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Feasibility of Teaching and Learning Exploratory Arts among Non-Optional Teachers

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ABSTRACT

This study was conducted to find out the feasibility of teaching and learning drawing exploration among non-option teachers of Visual Art Education (VAE) subjects in secondary schools. Non-option teachers (N-OTs) teach outside their area of expertise. This study also identified the need for teaching aids suitable for VAE subjects in conducting teaching and learning sessions when exploring media and drawing techniques. The case study design will be used with an unstructured interview protocol and class observation. This study complies with qualitative research methodology with ten respondents from secondary schools with non-option teachers. The selected sample was Visual Arts Education teachers from three schools around the districts of Klang and Petaling Perdana in Selangor. The study's findings will be analyzed using the thematic analysis method. The results of this study found that N-OTs taught media exploration learning and painting techniques mainly based on VAE textbooks, teaching videos from YouTube, and existing modules provided by the school. The feasibility of teaching and learning media exploration and drawing techniques among N-OTs is highly dependent on teaching aids obtained digitally and in print format. The provision of teaching aids among N-OTs has an impact on the quality of learning and teaching sessions. Students found it difficult to engage and failed to absorb the knowledge in drawing exploration due to N-OTs of VAE's poor hands-on ability and low fundamental knowledge in the art and design field.

Keywords: Media and technique, art exploration, drawing, secondary school, non-optional teachers

INTRODUCTION

The national education philosophy states that education is a continuous effort towards further developing the potential of individuals in a holistic and integrated manner to produce balanced and harmonious individuals in terms of intellect, spirituality, emotions, and physical well-being, based on faith and obedience to God. (KPM). The effort in question aims to produce citizens who are knowledgeable, skilled, possess noble character, are responsible, and are capable of achieving personal well-being while contributing to the harmony and prosperity of their families, communities, and the nation. The goal and focus of the Visual Arts Education curriculum are to produce students who are capable of applying, analysing, evaluating, and creating in a creative and innovative manner, as well as being able to compete on a global level in line with 21st-century skills.

The Standard Curriculum and Assessment Document (DSKP) Review 2017 for primary and secondary schools' places significant emphasis on diversifying the teaching and learning methods of teachers based on the syllabus established by the Ministry of Education Malaysia (KPM), in line with the Malaysia Development Plan (PPPM) 2013-2025, Hamzah et al. (2022). Teaching and learning

strategies involve the operations carried out by teachers in managing Visual Arts education activities aimed at achieving specific goals in the learning process. In the Standard Curriculum for Secondary School Visual Arts Form 2, students need to be exposed to media experimentation activities and techniques through the Content Standard for Art Exploration to strengthen and enhance their understanding, particularly regarding the aspects of visual art language. Teachers need to be wise in acting as guides during teaching and learning sessions, including non-specialist teachers. (N-OTs). Relevant learning strategies aim to develop the potential of all three domains, namely cognitive, affective, and psychomotor, in students during teaching and learning sessions, enabling them to innovate ideas and new knowledge in line with 21st Century Skills.

Visual arts play an important role in life, culture, and also serve as a connection to the universal social heritage of humanity, Li, F. Zhang et al. (2023). Visual arts also provide a unique pathway to understanding education regarding the conceptual relationship between artistic values and aesthetic values in a work, according to Carr, D. (2022). Visual arts play an important role in shaping students into individuals who can open their minds to see the outside world through creative and free thinking. Otajonova, O., & Bekhzod, D. (2020). Visual Arts Education has connected students' creative works with the context of everyday life, thereby helping to establish social and personal relationships through the use of images in the works produced, Vuk, S., & Bosnar, M. (2021). Visual Arts Education is an elective subject for lower secondary students in grades 1 to 3. The skill in mastering the subject of Visual Arts Education is emphasized in order to achieve the best assessment scores in line with the quality of the works produced. This study aims to determine the feasibility of conducting teaching and learning sessions on media exploration and painting techniques specifically for non-option teachers who teach lower secondary students in secondary schools.

