

Art Trail And Mastery Of Visual Arts Education Among Non-Option Teachers In Sarawak

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Abstract

This research is of paramount importance, addressing the proficiency of non-option teachers in Visual Arts Education in Sarawak. With 150 teachers participating from different school settings, it uses a mixed-method approach to uncover differences in the knowledge and abilities of non-option teachers. Crucially, it emphasises how exposure to art can have a positive effect on proficiency and how important it is for art educators to have a background and experience in teaching. The results highlight how urgently the quality of teaching and learning in visual arts education needs to be improved. More exposure to art, cooperation between non-option teachers, customised professional development programmes, and sufficient teaching resources are some recommendations. Sarawak and the larger national context can both benefit from these findings. As a call for future research, this study encourages further exploration of other influential factors, the impact of technology on art education, and the efficacy of professional development programs. Such research will provide a more comprehensive understanding of Visual Arts Education and benefit teachers and students in their quest for artistic knowledge and skills.

Keywords: Visual Arts Education, Non-Option Teachers

Introduction

Education is a crucial investment for every individual aiming for success in today's competitive job market. The younger generation faces high pressures from their families, communities, the economy, and the government to obtain the best possible education for a bright future. These pressures are felt at all levels of education. The Malaysia Education Development Plan (2013-2025) issued by the Ministry of Education of Malaysia emphasizes the importance of STEM fields in the national education system due to their vital role in strengthening the economy. Creativity is a crucial skill in all professions; hence, it is important for students to receive training in visual arts. Metz (2018) recognizes that the conventional approach to teaching art in the classroom has led to a crisis in visual arts in Malaysia, hindering the artistic potential and art knowledge of students. Students in the arts and humanities stream are often taught visual arts as an alternative subject, as if it is easier than science subjects. Although students in the arts stream often achieve good results in the Sijil Pelajaran Malaysia (SPM) examinations, there is still doubt about the long-term benefits of the art education they receive in school. The purpose of this research is to examine how student

assignments to the arts stream in Malaysian secondary schools affect their exposure and understanding of visual arts.

Since the British colonial era, schools in Malaysia have introduced art classes as part of the curriculum. At that time, the term "Lukisan" was used to refer to this field. Painting and craftsmanship later replaced painting as a compulsory subject in the Old Secondary School Curriculum (KLSM). The Ministry of Education of Malaysia (1979) set the main objective of this program as "fostering an appreciation for the value of beauty, developing creative skills, and building a strong foundation for cultural development through art education." The Cabinet Committee's report in 1979 had wide-ranging effects, and in 1989, KLSM was replaced by the Integrated Secondary School Curriculum (KBSM). KBSM was established with an emphasis on several key aspects that gave equal importance to local, national, and international needs. According to Mok (2005), the KBSM curriculum provides comprehensive education to students to help them realize their full potential and equip them with the tools necessary to make a positive impact on their nation's needs.

Goals, objectives, value guidelines, and content arrangement are essential elements in the art education curriculum framework, as stated by Ahmed Ghazali Hassan (2001). Most art programs in secondary schools aim to cultivate students' ability to think critically and creatively while developing their knowledge and appreciation of art. The goal is for them to apply artistic thinking in their daily lives. The goals of art education include helping students gain a strong understanding of the principles of art design, the ability to create original art pieces, an appreciation for the aesthetics of nature, an understanding of the importance of historical and contemporary figures in art, and awareness of the various professional paths available to them. The assessment process in KBSM art education is continuous and can be done formally and informally. Several forms of assessment include essays, portfolios, reports, follow-up activities, ethical behavior demonstrations, and self-assessment. Features such as composition, interpretation, skills, functionality, authenticity, design, and presentation are used to assess students' work.

Starting in 2003, the content of art teaching has been assessed according to the Visual Arts Curriculum Description issued by the Ministry of Education of Malaysia (2003). The term "Visual Art Education" explains this field of study. Paper 1 is the Art Theory examination, Paper 2 is the Painting examination, and Paper 3 is the Visual Art Design Study examination. Cognitive, psychomotor, and emotional objectives are prioritized.

Research Background

Visual Arts Education is one of the crucial fields in shaping students' personalities and creative skills. Teachers play a pivotal role in delivering visual arts education to students. However, there is a need to investigate and understand the mastery of Visual Arts Education skills among non-specialist teachers in the state of Sarawak. Non-specialist teachers refer to educators who are not specialized in the field of arts but teach Visual Arts Education in schools. They may not have a formal background in art or specialized training in the field of arts. Therefore, it is essential to examine how the mastery of Visual Arts Education skills among non-specialist teachers can impact teaching and learning in schools.

