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Learning Visual Arts Language for Level One Students through Game -Based Learning Kit

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Abstract:Fun teaching methods are very important in helping the learning process of Visual Arts Education especially in the Field of Visual Arts Language (BSV). This fun teaching method is usually closely related to the use of interesting Teaching Aids (ABBM). Game -based ABBM will be able to create a more fun and meaningful teaching and learning process. This article is a concept paper to discuss the use of game-based Learning Kits to help the learning of Visual Arts Language (BSV) among Form One students. The use of game-based learning kits is expected to help teachers in improving students 'understanding and interest during the teaching and learning sessions of Visual Arts Language as well as to diversify teachers' teaching methods in line with the Malaysian Education Development Plan (PPPM) 2013-2025 which focuses on improving teaching quality through improvement the quality of teachers and school leaderships.

Keywords: Visual Art Education, Teaching Aids (ABBM), Learning Kits, Visual ArtLanguage.

1. INTRODUCTION

Visual Arts Education is a compulsory subject at the lower secondary level while being an elective subject at the upper secondary level (Abdul Manaf, 2008). The Secondary School Visual Arts Education Curriculum has been formulated to build the potential of students to produce people who have the knowledge and skills of visual arts and are able to appreciate aesthetic values towards contributing to the development of self, society and the national economy (DSKP Visual Arts Education, 2015)

In the subject of Visual Arts Education at the lower secondary school level, three main areas namely History and Appreciation of Visual Arts, Visual Arts Language and Visual Arts Thought have been outlined in the KSSM Visual Arts Education Curriculum and Assessment Standard Document (DSKP). For Form one students, the field of Visual Arts Language is the main component that they need to learn because this field covers almost 76 % of the content which is 13 titles out of 17 titles found in DSKP Visual Arts Education Form 1. In this field students-students will be given an explanation of the elements of art and design principles and students will make exploration and experimentation on these elements and principles (DSKP Visual Arts Education, 2015).

This field is very important for students to learn because according to Nurul Eza Martu (2020)

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students should be given a solid understanding in this field so that students know the two basic concepts of art elements and design principles to be applied during the process of art appreciation. . Not only students, teachers also need to master this field because accordingto Darliz Jenal (2020) teacher mastery in this field can help teachers be more creative in the process of delivering content to Form 1 students. Looking at the importance of Visual Arts Language (BSV) This is the mainstay of the PSV subject, so the implementation and deliveryof the content must be effective so that students can master this field optimally because students' understanding of this field will be fully applied in the process of producing artwork or during the process of art criticism.

However, the main question that arises is about the implementation and teaching methods of teachers for this field whether it is effective and in line with the requirements of the Secondary School Standard Curriculum (KSSM). Based on a study conducted by Darliz Jenal(2020) found that 67% of PSV Form 1 teachers still use teaching techniques through textbooks in the form of giving notes and exercises, while another 33% practice teaching techniques through chalk and talk, especially for language This Visual Art. In the findings of the study also found that these teachers think that the content contained in the textbook is sufficient to be presented to students because they have constraints in terms of time to research for longer due to other workloads in school.

To see the success of the implementation of KSSM, the teaching and learning of teachers must change in line with current needs. According to Aimi Hafizah (2017) the teaching process should not be carried out with only teacher -centered and use speaking techniques only. Wan Lokman (2017) also argues that this teacher -centered teaching method will result in students being too dependent on the teacher and thus will cause students to easily feelbored and subsequently become disinterested in following the learning sessions. Teachers should emphasize on the learning aspect of the 21st century so that students can master the required skills (MOE, 2016). Teachers' teaching methods should be varied and fun learning. According to Mohd Yusof (2016) this teaching and learning process requires a creative practice that involves several things including the process of implementing new ideas, products, concepts and approaches through the delivery of diverse teacher teaching in schools.