The lack or absence of drawing fundamentals is translated as a problem mostly faced by non-specialist teachers who teach Visual Arts Education. This is further reinforced by findings from non-option teachers who state the actual situation where the lack of background in the field of Fine Arts becomes a reason for the problems in conducting effective teaching and learning sessions Ainsworth, S., & Scheiter, K. (2021). There are also situations where non-option teachers have some basic drawing skills but still do not meet the fundamental requirements that should be taught to students. Babenko, V., & Perepelytsia, O. (2022). The basics of drawing are an important aspect of human culture through its function as a medium for expressing creativity, documenting progress, and facilitating the learning process. The basics of drawing reflect an individual's inner thoughts and serve as an important tool in human communication through visual means. Research on the fundamentals of drawing goes beyond philosophical importance, where practical application is prioritized in education and technology. This can be further reinforced through the content of the DSKP, where teachers' teaching and learning need to emphasize higher-order thinking skills (KBAT) by focusing on Inquiry-Based Learning and Project-Based Learning approaches so that students can master the skills required in the 21st century.

Drawing is a method used as a philosophical and expressive medium for an individual involved in the creation of a visual artwork. Painting is also a reflection of a visual artist's knowledge of how to perceive the world, alongside the diverse philosophies that often provide insights into their understanding of life throughout the universe. Baki, R. et al. (2023). Drawing also serves as a method to study life and nature beyond mere imitation techniques to uncover the structure of the subjects being depicted. In this study, the selection of the sample for teachers who teach Form 2 students is due to the syllabus topic of Drawing Art that is included in the DSKP for Visual Arts Education starting from Form 2. The following are the objectives of this study.

RESEARCH OBJECTIVES

- a. Identifying the feasibility of teaching and learning Visual Arts for Non-Option Teachers (N-OTs) in the state of Selangor.
- b. Examining the need for teaching aids in the subject of Visual Arts Education by N-OTs.

LITERATURE REVIEW

There are research findings that indicate that non-option teachers face difficulties in solving non-routine problems, and their ability to solve problems is influenced by their professional background (Asman, D., & Markovits, Z). (2009). This is supported by the lack of a conducive school environment, insufficient pedagogical skills, and disruptive behavior from students that create obstacles for teachers, making it challenging for them to perform their duties more effectively. Ahmed, G., Faizi, W., & Akbar, S. (2020). Teachers who are not in the optional category also face difficulties, particularly with communication issues, compounded by a lack of time and the absence of proper practical work sessions, as noted by Raissouni et al. (2021). There is a study that also reveals that challenges related to policy and planning, weak teacher induction, lack of resources in teacher training institutions, declining motivation among teachers, and the unequal distribution of skilled and productive teachers, as well as inadequate training and dual training systems, as noted by Siddiqui et al. (2021), pose problems for non-option teachers in facing their careers. This is further supported by a study by Karim, K., Gul et al. (2020) which states that non-option teachers lack the skills to design and implement classroom activities related to teaching, along with a deficiency in seminars related to the subjects being taught. Teachers are not the only ones facing difficulties in modifying the curriculum and finding effective resources, compounded by a lack of planning time and support from administrators.

This matter is further reinforced by the issue where the school is forced to accept teachers who do not align with the required option requests, resulting in the visual arts subject having to be handed over to non-specialist teachers for instruction. Jenal, D., & Ramli, H. (2020). Teachers also face issues such as a curriculum that does not align with students' levels, a lack of creativity and insufficient training, as well as a shortage of resources for integrating technology into teaching and learning sessions. Adhikari, N. (2023). The quality of teachers that is often misunderstood is due to the shortage of teachers in all schools and also the lack of qualified teachers according to the actual options, which requires attention and re-discussion from the higher authorities to ensure that the organization is built in an orderly manner, Rashid, M. et al. (2021). Classroom issues also contribute to the external and internal challenges for teachers in creating a conducive learning environment through various appropriate approaches, according to Noor, Z., & Kembaren, F. (2023). There are also constraints among teachers who face issues related to student motivation, attitudes, and support systems that will significantly affect the effectiveness of the teaching process, Cochran-Smith, M. (2023).

Teachers are not an option; they must carry out the assigned tasks by teaching visual arts subjects to maintain teaching hours, even though this situation has a less effective impact on the teaching and learning sessions in the classroom. Figure 1 shows the conceptual framework of this study. This study is based on two main theories, namely Constructivism and Integrated Art Theory and Practice Strategy. The theory that this is based on is closely related to the teaching and learning strategy of Visual Arts Education (VAE), which requires teachers to develop new, creative, innovative, and critical thinking skills. This is because VAE learning involves understanding aesthetic values and artistic elements in the process of creating art. Teachers indeed require focused teaching aids that contain detailed learning content, starting from basic elements up to the levels needed in the curriculum. The content of the teaching aids should transcend the existing content in textbooks and modules. The unstructured interview method in the process of data collection and thematic analysis can help researchers identify the practices of VAE N-OTs teaching and learning and understand the needs of N-OTs teaching materials.

