Utilization Of Google Sites In Learning To Draw Makassar Cultural Ornaments (RHBM) Through Contextual Learning Models

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Abstract

This study aims to strengthen the importance of the contextual learning model in learning to draw Makassar cultural ornaments by using the google sites application that can be used both online, offline, or a combination of online and offline. The qualitative approach is expected to be a literative rationale for the next process, namely the development of teaching materials or learning media using the Google sites application. With the idea and application of the independent learning curriculum, the contextual learning model is the right learning model to increase students' creativity and exploration space, in learning to draw Makassar cultural ornaments in arts and culture subjects. By utilizing the google sites application in the learning process as a learning solution during the COVID-19 pandemic, learning is carried out with a Limited Face-to-face Meeting (PTMT) system in which some students study online and some study offline at school, especially in learning to draw ornaments. Several models of decorative motifs are displayed on google sites media. Decorative images generated from the creativity of students can be uploaded on google sites media. So that the results of this study are the exposure of qualitative data as the rationale for sustainable research on the contextual learning model in learning to draw Makassar cultural ornaments

Keywords: Google Sites, Contextual Learning, Drawing, Makassar Cultural Ornaments.

INTRODUCTION

Education has a strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation in realizing general welfare and educating the nation's life. This strategic role then directs education to its function in developing capabilities and shaping the character and civilization of a dignified nation in order to educate the nation's life. Art education has an important role and function in education. Art education is obliged to help achieve educational goals, which are expected to be able to provide a balance, the development between aspects of rational-emotional and intellectual-sensibility. In other words, the role of art education is not as the development and preservation of art, but as a medium for personality development. Art education functioned as a means to help develop students' creativity.

The selection of learning models is one part of the teacher's strategy to develop student creativity. Teachers can optimize the creativity potential of students so that the learning process is more meaningful. One of the learning models that allow students to learn actively, creatively, fun, and effectively to channel students' creativity is the contextual learning model (Contextual Teaching and Learning). According to Arifin and Ira (2019), the contextual learning model provides opportunities for students to be unique themselves to be creative, imagine, explore and experiment according to their respective levels of creativity. The contextual teaching and learning model is a holistic learning process, that aims to help students understand teaching materials and relate them to the context of students' everyday lives (personal, social and cultural contexts) so that they are knowledgeable, dynamic and flexible in constructing themselves actively understand. Students can learn well if the teaching materials are related to knowledge and activities that they already know and are happening around them (Adminbabel, 2020). Cultural arts subjects are a vehicle for increasing knowledge, skills, attitudes and values as an individual who has faith and fear of God Almighty who is responsible for society, nation, state and environment. Learning Arts and culture is not just a collection of knowledge in the form of facts, concepts, and principles, but is a process of stimulating students to think critically, analyze, appreciate, be able to use high-order thinking skills, collaborate, communicate well and can find problem-solving in independent and creative learning by students in the environment.

In addition, with current technological advances, it is necessary to utilize and utilize these technological facilities. One of them is google sites. Website media on the internet is very suitable to be used as an alternative choice of distance learning media. Website media can also be used as a learning tool to increase the positive impact of internet use. According to Rosiyana (2021) the use of google sites in learning can make students interested and fun, the material learned can also be downloaded and accessed anytime and anywhere, and there are many facilities that facilitate students in the learning process. In this case, it requires a good role from educators in managing online learning so that it can be used in a well-directed manner and in accordance with the learning process. Therefore, the use of technology as a medium of learning is very easy and can affect the continuity of learning and the psychology of education for students. Learning media is one of the teaching aids for teachers to deliver teaching materials, increase student creativity, and increase student attention in the learning process (Lautfer, 1993 in Rosiyana, 2021). Google Sites is the easiest way to make information accessible to people who need it quickly, and people can collaborate on the site to add file attachments and information from other Google applications such as google docs, sheets, forms, calendars, awesome tables and so on. With the features offered by Google Sites, it can support learning. This application also provides website facilities so that students or users can store and convey information to a wider audience. Especially in this time of the COVID-19 pandemic, using the Google Sites application in learning arts and culture is very helpful. Online learning can be supported by the use of the Google Sites application.