According to Abdullah et al. (2017), the lack of mastery of Visual Arts Education skills among non-specialist teachers can contribute to student dissatisfaction with the visual arts subject. Research by Rahim et al. (2019) indicates the need to enhance the mastery of Visual Arts Education skills among non-specialist teachers to improve the quality of teaching and learning in visual arts in schools. Previous research by Ismail et al. (2020) shows that the

deficiency in the mastery of Visual Arts Education skills among non-specialist teachers can limit students from acquiring a well-rounded visual arts experience and knowledge.

In this context, this study aims to investigate the status of art appreciation and the mastery of Visual Arts Education skills among non-specialist teachers in the state of Sarawak. By examining these aspects, this study is expected to provide a deeper understanding of the challenges and requirements in improving the mastery of Visual Arts Education skills among non-specialist teachers. The findings of this study are also expected to offer guidance and recommendations for the enhancement of teaching and learning in visual arts in schools in Sarawak.

Problem Statement

Visual Arts Education plays a significant role in shaping the personality of the younger generation in Malaysia. However, concerns exist regarding the proficiency of Visual Arts Education skills among non-option teachers in the state of Sarawak. Non-option teachers refer to educators who lack qualifications in the field of visual arts but are tasked with teaching this subject in schools. The effectiveness of teaching Visual Arts Education by non-option teachers is a critical question to ensure quality art education in schools.

Previous research has focused on the issues faced by non-option teachers in teaching visual arts. Although there have been some studies on the teaching of visual arts by non-option teachers, there is a need for a specific examination of the art background and proficiency in Visual Arts Education skills among non-option teachers in the state of Sarawak.

By understanding and analyzing the current situation, this study aims to present a comprehensive view of the proficiency in Visual Arts Education skills among non-option teachers in Sarawak. This research will explore their experiences, challenges, and the impact of their art background on the proficiency in Visual Arts Education skills among non-option teachers

Research Objective

This study was conducted for the following purposes:

- i. To investigate the level of knowledge and skills of non-option teachers in the field of Visual Arts Education in the state of Sarawak.
- ii. To analyze the influence of art exposure on the mastery of Visual Arts Education skills by non-option teachers in Sarawak.
- iii. To identify the background factors of art education and teaching experience in Visual Arts Education that affect their skill mastery.

Research Problem

The questions of this research are as follows:

- i. What is the level of knowledge and skills of non-option teachers in the field of Visual Arts Education in the state of Sarawak?
- ii. How does the art background influence the mastery of Visual Arts Education skills by non-option teachers in the state of Sarawak?
- iii. Which educational background and teaching experience factors in Visual Arts Education significantly influence their mastery of skills?

Research Hypotheses

Hypotheses of this research are as below:

H1: There is variation in the level of knowledge and skills among non-option teachers in the field of Visual Arts Education in the state of Sarawak.

H2: Art exposure has a positive influence on the mastery of Visual Arts Education skills by non-option teachers in the state of Sarawak.

H3: The art education background and teaching experience in Visual Arts Education significantly influence their skill mastery.

Research Literature

Definition of Curriculum

The term "kurikulum" refers to any written document that outlines the steps to be taken to achieve specified objectives. Curriculum is a component of culture or knowledge used to guide educators in their instruction of a particular student population (Ornstein and Hankins, 1993, p. 98; Mohd Daud, 1995). Subject curriculum is described as a written record of pedagogical and instructional plans, encompassing psychomotor, affective, and cognitive learning outcomes. Community curriculum is a collection of teachings that will be passed down from generation to generation, including values, conventions, cultural beliefs, and religion.

In this way, the course outline functions as a record and a manual. Goals, objectives, learner characteristics, learning experiences, class content, methods, materials, and assessment procedures are all recommended in the curriculum. Lessons should be delivered in a more engaging manner. This way, children are more capable of learning and retaining new information. A course of study, or curriculum, is a set of topics covered in class as determined by the academic focus chosen by the students. The course of study is the curriculum. In addition to academic development, it provides students with opportunities for networking and acquiring practical skills. Furthermore, there is an underlying fundamental meaning. Students will acquire tertiary principles while engaged in structured teaching. For example, interacting and communicating with one another. Young people can grow and develop a sense of responsibility and ethics through participation in community life.

The Direction of the Curriculum in Malaysia

The Malaysian education system is designed to produce highly skilled and competent workers. The curriculum produced should nurture the full potential of each student, producing well-rounded thinkers, doers, feelers, and believers. Learning skills and genetics should be prioritized in curriculum design. This method creates a culture of active self-engagement in lifelong learning and readiness to apply what has been learned. This is crucial because the goal of education is to produce individuals who can successfully navigate complex changes, such as those brought about by advancements in the economy and technology, among others.

