INCREASING THE ACADEMIC ACHIEVEMENT IN ART WITH THE DEVELOPMENT OF CREATIVITY BY USING PORTFOLIO OF GRADE 6 STUDENTS.

Pawinee Sorawech
Demonstration School of SuanSunandhaRajabhat University, Bangkok, Thailand.
Email: Pawinee.so @ssru.ac.th

ABSTRACT

Increasing the academic achievement in art with the development of creativity by using portfolio of Grade 6. The objective is to increase learning achievement, develop creativity of Grade 6by using portfolio. For students to have better academic achievement by using the teaching method, the development of the learning process, the creative development, the teaching model, KSP-FSP, has 6 steps and taught in the population of 72 people by using the worksheet activities, all 5 work sheets, namely worksheet No. 1 on light and shadow. Worksheet. 2 on shape. Worksheet. 3 on space and proportion. Worksheet. 4 on beauty in nature. Worksheet. 5 on environment conservation. Student work evaluation divided according to the assessment criteria in the art, which are 1. differences 2. novelty and unique 3. flexible and detailed thinking 4. Exquisite beauty in drawing and coloring 5. The achievement of art it was found that the development of the teaching and learning process by using the portfolio by using the portfolio can develop students to be creative before using the portfolio of 72 grade 6. Rating Before using the portfolio the score is 71.31% -74.92%, meaning that the score is in the fair level art evaluation results after using the portfolio the score is 82.46% -87.45%, meaning that the score is in a very good and excellent level. Can show that the teaching and learning process by using portfolios can increase academic achievement.

Keyword: Creative Development / Learning Achievement / Teaching Model KSP-FSP

INTRODUCTION

Teaching and Learning Process in the Art Classroom In grade 6 of the Demonstration School of Suan Sunandha Rajabhat University Teaching in art Focus is on students to be creative Artistic imagination Art learning activities help learners develop physical, mental, intellectual, emotional, social development, allowing students to create beautiful works of art and be able to describe their work effectively. The development of students, the teacher then uses the work methods like students to use art portfolios in the development of teaching and learning. The development of student creativity is the key. In teaching art to be effective Teaching by using the process of student portfolio By using a portfolio With the objective of allowing students to create valuable artwork, instilling students to express themselves in art, expressing students' true self, and students are able to discover new things by themselves Train job responsibilities In art work, the creation of each work is different, the development of creativity allows students to actually practice. Right thinking Theory

RESEARCH OBJECTIVES

Creating students to be creative Creating students to be creative using the KSP-FSP teaching model has 6 steps as follows

1. Begin by providing basic knowledge in art (Knowledge)
2. Creating a teaching model by encouraging students to learn (Stimulate learning).
3. Have students to participate in activities (Participate in learning)
4. Students seek knowledge while doing activities (Find knowledge)
5. Together the activities, students help each other in the student summary.
6. Join to present academic work and presenting comments

Adopting the concept of creative development of artistic creativity Basic Core Education Program 2008, Art Learning Substance Group 1, Visual Arts, Art Development Theory of education Study and development of creative thinking that emphasizes artistic expression that relates to creative thinking in 4 areas: 1. Fluency in thinking 2. Flexible thinking 3. Originality 4. Detailed thinking

RESEARCH HYPOTHESIS

The development of quality teaching and learning The consistency of the operation circuit with the work quality development circuit and the implementation of the Deming principle of the work quality development circuit found that the consistency is as follows:PDCA is a quality development lifecycle. It is the basic development circuit of the Total Quality Management (TQM). The person who invented the process or quality development circuit (PDCA) is called the Deming. The PDCA circuit consists of the following steps. This

1. Plan (P-Plan) is to study, analyze, plan for the practice of art learning skills For creativity using portfolios
2. Practice (Do-D) is to use the worksheet to practice art learning skills. For creativity using portfolios
3. Check (C-Check) is to check the achievement report using portfolio.
4. Action-A. A is the development of worksheets to practice art learning skills. For creativity using subjects using portfolios Used in teaching and learning management By using the PDCA or Deming Cycle quality management process

**Conceptual framework for creative development using system based portfolio
(Input-Process-Output - Feeback)**
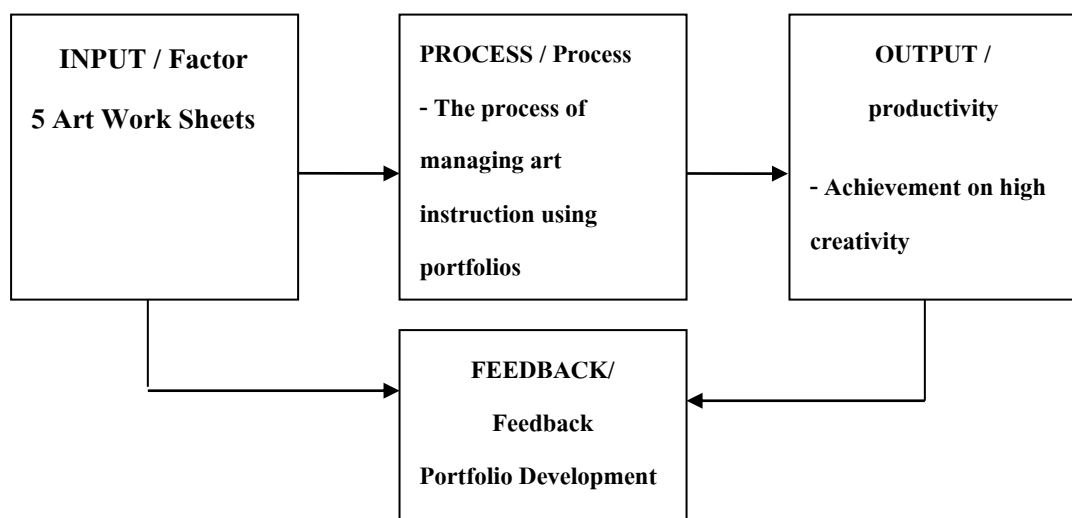
RESEARCH METHODOLOGY

