Mastery Learning Model based on Appreciation Approach at Photography and Film Program, Universitas Pasundan, Bandung

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Abstract

The course's subjects must contain appreciation dan encourage creativity process from the beginning, because within them exist the value of pedagogic, aesthetic, ethic, sociology, philosophy, morality, even religious. There are problems in learning process of Photography 1 Course, at Fotografi and Film Programme, Faculty of Art and Literature, Pasundan University, Bandung. The problems consists of several factor, such as (1) planning, (2) actualization, (3) learning process, and (4) the obstacles and the supports. This scientific research is held in order to identify the cause of the problems, then to analyze them. The purposes are to (1) developing curriculum, (2) upgrading quality of teacher, and (3) upgrading quality of the learning process in the class itself.

This case study research's design had been chosen to: (1) find the facts about obstacles and the supports of the learning process at Photography 1 Course, from the step of planning until the step of actuating, (2) understanding the problems occurred in teacher's and student's side, (3) formulating the conclusion and suggestion for upgrading the quality of the learning process. Data collecting technique was done by (1) study of previous documents, (2) direct observation, (3) interview, and (4) study of the current documents. The data was analyzing by matching, filtering, processing, dan verification.

The results of this research are (1) to find some factors which had been became a barrier in order to runs the learning process in Photography 1 course, (2) to find a way and solution to overcome the barrier, and to fulfill the shortcoming, (3) to fix the whole learning process, which include curriculum, learning matters, learning process itself, teacher's competency, students' creativity, and also facilities and infrastructure. The result of this research gives suggestion about fixing connected important things between: (1) curriculum, (2) learning process, (3) teacher, (4) students, and of course to encourage preceding research.

Keyword: Art Education, Learning, Art Appreciation, Photography

1. Introduction

1.1 Art education in art higher education institutions aims to lead students to know, understand, appreciate, create, perform, and study art. Republic of Indonesia Law No. 2 of 1989, Chapter I paragraph 5 affirms:

"Higher education is a continuation of secondary education which is held to prepare students to become members of society who have academic and/or professional abilities who can apply, develop, and/or create science, technology, and/or art. Educational units that organize higher education are called

tertiary institutions which can take the form of academies, polytechnics, high schools, institutes and universities".

Currently, more and more formal educational institutions in Bandung are opening classes, study programs, or departments to study or explore various arts, especially fine arts. One of them is Pasundan through the Faculty of Arts and Letters (FISS). Pasundan University is under the Pasundan Foundation. Since its establishment on November 14, 1960, Unpas has carried out the task of serving to educate the nation's life. Unpas is based on: Philosophy, which has Islamic nuances, as well as the 1945 Constitution; Vision about high quality education; Mission, which carries Education, Research, and Community Service; Objectives, in the form of an elaboration of philosophy; and Basic Principles, regarding how to organize education.

1.2 Since the discovery of the phenomenon of images originating from light passing through a small hole, until now in the digital era, interest in studying photography has increased. Many people want to study photography with the aim of becoming a photographer in various fields, including commercial, journalism, and of course the arts. There are those who use the medium of photography in their expression and work, or someone who just wants to channel their interests and hobbies. There are also those who study photography for academic or scientific purposes. Unpas Faculty of Art and Design (FSRD) was established in 1995, with the Decree of the Higher Education Office (SK DIKTI) no. 1754/D/T/2005. Initially, FSRD only had 1 Study Program, namely Visual Communication Design (DKV). Then in 1996 the Photography Study Program was opened. FSRD Unpas changed its name to the Faculty of Arts and Letters in 1999. This change was due to the addition of study programs, namely the Music Arts

and English Literature Study Program with the Diploma 3 (D3) level. In the Unpas Academic Year 2009-2010 Guidebook, Photography & Film Study Program, Faculty of Arts and Letters, University of Pasundan has a vision:

> To be able to act as a center of knowledge and creativity for photographic and film works based on Sundanese cultural values. While its missions are: 1) Realizing aesthetic, ethical and academic concepts in scientific studies as well as works of art in photography and film; 2) Realizing Sundanese cultural ideas as a basis for scientific studies and creative and innovative works of art; 3) Realizing communication and appreciation of the arts of photography and film to the public for a more meaningful improvement of life.

1.3 To realizing the Vision and Mission, good planning, regulation, implementation, supervision and evaluation of the quality of lectures are required.