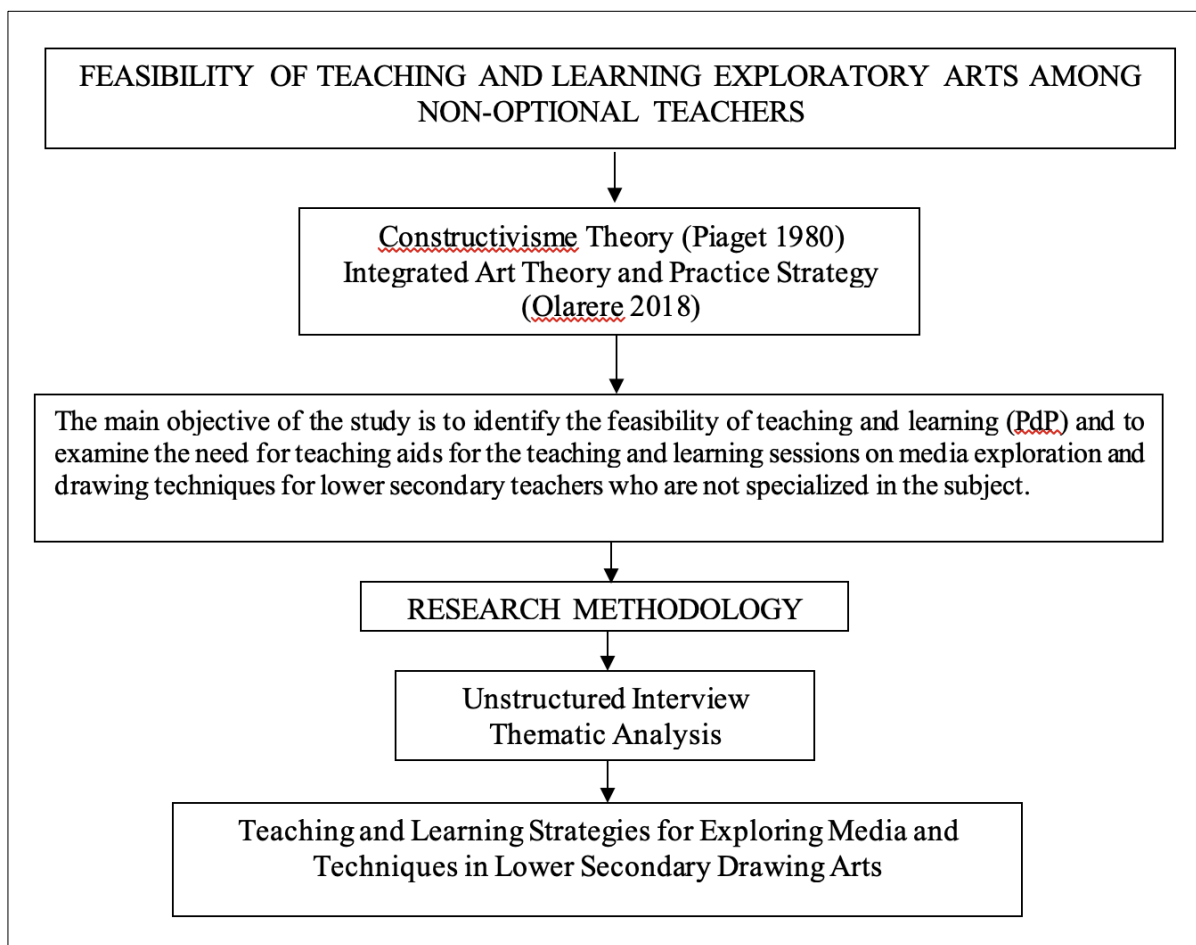


Table 1. Conceptual Framework of the Study

METHODOLOGY

This study uses a qualitative research approach. The use of qualitative research allows researchers to identify and recognize the actual phenomena occurring in the practice of VAE teaching among N-OTs. According to Creswell, J. W., & Báez, J. C. (2020) qualitative study is a method to explore and understand the meanings defined by individuals or groups regarding human social issues. The research instrument is through unstructured interview protocols. The selection of this instrument is based on the study's objective, which focuses on the implementation of teaching and learning in the Visual Arts Education (VAE) and the needs of the Basic Learning Module by the N-OTs. This study focuses on the content standards of art exploration in drawing within the subject of Visual Arts Education (VAE) in the teaching and learning session.

