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The Use of Poster Masks in the Application of Project Based Learning Models in Illustration Drawing Materials

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ABSTRACT: In the Era of the Industrial Revolution 4.0, which is sweeping all life, the world of education must be able to adapt to technological knowledge, which is a competency that must be mastered to support the improvement of the learning process. Meanwhile, for students themselves, mastery of technology can support thought processes and mastery of science and technology. The industrial revolution in the 21st-century has a major influence on the mindset and also the needs that students must have as Soft Skills so that it is referred to as 21st-century learning. various age levels, educational levels, and fields of study, you can adjust to the conditions of the school. One of the learning models referred to is Project Based Learning. Meanwhile, material for drawing illustrations that are by the demands of 21st-century learning and used in Project Based Learning learning is using a poster maker or making posters with application-based digital techniques.

KEYWORD: Poster Maker, Project Based Learning, 21st-century Learning, Illustration Drawing Material.

INTRODUCTION

In today's world of education, the role of the teacher is not only becoming more interesting but also becoming more challenging at the same time. the existence of teachers in the learning process that is currently developing is urgently needed to ensure the occurrence of a learning process that is meaningful, has character, and has an orientation to the development of important skills of the 21st-century, as expected by the ministry of education and culture. So that teachers are advised not to only focus on presenting material, facts, data, research results, theories, or stories alone because such methods will soon be left behind because they do not meet the demands of the times.

However, this is adjusted to the latest curriculum promoted by the government. The teacher is not the center of the learning process but becomes the center of learning but the students themselves. The teacher is only a facilitator in developing and directing the learning process both in the form of material and the achievements that you want to fulfill. On several occasions, there were still teachers who did not master the use of technology so it became one of the factors that encouraged the conventional learning system to be implemented. This also has an impact on the lack of socialization of learning media. IT-based learning for teachers and students. The role of socialization is important because with socialization the difficulties encountered can be communicated to find solutions to solve them. This is because 21st-century learning emphasizes students integrate literacy skills, knowledge skills, skills, and attitudes, as well as mastery of technology (Dede, 2010). But some things must be paid attention to. The material taught must be adapted to the character of students who also change according to the times. For this reason, the government, in this

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case, the Ministry of Education, recommends the use of digital techniques for material for drawing poster illustrations.

According to the Minister of Education and Culture No. 24/2016 understands factual, conceptual, and procedural knowledge, based on a sense of art, related culture related to the elements, types, and techniques of dance. And also guide students to try, process, and present in the realm of concrete (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) related to material elements, types, and techniques dance (Aufa et al., 2016). So that the teacher will have an affective appreciation facilitator process that does not only develop students' knowledge. Many concepts of fine arts material focus on the talents and interests of students. studied so that art tends to focus on students' ability to be creative in work. One of them is on poster drawing material. So, in learning activities so that learning material can be well received and interesting for students, it is not enough just through the sense of hearing or through the lecture method, but can also use learning media that can be enjoyed by the sense of sight.

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METHODS

This study aims to increase student creativity in producing a work of digital poster techniques using a poster maker in learning on the subject of Cultural Arts at Grade VIII middle school, especially in the material for drawing poster illustrations with digital techniques. The type of research conducted was classroom action research, which is a form of self-reflection activity carried out by educational actors in educational situations to improve rationality and fairness about educational practices, understanding of these practices, and situations where these practices are carried out (Kumararavadivelu, 2003).

DISCUSSION

Secretary General of the Ministry of Education and Culture Ainun Na'im in her virtual remarks at the "International Seminar on Curriculum" event realized the importance of curriculum transformation as a strategic step for the nation to face the challenges of the 21st-century. The development of information technology and globalization is inevitable and presents new challenges for mankind. All countries are racing to improve the quality of life of their citizens in various aspects, including education. So the State, in this case, the Ministry of Education and Culture, is transforming the curriculum. The Ministry of Education and Culture initiated the Freedom to Learn and the Independent Campus which aim to build Pancasila students with the character of faith, creativity, criticality, global diversity, and the ability to face challenges.

21st-century education itself is often known as 21st-century Skills where students and teachers have a learning system that is oriented towards the abilities that students must have in solving the various demands they will face. Rotherdam & Willingham (2009) note that a student's success depends on 21st-century skills, so students must learn to have them. The Partnership for 21st-century Skills identifies 21st-century skills including critical thinking, problem-solving, communication, and collaboration. Critical thinking means that students can respond critically to knowledge and knowledge, able to use it for humanity. Being skilled at solving problems means being able to overcome the problems they face in the process of learning activities as a means of practicing dealing with bigger problems in their lives. Communication skills refer to the ability to identify, access, utilize and optimize communication tools and techniques to receive and convey information to other parties. Skilled in collaboration means being able to collaborate with other parties to increase

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synergy. Meanwhile, according to the National Education Association, to achieve success and be able to compete in a global society, students must be experts and have skills as communicators, creators, critical thinkers, and collaborators.

The Indonesian government currently recommends several learning models that are considered appropriate to the current needs of students in each training program that is implemented. The various recommended learning models are learning models that provide opportunities for integrating technology in the process, but you must have a package of knowledge related to mastery of content, mastery of pedagogical aspects, and mastery of technological aspects. the current learning model must be adapted to its new orientations in building competence. The main approach is student center learning and a constructivist learning paradigm with the teacher remaining active.