For this reason, Photography lecture material, especially Photography 1, needs to be studied, designed, presented, and evaluated to improve the lecture material, through the application of a learning model. This is where the author makes an assumption that the problem comes from personal experience, both when he was a student, when he was a lecturer, and when he was doing pre-research and this research. There is a mismatch between the curriculum, the learning model used, in this case the Mastery Learning learning model, and the competence of the lecturers, which ultimately results in the quantity and quality of graduates for Photography 1 course.

1.4. This article is formulated purposes, as follows:

a. Application of the Mastery Learning learning model in the Photography 1 course at the FISS Study Program Unpas Bandung
b. Lecturer's ability to apply the Mastery Learning learning model in the Photography 1 course at the

FISS Study Program Unpas Bandung.

c. Factors that inhibit and support the application of the Mastery Learning learning model in the Photography 1 course at the Unpas Bandung FISS Study Program.

2. Literature Revies

2.1 Education is embodied as a conscious effort that always departs from a number of foundations and respects certain principles. Some of these educational foundations are philosophical, sociological, and cultural foundations, which play a very important role in determining educational goals. This study of various educational foundations will form appropriate insights about education. With the right educational insight, and by establishing the right educational principles, it will be able to provide greater opportunities in designing and implementing appropriate educational programs. This insight will provide a broader perspective on education, both in conceptual and operational aspects. (Tirtarahardja and L Sulo 2005:81).

Suhartono (2006:55) explains that since birth humans have been directly involved in educational and learning activities. Education and learning activities are organized starting from conventional (natural) ways according to life experiences, to methodical and institutionally systematic formal ways, according to rational-conceptual abilities. Furthermore, Suhartono also explained, directly or indirectly, that every human activity always has the meaning and function of education (compare with Purwanto 1996:84-85).

Sudjana (2003:3) states that the educational process is an active interaction between educators (lecturers) and students (students). It is emphasized that in the educational process, students involve themselves in learning activities, and do not

only prioritize teaching which is fully dominated by lecturers. In learning, students do not carry out learning activities alone, but learn with others, by thinking and acting in and towards their lives.

Education is a learning process which is a blend of science and technology, ethics and art. Learners are humans who are always learning. Human learners are human beings who: 1) learn as individuals individual learning), 2) learn as a group (team learning), 3) learn as an organization (organizational learning), 4) learn as a nation (national learning) (Sumaryanto 2009: 13)

From the description above, it can be said that education is a conscious effort that is systematically designed with a combination of science and technology, ethics and art, which is carried out by a process of active interaction between educators and students in a learning activity, in order to develop all existing potential.

2.2 Art education plays a very important role in appreciating students in viewing art broadly and openly, even though in reality the implementation has not met expectations. Problems regarding appreciation content that often arise in art study programs in higher education institutions are caused by obstacles in learning about appreciating the intrinsic value of a work of art. Intrinsic value is a pure aesthetic value, which is conveyed through its own aesthetic language. It is this special aesthetic language that can be learned through appreciation learning (Sumardjo 2000:13).

Art Education at the Higher Education level ideologically besides being an incubator and carrier of art and culture conservation, it is also an embryo of creative potential. Consequently, in order to develop and improve academic quality, campus people need stimulation, conditions, and a creative environment that influence each

other. Therefore, the management of the campus environment apart from being a place for teaching and learning processes is also a place for interaction, realization and development of creative ideas.

Art in High Education Institutions as creator incubators should continue to develop creative paradigms, concepts, and ideas by opening themselves up to interact with the environment, technology, across disciplines and cultures as well as changing times. The good intentions and system of the Higher Arts Education institution are important factors, not only as a support, but how to make this potential one of the educational orientations. Scientific development is important as the spirit of education and will be more comprehensive if it is accompanied by applied science (Salim 2009).

2.3 Photography

Photography terminologically is an absorption term from Greek. Photos means light, and graphos means painting or drawing.

So photography means "painting with light". This word was first popularized by a chemist from England named Sir John Frederick William Herschel. He was the first to use a fixer solution to stop the chemical process on photographic sheets (Nugroho 2006:168).

Technologically, photography in general was only known around 1556, based on notes made by Giovanni Porta of the discoveries made by Leonardo da Vinci (Langford 1997:2). Talking about the phenomenon of two-dimensional images resulting from the role of light, then photography has a very long history, even though at that time it was not known by the name or term 'photography'.