National Education Standards Agency (2006) in Syazali, et., al. (2018) argues that there are three ways to integrate art into learning, namely learning about art, learning with art, and learning through art. Cultural arts subjects are a vehicle for increasing knowledge, skills, attitudes and values as an individual who has faith and fear of God Almighty who is responsible

for society, nation, state and environment. Learning Arts and culture is not just a collection of knowledge in the form of facts, concepts, and principles, but is a process of stimulating students to think critically, analytically, appreciatively, able to use high thinking skills, collaborate, communicate well and be able to find solutions. problems in creative independent learning by students in the environment. The implementation of the Contextual Teaching and Learning model is considered to be in accordance with the demands of the 2013 curriculum, namely students are required to be more active, creative and innovative in every problem they face.

Therefore, it is necessary to implement teaching materials that provide a stimulus to students to be more active in art learning, especially in the process of learning to draw ornaments. According to Daryanto (2010:35 in Parmada, 2018) states that the use and development of interesting teaching materials in learning can help improve learning outcomes. Contextual learning can be in the form of using audio-visual learning media, or other media which becomes a stimulus for students. According to Tarigan (2013: 3 in Parmada, 2018) drawing skills are skills that have the power of delivery or language power. The problem that arises is, learning that still tends to be literal (written tradition), even using learning media that is fairly passive and long. So that learning is not conducive and often meets saturation. This is not only at the primary education level but also at secondary or equivalent secondary education.

As with the research conducted by Rohmadiati (2019), he found problems in the visual arts learning space, namely student saturation caused by the lack of contextualization of learning media, and even tended to use learning models that were fairly old. Likewise, the problems found in Bili's research (2020) that the problems that often arise are the problem of using media and upgrading learning models in arts and culture subjects. Even BPS noted that the interest of students in learning arts and culture in 2020 was no greater than 2.87%. In other words, this specialization is influenced by various things, such as learning media, teaching materials and learning strategies. Based on the problems above, this research will qualitatively describe literature data related to the Utilization of Google Sites in Drawing Learning to Draw Makassar Cultural Ornaments (RHBM) through the Contextual Learning Model.

The smooth implementation of the learning process is largely determined by the stages of preparation carried out by the teacher. Starting with the syllabus design, lesson plans, determining the learning model and learning media to be used, learning scenarios, and assessment techniques to be used are important things that must be prepared well by the teacher before facilitating learning. The implementation of web-based learning must also be designed in such a way as to be effective and achieve learning objectives. As written in an article that the teacher's activity in preparing the learning process is an important stage in implementing learning that utilizes the website (Oenardi Lawanto, 2001). The website which is actually the World Wide Web is very important and most often used in the internet world (Sonny Ronny Muntu, 2017).

Website in learning is used as a learning resource. Learning resources nowadays are not enough to just use books, websites can be used as learning resources. More learning resources will provide broader insight for students. Websites can help students learn independently. The existence of a website is one of the learning resources that enrich information for students (Sulasmianti, 2021). In addition to websites that use technology in the learning process, there is the google site, according to Sulasmianti (2021) Google sites are one of Google's services to

facilitate the creation of sites or websites. Google sites is a structured application that can be used to create websites easily (Suryanto, 2018). Google sites is an online application launched by Google for creating a class, school, or other websites. Google sites can be used to create learning media in which various information is integrated, whether in the form of text, images, videos, presentations, attachments, and others (Widya Mutiara Mukti, Yudhia Bella Puspita N, 2020). Websites with Google Sites can be shared with users in need by sharing website addresses/links. Google sites is a Google product that is a tool for creating sites (Harsanto, 2012). Google sites is an application that is easy to use and manage. Constraints in managing the website due to the complexity of the creation and maintenance, are overcome by the existence of Google sites. Google Sites can be operated without using a high-level programming language, so Google Sites is interesting to learn.

Various advantages of google sites according to Sulistiani (2021) that other free site building platforms do not have:

a. Integrated with Google, the website created will be directly stored in Google Drive so there is no need to backup data
b. Maximum security, Google will provide maximum protection for each of its products from virus and hacker attacks, including on Google sites
c. Fast website access, managed sites will be run using Google's servers.
d. Sharing feature, collaboration can be done when managing the website
e. The website display is simple, the display for the admin is designed to be very simple, so it will be easy to understand and operate.
f. Access from all devices, sites created with google sites can be accessed with various media such as PCs, laptops and smartphones
g. Free, this site creation service can be used for free.

In making a website, Google Sites also has several drawbacks, including: (1) there is no drag and drop feature to design web pages, so the website owner/admin has to do the settings themselves; (2) google sites does not support scripts and iframes, so website owners/admins must find their own using certain gadgets to be able to use these additional elements. But in general, without using these additional elements, the creation of a website for learning can be done quite completely because Google Sites has provided facilities for uploading various forms of files that are stored on the website owner/admin drive. Google sites also provide facilities for embedding documents into websites which are very easy to do (Sulistiani, 2021).

