

SEAMOLEC PAPER

**TEACHING ART CERTIFICATE PROGRAM
UNIVERSITAS TERBUKA**

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Background

Since the implementation of the law of national education system, a teacher is one who fulfils the requirement of one's minimum education qualification and has the teaching certificate as prove that he/she has the right to teach. It means the teacher candidate can be scholar of education or non-education plus teaching certificate from an accredited tertiary educational institution. Teaching certificate is a program to facilitate the process of teaching ability establishment which is adapted with the candidate's field of science (resolution of Minister of National Education No 013/U/ 1998 Article 6 dated January 26th 1998 about Teaching Ability Establishment Program). In Universitas Terbuka, this program efforts to facilitate teaching ability establishment so that its graduate can carry out educated learning conform to their field science. Based on those aims, graduates from Teaching Certificate Program is expected to be able to master subject and science of education; guiding their pupils wholly, developing personality and professionality.

Since Teaching Certificate Program was opened at Faculty of Teaching and Educational Universitas Terbuka in 1998, there were more than 250 participants whose background is art education from many art branch. They are graduates from art tertiary educational institution in Indonesia, such as ISI-Yogyakarta (Department of Music) is trying to open an alternative way of music instructor program which supports main way as music artist or observer/viewer . it also happens to department of dance STSI Surakarta. It is an interesting phenomenon that teacher nowadays has been a choice for graduates art tertiary educational institution who is actually competent as an artist and art observer.

Because art graduates are now interested in being a teacher, it will have positive impact for the world of art education. Mathematically, art graduates who have art teaching certificate have higher value than graduates from educational staff institution in case of mastering art material professionally. During 4-5 years they only learn and master branch of art which they interested in, and usually enter art tertiary educational institution after mastering the art material that they chose. Then for 1.5 years they learn and master art education material spesifically in art teaching certificate program. Meanwhile graduates from educational staff institution (Department of Drama, Dance, Music and Fine Arts) learn and master branch of art and educational science for 4 years. With no intend to underestimate graduates of educational staff institution, I quote a statement from a research

in Indonesia which was done by Beeby (1989) who found that Faculty of Teaching and Educational and Institute of Teaching and Educational are more successful in producing teachers for practical technique. Even though this research had taken place years ago, the information is often found in the field.

On the other side, art education, consisting fine arts, music, dance and drama, has individual characteristic. Art education is education which involve every form of physical activity and taste of beauty which is materialized in expressing, exploring, appreciating, and creating through visual language, sound, move and role activity¹. Each activity include material and activity to produce art ideas, art skill, and art appreciation and also to take note of social and culture of community. With this special characteristic, art needs to be taught differently from the others using compatible method so that the aim of the curriculum can be achieved. An art teacher needs to master art teaching knowledge and skill as a part of one's teaching competence. Art teachers from educational institution have kind of competence, but what about teachers from non-educational institution so that their professionalism is admitted juridically and administratically.

Teaching certificate program from Universitas Terbuka's Faculty of Teaching and Educational is a program whose objective is to teachers from all fields. Participant graduated from art tertiary educational institution can also join the program. This kind of program is certainly not quite supporting the necessity of art teaching in the field which will impact to its quality. A teacher who has art teaching competence is a teacher who masters not only teaching method. This a kind of teaching certificate program for art teacher candidates particularly is needed, that is art Teaching Certificate Program.

Feasibility study certainly need to be carried out to open a program. It is useful to get information on interest rate of program candidates and absorption of program graduates. The result of feasibility study which had been done by Faculty of Teaching and educational Universitas Terbuka is as follows.

The Result of Feasibility Study

¹ Curriculum based on Junior High School Competence, Special guidance of developing of syllabus based on Junior High School basic ability of art subject. National Education, General Directory of Basic and Middle Education, Directory of Secondary Education, Jakarta, 2002

In this feasibility study, an amount of information about the useness of this program in the community is found. Therefore, it is aimed to data collection about: (1) interest rate of Art Teaching Certificate Program candidates who come from 4 (four) art tertiary educational institutions; (2) Sounding out the possibility of cooperation that can be done between Universitas Terbuka and art tertiary educational institutions; and (3) obtaining information on carrying out of art education curriculum in 3 (three) educational institution ex-LPTK (Lembaga Pendidikan Tenaga Kependidikan)

From students and alumnus of 4 (four) art educational institution, 160 respondents acquired with details as follows.

1. Tertiary educational institutions are STSI-Bandung 23%, STSI-Surakarta 36%, ISI-Yogyakarta 34%, and STKW-Surabaya 7%.
2. Status of students, students 82 % and alumnus 18%
3. Average age of 17-35 years old respondent:
 - a. 73% 17-25 years old respondents, and
 - b. 27 % 26-35 years old respondents.
4. Sex of respondents, 55% male and 45% female.

From 160 respondents, the information acquired is as alumnus from art tertiary educational institution, whose graduates is directed to be an artist or art observer, more than $\frac{3}{4}$ respondent (88%) said that they are interested in being an art educator who have teaching certificate especially Art Teaching Certificate (88%) in elementary school (28%), Junior High School (48%), and Senior High School (60%)² . Though respondents don't know about Universitas Terbuka with distance learning system. Consecutive model is the one program candidates want (67%) if Universitas Terbuka open Art Teaching Certificate Program in 1 year period. Although they don't know about Universitas Terbuka, they hoped that they can learn through printed (30%) and non-printed (70%) material. They also agreed that the choice to be an art educator becomes an alternative way in art tertiary educational institution.