Study Sample

Sampling technique is purposive sampling. This selection refers to a group of teachers who teach subjects outside the chosen field as respondents. The study sample consists of five teachers who are not from the Visual Arts Education option in secondary schools located in two districts, namely Klang and Petaling Perdana in the state of Selangor. The data collection procedure is conducted through interviews by contacting the samples to carry out interview sessions at suitable times that do not disrupt the respondents' teaching and learning schedules. The data was then analysed through transcriptions based on the conversations that were conducted. Each transcription will be validated by the respondents. The transcriptions will then be analysed using thematic methods based on their significance. Table 1 shows

the selected study sample based on several criteria, including experience in teaching the VAE subject and options for teaching that are not VAE.

Table 2. Sample Teacher Non-Option for Visual Arts Education

NO	Teachers	Experience of a Year Teaching the Subject of VAE	Original Teaching Option
1	N-OTs A	2 years	History
2	N-OTs B	2 years	Mathematic
3	N-OTs C	7 years	Islamic Education
4	N-OTs D	5 years	Islamic Education
5	N-OTs E	3 years	Science

Interview Instrument

The interview conducted with the teacher is not an option using unstructured interview questions. Each N-OTs has been given a letter of acknowledgment of acceptance to be a respondent in the study being conducted. The researcher prepares the interview protocol by stating an introduction to the interview followed by information about the respondents. Interview questions are also prepared according to the needs of the research being conducted. The confirmation of the interview is also provided for the respondents to verify that all the information from the conducted interview is accurate. The provision of audio is also designated for use with suitable gadgets for the interviews conducted. Researchers also provide an opportunity for non-option teachers to share their opinions based on their comfort and experiences during the actual teaching and learning sessions of Art Exploration.

RESEARCH FINDINGS

Researchers have conducted an analysis of the study findings using thematic analysis methods. This method involves six stages consisting of data analysis, identifying initial codes, searching for themes, commenting on themes, determining and naming themes, and producing a research report. The themes obtained from the thematic analysis are divided into the feasibility of teaching and learning in Visual Arts Education (VAE) and the analysis of the needs for teaching aids.

The Feasibility of Teaching and Learning Visual Arts Education

Textbook for Visual Arts Education Form 2

The need for textbooks in teaching and learning sessions plays a role in having a significant impact on students. Textbooks are likened to the mother or main guide in conducting teaching and learning sessions in the classroom. Based on the research findings, some non-option teachers do not use the provided textbooks to guide teaching and learning sessions. Several non-option teachers only use textbooks as a guide for teaching theory, without applying them in practical drawing exercises. The findings are also supported by data from non-option teachers who use textbooks without following the subtopics in an orderly manner. The findings also indicate that teachers, as a non-option, use textbooks only for easy topics without considering the impact on students when conducting incomplete teaching and learning sessions. Teachers are not limited to using texts; they can selectively choose content according to their needs during the teaching and learning sessions conducted. The use of textbooks as teaching aids is a multifaceted topic that has been explored in various educational contexts. Textbooks, whether in paper or digital form, serve as critical tools in facilitating learning and understanding among students. Textbooks in paper form need to be used with teacher guidance to highlight key concepts and maintain student focus, while digital textbooks can engage students, making both forms of textbooks have their roles in the field of education. Taylor, L. (2022). The diversity of forms and formats of textbooks plays an important role in educating readers about storytelling, structure, voice, discourse,

and language, while also shaping reading and writing practices among its readers, Abdujabbarova, Z. (2020). In the teaching and learning process, textbooks are essential for integrating the four basic skills, namely reading, writing, listening, and speaking, into a broader context of spoken and written language use, Liu, L. et al. (2020). In conclusion, textbooks, whether in paper or digital form, are essential in the educational process. Not only does text support the development of language skills, but it also allows students to engage uniquely in the learning process, contributing to a comprehensive educational experience.