METHODOLOGY

This study uses a descriptive qualitative approach as a basis for discussion in further research. It is hoped that further research will be in line with this research. Qualitative approach According to Sugiyono (2016:9) qualitative research method is a research method used to examine the condition of natural objects where the researcher is the key instrument. According to Lehman in (Armawati, 2021) says that descriptive research method is one type of research method that aims to describe systematically, factually and accurately about the facts and characteristics of a particular population, or try to describe phenomena in detail. This descriptive research method was used in accordance with the research objective, namely to describe the use of google sites in

the decorative learning process, as in the focus of this study. Therefore, the data in this study is literative data which is the supporting data in this study.

DISCUSSION

1. Google Sites and Contextual Learning Model

The application of these google sites is in addition to being a form of interaction between education and the growing media. Whereas with the online learning model, it is required that learning be as interesting as possible and can develop students' creativity. We can see this in how fast technology is developing, the information flow is getting faster. Therefore, in the application of google sites, students are required to first understand the use of the google sites application, after that students are expected to be able to use this application well. Because every lesson has a test and evaluation, one of the forms of the test is the use of the Google Foam application and uploading portfolio assignments to Google sites through its facilities. So that the maximum learning principle is when students are able to show their creativity in learning.

According to Kadir (2013) the contextual model (Contextual Teaching Learning) or CTL is a learning concept that assumes that children will learn better if the environment is created scientifically, meaning that learning will be more meaningful if children "work" and "experience" what they learn for themselves. not just "knowing it". Learning is not just an activity of transferring knowledge from the teacher to students, but how students are able to interpret what is learned. Therefore, learning strategies are more important than just results. In this case, students need to understand what learning means, what are the benefits, in what status they are, and how to achieve it. They realize that what they learn will be useful for their later life. Thus, they will learn to be more enthusiastic and full of awareness.

Meanwhile, according to Nadawidjaya in Kunandar (2010) states that the teacher's task in contextual learning is to facilitate students in finding something new or new knowledge and skills, through independent learning and not what the teacher says. This is also in line with the learning introduced by Confucius about active learning, or active learning. So according to Kunandar (2010) contextual learning has a tendency to provide free exploratory space for students to learn something.

According to Kunandar (2010) there are several components of contextual learning, including:
a. Constructivism, which builds their own understanding of new experiences based on prior knowledge and learning must be packaged into a process of "constructing" not receiving knowledge
b. Inquiry, which is the process of moving from observation to understanding and students learn to use critical thinking skills
c. Questioning, namely teacher activities to encourage, guide and assess students' thinking skills, for students who are an important part of inquiry-based learning.
d. Learning Community (learning community) where a group of people who are engaged in learning activities, then collaborate with others is better than learning alone, Exchange experiences and share ideas.

e. Modeling (modeling), where the process of showing an example so that others think, work and learn. Then do what the teacher wants the students to do.

f.   Reflection (reflection) or how to think about what we have learned, Record what has been learned, and Make journals, artwork, group discussions.

g. Which Authentic Assessment (actual assessment); Measuring student knowledge and skills, then product assessment (performance) and relevant and contextual assignments

Therefore, through the components above, contextual learning in addition to having to fulfill several of the components above, must also adapt to the learning prototypes of today. Where according to Sudjana et., al. (2001) the learning process is expected to be in accordance with the conditions and developments as well as the progress of the era. In addition, according to Crawford (2001) in Kadir (2013) it is stated that the application of contextual learning has steps that are acronymized to REACT (relating, experiencing, applying, cooperating and transferring). Which relates to relating to one's life experience or previous knowledge, while experience according to Kadir, (2013 in Adminbabel, 2020) is that learning should be actively involved in relevant and meaningful activities to provide opportunities for them or students to use concepts the concept they got.