Davenport (1991: 2) mentions that in the 5th century BC, a man named Mo Ti had observed a phenomenon. If there is a hole in

the wall of a dark room, then on the inside of that room on the wall opposite the wall with the hole, a reversed view of the outside will be faintly depicted. This phenomenon was also experienced by an Arab named Ibn Al-Haitham, in the 10th century AD, who found the same phenomenon in one of the walls of his tent with a hole. However, in the past, written information about photography was not written in full (Supartono, 2008).

2.4 Photography in Fine Art

2.4.1 Photography

Photography in the context of aesthetic discourse, is used as a medium of expression for photographers or artists, or according to Ajidarma's terms (2003:20) Photographing Subjects. Light is a major factor in photography and for a photographer. It can be likened to the function of clay or other natural materials for sculptor artists; oil paints, poster paints or watercolors on canvas for painting artists; and others.

Viewed from another point of view, photographic work is used as a medium for conveying messages. The photographic work can be in a journalistic, commercial, or artistic context. Photographic works are widely used in the Advertising Art category.

There are almost no billboards that do not take advantage of photographic works, even if only in small portions. This is where the use of photographic works that contain elements of art also contain elements of communication can be maximized.

2.4.2 Photography in Fine Art Scene

Research that reviews the entry of photography into the fine arts scene was conducted by a team from BBC Four with the title The Genius of Photography, in 2007. In the results of the research which are packaged into 6 video shows, in Part 2 it is explained that in the 1920s and 1930s there was debate about the function of

photography, only as a documentation machine, or it could also be a tool to express the artist's sense of the photographer himself. Figures in photography in that era include Man Ray (France), Dorothea Lange (United States) and Alexander Rodchenko (Soviet Union).

Talking about photography in the field of fine arts means that we will be involved in an environment for sharing art. Starting from an aesthetic expert, Charles Batteaux who contributed to the grouping of art into two parts, namely Fine Art or here often translated as Pure Art, and Useful Art or useful art or better known as Applied Art, or Practical Art, or also Technical Art (Vinje 2002 and Fallah 2009).

Photography is included in the field of fine art because photography is used as a medium to express the "feel" that exists in a person to become a form of work of art, although generally good works of art cannot be explained with certainty (Marianto, 2006: 50). This means that the message contained in a work of art can be interpreted in a variety of ways.

2.4.3 Appreciation Factor

When talking about photography in the arts scene, the appreciation factor becomes important. If not, it is feared that graduates from the Photography and Film Study Program will only return to being "machines", like at the beginning of the development of photography. Appreciation in the field of Art is one of the three factors driving creation. Another factor is Expression and Exploration. The definition of appreciation in the field of art is the appreciation of a work of art. Appreciation in the field of art is generally related to the tri-unit of art subjects, namely Artists, Appreciators, and Critics. The quality of appreciation in Appreciators is useful for forming images in the mind, interpreting, assessing, and giving awards.

Appreciation is also an activity of enjoying and feeling the value contained in a work of art. Appreciation activities must occur in lectures in the field of art, because this activity provides guidelines for beneficiaries, viewers, or connoisseurs, in this context students - to perceive works, and based on their experience they can appreciate by absorbing works of art to foster impressions certain aesthetic impression (Mills 1971 in Rohidi 2000b: 30).

Lecture material in Photography 1 must contain an element of appreciation from the start. Because in appreciation learning, there are pedagogical values, aesthetic values, ethical values, sociological values, philosophical values, moral values, even religious values. In other words, in an educational perspective, art is seen as a tool or medium to provide a balance between intellect and sensibility, rationality and irrationality, and reason and emotional sensitivity,

so that humans are "humane" (Rohidi 2000a: 55). Its main mission is to produce graduates who have technical photography skills with good artistic taste.

Several indicators for assessing the work of photography assignments carried out by Photography 1 students are:
A. Basic photography techniques.
B. Idea.
C. The number of variations of objects in the "frame" of a photographic work. The more may be the better, but the appropriateness and composition must be considered.
D. Incorporate elements of Fine Arts, namely color, shape, line, composition, and others.
From the description above, it can be said that the existence of photography deserves to be seen from the point of view and lens of art, in this case art. Photography in fine arts education contains learning, appreciation, creativity, and the ability to practice basic photography knowledge and techniques, to create works that

are influenced by the backgrounds, talents, and uniqueness of each individual actor.