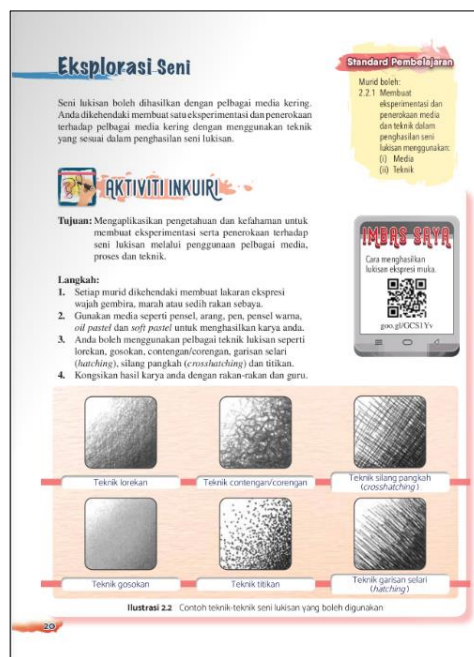


Figure 1. Drawing Exploration Inquiry Activity.
Source: Visual Art Education Form 2 Text Book KSSM

YouTube Video on Teaching and Learning Visual Arts Education

The use of video by teachers is no longer an option in teaching and learning sessions; it has become a necessity to facilitate the learning interaction between teachers and students. Teachers have not opted to use videos downloaded from YouTube or DidikTV as teaching aids in the classroom. The respondents acted by presenting a downloaded video to the students and then giving instructions for the students to create works using the method of imitation. This matter is agreed upon by other respondents, where videos downloaded from YouTube are used as the main source in teaching and learning sessions in the classroom. There are also non-option teachers who use videos from YouTube just to teach theory alone. Other respondents also agreed, stating that videos from YouTube are used as a resource for revising subjects before starting the next teaching and learning session. Respondents also use videos as references for students during learning sessions.

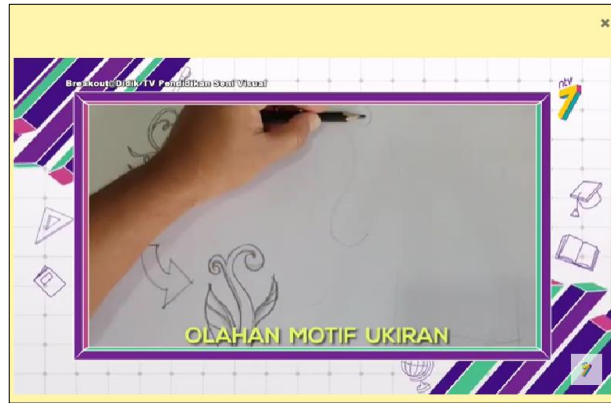


Figure 2. Breakout@Didik TV. (2021, Feb 11).

Source: <https://youtube.com/playlist?list=PLL9CnO8V-9tsv7SmTO0mmVoW-YVOq8WDJ&si=llsuvGPw-LkzqAea>

The use of YouTube as an educational tool has been explored and utilized in various fields to enhance the experience and outcomes of learning. This application also offers a unique opportunity to generate knowledge and enhance skills through observation, social interaction, and self-directed learning. YouTube is recognized by educators due to its potential as a teaching tool that aligns with current educational trends through collaboration and social networking, as acknowledged by experts such as Mayer, R., et al. (2020). Positive feedback has also been received from experts and students, indicating that the use of YouTube can be fully utilized and implemented through the construction of project-based learning models by H. Kusuma, et al. (2021). The effectiveness of using video in teaching can also be enhanced by incorporating dynamic illustrations, which serve as a guide for the generation of ideas for various activities in a generative manner through a one-way perspective, according to DeWitt, D., Alias et al. (2013). Educational videos produced by expanding the use of technology, such as using drawing tablets to demonstrate visuals, can support student learning and engagement in teaching and learning sessions, Wang, C. (2022). In addition, the accessibility and types of learning videos available on YouTube can influence the effectiveness of self-directed learning when outside the classroom (Chan, Y et al.). (2013). The use of YouTube in education plays a role as a versatile platform that can effectively support and enhance learning across various disciplines. Educators need to leverage the use of interactive and visual elements in creating engaging and effective teaching content that meets students' needs according to appropriate levels.



