

**AN ANALYSIS OF THE ENGLISH LEARNING MODEL IN THE FINE ART
EDUCATION STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH
MAKASSAR**

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ABSTRACT

Monotonous learning can make students less interested in learning. To obtain data, researcher used field note observation and interview instruments. The objects of this research are fine arts lecturer and students. The research results found that in fine arts classes lecturer used technology-based learning models and project-based learning models and perceptions revealed that most students gave positive comments regarding the learning model used in fine arts, they really liked learning English. Then technology makes it easy to collect assignments, materials and so on so they can look back if they don't understand.

Key words : learning model, ESP, student perception

ABSTRAK

Pembelajaran yang monoton dapat membuat siswa kurang berminat untuk belajar. Penelitian ini menggunakan pendekatan metode fenomenologi kualitatif. Untuk memperoleh data, peneliti menggunakan instrumen catatan lapangan observasi dan wawancara. Objek penelitian ini adalah dosen dan mahasiswa seni rupa. Pada hasil penelitian di temukan bahwa di kelas seni rupa dosen menggunakan model pembelajaran berbasis teknologi dan model pembelajaran berbasis proyek dan persepsi yang mengungkapkan bahwa sebagian besar siswa memberikan komentar positif mengenai model pembelajaran yang digunakan dalam seni rupa, mereka sangat menyukai pembelajaran bahasa inggris. Kemudian teknologi memudahkan dalam mengumpulkan tugas, materi dan lain sebagainya sehingga mereka dapat melihat ke kembali jika belum paham.

Kata kunci : model pembelajaran, ESP, persepsi siswa

A. Introduction

In the learning process, each student must be actively involved in order to achieve learning objectives. This requires the help of educators to motivate and encourage

students in the learning process to engage in totality. Educators must master the material and strategies in learning. Some experts in the field of learning have put forward innovative learning

models that are needed by teachers. According to Mirdad (2020). A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or vice versa. Learning models can be used as a pattern of choice, this means teachers can choose the right and efficient learning model to achieve their educational goals. This learning model can be used as a guideline by teachers according to their needs in class. Therefore, education is one of the efforts to improve the quality of a person in order to prepare themselves in order to face the challenges of increasingly advanced science and technology.

According to the researcher experience, when interviewing fine arts students Haerul (2022) at Unismuh who had participated in English language learning, he said that it was very difficult to understand learning because besides being difficult to

understand, the classroom atmosphere was also very monotonous after being given assignments without any explanation, which caused students to be less interested in learning.

Therefore, based on the experience of researcher that when in the learning process, students experience what is called lack of knowledge due to lack of motivation by teachers even due to monotonous learning models.

So The problems of this research is How does the implementation of learning model in the fine arts education study program at Universitas Muhammadiyah Makassar. And What are the students perception toward learning model in the fine arts education study program at Universitas Muhammadiyah Makassar?

B. Research Method

In this research, researcher was used the Qualitative Phenomenology method without involving statistical or numerical data. s The subjects in this research

are English lecturer and Fine Arts Education students in the fine arts study program for the 2023-2024 academic year. Researcher chose a lecturer and one class from the 11 students in that class. Researcher collected data using two instruments, namely observation field note and interview.

C. Result and Discussion Result

1. Implementation English learning model at the Fine Art Education Study Program

Based on field notes observations from researcher that have been carried out, that in fine arts implement learning with the Hybrid method. During distance learning, lecturer hold meetings using the Goggle Meet application and during face-to-face learning, lecturer give assignments to students with assignments in the form of projects.

The first observation is carried out offline, the first activity carried out in the initial activity by the lecturer is by providing material to students on the classroom application.

Based on the data, lecturers provide students with material through the Classroom application and the material shared there is a power point and in the form of a video link sourced from the Youtube application.

In the next activity in the core learning activity, the lecturer provided material related to pictures, and here are some of the activities Based on the data, in activity 2 students are first given material related to pictures and then students are asked to look for pictures as explained by the previous lecturer. While activity 3 is still related to pictures, students are given time to make a paragraph related to the pictures they have found. In activity 4 after making a paragraph, students are asked to explain the meaning of the image that has been made in a paragraph.

Furthermore, the closing activity carried out by the lecturer is an input to students both in daily life and matters

related to the material, along with the activities. Based on the data, lecturer motivated students about learning English so that they could be more active in learning. Then in activity 6 again, students are given assignments to the lecturer which will be done at a later time before the next meeting.

Second observation, at the second meeting, namely online learning and carried out in the Google Meet application, along with the activities. Based on the data, in the activity7, the lecturer explained the material using the YouTube application and the video in the application was explained by the lecturer so that students could understand the material. Then in the 8 lecturer activity, the lecturer gave the opportunity for students to give questions related to the material. Furthermore, activity 9 lecturer provide motivation to students

Next, related to the closing activity, it has been

informed that there will be assignments in the form of projects and activities. Based on the data above, in activity 10 lecturer discussed related to project assignments that will be the final project of students. While in activity 11 it was stated that it happened again, the lecturer gave motivation to the students.