2.5 Competence of Teachers /Lecturers

Effective teaching and learning is characterized by an ongoing learning process. The learning process can be said to take place when a person can know or do something that he did not know or could do before. Teacher activities in learning must have the ability to plan learning programs and the ability to carry out learning. This ability is of course obtained through continuous training, both during education and after education. According to Muhibbin Syah (Fathurrohman and Sutikno 2009:45) there are 10 basic competencies that a teacher must have, namely:

A) Mastering materials, which include:

1) Mastering subject matter in the campus curriculum;

2) Mastering in-depth materials/applications in the field of study.

B) Manage teaching and learning programs, which include:

1) Formulate instructional objectives;

2) Recognize and be able to use teaching methods;

3) Select and develop appropriate instructional procedures;

4) Carry out teaching and learning programs;

5) Get to know students' entry behavior;

6) Plan and carry out remedial teaching.

C) Manage classes, including:

1) Organize classroom layouts for teaching;

2) Creating a harmonious teaching and learning climate.

D) Using media or learning resources, including:

1) Knowing, choosing, and using the media;

2) Making simple tools;

3) Using and managing the laboratory in the framework of

the teaching and learning process;

4) Developing laboratories;

5) Using the library in the teaching and learning process;

6) Using the micro-teaching unit in the field experience program.

E) Get to know the foundations of education.

F) Manage teaching and learning interactions.

G) Assessing student achievement for education and teaching.

H) Get to know the functions and programs of guidance and counseling services, including:

1) Get to know the functions and programs of guidance and counseling services on campus;

2) Organize service programs and guidance.

I) Get to know and organize campus administration, including:

1) Get to know campus administration;

2) Carry out campus administration.

J) Understand the principles and interpret educational results for teaching purposes.

Teachers and lecturers have been made a profession, which is enshrined in RI Law No. 14 of 2005, concerning Teachers and Lecturers. Therefore, every teacher and lecturer must continue to improve their quality in order to achieve good professionalism, for the betterment of their students. Teacher is a profession or position that requires special expertise, and cannot be done by just anyone outside the field of education. Even though in fact there is still teaching not outside the field of education.
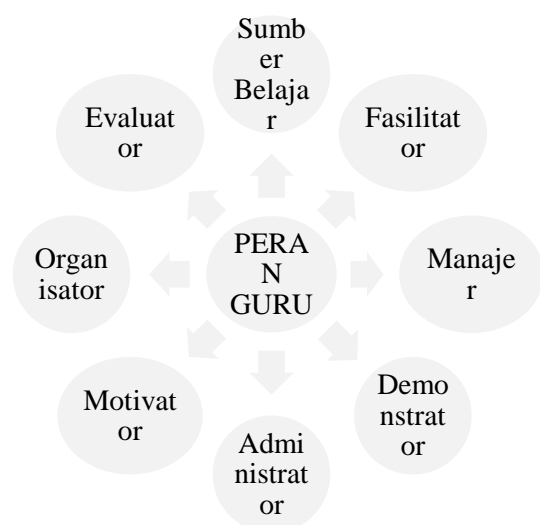
Picture 2.1 Role of Lecturer/Teacher in Learning (Sanjaya 2005:147)

The description above says that teachers and lecturers have become a profession. Therefore teachers and lecturers must understand, own and master basic competencies well, plus the will and ability to continue to improve their abilities, including knowledge about technological developments, which support the teaching and learning process. The goal is to increase the success of student learning, and develop the potential of students.

2.6 Mastery Learning Learning Model

A model is a mental image that aims to help explain something better about something that cannot be seen or experienced directly (Yulaelawati, 2004:50). Model is a form of representation of a form or other conditions that are separated by distance and time, as well as costs. Models can be schemas, charts, pictures, tables and people. The model explains the relationship between one element and another more quickly, completely, consistently

and thoroughly. The model also provides a description of many things in a reflection of the flow of thought and patterns of action. When combined with learning activities, it becomes a "learning model". E. Mulyasa (2003 in Sudradjat 2008) states that there are five learning models, namely: 1) Contextual Teaching Learning; 2) Role Playing (Role Playing); 3) Participatory Teaching and Learning; 4) Mastery Learning; and 5) Learning with Modules (Modular Instruction).