This fun teaching method will be able to help make the teaching process run smoothly and enjoyable. This fun learning will be able to make the relationship between teachers and students is not too formal and this will make students more comfortable to connect and communicate with teachers during the learning session (Abdul Rasid Jamian, 2013). According to Abdul Rasid Jamian (2013) and Faizah Ja'apar (2017), this fun learning is closely related to the practice of using teaching aids (ABBM) during teacher teaching sessions. According to him, in order to create a fun learning environment, the use of appropriate and interesting ABBM needs to be emphasized and this demands the creativity ofteachers so that students' learning in the classroom is more meaningful and effective.

However, based on previous studies, the use of this interesting ABBM is not so emphasizedin PSV subjects. According to Rosidah Hamid (2014), the use of ABBM is not given positive attention among PSV teachers and based on a study conducted by Roslina Mohd Nor (2020) also found that most excellent teachers of Visual Arts Education only plan lessons bypreparing in terms of preparing notes as well as using other printed materials such as charts, reference and exercise books, and drawing equipment before conducting Pdpc for a topic. In fact, there are also PSV teachers who only use the existing ABBM available in the art room at
school as their teaching aid. This indicates that the ABBM used by PSV teachers, mostly more

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focused on printed materials, charts, reference books and exercises that are not very interesting to students and not authentic.

The use of printed materials such as textbooks, for example, has become a choice among Visual Arts Education teachers, especially since it was introduced in the new KSSM syllabus.Since the introduction of this Visual Arts Education textbook, its use seems to be an obligation among Visual Arts Education teachers and this should be a concern because according to Shamsiah Sidek (2012) teacher-centered teaching methods and relying entirely on textbooks alone will causing students to be inactive in teaching and learning sessions and this is one of the reasons why students' interest in a subject will disappear and result in confusion or misunderstanding among students. Based on a study conducted by Wan Lokman(2017) found that there are still PSV teachers who practice conventional teaching methods that only involve chalk and talk methods without using new methods, especially for theory teaching sessions. This is also supported in a study conducted by Darliz Jenal (2020).

Recognizing the importance of fun learning and the importance of using ABBM in teaching sessions, Visual Arts Education teachers need to increase efforts to change towards more creative in planning more effective teaching and learning methods in line with the Malaysian Education Development Plan (PPPM) 2013-2025 which focuses on improving the quality of teaching through improving the quality of teachers. PSV teachers should be able to produce interesting ABBMs without relying too much on the use of textbooks alone. This is in line with the aspirations of the MOE which wants the teaching and learning of teachers today to place more emphasis on 21st century learning.

Teaching Aids (ABBM)

Teaching aids (ABBM) are equipment used by teachers and students in assisting the teaching and learning process in the classroom (Brown J.W, 1983). According to Atan Long (1982), ABBM is not limited to visual devices but is divided into three groups, namely hearing aids, visual aids and audio-visual aids. ABBM can consist of various materials for example books, charts, slides used to help teachers and students. ABBM can also be categorized as audio visual-related materials and is also known as part of the teaching media in teaching and learning (Heinich e.t.al, 2002). It can be concluded that ABBM is a tool and material used by teachers and students in the teaching and learning process. The teaching aids designed and built by the teacher not only refer to the use of whiteboards, textbooks, and pictures only, but can include all types of equipment that involve the senses or anything that can be felt by students during teaching sessions. and learning.

According to Mohd Nor Azhari (2014), there are several features that need to be taken into account during the construction and selection of ABBM, among them is that the ABBM to be used must be safe, easy to use, easy to store, durable and flexible according to its needs in the classroom. In addition to the clear audio aspect, the appropriate size of the ABBM as well as the attractive colors need to be given attention. According to him, the use of color, selectionof appropriate pictures and clarity will affect students' understanding of a subject. It is alsonot necessarily expensive and the selection of materials should also be simple, easily available and can be used for various subjects. Among other features that need to be takeninto account is that ABBM should not be harmful to students.

Importance of Teaching Aids (ABBM)

The use of teaching aids (ABBM) during the teaching and learning process is very important because it can facilitate teachers to present the content more clearly and systematically so that

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students can follow a learning better (Noorazman Abd Samad, 2018). In addition, according to Mohd Musa (2011), the use of ABBM can stimulate students during the R & D process as well as provide students with new experiences that will not be achieved easily through other means. According to him, this ABBM will make students' learning more detailed and uniform.