Used to create criteria for evaluating art In summary, the differences in art work. Novelty like no other Thoughtful, flexible, detailed Art success Through the work process using 5 art work sheets. The instructor has brought the teaching management process By having students work by using all 5 work sheets, the work is worksheet 1 on light and shadow, work sheet 2 on shape, shape of worksheet 3, area and proportion of worksheet 4 on beauty in nature Task 5: Environmental conservation Respectively by evaluation according to evaluation criteria Students collect work in their own portfolio created by students. From the practice of studying, the examination showed that

RESEARCH RESULT

The instructor has led the teaching management process. By having students work by using all 5 work sheets, the work is worksheet 1 on light and shadow, work sheet 2 on shape, shape of worksheet 3, area and proportion of worksheet 4 on beauty in nature Task 5: Environmental conservation Respectively by evaluation according to evaluation criteria Students collect work in their own portfolio created by students. Including presentations and discussing their own work. The research results can show quantitative results as follows

Table 1
Before use, use the portfolio

Clause	Art assessment criteria	Worksheet at (%)				
		1	**2**	**3**	**4**	**5**
1	ifference	**74.34**	**76.55**	**73.24**	**74.49**	**73.44**
2	Novelty like no other	74.32	73.34	73.66	72.33	74.11
3	Thoughtful, flexible, detailed	73.76	73.23	74.45	73.43	74.23
4	Exquisite beauty in drawing and coloring	74.54	74.65	74.35	73.58	71.32
5	The success of art	72.22	72.77	73.67	74.92	74.66

From Tang Rang can summarize the quantitative results that Before using the portfolio of 72 prathom suksa six students, most students had assessment scores. Meaning of grade point values 70.00-75.00% means fair level 76.00% -80.00% means good grade value 81.00% - 85.00% means high level value Art evaluation results before using the portfolio The score is 71.31% -74.92%, meaning that the score is in the fair level

Table 2
After use, use the portfolio

Clause	Art assessment criteria	Worksheet at (%)				
		1	**2**	**3**	**4**	**5**
1	ifference	**84.22**	**84.45**	**83.46**	**83.87**	**83.35**
2	Novelty like no other	86.22	82.45	80.46	83.87	81.35
3	Thoughtful, flexible, detailed	84.22	83.45	82.46	82.87	83.35
4	Exquisite beauty in drawing and coloring	84.22	87.45	84.46	86.87	86.35
5	The success of art	85.22	86.45	85.46	85.87	83.35

From Tang Rang can summarize the quantitative results that After using the portfolio of 72 prathom suksa six students, most of the students had assessment scores. Meaning of grade point values 70.00-75.00% means fair level 76.00% -80.00% means good grade value 81.00% -85.00% means very good grade level 85.00% -90.00% means excellent grade value. Art evaluation results after using the portfolio The score is 82.46% -87.45%, which means the score is very good and excellent.

CONCLUSION AND FUTURE WORK

The development of the teaching and learning process using the portfolio by using portfolios can develop students to be creative before using the portfolio of 72 grade 6 students with teaching and learning processes and Evaluated according to the concept of PDCA theory by studying from inputs which are Using artwork sheets through the teaching process by using portfolio The achievement based on system theory (Input-Process-Output - Feeback). Most students have assessment scores. Before using the portfolio The score is 71.31% -74.92%, meaning that the score is in the fair level Art evaluation results after using the portfolio The score is 82.46% -87.45%, which means the score is very good and excellent. It can be demonstrated that the teaching and learning process by using portfolios can make higher learning achievement suitable for creating students to be creative. Creating students to be creative using the KSP-FSP teaching model has 6 steps as follows: 1. Start by providing basic knowledge of art (Knowledge) 2. Creating teaching styles by encouraging learners Stimulate learning 3. Allow students to participate in activities (Participate in learning) 4. Students seek knowledge while doing activities (Find knowledge) 5. Together, perform activities and students help to summarize the process Adrian (Student summary) 6. Presentation of the joint study and comment on the works (Presenting comments) students can develop effectively. Students are creative in learning art.

SUGGESTION

Creative development process By using portfolios For increasing academic achievement Resulting in increased student achievement By using the teaching method, the development of the learning process, the development of creativity, the teaching model KSP-FSP has 6 steps, can be implemented and can be used as a model for learning other subjects. Develop the teaching and learning process

ACKNOWLEDGEMENTS

REFERENCES

[1]   Ministry of Education. (2001). Classroom research for learning development. Bangkok: Religious Printing, Department of Religion.
[2]   Department of Academic Affairs, Ministry of Education. (2002). Basic Education Curriculum 2001 Bangkok: Wattana Panich.

[3]   Education, Ministry of Education. (2004). Guidelines for the development of internal quality assurance systems in schools. Office of the Basic Education Commission. Bangkok: Organization_Product Admission: Products> and   Procurement _ (ETO)

[4]   Uthumporn Chamonman. (2001). Explanation of indicators. School quality assessment criteria and inspection sources for basic education quality assurance.

[5]   Chuchot Genetics. (2005). Educational quality management. Suan Sunandha Rajabhat University

[6]   Pawinee Sorawech. (2005). The Development of Quality Indicators for Visual Arts in Art Learning Subjects.Suan Sunandha Rajabhat University