

# Distance Creativity Education with Digital Technology in the Art and Culture Subject of Gloria 2 Christian Senior High School Surabaya

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**Abstract:** Arts and Culture as an art subject in high school serves as a balancer in the midst of most lessons that prioritize rationality. The COVID-19 pandemic and technological developments encourage distance learning to take place by relying on digital technology. The purpose of this article is to describe a distance learning strategy for Cultural Arts with digital technology at Gloria 2 Christian Senior High School Surabaya to increase creativity. The method used is qualitative by observing learning styles, learning behavior, interests, student needs, facilities owned by students which are then used to design distance learning. The strategies used include planning, implementation and evaluation, all of which use digital technology. Student learning outcomes are quite satisfactory by showing the development of creative abilities in making works as well as appreciation and multidimensional abilities in carrying out appreciation activities

Keywords: Art Education, Creativity, Creativity Education, E-Learning

Humans are one of God's creatures who are equipped with various advantages over other creatures. In the study of philosophy, humans have thoughts related to logic, feelings related to aesthetics and will related to ethics. These three things are characteristics that in essence must exist in a human being in a balanced way. According to Tabrani (2014), every human being is gifted with three primary abilities, namely physical, rational and creative abilities. However, due to the development of the times, humans are divided in their various lives and become partial. As explained by Tabrani (2006), modern humans experience a process of dehumanization such as being more concerned with rationality and the brain than creativity, imagination and physical abilities. In addition, it also attaches importance to the eyes, things that can be seen rather than those that are not seen and many other solutions.

Things that happens to modern humans should be addressed and responded to by education, especially educators and administrators. The essence of education is to humanize humans so that education needs to provide a complete education without breaking the human dimension. . In Belknap (2019), it is explained that 2020-2025 is a critical period of homo deva transition as the evolution of the continuation of homo sapiens. This Homo deva is a generation of human children who combine intellect with intuitive and creative powers for the good of living together. Many children today have difficulty communicating their creative vision and even have have even been fenced off so that their creative thinking is less developed. Children

who are the future of the nation in the 2030 demographic bonus era need to be educated as much as possible so that the demographic bonus is truly felt and does not become a demographic disaster. In the 2020-2035 Indonesian education roadmap prepared by the Indonesian Minister of Education and Culture in May 2020, it is explained that the skills most needed for the future are problem solving. This problem-solving ability requires creativity as its core. According to Munandar (2014), creativity is a plural and multi-dimensional concept. Meanwhile according to Damajanti (2013) the core of creativity is involving the ability to form unusual relationships. Creative people can juxtapose and combine elements that would normally be thought of as very contradictory. So to carry out creativity education, an educator needs to utilize all the potential that exists in students, align them to be actively involved in the learning process.

According to Munandar (2014), the general purpose of education is to provide an environment that allows students to develop their talents and abilities optimally. This is also in accordance with Indonesia's 2020-2035 education roadmap that education needs to build creative, collaborative, and experience-based learning spaces supported by technology/digital but safe and inclusive. If educators and educators realize what the ideals of national education are and the demands of future development, holistic education that develops creativity with digital technology will be pursued.

Since the COVID-19 pandemic hit Indonesia, all education has been conducted online (in the internet) and requires all sectors, be it

education, industry and so on, to digitize immediately. In addition, the COVID-19 pandemic has put financial pressure on educational institutions which have encouraged educational institutions to be more efficient. The pandemic experienced by Indonesia has prompted a digital era that feels real. According to Yunus (2020), one of the signs of the digital era is the shift in many community activities from offline (outside the internet network) to online (within the internet network). This digital era creates a cyber culture. Cyber culture is social practices and values of communication and interaction between users in cyberspace through technology (Nasrullah, 2020). Cyber culture is not just talking about tools and people separately, they influence each other and shape each other and the reality is now integrated with the real / offline world. Even so, digital technology and the internet also users have their own way of playing that can be very different from the real world. So that education in its current condition needs to involve itself in playing an active role in education in cyber culture. And therefore educators, along with strategies, models, materials and all educational instruments need to be adapted.