The curriculum should place greater emphasis on physical, spiritual, and emotional education, including the teaching of Physical Education, the implementation of extracurricular activities, and the incorporation of religious and moral principles at all levels. Human resource development in the 21st century focuses on more than just training and the distribution of talented labor; it also prioritizes the creation of influential, well-planned, and resilient initiatives. To shape the future of Malaysia and its people, the national education system must be progressive, adaptable, and always on the move.

Curriculum for Visual Arts Education

The primary focus of Visual Arts Education (PSV - Pendidikan Seni Visual) is on visual arts. Music, literature, dance, and self-defense arts are not included in the primary curriculum for lower secondary schools. PSV allows students to pursue their interests, develop as individuals, and gain appreciation for the interconnectedness of art, the natural world, and other disciplines.

PSV plays a role in cultivating these qualities by stimulating visual awareness, imagination, and the reasoning power of children, all of which are still developing among lower secondary school students. Students will be able to convey their ideas and express themselves through thought, exploration, and their own creations in various visual art activities. Students acquire the ability to evaluate situations for themselves and identify their own choices. PSV education supports cross-curricular teaching plans for lower secondary students. PSV students are encouraged to keep journals about their progress and academic development to foster critical and creative thinking (KBKK). Students will develop skills in self-reflection, synthesis, and analysis of the results of these exercises.

The goal of teaching basic visual arts to lower secondary students is to help them become more cooperative, analytical, imaginative, and productive adults. In line with the goals of the National Education Philosophy, the curriculum content can help students develop a deeper sense of gratitude to God, a greater appreciation for the natural world, the beauty of the nation's artistic heritage, and the ability to contribute to the growth of individuals, families, communities, and the nation as a whole.

Visual arts become the primary focus of PSV in secondary schools; other art forms such as music, literature, dance, and self-defense arts are not mentioned. Understanding and critiquing students' appreciation is crucial to the production process of secondary school PSV. This method enhances students' intuitive, perceptive, imaginative, and conceptual faculties, touching on their aesthetic feelings and unique authenticity.

Therefore, by integrating the values taught in the PSV curriculum, which includes topics like fine arts, visual communication, design, and traditional crafts, students should be able to demonstrate an appreciation for visual arts, develop higher sensitivity, become more rational artists, and gain mastery over their own lives. In this course, students will learn to view issues from various perspectives, whether purely aesthetic or with practical applications. Students who take the time to learn about these aspects are more likely to embrace a rich history of visual arts and put it into practice, especially when it relates to improving their quality of life. Students will learn about visual arts as they relate to specific disciplines and develop a culture of appreciating and collectively using this knowledge.

Secondary school PSV aims to shape young Malaysians into individuals who are skilled in their culture, appreciate the arts, can think critically, are open to new ideas, and are capable of authenticity and originality. The goals of the National Education Philosophy can be achieved through a curriculum that includes teaching students to be grateful to God, appreciate the beauty of nature, art, and national heritage, and be capable of contributing to their own personal development, families, communities, and the nation.

Methodology

This research employs a methodology that combines both qualitative and quantitative case study approaches to provide in-depth contextualization of the study's issues. The use of human subjects as the primary research instrument has proven to be more effective using this method. Through the researcher's lens, scientists can observe the subject matter with

more empathy (Dwigo & Baroaz, 2020). This research, designed to investigate and monitor the implementation of classroom assessment in Visual Arts Education in primary schools, is suitable for qualitative strategies. Time limitations, locations, and participant selection may be imposed in the case study to facilitate in-depth analysis. A heuristic and descriptive case study approach is crucial in this study as it allows the researcher to engage with the respondents, make observations, and approach actions to collect rich and detailed data (Heale & Twycross, 2018). Through the perspectives and experiences of those involved in the implementation of classroom assessment in Sarawak schools, researchers can gain insight into the challenges, opportunities, beliefs, priorities, motivations, values, and perceptions faced by respondents.

This research is conducted in three schools in Sarawak, including rural, urban, and intermediate settings. Three schools, one in a rural setting, one in an urban setting, and one in between, were chosen because their contextual differences are relevant to the elements under investigation. A total of 150 school teachers (including those with and without the Visual Arts Education option who teach Visual Arts Education) will be involved in this study. Purposive sampling is used to select respondents based on their information preferences, willingness, and ability to collect data by answering research questions, participating in interviews, and cooperating (Patton, 2002). Researchers have employed various techniques such as interviews, observations, and document analysis to enhance the trustworthiness of the research design they used. These findings are supported by additional evidence and data obtained from various sources.

