Social Interaction Learning Model to Improve Art Learning Outcomes

Based on the results of limited and extended trials, expert evaluations, and input from users and practitioners, the following Art Learning model has been developed:

Steps in the Art Learning Model

a. **First Stage**: Reading

b. **Second Stage**: Casting

c. **Third Stage**: Blocking

d. **Fourth Stage**: Exploring

e. **Fifth Stage**: Playing

The Art Learning model will be successful if the following factors are considered:
a. **Curriculum**

b. **Learning Materials**

c. **Facilities and Infrastructure**

d. **Educator Competency**: Consideration of the educator's competence and experience in art.

e. **Student Factors**: Including their talent, competence, and experience in art.
f. **Learning Environment**: A supportive environment for learning.
g. **Creative and Innovative Educators and Students**

h. **Students' Social Background**

i. **Students' Family Background**

j. **Students' Development of Values, Thoughts, Actions/Expressions**

The development of this model considers various factors that contribute to creating an effective and engaging learning environment, which ultimately improves students' Art Learning outcomes.

CONCLUSION

The essence of the social interaction learning model for improving art education outcomes at STKIP Widyaiswara is cooperative learning. In this model, learning does not rely solely on the interaction between the instructor and the students, but emphasizes the surrounding environment, motivating students to develop competencies in achieving more optimal learning outcomes.

This development research on the social interaction learning model for art education outcomes at STKIP Widyaiswara Indonesia was conducted starting from the pre-research phase, the design of the art education learning model, the learning process, and the learning outcomes, as well as testing the learning model.

Based on the data analysis and art education learning, the following conclusions are made as answers to the research problem formulation:

1. The learning model design is developed starting from the preparation of learning, the implementation of learning, and the assessment of social interaction learning. It does not only emphasize the cooperative learning process, including group work, class meetings, social problem-solving, role-playing, and social simulation, but also focuses on the interaction between students and between the instructor and students during class learning.
2. The social interaction learning model for improving art education outcomes at STKIP Widyaiswara Indonesia is highly effective, as shown by the trial results indicating that students' performance in art education outcomes has improved. This is evidenced by the average overall score of trial 1 at 65.36, trial 2 at 69.87, and trial 3 at 77.69.
3. The social interaction learning model for improving art education outcomes at STKIP Widyaiswara Indonesia shows a significant difference compared to learning that does not use the social interaction learning model.

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