Cultural arts lessons in public schools, especially in senior high schools, function as education of moral values through artistic methods, not as the formation of artistic skills. Art education has a very big role as a balancer for education in Indonesia which still prioritizes rationality (Rohidi, 2016). According to Flemming in (Ismaila & Eshun, 2018), arts in curriculum provided for “developing a full variety of human intelligence; creative thought and action (for adaptability); education of feeling and sensibility; exploration of values; understanding cultural change and differences; developing physical and perceptual skills”. Similar statement also wrote by Zhu (2021), that art allows students to learn in creative ways and gain a deeper understanding of other subjects. It means learning art can be strengthen the other subjects understanding and interdisciplinary works and increase creative skill.

Art education in Soehardjo (2011), mainly consists of creative/creative activities and appreciative activities. So that the arts and culture subjects in high school provide space for students to develop creativity, imagination, taste, tolerance. This is in line with the ideals of Indonesian education to cultivate Indonesian cultural values and Pancasila values. Through art and culture lessons, students do not only create art, but also learn about the diversity of Indonesian culture, then

learn to appreciate it, cultivate an attitude of tolerance and the values of Pancasila. The development of creativity also encourages a person to be a lifelong learner. Because one of the characteristics of a creative human being is ambitious and has a strong desire (Damajanti, 2013). A person who has a strong desire is motivated to continue learning, thus becoming a good lifelong learner. In addition, art lessons can also be recreational, so it is possible to create a fun learning atmosphere.

In many countries, e-learning research has also been carried out on art learning with technology. Learning art, especially fine arts, is very possible with the e-learning method. Digital art learning can be done using digital work methods rather than just focusing on more traditional methods of creating art. Before carrying out learning with e-learning, it is important for educators to remember that students are comfortable with distance learning with technology. Therefore, educators need to examine the background of students and their needs so that the technology, media and methods used can reach all students well (Baporikar, 2014). There are many misconceptions that with digital technology teaching work will be lighter than traditional learning, but distance learning with digital media requires more preparation and strategies so that students can learn optimally and good assessment strategies. Multiple-choice assessment with objective answers does not accommodate students' higher-order thinking skills because nowadays students can easily search for answers on the internet or copy-paste. Plagiarism in online learning through LMS, is also proven in the research of Hidayatullah & Wendhaningsih (2021) who found a high initiation of plagiarism or cheating in doing art assignments. Besides plagiarism problems, Dilma (2020) found that students who take art lessons via distance education lost of motivation, they do not meet their socialization needs, and especially some techniques that require practice in art lessons In the other hand, Rahmat et al., (2021) wrote the benefit of online learning. Online teaching in art allow students to venture into more real experiences through the processes of simulation and manipulation that never been highlighted before in conventional art classrooms. Further, as medium for exploring ideas, online learning enables students to modify, manipulate and develop their ideas in a supportive environment.

There are several strategies in conducting distance learning with digital technology which is

described by Baporikar (2014), namely: (1) seeking research on distance learning with digital technology; (2) checking and reviewing existing materials for content ideas and presentations; (3) analyze and understand the strengths and weaknesses of the type of system/media to be used; (4) training of teachers and students in using the technology that will be used before class starts; (5) start the class by discussing rules, limits and standards; (6) ensure each website is ready to use and accessible; (7) sending materials to students and ensuring students have received them; (8) start slowly with some customizable websites/media. To create art learning materials or content, (Pepler, 2010) wrote several suggestions, namely: (1) active engagement in the learning process; (2) the learner's personal connection to his work, which inspires a passion for learning and builds on previous experiences; (3) creation of projects that are of value to the wider community.

Researchers as postgraduate students of Cultural Arts Education are aware of the need for creativity education and the current conditions that require distance learning to take place using digital technology. The researcher also works as a teacher of Cultural Arts at Gloria 2 Christian Senior High School Surabaya and has implemented several strategies to conduct web-based art learning for 3 semesters. The researcher only reviews learning activities in the 2020-2021 academic year in class XI IPS because the researcher is the teacher. SMAK Gloria 2 Surabaya is one of the pilot schools in Surabaya which is considered successful in conducting distance learning. In this article, the researcher reviews what experiments the researcher has done during distance learning in the Cultural Arts lesson at the Gloria 2 Christian High School in Surabaya.