In-depth information about the implementation procedures, teacher readiness, test methods, and classroom assessment strategies in Visual Arts Education is the primary goal of interviews with teachers. To further investigate the factors that distinguish high-performing schools from their peers in Visual Arts Education, we also conducted in-depth interviews with school leaders. Since classroom assessment is being implemented in Visual Arts Education, researchers can examine the history, knowledge, attitudes, readiness, and educational strategies. Investigating these factors can provide insight into the challenges faced when implementing classroom assessment in Visual Arts Education. Data from both document analysis and direct observation are used in this procedure as part of the triangulation process to ensure accuracy.

Research Findings

The study results indicate that there is variation in the level of knowledge and skills among non-option teachers in the field of Visual Arts Education in the state of Sarawak (H1). Through data analysis, it was found that there is a significant difference among non-option teachers in their knowledge and skills in Visual Arts Education. There are various levels of skills and knowledge acquired by non-option teachers, which highlights the need for improvement and enhancement in this field.

Hypothesis H2 suggests that art exposure has a positive influence on the mastery of Visual Arts Education skills by non-option teachers in Sarawak. The study results show that teachers with higher art experience and exposure tend to have a better mastery of Visual Arts Education skills. This indicates that art exposure, which involves exposure to and broader experience in art, can enhance the skills of non-option teachers in Visual Arts Education.

Furthermore, hypothesis H3, which assumes that the art education background of teachers and their teaching experience in Visual Arts Education significantly influences their mastery of skills, is also supported. The study results show that teachers with a stronger art

education background and longer teaching experience tend to achieve a higher level of mastery in Visual Arts Education skills. These factors play a crucial role in shaping the knowledge and skills of non-option teachers in the field of Visual Arts Education.

Proposals and Recommendations

The study on the Traces of Art and Mastery of Visual Arts Education Skills among non-option teachers in the state of Sarawak has provided a deeper understanding of this issue. Based on the research findings, there are several recommendations and suggestions that can be considered to enhance the quality of teaching and learning of Visual Arts Education among non-option teachers in the state of Sarawak.

Referring to the research results, the educational background of art teachers and their teaching experience in Visual Arts Education influences their mastery of skills. Therefore, it is essential to provide suitable professional development programs for non-option teachers in this field. These programs should include an introduction to the concepts and theories of Visual Arts Education, as well as practical training in art teaching and learning. These programs should be conducted regularly and tailored to the needs and skill levels of non-option teachers.

The study results show that exposure to art plays a crucial role in the mastery of Visual Arts Education skills. Therefore, it is important to increase exposure to art among non-option teachers. This can be achieved through organizing visits to art galleries, art exhibitions, and community art programs. Additionally, participation in supplementary art courses or art programs offered by stakeholders can provide opportunities for non-option teachers to expand their knowledge and skills in Visual Arts Education.

To improve the quality of teaching and learning in Visual Arts Education, it is essential to encourage collaboration and lesson plan exchange among non-option teachers in the state of Sarawak. Sharing lesson plans and teaching experiences can benefit these teachers by examining effective teaching approaches and methods used by their peers. This will also provide opportunities to strengthen their professional network and share resources in the field of Visual Arts Education.

Non-option teachers need to be provided with adequate support in implementing Visual Arts Education teaching and learning. This includes providing sufficient teaching resources and materials, such as reference materials, textbooks, and art supplies. Additionally, support in the form of professional development, workshops, or mentorship programs can also help non-option teachers improve their skills in the field of Visual Arts Education.

The last recommendation is to conduct further research in this field. There are many aspects of the Traces of Art and Mastery of Visual Arts Education Skills that can be studied in greater depth, such as other factors influencing skill mastery, the impact of technology on art education, and the influence of professional development programs on improving non-option teachers' skills. Further research will provide additional insights and valuable information to enhance teaching and learning in Visual Arts Education among non-option teachers in the state of Sarawak.

In conclusion, by implementing these recommendations and suggestions, it is hoped that the quality of teaching and learning in Visual Arts Education among non-option teachers in the state of Sarawak will be improved. This will have a positive impact on the development of art and art education in the country, benefiting students in acquiring knowledge and skills in Visual Arts Education.

Conclusion

In conclusion, this study demonstrates that there is variation in the level of knowledge and skills among non-option teachers in the field of Visual Arts Education in the state of Sarawak. Art exposure has a positive influence on the mastery of Visual Arts Education skills by non-option teachers, while the art education background of teachers and teaching experience also affect their skill mastery. The findings of this study provide crucial information for enhancing the quality of Visual Arts Education instruction by non-option teachers in Sarawak, including the need to increase art exposure and the professional development of teachers in this field.

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