In the third observation, some of the same activities as the first and second observations, this meeting was an offline meeting and in the initial activity the lecturer displayed the material using a tool. Based on the data, in the initial activity of activity 12, the lecturer provided material to students through a projector. That way, learning in fine arts uses LCD media as a tool to support student understanding. In the closing activity of learning in activity 13, lecturers gave explanations related to the material by using projectors/LCD as tools and YouTube applications as media to display the material

to be explained. After several explanations that have been given by the lecturer, in activity 14 students are given time to ask questions related to the material. At the end of the lesson lecturer give a project assignment to students and then explain how the procedure of the assignment is.

2. Student Perceptions toward learning model in the Fine Arts Education Study Program

Regarding the perception of students who have been interviewed about the English learning they learn in fine arts.

a. Student motivation

Motivation in the teaching and learning process is very important so that it can support students' confidence in learning. What about the motivation provided by the fine arts English lecturer. Based on the quote student, when asked about motivation at the time students learn English, for the most part The information answered the question with the word motivated, which means that

some students felt motivated by the motivation given by the fine arts English lecturer.

In **Extract 1**, **S1** stated that lecturer usually provide motivation to improve their English learning because if one day there is a work that will be explained while abroad. Meanwhile, **S3** stated that, similar to S1, lecturer give encouragement to be able to study even harder to improve how fluent in reading. Then **S6** stated that often the motivation given uses regional languages and sometimes the language used or the words spoken can move the heart.

Students stated that they received appropriate motivation from the lecturer because it had continuity with their daily lives, even though the language used by the lecturer was a little unclear, the message conveyed could be interpreted well by students in the fine arts class.

b. Media use of the lecturer

Further student perceptions of the media used by lecturer. Media is also a

part of the learning process.

Based on the quote above, researcher found that in fine arts classes, lecturer often use media in the form of applications. According to **S3** and **S6**, the application used is Classroom as an application for the distribution of material and for the collection of assignments that have been given, besides that the YouTube application is also used as a material support during the learning process, videos related to the material are often shown.

Meanwhile, **S4** stated that when they study outside the network, lecturer use tools such as LCD so that the videos shown can be seen clearly. That way, when learning through video, students can access the material anytime and anywhere, allowing flexible learning according to each individual's schedule. In addition, students can learn at their own pace, repeat difficult passages, and skip passages that are already understood.

c. About assignments

Assignments, which are an important part of understanding learning materials, also support learning and develop students' skills so that what they want to achieve can be achieved. Related to this, here is an excerpt about assignments in fine arts class.

Based on the quote student in **extract 8**, it states that the tasks given are in the form of projects. It was clarified by **S6** who stated that they did get a video review task and then analyzed. So it can be concluded in the fine arts class using project-based learning. Likewise with **S2** states that the tasks given have a long period of time and when they are not right or inappropriate, they can be corrected again to suit what they should be.

Project-based learning has higher engagement so that students are more motivated because they are working on projects that they find important and interesting.

Discussion

1. Implementation English learning model at the Fine Art Education Study Program

Based on the findings, in the first observation it was stated that there was activity 1 the lecturer provided material using the Classroom application along with videos related to the material. Related to this, it can be said that learning English in fine arts uses applications to learn either in the form of Power point, photos or in video formats, so that the material that has been created or related materials can be shared in the application.

Related to other things, during online learning that uses the google meet application to conduct meetings. Based on the findings the fine arts class uses the Google Meet application to carry out online learning. Related to this, it is stated that the fine arts class uses technology

in distance learning so that students can understand the learning even though they are so far away. Then, as for the third observation in the core activity, in activity 13 which uses the YouTube application.

Then the last one is related to the project assignment that has been given to students in activity 15. Based on the image above, one of the students who is working on a project assignment in the form of a video is then sent back in the Classroom application. That way in terms of assignment, in the art class using technology and for the tasks given are project assignments.

In addition to the project task in analyzing the video, the project task that must introduce yourself and others, be it their family or friends, that students must do is fill out the google form that has been given by the lecturer. So it can be restated that in fine arts use

technology in terms of assignments. And also the tasks given are project tasks.

Moreover, lecturer also use the Google Classroom, Google Meet and YouTube applications to support English learning understanding. Related to the findings of Jasmine.2023. which states that technology-based learning can affect speaking skills. Related to this, lecturer also use projectors/LCD as a tool to show videos that are in accordance with the learning material.

Related to the teaching strategy used by fine arts lecturer refers more to project-based learning, so students are given the opportunity to express themselves. Especially when the project given is related to the student's experience, it can provide an opportunity to express more because the

assignment given is very relevant to real life.

