Implementation of Visual and Performing Arts (VPA) in ELT Through Kampus Mengajar Program at Secondary School in Southwest Papua

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Abstract:
This research discusses the implementation of Visual and Performing Arts (VPA) in the Kampus Mengajar Program at SMP Negeri 1 Kota Sorong, Southwest Papua. The research methodology employed is descriptive analysis, involving eighth-grade students as research subjects. Various work programs were implemented, such as Canva-based digital learning, "Spin the Wheel" games, collective film-watching activities, the Zero Waste program, and digital crossword puzzles. The research results indicate that the implementation of VPA has had a positive impact on students' learning experiences, enhancing technological skills, student interest, environmental awareness, and students' enthusiasm in answering questions. Additionally, visual and performing arts also contribute to the success of English language instruction. This research also highlights the importance of creativity in the language teaching process and the role of media, especially technology, in enhancing the effectiveness of teaching and learning. In conclusion, the implementation of VPA in the Campus Teaching Program has successfully enriched students' learning experiences through the obtained activity results.

Keywords: EngIish Language Teaching, Implementation, Kampus Mengajar Program, Visual & Performing Arts

Introduction

In the realm of education, there exists a teaching and learning process that facilitates the acceptance of knowledge. Particularly in language teaching process, the ability of educators to enhance creativity is crucial. The implementation of creativity needs innovative ideas in designing lessons to capture the attention of learners. This can be achieved through the utilization of media in language teaching that is not only visually appealing but also easily comprehensible and engaging. The concept of an excellent class in the context of Indonesian middle schools delineates a specialized program meticulously crafted for prospective students possessing innate talent, profound interest, optimal academic potential, robust motivation, and a marked proclivity for dedicated learning (Hasanudin et al., 2024). Educational media

serves as a supportive element in the learning process, support educators in deliver lessons to students. Another benefit of using media lies in its role as a solution to enhanced student enthusiasm and interest in learning activities. However, it is crucial to note that not all types of media are suitable for every aspect of language skills. Therefore, educators need to be thoughtful in selecting appropriate media to support their lessons (Nugrawiyati, 2018). This can serve as a crucial indicator contributing to the attainment of success in the language learning process.

According to Smaldino et al., (2005), a medium, whether singular or plural, serves as a communication tool and information source, encompassing various forms such as video, television, diagrams, printed materials, computer programs, and instructors, with its etymology rooted in the Latin term meaning "between," signifying its role in transmitting information between a source and a receiver. The utilization of media, particularly technological media, aids the teacher in effectively conveying lesson content to the learner, enhancing the efficiency and effectiveness of teaching and learning activities when integrated as a learning tool (As Sabiq, 2018). The function of utilizing learning media is to facilitate communication, enhance motivation, improve students' abilities in analysis and creativity, align perceptions, and support diverse interests and learning styles of students (Sanjaya, 2016). Based on the statement, we can understand that instructional media serves as a learning resource for students to grasp the messages and information delivered by teachers. This, in turn, improves the learning content and helps shape students' understanding.

To incorporate media into the classroom, teachers can utilize educational technology during the learning process. Educational technology refers to the use of any technology in classroom which helps in increasing the space of learning and results in helping teacher to teach less and learner to learn more (Singh et al., 2009). Through this, teacher could implement the use of technology while increasing student's creativity. Utilizing visual elements as educational tools is a method for integrating educational technology into the instructional process. Visual arts as all of what can be seen and perceived in art forms such as drawing, painting, sculpture, printmaking, ceramics, design, crafts, photography and video (Rivas Ballesteros et al., 2018). They highlight that visual arts inspire students, encourage critical thinking, and offer effective tools for teachers. Therefore, integrating visual arts materials proves effective in the classroom for teaching different subjects.