Applying or application, has the meaning of applying knowledge according to experience and knowledge as a problem solver. Because at this stage the teacher does not need to transfer knowledge to students, but instead invites students to think and find their own answers to existing problems. While cooperating according to Crawford (in Kadir, 2013 and in Adminbabel, 2020) is a process of cooperation, exchanging opinions and discussing with others. while Transferring is explained by Kadir (2013 in Adminbabel, 2020) that this learning means connecting what students have learned or what is already known to the existing context.
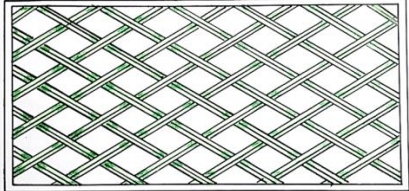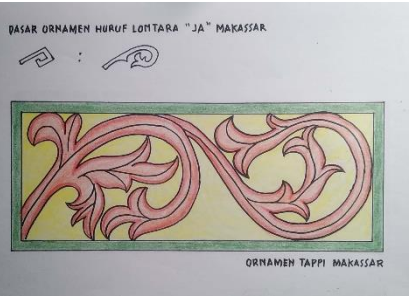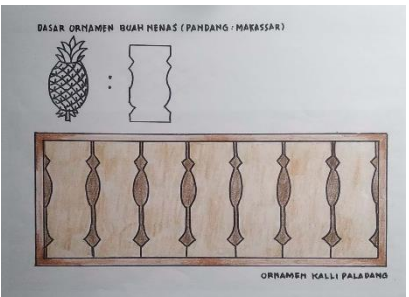
Departing from the theoretical understanding above, contextual learning (Contextual Teaching and Learning) becomes a learning model that liberates students in solving problems. And actually, education is a process of contextualizing knowledge.
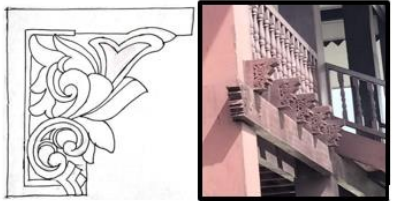
2. Contextual Learning on Makassar Cultural Decorative Drawing Materials

From the explanation of the theory above, the contextual learning used in learning to draw decorative motifs is as follows:

Table 2. Contextual Learning on Makassar Cultural Decorative Drawing Materials

No.	Basic Contextual Learning	Implementation in Drawing Makassar Cultural Ornaments	Example
1	The 2013 curriculum states that learning arts and culture prioritizes the skills and creativity of students	Drawing ornaments in Makassar not only on building symbols but also on flora and fauna	

No.	Basic Contextual Learning	Implementation in Drawing Makassar Cultural Ornaments	Example
			Source: www.bukusekolah.com
2	Contextual learning is learning that liberates and adapts to developments	Drawing models that match the creativity of students and their knowledge	An example of the development of Makassar's sulapa appa lasugi motif, geometric decorative motifs An example of the development of geometric decorative motifs from the base of the Ja lontara letter ornament An example of the development of geometric decorative motifs from Kalli paladang Balla Lompoa Gowa-Makassar
3	One of the components of	Implementation on	

No.	Basic Contextual Learning	Implementation in Drawing Makassar Cultural Ornaments	Example
	contextual learning is applying, in which the application is adapted to the basic characteristics of students' knowledge and is assisted by educators (Kadir, 2013).	Drawings Drawing the decorative lontara script in Makassar	Example of Lontara Aksar Batik applied to batik cloth, Makassar
4	Contextual learning gives freedom to students in exploring creativity and is facilitated by educators	Implementation of drawing decorative flora	An example of the depiction of asymmetrical floral motifs at the Tamalate Balla Lompoa Palace in Gowa, South Sulawesi

Source: processed by researcher, 2022

From the table above, it can be explained that the implementation of contextual learning on decorative drawing material can be applied according to the independence of students' thinking, as long as it is in accordance with learning and basic knowledge. Because the more creative the description, the more successful the learning process is. This is explained by Bahari (2019) in his research that learning with contextual models is characterized by increasingly creative and diverse patterns and the richness of the creativity of students.

Therefore, the application of both flora, fauna, geometric and shape imaginations to decorative drawing activities in Makassar can be applied through contextual-based learning models. So that students can explore their intelligence and creativity.

CONCLUSION

From the results of the explanation above, it can be concluded that the CTL contextual learning model (Contextual Teaching and Learning) is the key to learning to increase students' creativity. In learning to draw decorations, CTL is a learning model that provides freedom and open space for students. The teacher is a facilitator in the learning process. Suggestions in this study are strengthening the learning process and designing learning curricula to suit the existing context. Strengthening the learning system needs to be reviewed and understood again that education has the authority to provide freedom of exploration for students. Therefore, with advances in technology and information, currently using Google sites in learning such as drawing decorations, it is very possible to increase student creativity with a contextual learning approach.

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