

**DEVELOPMENT OF ACADEMIC ACHIEVEMENT IN ART
SUBJECTS BY USING A DRAWING AND COLORING LESSON
GRADE 6 DEMONSTRATION SCHOOL SUAN SUNANDHA
RAJABHAT UNIVERSITY**

Pichai Niyomtham

*Demonstration School of Suan Sunandha Rajabhat University,
SuanSunandhaRajabhat University, Bangkok, Thailand,
Pichai.Ni@ssru.ac.th*

ABSTRACT

The aims of this research were as follows. 1) to study the increment of academic achievement in art subjects by using drawing and coloring lessons of students Grade 6, semester 1, academic year 2022. To accomplish increased academic achievement, the teaching method that had 6 steps was applied to population group of 71 students. This teaching method divided according to the criteria of art assessment including 1) accuracy 2) consistency 3) style and imagination 4) exquisiteness of drawing and painting and 5) success of art works. This finding found that development of art learning that enhance students to be creative by using a 6-step model resulting in academic achievement in art. Quantitative results can be concluded that before drawing and coloring lesson was applied in leaning, most of the students had an assessment score level was fair. Before drawing and coloring lesson was used, the results of the art evaluation in criteria for the success of art works was worksheet 1 that related 2D and 3D drawing which the result had lowest score in the criterion of 62.22 and this score was in fair level. In addition, criteria for the success of art works in worksheet 5 that related environmental conservation showed the highest level was 74.66 and this score was in good level. However, the results in criteria of consistency, most of the students had an assessment score level was fair. The results after used drawing and coloring lessons in art evaluating criteria of consistency in worksheet 1 on 2D and 3D drawing which the result had lowest score was in the criterion of 74.55 and this score was good level. In addition, criteria for the success of art works in worksheet 5 on environmental conservation showed the highest level of 99.32 and the score level was in excellent.

Keywords: academic achievement / drawing and coloring lesson

INTRODUCTION

In learning management process, teachers and learners had to simultaneous learning from teaching materials and various learning resources. Development of teaching and learning that promoted creativity leading student correctly and appropriately changed their behavior according to the right objectives of teaching and learning. The development of creativity has been applied to learning that was useful to develop learning more easily and it was applied in daily life. According to curriculum of basic education management in 2008, the visual arts

subject aimed to encourage learners to gain knowledge understanding skills of art, and induced learners appreciated the value of art. Furthermore, learners were developed to have creative initiatives by allowing the opportunity to express themselves freely. Appreciating beauty aesthetics and value can affect human quality of life. Art activities help to explicate learners both physically mentally intellectually emotionally and socially. Moreover, Art activities lead to environmental development. In addition, the visual arts subject aimed to improve learners to have knowledge and understanding in the elements of visual art. Learners have to create and present visual art works of from their imagination by using the right equipment, and learners can able to use techniques an artist's way of creating work efficiently. To follow these aims, the learning management process at the grade 6 of Suan Sunandha Rajabhat University Demonstration School in art teaching focused promoting students to be creative and artistic imagination. Art learning activities can encourage learners to develop physically mentally intellectually emotionally and socially. The school aimed to build students that would be created beautiful art works, and they have to explain their own work effectively. Therefore, teachers had applied 6 steps of teaching method to develop teaching and learning art become efficiency. Teachers used teaching method to develop academic achievement in art by using drawing and coloring lessons with grade 6 of Demonstration School of Suan Sunandha Rajabhat University in conducting this research.

Research objectives

This research aims to develop academic achievement in art subjects by using a drawing and coloring lesson in Grade 6 of Demonstration School Suan Sunandha Rajabhat University.

Scope of research

1. Scope of population /target group

The population of this study was students in Suan Sunandha Rajabhat University Demonstration School.

The samples were 71 students in Grade 6 of Suan Rajabhat University Demonstration School in semester 1 academic year 2022, selected by using purposive sampling.