Figure 3. onlyyou9. (2021, Feb 8).

Source: <https://youtu.be/-RFytvZd2sA?si=ScP-I7NTGaae059m>

Creative Module for Visual Arts Education Form 2

There is a N-OTs that has used the Creative Module for Form 2. With the existence of this module, it can assist N-OTs in conducting teaching and learning sessions according to the correct VAE learning standards. Although the modules obtained are sometimes difficult to understand, N-OTs believes that these modules can provide some basic guidance for the training needed in VAE learning. The learning module is a tool designed to facilitate student-centered learning across various disciplines. The structured module aims to enhance knowledge acquisition and critical thinking through practical application using different pedagogical approaches. The method of digital and modular teaching integrated into the education curriculum has become one of the important research themes. The method in question has been explored across various disciplines and educational levels to enhance learning outcomes, student motivation, and the application of knowledge in real-world contexts. Digital and modular teaching modules are very effective for student autonomy in enhancing skills comprehensively across various disciplines. Training modules can also enhance the structural processes in developing teachers' skills through two-way interactions alongside the experiences gained, Findeisen, S. et al. (2020). The interactive implementation of modules can also enhance students' skills in learning activities while supporting self-directed learning methods, differing from the usual classroom learning environment (Vreeke, L., Huijding, et al). (2020). The use of modules, particularly in the curriculum, has been introduced freely through a systematic learning approach, although there is a need for teachers to have a deep understanding of the developed modules (Hegde, A., & Hewett, B.). (2020). Table 2 shows the teaching and learning strategies used by respondents consisting of teachers who are not specialized in Visual Arts Education.

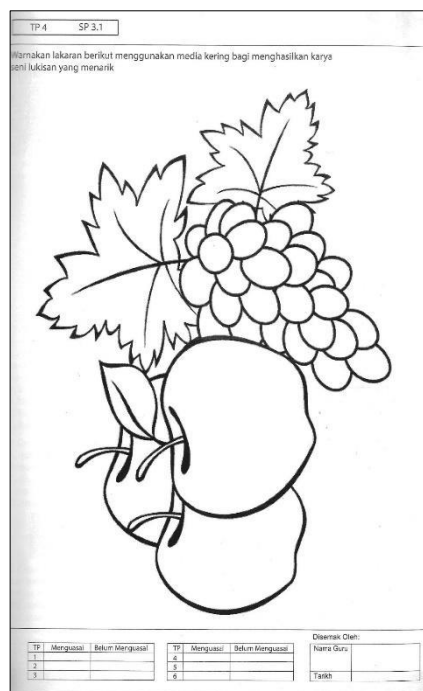


Figure 4. Drawing Activity 1.

Source: Modul Pelengkap Seni Visual KSSM. (2022) Malaysia: Juraiti Mokhtar

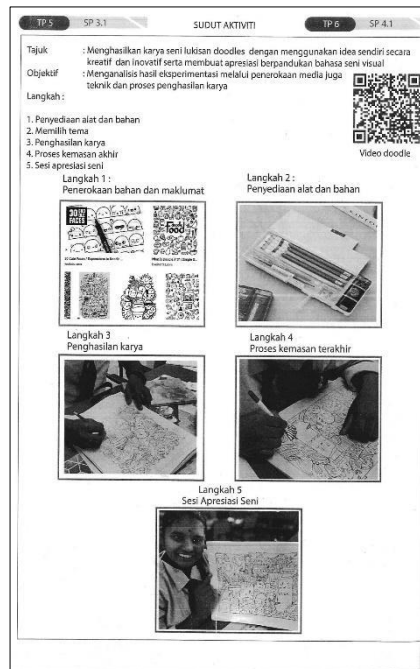


Figure 5. Drawing Activity 2.

Source: Modul Pelengkap Seni Visual KSSM. (2022) Malaysia: Juraiti Mokhtar

Analysis of the Need for Teaching Aids Among Non-Option Teachers

The use of modules in teaching and learning sessions is one of the main teaching materials in the classroom. The respondents have utilized the existing module as teaching aids for Art Drawing in the classroom. The exercises provided in the existing module do not offer the answers non-option teachers need, especially in the practical section. N-OTs always need to have a module that focuses on training each technique in the Art of Drawing. Researchers also received findings from respondents indicating that the modules needed by teachers, which are not optional, should focus solely on teachers' use, as modules for students are already available in various forms in the market. There is also a module that only showcases the technical skills of drawing through video scans without providing the actual steps on how to create a perfect artwork. Teachers are not an option; they emphasize the need for a step-by-step module that contains techniques and methods to practically train themselves before conducting actual teaching and learning sessions.