² From the number of percents there is surplus of 36%. The researcher considers that 36% respondents choose more than one level of education they want as art teacher. It tends to be Junior High School or Senior high School.

Interview had also been done to students and alumnus of art tertiary educational institution. The results is as follows:

Respondents think that art education at school (formal school) plays an important role in shaping a child individually³. Because child's of introduction to physical, psychological and emotional change, art education becomes a potential means to shape a child's personality and behaviour. They judge that child's attitude to environment is not quite good, because the lack of sensivity and appretiation to the environment. Respondents note that art education components haven't functioned optimally in teaching pupils art. Therefore, when they were asked about what contribution they can give to fix that kind situation, they said that they want to help according too their scope through their involvement in art teaching using the knowledge they have. They even agreed if the choice of competence of being a teacher is made to be one of the choices of competence in their art tertiary educational institution. When they were offered to take a chance to participate in Art Teaching Certificate Program in Universitas Terbuka, They said that even they don't know about Universitas Terbuka, especially about what and how is the teaching and learning system, they gladly accepted the plan. Especially if the program is attached to educational institution where they study.

Meanwhile, the result of the interview with art tertiary educational institution is as follow

1. Usually respondents in ISI-Yogyakarta, STSI-Bandung, and STSI-Surakarta declared that the role of art education is big enough in shaping pupil's behaviour and personality in formal school, such as the building of gentleness and harmony of attitude can be carried out by art teachers in the school by art skills just like playing music or dance collectively. To obtain a good art show, togetherness, harmony, and sensitivity are needed. Nevertheless, it looks like educators in field haven't realized its importance, thus the aim attained is only the knowledge. Probably because the teachers haven't fully comprehended the meaning of art. It is considered that art education curriculum in art tertiary non-educational institutions haven't fulfilled the competence of art teacher, especially in the sector of substance. Some art tertiary educational institution is considering opening an amount of art educational institution subjects as material in

³ A "child" that respondents thinks here is refer to Junior/Senior High School age.

order to obtain the competence of supporters (instructors in non-formal educational institution) for the students. When they knew about the plan that Universitas Terbuka will open Art Teaching Certificate Program, they responded positively and they want to make use of that program as soon as possible. Respondents also answered positively.

2. When they were asked about the responsibility of having cooperation between Universitas Terbuka and their institution in opening the program, and they responded enthusiastically. Right now they are studying the proposal and two of them hoped for immediate realization.

The following is the result of interview with the organizer of art education program in UNY, UNJ, UPI-Bandung (Dept. of Music, Dance, and Fine Art Education).

1. The presentation of art substance and educational substance materials is provided in the curriculum in 158-161 credits contained MKDU (Mata Kuliah Dasar Umum), MKDK (Mata Kuliah Dasar Kependidikan), MKPBM (Mata Kuliah Proses Belajar Mengajar) provided with *concurrent* system. Each institution develops curriculum based on region's need, human resources availability, and media, also the competence that has to be obtained by students of each department.
2. The media which is used is adjusted to the kind of material delivered, such as using musical instruments (piano, guitar, etc.) on piano and guitar subject etc. There are possibility of using piano (especially) on the subjects of conducting, composing (music and dance), and knowledge of musical theory. Meanwhile, video and audio program is used for subject of appreciating especially history of music. Computer is also used in the subject composing, particularly in UPI-Bandung
3. The method which is used is also adjusted to the lecture materials, such as class, little groups, or individual.
4. Practice is very dominant in class which trains skills such as conducting, choir, vocals, dance creation, traditional dance, painting, sculpture class, etc. This can be noted in the comparison between practical and theoretical activity is 60:40 or 70:30.
5. The materials is packed in printed and non-printed media (developed by local lecturer team) which provide traditional and western art materials from kindergarten level to high school and non-formal education level.

6. The kind of evaluation that can be done is evaluation of process and result, emphasizing on evaluation of process its forms are written, oral, and performance test/exam. The test form selection is adjusted to the aim and the kind of lecture materials.

III. Conclusion.

Based on the result of this feasibility study we can obtain information that teaching and formal school institution had been one of the choices of professions with a consciousness that by means of art education, the pupil's attitude and personality shaping, the building of gentleness and attitude harmony can be done by art teacher at school through art skills such as in playing music or dance activity collectively. It seems that this opinion is implicated on participation in some teaching certificate program by some of art bachelors.

Providing teaching certificate program, particularly in art, it will be the first Art Teaching Certificate Program in this country that will provide us competent art teachers.

The area scope of UT which includes all of Indonesia will be a lot of support the government program to increase teacher qualification, including art teachers in all of the country. The plan of opening an Art Teaching Certificate Program by Faculty of Teaching and Educational of University Terbuka is a positive step to accommodate the need of art teacher candidates. Besides art teaching quality in formal school in this country.

Reference

1. C.E. Beeby, **Pendidikan di Indonesia: Penilaian dan Pedoman Perencanaan.**, LP3ES, Jakarta, 1981.
2. Dirjen Dikdasmen, Dir. Pendidikan Lanjutan Pertama, **Pedoman Khusus Pengembangan Silabus Berbasis Kemampuan Dasar SMP untuk Mata Pelajaran Kesenian.**, Diknas, Jakarta, 2002.
3. Dirjen Dikdasmen, Direktorat Tenaga Kependidikan, **Guru di Indonesia: Pendidikan, Pelatihan, dan Perjuangannya Sejak Zaman Kolonial hingga Era Reformasi.**, Diknas, Jakarta, 2003.