2. Scope of content

1. Basic education core curriculum 2008, Arts Department, strand 1, visual arts

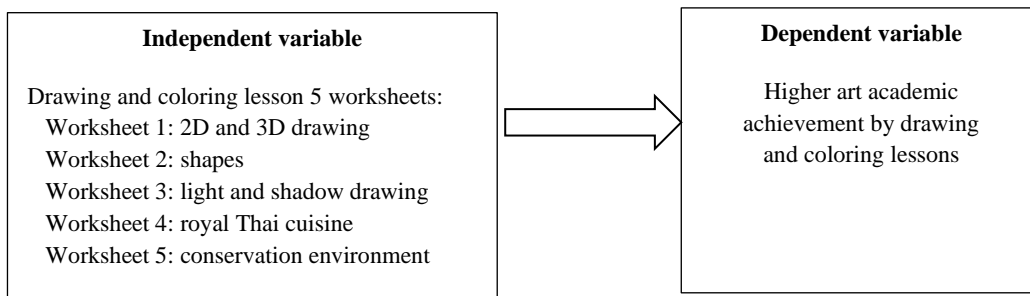
2. Art teaching documents of Grade 6, semester 1, academic year 2021, drawing and coloring lesson 5 worksheets: worksheet 1 on 2D and 3D drawing, worksheet 2 on shapes, worksheet 3 on light and shadow drawing, worksheet 4 on royal Thai cuisine, worksheet 5 on conservation environment

Variable

1. The independent variable was drawing and coloring lesson 5 worksheets.

2. The dependent variable was higher art academic achievement by drawing and coloring lessons.

Conceptual framework



Theory concept

Creation of works according to imagination and creativity may cause significant changes of created work because imagination and creativity helped to solve problems resulting in problems-solving skills, and also presented of the uniqueness and value of the work.

Principles of line drawing

1. Composition was placing image in proper placement prevented impression that build empty area and out of proportion of the paper or placement of images that are too high.

2. Sketch drawing was structure on paper Sketches include shapes and axes in the sketch or the division of the object caused correct size and proportion.

3. Periphery lines were lines used to draw around image that were used to highlight image to make sharper and focus on shadows or dark areas.

4. Details were considered as the most important part at the student level. Practicing observing and practicing drawing often will develop skills at a higher level.

5. Light and shadow, drawing that provide clearly light and shadow lead to convey according to see via eyes such as depth shallow thick thin convex smooth curved and concave more clearly than the image shown with a single line.

Development of students to be creative by using a teaching model divided into 6 steps as follows:

1. Supplied basic knowledge in arts.
2. Constructed a teaching style by encouraging learners to learn.
3. Promoted students participated in activities.
4. Students searching knowledge while doing activities.
5. Students joint activities with other member.
6. Students jointly presented their artworks.

Applying the concept of increasing academic achievement in art subjects by using a drawing and coloring lessons. Curriculum of Arts Department, strand 1, visual arts, art development education, Theory of education and creative development emphasizing art presenting that was related to creativity in all 5 aspects according to the art evaluation criteria as follows:

- 1) Accuracy
- 2) Consistency
- 3) Style and imagination
- 4) Exquisiteness of drawing and painting
- 5) Success of art works

Evaluation scores and meaning of scores

60.00-70.00 % means fair level

70.00-79.00 % means good level

80.00%-89.00 % means best level

90.00%- higher means excellence level

Data collection

This study the researcher performed experiments and collected data as follows:

- 1) Comprehend and created agreements with students.
- 2) Arranged learning activities according to the learning management plan by using a drawing and coloring lessons.
- 3) Evaluated an art learning skills.
- 4) Collected data that tested with sample group
- 5) Analyzed data
- 6) Concluded results

Data analysis

Analysis data of drawing and coloring lessons was performed to evaluate academic achievement by using the percentage (%)

Statistical analysis

Hallmarks using in presenting data analysis results was Percentage (%) evaluation art criteria of academic achievement.

METHODOLOGY

The criteria for art evaluation was created and divided according to the art evaluation criteria including 1) accuracy 2) consistency 3) style and imagination 4) exquisiteness of drawing and painting and 5) success of art works. Evaluation was performed through the work process using 5 worksheets. Teachers applied teaching process that encouraged students to work by using all 5 worksheets including worksheet 1 on 2D and 3D drawing, worksheet 2 on shapes, worksheet 3 on light and shadow drawing, worksheet 4 on royal Thai cuisine, worksheet 5 on conservation environment, respectively.

RESULTS

Amount of students in grade 6, semester 1, academic year 2022, grade 6/1 and grade 6/2 as follows:

Table 1 amount of grade 6 students in the first semester of the academic year 2022

Grade	Male	Female	Total
grade 6/1	25	12	37
grade 6/2	23	11	34
Total	48	23	71

From table 1 showed the amount of grade 6 students in the first semester of the academic year 2022. There were totally 71 students including 37 students of grade 6/1 and 34 students of grade 6/2.