## METHOD

The method used by the researcher is a qualitative research by conducting experiments and collecting data by observing student learning attitudes, student feedback and student learning outcomes. The researcher does not look at student learning outcomes in the context of numerical scores but in the context of the quality of the work and the development of quality in it. Researchers draw conclusions inductively from observations and studies of several relevant literatures.

## RESULT AND DISCUSSION

### Arts and Culture Online Learning Strategies and Methods

Implementing online learning is impossible without preparation. The strategies discussed by the researcher include planning, implementation, and evaluation. Online learning strategies are strongly influenced by school culture, school infrastructure and facilities owned by students. SMAK Gloria 2 Surabaya has wifi and laptop facilities for full-time teachers, also provides allowances for internet purchases to all teachers. In addition, the school also provides IT staff and IT coordinators who help implement digital learning. In the 2020-2021 school year, teachers are required to picket a few days per week and be placed in classrooms so that communication between teachers can still take place well.

The planning strategy carried out by the researcher is to analyze student behavior, student learning styles, student interests and availability of devices owned and planning materials, methods and methods of assessment. This analysis was carried out from the previous school year when learning was still carried out face to face in class.

- a. Analysis of students' devices and their ability to use devices.

In general, all Gloria students have adequate devices in the form of smartphones with Android and iOS operating systems, as well as laptops with Windows operating systems and MacBook and iPads. The majority of Gloria's students are active internet users, but there are still students who don't use their gadgets often even though they have quite sophisticated device facilities. Gloria's students do not only come from Java, but also from Papua, Nusa Tenggara, Maluku and several other islands. Some students outside Java are more likely to experience network problems and look for tools and materials to create. So from that analysis the researchers concluded that students did not experience significant problems in facilities and learning styles, but researchers need to consider the media that can be used in the Android, Windows and iOS operating systems, provide freedom to choose media and materials, and provide explanations if there are network problems.

### b. Student behavior and learning styles

The researcher had met the students face-to-face before the online learning took place so that the researcher knew the students well enough. In general, in studying fine art, Gloria's students are visual type, so it is necessary to give lots of examples and demonstrations in their work. They are more interested in watching the show than just listening to the slides that don't move too much. In addition, students like a relaxed learning style that allows them to listen to music and chat with friends while working. Of course, it becomes a challenge when they can't meet their friends and joke in the middle of an online class. From this analysis, the researcher concludes that creating video tutorial content and material slides that have lots of pictures will help students in creating and understanding the material. In addition, holding virtual meetings with the Zoom platform every week and holding class discussions can be a solution for students' social needs to meet with friends.

### c. Analyze student needs and interests

The analysis was carried out by researchers with the main reference of competencies needed by students in the 21<sup>st</sup> century with a focus on problem solving, creativity, digital and technological literacy and tolerance. Some students also provide input through class evaluation forms regarding what they want to learn, such as handicrafts from used materials, visual communication design, painting, architecture and many others. The school provides freedom of Art and Culture material so that it is still based on KI and KD from the government, researchers and other art teachers can do a lot of improvisation. Based on this, the material being promoted is art, design and craft using traditional and digital work methods and integrating them with the cultural values of the archipelago. For appreciative learning, visiting virtual art exhibitions is the activity chosen by researchers.

### d. Determine materials, methods and assessment

Based on the results of the analysis, the material that can cover this is working with digital and manual methods. The method used is weekly project progress assistance. Assessment is carried out from the process every week to the final result. Assessment standards also need to be set in accordance with the analysis of the student's condition and the competence of learning objectives.

The implementation strategy includes creating material content, delivering material,

assigning assignments and assessing. The majority of learning boils down to making projects for creative activities, so students practice solving problems within the given limits. The creation of the work begins with making the concept and the process of working on the work which is reported every week with the assistance of the teacher. In addition to making products, for appreciative learning the methods used are discussions and lectures. Lecture as an introduction to the initial material then students are invited to discuss in the middle of the explanation of the material.

### e. Material content making

The culture at SMAK Gloria 2 Surabaya uses the LMS (Learning Management System) web, namely Schoology with the address schoology.com. At Schoology researchers provide materials and assignments and students submit assignments directly on the assignment page. Material content is generally divided into two, namely concept material and work material. The material in the form of a concept is designed by creating PowerPoint slide content by displaying many images, while the demonstration material is realized with video tutorial content.