In the book Models Of Teaching (Joyce and Weil, 1986:317-318), it is explained that the Mastery Learning learning model was developed respectively by John B. Carroll, and Benjamin Bloom, in the 1960s (compare with Husén in Palmer, 2003:159). Neither Carroll nor Bloom developed a model that had been practiced by Carlton Washburn and Henry Morrison in the 1920's. Mastery Learning provides a concise and interesting way to increase the

level of satisfaction of student learning outcomes.

The basic theory or concept of this learning model is based on the natural human ability to do something, in this case to learn. The higher the natural ability, the higher a person's interest and interest in learning. According to Carroll, this relates to the time it takes someone to master the subject matter. Or in other words, the higher the natural ability, the faster a person masters the lesson. Another study was submitted by Sudrajat (2008), which stated that one of the learning models was Mastery Learning, which aims to enable each student to get maximum results from all learning materials.

Irfan (2007) describes basically there are six main characteristics of the Mastery Learning learning model, namely:

A) Based on the instructional objectives to be achieved that have been determined in advance.

B) Pay attention to individual differences in students (sources of differences), especially in their abilities and learning speed.

C) Using the principle of active student learning.

D) Using a small unit of study.

E) Using a canteen evaluation system and based on assessment criteria, so that teachers and students can immediately get feedback.

F) Using enrichment programs and improvement programs.

In addition, the variables in the learning model are also explained, namely:

A) Student aptitude (aptitude): The results of the study show that there is a fairly high correlation between talent and learning outcomes.

B) Perseverance in learning (preseverence): Perseverance is closely related to encouragement that arises from within students to learn and process information effectively and efficiently as well as the development of interests and attitudes that are manifested in every step of instruction.

C) The quality of learning (quality of instruction): The quality of learning is a condition that encourages students to actively learn and maintain their condition so that they are ready to receive lessons. The quality of learning is determined by the quality of presentation, explanation, and arrangement of elements of learning tasks.

D) Time allowed for learning: Provision of sufficient time to study in order to achieve the instructional goals set in a subject, field of study or different subjects according to the weight of the subject matter and the goals set.

The description above provides an understanding of the Mastery Learning learning model, a concise and interesting way to increase the level of satisfaction of student learning outcomes based on the natural ability of humans to do things, in this case to learn, and relates to the time it takes someone to master the subject matter, with the aim that each student is able to get maximum results from all learning materials.

2.7 Teaching Media

Teaching techniques that utilize media to stimulate students' sensory responses can be understood through Edgar Dale's Cone of Experience.
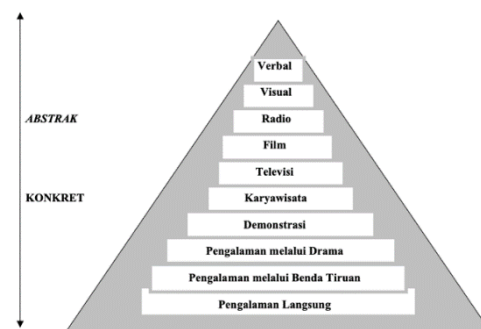

Figure 2.2 Edgar Dale's Cone of Experience (Sanjaya 2008:166)

The cone of experience formulated by Edgar Dale describes the sequence of media influences on one's learning experience. If related to this research, the experience that is the center of attention is experience through visual media. This actually becomes the strength of the character of the Mastery Learning learning model in the Photography 1 course.

Students are introduced and honed to be sensitive to the aesthetic values contained in the images used in lecture material. Students' perceptions of the visual symbols they see vary widely. This diversity encourages students to be able to improve the quality of their artistic appreciation of photographic works.

3. Research

3.1 Research Subjects

In this study, selection criteria were used to determine research subjects using simple selection. Using simple selection means sampling based on existing data.

Research subjects in this qualitative research were 1) students, 2) lecturers, and 3) learning models. Students and lecturers are used as resource persons to research learning models.

3.1.1 Student Factors

Student factors that will be examined are student activities in the learning process. Student activities and achievements in the learning process are an indication of the success of this research.

3.1.2 Lecturer Factors

The lecturer factors that will be examined are the abilities and skills of lecturers in developing photography learning activities 1, especially in training and developing students in terms of appreciation, creation, expression and training students' intellectual skills.