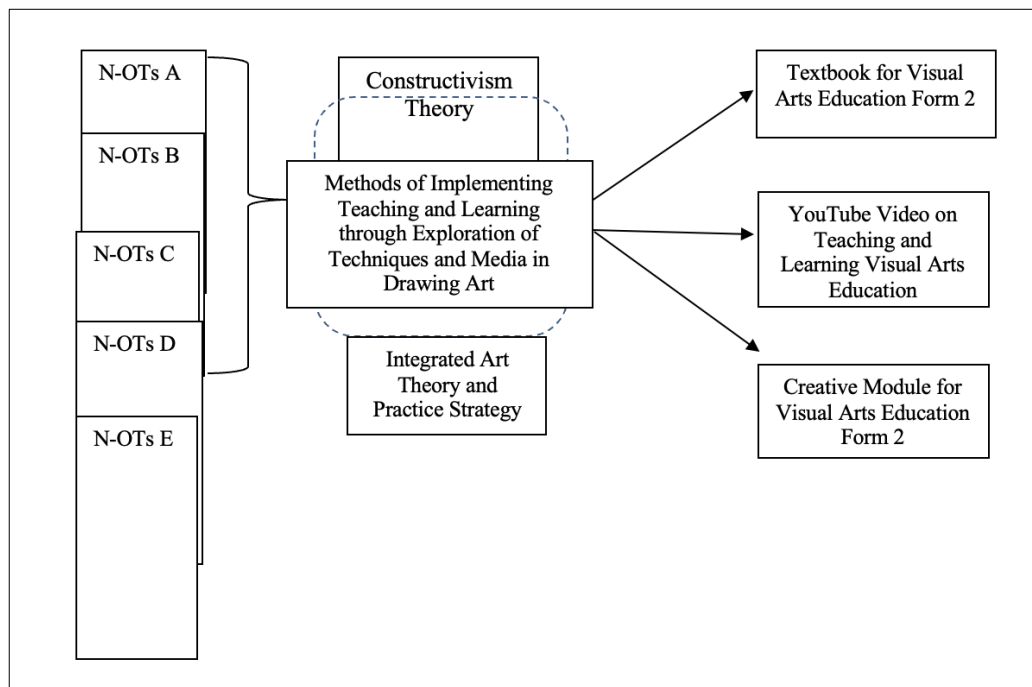


Figure 6. N-OTs are needed in the teaching and learning session.

DISCUSSION, IMPLICATIONS, AND CONCLUSION

The findings of the study indicate that teaching and learning strategies for Media and Techniques Exploration in Drawing are important. The responses from teachers who are not from the Visual Arts Education option indicate that the feasibility of conducting teaching and learning sessions in Art Exploration requires strategies that involve the use of appropriate teaching aids according to the current situation in the classroom. This provides researchers with an insight that non-option teachers need to be given complete teaching aids as guidance in conducting teaching and learning sessions more smoothly and effectively. Comprehensive and concise teaching aids, such as teaching modules, enable non-specialist teachers to conduct teaching and learning sessions more smoothly and effectively, ultimately producing student work that is of high quality and meets the required marking standards. The study conducted has effects and implications for various parties. The need for implementation strategies in teaching and learning sessions impacts non-option teachers, where the requirement for effective teaching aids allows the teaching and learning sessions to be conducted smoothly and systematically. The implementation of teaching sessions that are not smooth due to various constraints by non-option teachers has a less encouraging impact, especially on the learning outcomes received by the students. The study conducted has long-term implications, especially for the Ministry of Education Malaysia, through the development of students resulting from changes and improvements in the teaching skills of non-option teachers. This study is based on the objective and main question of identifying the feasibility and the need for teaching aids by non-option teachers (N-OTs) in implementing the teaching and learning of Visual Arts. Teaching aids provided to teachers can help build confidence, enhance effectiveness, and improve teaching efficiency in guiding student achievement, Okumu, J et al. (2021).

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