2. Student Perceptions toward learning model in the Fine Arts Education Study Program

Students' perceptions regarding the learning model in fine arts, based on the results of interviews conducted by researcher, will be explained as follows:

The first is related to the motivation given to students so that they can build positive expectations by providing positive motivation so that students can increase their confidence. Based on his findings, it was revealed that the factor that needs to be considered in motivating students is to build positive expectations for students in order to encourage self-efficacy. When they have a task or thing that is difficult to carry out or complete, but with positive motivation it can increase students' confidence to use their

abilities so that it can be completed.

This is certainly related to the findings of Hasan, Dedi et al. (2020) who stated that it also motivates students to be able to predict the learning strategies used by students, with the component of motivation value being the best predictor of learning strategies. Therefore, it is important for educators to pay attention to student motivation in designing learning strategies in order to improve student learning outcomes effectively.

The second is related to the media used in the learning process, based on the results of interviews in fine arts classes often use media in the form of applications, lecturer always use classroom applications to collect assignments and to share the material to be learned. In addition, it also uses the youtube application as a

medium so that students can better understand the material through the videos that are shown.

This is related to the findings of Firmadani.(2020). which states that technology-based learning media can facilitate the learning process in terms of effectiveness and efficiency. Therefore, using technology-based media can facilitate the learning process and there are still many benefits that can be felt when making technology as a medium.

Next is related to how students' understanding can be known, namely by giving assignments to students. Based on the results of the interview, there was an answer from the students that the assignment given was in the form of a project, so the lecturer provided space for students to be able to express themselves with assignments related to the

experience of the students themselves. Related to the findings of Nirmayani(2021). which states that learning must be able to improve students' critical thinking skills, communication skills, cooperation skills and also creativity skills by developing project-based learning models.

Furthermore is related to student attitude related to finding Zulfikar's (2019) where when talking about attitude is related to what is felt, how to understand students' attitudes and also beliefs about English. Similar to what students feel when learning English, they feel worried about mistakes in pronunciation when they want to pronounce English words, but in addition to that, there are also students who feel happy when learning English because of the improvement for them when learning about something new.

The last about English for Spesific Purpose, based on the results of observations and interviews, when learning English and learning in fine arts are appropriate and have continuity, making students feel happy because learning new things is also something challenging. As in Saputro's (2023). That to increase students' emotional involvement in learning English vocabulary, students need to enjoy learning and feel happy learning English. Of course, it is important to increase students' knowledge, especially in their vocabulary, because with the increase in vocabulary, of course, things that can be appreciated and when learning with a feeling of pleasure is certainly also a very good thing in the English learning process.

Based on the findings data that has been

discussed above, there are three categories of discussions that often arise, namely related to technology-based learning, project-based learning, and presentation-based learning. Related to this can be calculated in a graph.

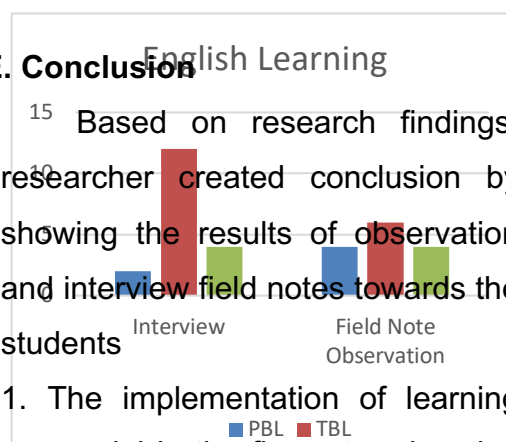
times the use of technology in learning when researchers conducted interviews with students. while project-based learning occurs 4 times and presentation-based learning occurs twice.

When the researcher made observations and the results of the findings, technology-based learning was used 6 times, while project-based learning was used 4 times and presentation-based learning was also used 4 times.

E. Conclusion

Based on research findings, researcher created conclusion by showing the results of observation and interview field notes towards the students

1. The implementation of learning model in the fine arts education study program at Universitas Muhammadiyah Makassar using project based learning models and technology based learning models by using Google Classroom and YouTube applications as support to provide understanding regarding



Graph 1. Graph English Learning

Based on the graph above, what is often used in learning English in fine arts classes is technology-based learning, with the calculation results that there were 12

the material being taught, then giving project assignments to students so that students can learn from projects that are challenging and relevant to real life.

2. The students' perception toward learning model in the fine arts education study program at Universitas Muhammadiyah Makassar. Based on the results of student interviews, most students gave positive comments regarding the learning model used in fine arts, they really liked learning English because it was something new, apart from that, the assignments given had a long period of time and there was always time to fix it if it's not optimal. Then technology makes it easy to collect assignments, materials and so on so they can look back if they don't understand. However, there are also those who give negative comments regarding English learning who don't like online learning because sometimes there are interferences such as with the audio or network which results in problems with pronunciation and

hearing. Apart from that, there are also students who find it difficult to understand English because they are afraid to dare to speak English words.

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