Literature Study

Numerous studies demonstrate the positive impact of visual arts on academic achievement. Involving visual arts in learning enables readers to visualize and interpret text, fostering a deeper engagement with the content (Deasy, Richard J., 2002). Visual elements guide students in enhancing their understanding of reading passages and refining their reading skills. In English language classrooms, struggling students often feel less confident in writing; however, visual arts create a more inclusive environment. The inclusion of visual images in writing sessions sparks creativity and deepens engagement among students. This strengthen by (Donovan, L., & Pascale, 2012) that when visual images are incorporated into writing sessions, students tend to produce detailed and rich ideas. Another study by (Bayri, 2010) asserts that students show appreciation for the use of visual arts in speaking classrooms, leading to an improvement in their proficiency levels. In summary, integrating visual arts positively influences students' reading, writing, and speaking skills in diverse educational contexts. Zein (2017) asserts that any approach to language teaching needs to be firmly grounded in the nature of second language learning. Every classroom activity that teachers make use of is a reflection of knowledge and assumptions about how learners learn and how the teachers utilize the knowledge and assumptions in teaching.

The research above supports the idea that learning is considered engaging when it includes elements of "intrigue" that can stimulate student motivation and subsequently encourage their sustained involvement in

the learning process. Enjoyment in learning is also happens when teaching process is aligned with and attuned to the prevailing atmosphere among students (Mustofa, 2011). Thus, engaging learning process is fueled by intriguing elements that stimulate motivation and aligned teaching methods attuned to the students' atmosphere, not only sustains interest and fosters curiosity but also creates a positive and supportive educational environment.

A common challenge encountered in the realm of education is the lack of effectiveness in the learning process. In the dynamics of teaching and learning activities, students often acquire knowledge in a theoretical manner. The classroom learning focus is predominantly centered on students' ability to comprehend subject matter. Meanwhile, the practical application of the theories learned by students is frequently minimal within the context of everyday life. As a result, students' understanding of a subject becomes limited. In the instructional context, the role of teachers is expected to involve tapping into the potential and creativity of students, enabling them to acquire a more holistic understanding. This understanding should not only be related to theory but also encompass the ability to apply it in the context of future developments. (Nurrita, 2018). Conventional English language teaching approaches are insufficient for meeting the needs of students in visual and performing arts. This inadequacy stems from these students' desire for an educational experience that is artistic, dynamic, and meaningful (Thulasivanthana, 2020). Thus, implementing visual and performing arts is effective in supporting student's educational experiences.

In relation to the background and concerns of this research, the researcher implements the implementation of Visual and Performing Arts into one of the MBKM programs, namely the Kampus Mengajar Batch 6, initiated by the Ministry of Education, Culture, Research, and Technology during its tenure. Kampus Mengajar is a learning platform that provides opportunities for students to participate outside the campus environment for one semester. The program aims to train students' skills in solving complex problems by collaborating with teachers, innovating in teaching, developing strategies, and creating creative, innovative, and enjoyable learning models. Through the platform provided by Kampus Mengajar, the author aims to develop innovation in the teaching and learning process, particularly in English Language Teaching, using Visual and Performing Arts in the conducted teaching methods.

Research Method

The chosen research approach in this study is the descriptive analysis method. This study is a literature review that involves exploring various literature related to learning media, teaching skills, and innovation, substantiated by various theories regarding the implementation of Virtual and Performing Arts (VPA). Subsequently, it is applied within the Kampus Mengajar program, serving as the intellectual focal point for the researcher throughout the designated tenure.

The subjects of this study were eighth-grade students of SMP Negeri 1 Sorong, to whom the researchers implemented various work programs throughout the duration of their assignment. The research instruments employed for data collection included observation, the administration of questions, and pre- and post-learning reflections. The analysis of the results is based on the observed impact of improvement as assessed by the author through the outcomes of the observations.

Result

Based on the background of the issue and the formulated methodology, therefore, the researchers will present the work program conducted during the designated tenure, which includes the implementation of

the Visual and Performing Arts method, along with the results in the form of the impact of these activities on the research subjects.