About 21st-century learning models which are seen as having the potential to integrate technology and be applied flexibly at various age levels, levels of education, and fields of study, you can adapt them to school conditions. The learning models referred to are of them Project Based Learning and to support learning on a 21st-century basis with technological literacy then the most appropriate is the Project Based learning model. This learning model is an appropriate alternative model because several advantages are the orientation of developing 21st-century skills as many experts argue. PjBL is an innovative approach that teaches various strategies for achieving 21st-century success (Bell, 2010), helps students develop 21st-century skills (Ravitz et al., 2011), increases responsibility (Johann et al., 2006), trains problem-solving, self-direction, communication, and creativity (Wurdinger & Qureshi, 2015).

Project Based Learning can be categorized into 1) structured projects; 2) projects according to the topic (topic-related projects); 3) closed open projects (open-ended projects). Project-based learning emphasizes students as active learning subjects, encourages the emergence of initiatives and exploratory processes, provides opportunities to apply what is learned, and opportunities to present or communicate and evaluate their performance. As stated by O'Driscoll (2000) states the principles of constructivist learning are involving learners in real activities, social negotiation in the learning process, collaborative and multi-perspective assessment, support for setting goals and managing the learning process, and encouragement to reflect on what and how something is learned.

As a model that has long been recognized for its strength in developing student competencies, many experts state the advantages of this model. Helm & Katz (2016) views this model as having the advantage that "it can be used to develop student's academic abilities, students' social-emotional abilities, and various thinking skills that students need in real life." In line with this opinion, Boss & Kraus (2022) state the advantages of this model as follows: 1) This model is integrated with the curriculum so that it does not require any additions in its implementation; 2) Students are involved in real-world activities and practice authentic strategies in a disciplined manner; 3) Students work collaboratively to solve problems that are important to them; 4) Integrated technology as a tool for discovery, collaboration, and communication in achieving important learning goals in new ways; and 5) Increase teacher cooperation in designing and implementing projects that cross Cultural Arts boundaries or even jump time zones.

The advantages of this model were also stated by MacDonell (2004), namely that this model is believed to be able to improve the ability to 1) Ask questions, seek information, and interpret information (visual and textual) that they see, hear or read; 2) Making research plans, recording findings, debating, discussing, and making decisions; 3) Work to display and construct information independently; 4) Sharing knowledge with others, working together to achieve common goals, and recognizing that everyone has certain skills that are useful for the project being worked on; and 5) Displays all the essential intellectual and social dispositions required to solve real-world problems. Based on the opinions of experts on the weaknesses of the Project Based Learning model, we can conclude that the weakness of this model is that it requires a lot of time in the

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learning process, the teacher must always monitor each student's activity so that the teacher's activities must work extra hard in supervising each student activity.

In essence, cultural arts education as mandated in the Government Regulation of the Republic of Indonesia No. 19/2005 concerning the "National Education Standards Agency" is not only contained in one subject because of the culture itself, which covers all aspects of life. In arts and culture subjects, cultural aspects are not discussed separately but are integrated with art. Therefore, the subject of cultural arts is culture-based art education. Cultural arts education as a subject in schools is felt to be very necessary for students because this subject has multilingual, multidimensional, and multicultural characteristics (Santamaría & Jean-Marie, 2014).

Multilingual means aiming to develop the ability to appreciate oneself in various ways. Multidimensional means developing students' basic competency competencies which include perception, knowledge, understanding, analysis, evaluation, appreciation, and productivity in balancing the functions of the right and left brain, by combining elements of logic, ethics, and aesthetics. Meanwhile, multicultural means that it aims to develop awareness and the ability to appreciate local and global cultural diversity as a form of respect, democracy, civility, and living in harmony in a pluralistic society and culture.

Arts and culture education has a role in the personal formation of students who are harmonious by paying attention to the needs of children's development in achieving multi-intelligence which consists of intrapersonal intelligence, intrapersonal intelligence, visual, spatial, moral, emotional, musical, logical, kinesthetic, linguistic, mathematical, and naturalist intelligence. The fields of fine arts, music, dance, and also these skills have their characteristics according to their respective scientific principles. In the world of art and skills education, artistic activities must accommodate these characteristics which are contained in the provision of experience in the development of conception, appreciation, and creation. All of this was obtained through an effort to explore the elements, principles, processes, and techniques of work in the cultural context of a diverse society. Rohidi (2011), revealed that "art as a medium in education to increase student activity" so that the potential that students have from birth moves freely and can be developed optimally. Meanwhile, arts and culture education according to (Susanto, 2013) is given in schools because of its uniqueness, meaningfulness, and usefulness towards a developmental need for students, which lies in providing aesthetic experiences in the form of an activity of expression or creation and appreciating the "learning with art", "learning with art" approach. through art", and "learn about art". This role cannot be given by other subjects.

CONCLUSION

Learning Cultural Arts with the Project Based Learning (PJBL) Model through Lesson Study. The results of his research show that using the Project-based learning (PJBL) learning model through lesson study can help teachers to develop a set of learning and can provide better learning. And the results of the study show that the application of reward-assisted Project Based Learning learning can increase student activity in learning to create graphic arts. Before action, student activity is quite active. The application of reward-assisted Project Based Learning learning can increase the performance of graphic arts work. Before the cycle the average score is complete. After the action in the first cycle, the average score of students' work on graphic arts was complete, while in the second cycle, the average score was complete. To find learning that is interesting and has knowledge that fits the needs of today's students is a big challenge. Not only as students but also as teachers themselves, teachers must be more innovative in designing learning.

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