In addition, the use of teaching aids (ABBM) is also very important to improve the quality of teaching and learning among teachers and students. The use of ABBM will help teachers solve many problems, especially in terms of teacher teaching methods that change according to the current circulation (Norzainariah, 2004). The use of ABBM in the Teaching and Learning (T&L) process is also considered important because through it teachers will be able to convey information more clearly and systematically related to a subject taught so that students can follow it better (Noorazman Abd Samad, 2018). Indirectly, this can further strengthen understanding and accelerate the development of vocabulary in a subject (Mohd Musa, 2011)

Not only that, Noor Azlan (2010) argues that the use of ABBM will also give students the opportunity to witness the demonstrations that want to be shown through the use of ABBM used by teachers during the teaching and learning process. The process of presenting information will be easier with the ABBM that is appropriate to a topic of study that the teacher wants to convey. In fact, the appropriate and orderly use of ABBM can also attract students to listen to the explanations and lessons presented. This is because ABBM isimportant to be a motivator in the process of delivering a lesson in addition to creating a comfortable environment for students.

This was also supported by Kamaruddin Hj. Husin (1998) who said that the use of quality ABBM during the teaching process will be able to provide a stimulus and maintain students' interest to know more about a lesson that the teacher wants to deliver. For example, the use of video recordings or exemplary stories can encourage curiosity in students to follow the learning sessions on the day. According to him, the use of ABBM during the teaching and learning process will be able to help students to develop understanding and thought patterns towards a higher foundation and can help teachers to reduce disruptive student behavior during teaching and learning sessions. In addition, ABBM can also help teachers reduce chalk and talk teaching methods and help teachers in diversifying teaching methods and provide opportunities for students to interact with the tools and teaching aids. This will indirectly make the teaching and learning sessions more lively and vibrant.

According to Mohd Nor Azhari (2014), in his study found that ABMM can act as a strengthening and enrichment tool in helping students to remember a subject learned as well as improve their existing knowledge. According to him, the use of ABBM can also save teachers' delivery time in the classroom thus improving the quality of their teaching and learning methods. Based on these previous studies, it is clear that the use of ABBM is very important to use during the teaching and learning process in schools. In addition to helpingthe teacher's delivery process, ABBM can also help students to strengthen understanding, increase knowledge, and can stimulate and maintain students' interest to follow a topic of study so that learning remains fun and meaningful. The use of ABBM should be a must among PSV teachers so that the learning process is not boring

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Learning Kit

There are many types of ABBM that can be used by Visual Arts Education teachers, among them are whiteboards, picture flashcards, network flip charts, LCD transmitters, magazines, artwork and existing materials. However, the use of learning kits is seen to be very rarely used by PSV teachers. Based on readings from previous studies, this learning kit is widely used for subjects such as language, science and mathematics as well as subjects involving technical and vocational skills. For example, a study conducted by by Azyan (2019) related tothe Parallel Circuit Learning Kit. The Learning Kit is an innovative method in the production of ABMM in schools for teaching and learning purposes. This material is usually designed, used and implemented by teachers to make the teaching and learning process (PdP) easier andremembered by students. These kits are usually produced taking into account the psychological aspects of the students as well as their varying abilities and abilities.

According to Azyan (2019) the development of learning kits based on teaching objectives will be able to help stimulate student learning and create effective learning situations. The useof this Learning Kit can also be used as a facilitator for teachers while conducting interesting and fun teaching and learning so that students can follow the learning more effectively (NurulEza Martu, 2020). Overall, it can be concluded that this learning kit is a teaching aid toolused by teachers to deliver content through student -centered teaching methods to make learning sessions more interesting and meaningful. The use of learning kits will make students actively involved during teaching and learning sessions. The use of learning kits in the subject of Visual Arts Education should be given attention so that the teaching methods ofPSV teachers can be diversified and encourage teachers to be more creative and innovative increating learning kits that are suitable for students in school. Through this learning kit, students will be able to access and process information through the instructions contained in the learning kit, and this will create self-directed learning without relying entirely on the teacher. With the learning kit as well, teachers will act as facilitators and facilitators in a teaching and learning process.