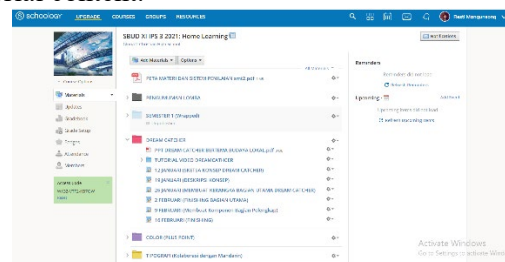


Figure 1. Material and Assignment on Schoology Website

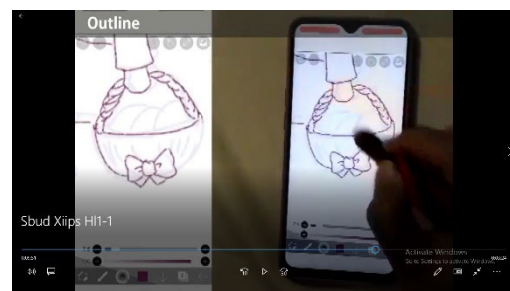


Figure 2. Digital Tutorial Video of Digital Drawing Topic

Some of the steps in making a video tutorial are: (1) dividing the steps of making a video into several parts; (2) make a design / storyboard and script; (3) perform video recording; (4) perform voice recording; (5) doing video production; (6) compress videos for easy upload and play on the internet. The creation of online learning material

content is quite heavy, therefore it would be better if it was done as a team. Collaborating on material between subjects can also lighten the job.

#### f. Material delivery

Delivery of material can use video as well as face-to-face using certain applications, in this case the researcher uses the Zoom application. At the Zoom meeting, the material in the form of concepts and explanations of the projects that were made really needed to be conveyed. In addition, appreciative learning in the form of lectures and discussions was carried out at virtual meetings. It is also possible to show video tutorials in virtual meetings if time permits. For appreciative learning, what is done is to go around together with the Zoom application to watch virtual art exhibitions. After that, students were given the task of selecting a work in the exhibition to be described and analyzed.

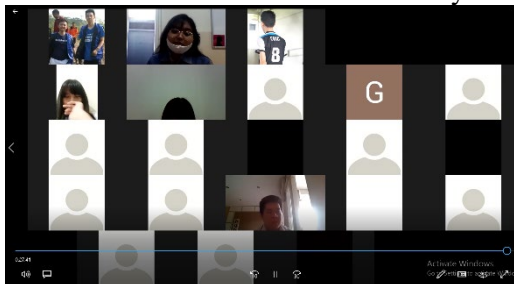


Figure 3. Virtual Meeting Recording with Students through Zoom Application

#### g. Assignment

Researchers as teachers consider giving assignments with the time available. The time in online learning in the Cultural Arts lesson is only 1 Lesson Hour (45 minutes) in one week so that the task is almost impossible to do during class hours. In addition, students cannot ask questions and ask for direct help from the teacher while doing their assignments, so the concept of giving project assignments is with assistance. As for the knowledge aspect, it is integrated with projects and discussions so that researchers do not hold written tests. So that for one assignment project is given about 5 weeks with 5 assignments, students are required to collect each work progress per week and the teacher / researcher provides comments and assessments. Assignments are collected in the form of photos of works and videos of the manufacturing process for additional points. Assignment and collection of assignments and assistance are carried

out on the Schoology web. In addition, assistance was also carried out with the help of the Line and Instagram applications, for students to ask the teacher. In this condition the researcher tries to always be ready to answer questions from students. Researchers even receive video calls if students have difficulty in making works.

#### h. Assessment

Assessment is carried out directly on the Schoology web by leaving scores and comments. Values are given in each project progress to the results. The final value of the project is based on the average of the process value and the result value. Thus students learn to appreciate the process and assessment not only for grading but also evaluative and improvement.