Digital Learning Based on Canva

Collaborating with teachers in digital learning through the use of Canva, subsequently fostering students' familiarity with technology in learning activities. The objective is to train children in utilizing technology to support the learning process. In this context, the implementation of Visual and Performing Arts is manifested through the utilization of the Canva platform and the creative capabilities of students in designing presentation formats.

The implementation involves searching for references related to presentation formats suitable for the upcoming class. Subsequently, the researcher explains the learning objectives and activities to be conducted for the students. Following this, the researcher introduces the application to be used, namely Canva. This includes operational procedures, methods for inserting content into the format, collaborative approaches with groupmates in create presentation materials, and techniques for delivering the presentation. Subsequently, upon the completion of the learning process, an evaluation is conducted to assess the students' comprehension of the material and the activities carried out.

Before the treatment was conducted, almost all students lacked experience in using technology for learning, especially in creating digital-based presentations. Therefore, more intensive guidance in the process was required. The results obtained after implementing this work program include active and proactive student engagement throughout the lessons. Students are able to learn how to operate Canva effectively. Additionally, other skills were honed, including collaboration, problem-solving, and public speaking.

Spin the Wheel

Digital learning addresses questions using the Wordwall website with the method of randomly distributing questions through "Spin the Wheel." In this context, the implementation of Visual and Performing Arts is evident in the use of the Wordwall site as a visual medium and showcasing the creativity of teachers in designing an engaging "wheel" model for students. This activity serves as a learning evaluation exercise after the teacher has explained the material. The implementation involves matching questions to the material studied by students, designing models, colors, and animations to be displayed, introducing the use of the Wordwall site with the application of spinning a digital wheel containing randomly selected questions that will then be answered by students.

Through observational questioning conducted by the researcher, students rarely engage in similar learning activities, especially when it comes to answering questions related to the lesson material. As a result, after implementing this work program, the obtained outcomes include the enthusiasm and motivation of students in responding to the given questions.

Inspirative Watching

Conducting a watch-together activities for inspirational movies that can educate and motivate students. Subsequently, students will write reflections or messages that can be derived from the movie. In this context, the implementation of Visual and Performing Arts is evident in the use of movies as one of the electronic media. This effort aims to shape the mindset and character of students, convey messages, and provide lessons in an entertaining and enjoyable manner.

The implementation involves searching for film themes related to issues occurring among teenagers. The

film themes screened are "Youth Delinquency" and "Bullying." This activity simultaneously educating students about the problems frequently encountered in schools. After the film screening, a reflective activity takes place, encompassing the interpretation of the film, lessons learned, and guidance provided by the teacher related to the show cased film.

Prior to the treatment, students already had a high interest in watching movies. Therefore, when we carried out the treatment, students were highly enthusiastic in attentively watching the movies. This serves as an indicator of an increased willingness of students to learn something, in this case, through the medium of movies.

Zero Waste

Organizing educational activities through the socialization of the Zero Waste program with the creation of the "Ecobrick" Project, where students recycle plastic waste to be reused as classroom decorations. In this context, the implementation of Visual and Performing Arts is evident in the creativity of the teacher in designing digital presentations to convey socialization material and the creativity of students in using art in the creation of Ecobricks with interesting shapes, colors, and other imaginative elements.

The implementation of this activity begins with the researcher conducting observations regarding environmental issues through question-and-answer sessions among teachers and students, ultimately leading to the problem of environmental pollution caused by plastic waste. After identifying this issue, education is provided by delivering digital-based presentation materials using Canva. As an outcome of this awareness campaign, students are then directed to create the "Ecobrick" project, involving the collection of plastic waste from the surrounding environment. Subsequently, they collaborate in creatively shaping these materials into various forms that can be used as classroom decorations.

Through the conducted activities, students become more aware of their surrounding environment and learn new ways to preserve it. Additionally, the creativity of the students is enhanced through the assigned projects. Through these projects, there are resulting products that can be utilized and serve as examples or legacies for future generations.