Teachers implemented the teaching management process by using worksheets that demonstrated quantitative results as follows:

Table 2 before using the drawing and coloring lessons

Item s	Art evaluation criteria	Worksheets (%)				
		1	2	3	4	5
1	accuracy	64.67	66.54	73.14	64.56	73.44
2	consistency	64.32	73.34	63.66	72.33	74.11
3	style and imagination	73.76	63.78	74.45	73.22	74.23
4	exquisiteness of drawing and painting	64.54	74.65	64.35	68.58	69.32
5	success of art works	66.22	62.81	73.67	68.94	74.66

From the table, the result from 71 students of grade 6 quantitatively concluded that before using the drawing and coloring lesson, most of the students had assessment scores level was fair. Before drawing and coloring lesson was used, the results of the art evaluation in criteria for the success of art works was worksheet 1 that related 2D and 3D drawing which the result had lowest score in the criterion of 62.22 and this score was in fair level. In addition, criteria for the success of art works in worksheet 5 that related environmental conservation showed the highest level was 74.66 and this score was in good level.

Table 3 after using the drawing and coloring lessons

Item s	Art evaluation criteria	Worksheets (%)				
		1	2	3	4	5
1	accuracy	84.65	86.54	83.32	84.11	93.23
2	consistency	74.55	93.34	83.66	92.33	84.56
3	style and imagination	93.12	83.78	94.45	83.22	84.23
4	exquisiteness of drawing and painting	84.24	94.65	94.35	98.58	99.32
5	success of art works	82.56	92.12	93.67	88.94	74.66

From the table, the result from 71 students of grade 6 quantitatively concluded that after using the drawing and coloring lesson, most of the students had assessment scores level was fair. The results in criteria of consistency, most of the students had an assessment score level was fair. The results after used drawing and coloring lessons in art evaluating criteria of consistency in worksheet 1 on 2D and 3D drawing which the result had lowest score was in the criterion of 74.55 and this score was good level. In addition, criteria for the success of art works in worksheet 5 on environmental conservation showed the highest level of 99.32 and the score level was in excellent.

CONCLUSION

The development of teaching and learning process with increasing academic achievement in art subjects by using a drawing and coloring lesson in students Grade 6, semester 1, academic year 2022 of Demonstration School Suan Sunandha Rajabhat University amount 71 students. Students were developed by learning management process and evaluated according to creation of work based on imagination and ideas, and develop students to increased academic achievement in art subjects and presented of the uniqueness and value of the work. Imagination and creativity helped to solve problems resulting in problems-solving skills regarding line drawing theory. Development of students to be creative by using a teaching model divided into 6 steps. Theory of education and creative development emphasizing art presenting that was related to creativity in all 5 aspects according to the art evaluation criteria of art assessment including 1) accuracy 2) consistency 3) style and imagination 4) exquisiteness of drawing and painting and 5) success of art works. From the table, the result from 71 students of grade 6 quantitatively concluded that before using the drawing and coloring lesson, most of the students had assessment scores level was fair. Before drawing and coloring lesson was used, the results of the art evaluation in criteria for the success of art works was worksheet 1 that related 2D and 3D drawing which the result had lowest score in the criterion of 62.22 and this score was in fair level. In addition, criteria for the success of art works in worksheet 5 that related environmental conservation showed the highest level was 74.66 and this score was in good level. After using the drawing and coloring lesson, most of the students had assessment scores level was fair. The results in criteria of consistency, most of the students had an assessment score level was fair. The results after used drawing and coloring lessons in art evaluating criteria of consistency in worksheet 1 on 2D and 3D drawing which the result had lowest score was in the criterion of 74.55 and this score was good level. In addition, criteria for the success of art works in worksheet 5 on environmental conservation showed the highest level of 99.32 and the score level was in excellent.

SUGGESTIONS

The development process can demonstrate that portfolio-based learning management processes can appropriately increase academic achievement by providing basic knowledge of the arts, and build a learning process that encouraged learners to learn. In addition, students have to participate in activities. Allowing students seek knowledge and perform activities and summarize the learning process, and jointly present their learning outcomes able to develop students effectively. Students can be implemented to practice and can be used as a model for other subjects to develop the teaching and learning process.

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