3.1.3 Learning Model Factors

Learning model factors will be examined for accuracy and constraints that arise during its application.

4. Conclusion

4.1 Practicum Assignment Work Document Review

The criteria for evaluating practicum work assignments are as follows:

4.1.1 For the Depth of Field assignment, both Broad and

Narrow, the assessment criteria are dominated by students' understanding of the basic techniques for doing this task, which is the priority for setting the aperture. To get a wide DoF, a small aperture is used which is denoted by a large number (f: 8, 11, 16, 22, and so on). Vice versa, to get a Narrow DoF, a wide aperture is used which is denoted by a small number (f: 5.6, 4, 2.8, 2, and so on). Another way is to use a wide-angle lens, to get a Wide DOF, and a medium-telephoto lens, and a telephoto lens, for Narrow DoF.

A wide angle lens is a lens that has a shorter focal length than a normal lens (50mm), for example a 35mm, 28mm, 24mm lens and so on. Meanwhile, medium-telephoto lenses are lenses that have a longer focal length than normal lenses, namely 70mm, 85mm, 105mm, up to 200mm lenses. Meanwhile, lenses with focal lengths from 300mm onwards are included in the telephoto lens category. The third way is to adjust the distance of the object with the foreground and background. The closer the distance between the object and the background, the wider the impression of DOF you get: conversely, the farther the distance between the object and the background, the narrower the impression of DOF you get.

4.1.2 For Stop Action/Freezing, Still and Move, Slow Motion, and Panning assignments, students are required to understand photography techniques that prioritize shutter speed settings. For the Stop Action/Freezing task, a high shutter speed is selected, for example 1/125 second, 1/250, 1/500, and so on. As for Still and Move, Slow Motion and Panning, it is preferred to choose a shutter speed of around 1/60 second, 1/30, 1/15, and so on. But the choice of shutter speed for these techniques also depends on the object to be recorded. For example, to record the panning of a bicycle, of course, it will be different from the shutter speed

chosen to record motorcycles, or cars, or automotive races.

From these two basic techniques (aperture priority and shutter speed priority), it will develop into other photography techniques, which are used according to the results a photographer wants. If a photographer has a good concept of work but does not master the basic techniques, then the results will not be optimal. Vice versa, if the mastery of basic techniques is good, but does not have a concept that contains elements of good taste, then the results will taste bland. This is where the importance of basic photography techniques is given in a serious, structured, effective and efficient manner.

4.2 Result

Giving this assignment is in accordance with a learning strategy that directly involves students in practicum. Giving this assignment is also in accordance with the learning method that

encourages students to recognize the facts that occur when shooting, learn to solve problems, and play the role of a photographer. The stage of "direct experience" is the stage that has the greatest impact on human memory, as described by Edgar Dale on the "cone of experience". The results of this study are expected to be able to provide suggestions and benefits both theoretically and practically.

4.3 Benefits

The practical benefits in question are:

A) improve the ability of lecturers to prepare teaching materials that are more selective, by inserting materials based on art appreciation as much as possible,

B) improve the ability of lecturers in lecture techniques/delivery of material,

C) improve the ability of lecturers in class management,

D) able to motivate lecturers and students to be active in class learning,

E) Lecturers are able to provide good evaluations and assessments to students on learning outcomes.

F) Students know and receive guidance on the aesthetic value of art, from the beginning of lectures through learning materials based on art appreciation,

G) Students receive lectures that are attractive, innovative, and creative,

H) Students get good attention and equality in class,

I) Foster active student learning motivation,

J) improve the quality of learning outcomes in the form of student photography works.

K) Students are able to meet the specified graduate competency standards, as a provision for them at the next level and in their social life in society.

The theoretical benefits in question are the results of this study, especially for:

A) able to make a written contribution to the development of knowledge

knowledge and technology in the field of photography studies in formal higher education institutions.

B) make a written contribution in the development of photographic media as

medium of artistic expression.

C) adding references and additional information to enrich the world

education.

D) encourage further research.

Appendix

A or Av: Aperture or Aperture Value. The priority on camera set on aperture selected by a photographer

B: Buld. A very long exposure; Shutter realesed button held for a long time (more than 60 seconds)

F/stop: the value of aperture which being used in an exposure (capturing light)
S; Shutter speed; similar like Tv

Tv: Time Value. The priority on camera set on shutter speed selected by a photographer

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