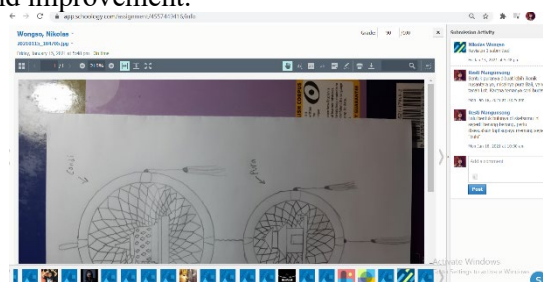


Figure 4. Score and Comment of Students Works

The stage after implementation is evaluation, which includes filling out teaching journals and asking for feedback from students. Teaching journals are carried out on Gloria's special web containing learning reflections. At the end of each semester, the researcher asked students to evaluate and provide learning feedback and suggestions. The results of this evaluation serve as learning materials for researchers to improve in the future.

### Creativity Education in Online Cultural Arts Learning

The nature of creativity that the researcher emphasizes is multidimensional, multidisciplinary, contains local values, has novelty and uses digital technology. This is also supported by school rules for each subject to collaborate with other subjects so that multidisciplinary can be applied more easily. In each material there are steps that students go through to practice conceptual skills, patience and creativity. The subjects that the researcher invites to collaborate are History and Mandarin. The following is a mapping of the Cultural Arts material for class XI in the 2020/2021 academic year accompanied by considerations in developing student creativity:



**Table 1. Material and Competence Mapping**

Material	Competence
Digital Drawing Project : Making stickers with the theme of local cultural values (Creative/creative activities)	Art, digital technology, insight into local culture, creativity in making stickers with specific themes
Illustration in the form of a European History-themed scrap book with free tools & materials (collaboration with Specialization History Subjects) (Creative/creative activities)	Drawing, crafting, imagination, translating from text to image
1 vanishing point perspective drawing (Creative / creative activities)	Drawing, spatial logic
Art Appreciation & Criticism : Watching virtual art exhibitions & writing analysis of works (Appreciative Activities)	Cultural insight, art insight, tolerance, appreciation, communication, appreciation, digital technology
Create a dream catcher with the theme of traditional Indonesian culture with free tools and materials (Creative Activities)	Crafts, concept creativity, work techniques and material selection
Making Chinese typography / Chinese writing (collaboration with Chinese Subjects) (Creative Activities)	Concept creativity, rationality, language
Additive colors and their theory of combinations (Appreciative Activities)	Rationality, imagination, appreciation

The results of student work are very diverse because students' abilities are also diverse. However, students experience the development of self-quality from the first material to the last, such as getting used to making work concepts, getting to know local culture and being able to reinvent it in the form of more popular works, the ability to think multidisciplinary and be able to appreciate, appreciate the existing works of art well. . Some examples of student learning outcomes of XI IPS are as follows:

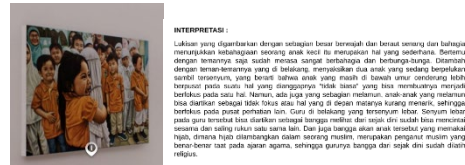


**Figure 5. Mbok Jamu Stickers with Kutu Baru**

**Kebaya from Digital Drawing Assignment by Wenny Tentana XI IPS 5**



**Figure 6. Concept and Work of Dream Catcher Arjuna by Sheren Tandiawan XI IPS 3**



**Figure 7. Farell XI IPS 2's Interpretation of One of the Paintings Watched at the Virtual Art Exhibition**

**CONCLUSION**

Creativity education is actually an education that humanizes humans as a whole. Art subjects have an important role in balancing humanity at a time when other subjects are too focused on rationality. Technological advances and the COVID-19 pandemic encourage learning to be integrated with digital technology and take place remotely. Art subjects are a good place to hold multidisciplinary, multidimensional creativity education, learn many competencies, in local culture and digital technology literacy. It takes a lot of hard work for educators to provide distance education based on digital technology that is optimal from planning, implementation to evaluation. The preparatory activities include analysis of learning behavior, student learning styles, facilities owned by students, interests and needs of students, material planning, learning methods and assessment. Implementation includes the creation of learning content, assignment and assessment. Evaluation includes reflection and asking students to give feedback. Materials and activities need to be designed in such a way as to achieve many of the expected competencies and experiences, which are in accordance with the development of students' creativity. Collaborating with other subjects can also encourage student creativity and encourage teacher work efficiency

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