Crossword Puzzle

Digital learning addresses questions from lessons using the Wordwall website with the "Crossword Puzzle" method.In this context, the implementation of Visual and Performing Arts is evident in the use of the Wordwall site as a visual medium and the creativity of the teacher in designing engaging question models. This involves using digital "Crossword Puzzles" as a learning activity.

This activity serves as a learning evaluation exercise after the teacher has explained the material. The implementation involves tailoring questions to align with the material studied by students, designing crossword puzzle models including themes, colors, and animations to be displayed. It also includes introducing the use of the Wordwall site, sharing the link to the activity with students, and then guiding students to answer the questions through the crossword puzzle displayed on their smartphones.

Through a series of observations, including question-and-answer interactions conducted by the researcher, it was revealed that students had previously been involved in similar activities but still employed a conventional approach by answering questions or solving problems in books. In this context, the utilization of technology, specifically through digital crossword puzzle activities, provides a refreshing visual presentation that is more engaging. This implementation of the work program has a positive impact on the

enthusiasm and spirit of students in responding to the given questions.

Disscussion

Based on the findings of the Visual and Performing Arts (VPA) implementation in the Campus Teaching Program at SMP Negeri 1 Kota Sorong, it can be concluded that, this approach has successfully enriched students' learning experiences through the obtained activity results. The Canva-based digital learning program has successfully increased student engagement and honed their technological skills. As stated by Sanjaya (2016), the function of utilizing learning media is to facilitate communication, enhance motivation, improve students' abilities in analysis and creativity, align perceptions, and support diverse interests and learning styles of students. It is line Wael (2017), the function of utilizing learning media is to facilitate communication, enhance motivation, improve students' abilities in analysis and creativity, align perceptions, and support diverse interests and learning styles of students.

While the spin-the-wheel activity has provided refreshment and heightened students' enthusiasm in answering questions. Similarly, Mustofa (2011) enjoyment in learning is also happens when teaching process is aligned with and attuned to the prevailing. In addition, Amir, et al (2023) stated that, English teachers should boost students' enthusiasm and motivation, because high enthusiasm and motivation impact students' exposure in learning English.

Watching films has not only leveraged students' interests but has also conveyed messages in an entertaining manner. educators need to be thoughtful in selecting appropriate media to support their lessons. This can serve as a crucial indicator contributing to the attainment of success in the language learning process (Nugrawiyati, 2018). In addition, Sata & Firmansyah (2022) also stated that the learning process in the classroom is a very important part of education. The success of the learning process cannot be separated from the ability of the teacher to develop learning models, methods and media.

The zero-waste activity has successfully raised students' environmental awareness and stimulated creativity through the creation of eco-friendly products. The students thought that their teacher did not play well his roles as a motivator, resource, and feedback provider. On the other hand, they had positive perception of rapport, which showed that their teacher respected them and friendly (Uluelang and Akib, 2020). Then, digital crossword puzzles have provided visual refreshment and boosted students' spirits in responding to questions. By using visual media and the creativity of both teachers and students, the holistic implementation of Visual and Performing Arts creates an inspirational learning environment, motivates students to actively participate, and has a positive impact on overall learning outcomes.

Conclusion

The implementation of Visual and Performing Arts (VPA) in the Campus Teaching Program at SMP Negeri 1 Kota Sorong has successfully enriched students' learning experiences through the obtained activity results. The use of visual media and creativity, both from teachers and students, has created an inspiring learning environment, motivating students to participate actively, and positively impacting overall learning outcomes. From the research results, it is evident that the implemented work programs, such as Canva-based digital learning, "Spin the Wheel" games, collective film-watching activities, the Zero Waste program, and digital crossword puzzles, have had a positive impact on students' learning experiences. Furthermore, this study also indicates that visual and performing arts can significantly contribute to the success of English language instruction. Thus, the conclusion drawn from this paper is that the

implementation of VPA in the Campus Teaching Program at SMP Negeri 1 Kota Sorong has positively impacted students' learning experiences and enriched the overall learning process.

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