Game Based Learning Kit

One form of media and teaching resources that can be used to stimulate students 'interest in learning is through games and simulation activities (Askardiya Mirza Gayatri, 2017). This game is a form of social interaction tool that can stimulate the cognitive development of students to the optimal level in a learning (Ad Nor Azli, 2014). Based on a study by Jamaluddin Harun (2019), through this play activity, students will have the opportunity to rearrange, make new discoveries, enrichment, build experience and knowledge as well as discoveries to new concepts. In addition, this activity will be able to increase and maintain students' focus on the subjects taught and avoid feeling bored. Not only that, this activity is also the most effective step to create a cheerful and more lively classroom atmosphere. An understanding of new concepts can also be built through a process of repetition performed during play. This will be able to help speed up and strengthen the formation of a concept in learning. According to Saadiah Mohamad (2020), game -based learning is seen as one of the ways for students to have more fun and interest during the teaching and learning process. This is also supported by Zuriawati (2014), who said that through the method of play while learning and the application of edutainment values in learning can increase children's enjoyment and interest in something new. According to him, apart from providing fun, this play activity can also shape children's thinking and communication as well as the socialist structure towards their environment. While according to (Weng et al., 2018), game –based

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learning is able to stimulate and encourage students to be more actively involved in the learning process.

Based on the study of Mohd Zahuri (2019), it was found that this game method is believed to be successful in helping to develop self-potential among students and it is considered very suitable to be applied to passive and proactive students. This is because through this play activity, students will be able to build self-confidence, increase self-potential and students aregiven the opportunity to express themselves through fun learning without any formal boundaries between teachers and students during learning sessions. Game -based and simulation -based ABBM construction is considered among the ABBMs that can make learning something more fun. According to Muhammad Abduh (2017) one of the learning practices derived from Vygotsky's theory is through games. Vygotsky's findings in the early 20th century explain the importance of this role play in the development of pupils. Accordingto Vygotsky's theory, the cognitive development of an individual can occur in two stages namely the social level and the individual level. Cognitive development at the social level will occur when information is obtained from other individuals through the process of social interaction performed, while at the individual level, the information obtained earlier will be converted into self -understanding. With this it is clear that through play activities, students will interact with other group members and this will encourage students to obtain informationthrough the process of social interaction.

Based on this literature review, it is clear that learning kits are among the ABMM that are very suitable for use in promoting student -centered learning. The production of game-based learning kits is very important in helping teachers in the teaching and learning process, especially for learning that involves theory because through games, cognitive thinking process will occur repeatedly and this will cause students to remember a topic more strongly. in addition to forming new concepts. Not only that, earning through these games will also make the students more active and directly involved in the learning sessions. In addition, students will also learn to follow the instructions in the games conducted as well as improve communication skills between group members.

So with this the researcher thinks, the use of this game -based learning kit can be implemented in the teaching and learning of Visual Arts Language especially during the presentation of theory under the content standard of art perception. The use of game-based learning kits will help students to remember the content of the lesson repeatedly while they play as well as provide fun and attract students to a topic of study. Therefore, based on this concept paper, a study will be conducted to produce a game-based learning kit for Visual ArtsLanguage learning among Form One students.

2. CONCLUSION

In conclusion, the construction of teaching aids (ABBM) must be related to the objectives and goals to be achieved in the teaching and learning process. Its construction should takeinto account the characteristics of ABBM that are effective and attract the interest of students in order to produce fun and effective learning. The construction of ABBM must also be inline with the strategy to be used in teaching and learning for a topic, chapter, or subject itself. It also needs to be linked to relevant learning theories as well as appropriate design models sothat its construction can be implemented successfully. This concept paper is expected to sparkideas for researchers to produce interesting learning kits to create a fun learning process and

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help teachers in diversifying teaching and learning methods of Visual Arts Education inschools.

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