

## Teacher Role as a Facilitator in Teaching Collage in ES

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Received: 29 May. 2023, Revised: 31 May. 2023, Accepted: 03 Jun. 2023

### ABSTRACT

The important teacher's role as a facilitator in teaching collage in elementary schools is to facilitate the development of students' creativity and understanding. The purpose of this article is to investigate the teacher's role as a facilitator in teaching collage in elementary schools and identify approaches, strategies, and best practices in facilitating effective collage learning. The research method used in this study was interviews with five teachers and an analysis of the relevant literature. The results of the study show that the facilitator's approach is very important in directing students in the creative process and exploring collage techniques. Effective strategies and practices include providing concrete examples, using step-by-step guides, and engaging students in reflection and discussion regarding their collage work. This study also revealed that teaching collage can improve students' understanding and skills in the art of collage and has a positive impact on students' self-confidence. This article provides practical guidance for teachers in teaching collage in elementary schools, encourages the development of student's artistic potential, and establishes the teacher's role as an effective facilitator.

*Keywords: Teachers Role, Facilitators, Collage, Elementary School (ES).*



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### INTRODUCTION

Fine arts education plays an important role in the development of creativity, emotional and social development in elementary schools (Mayar *et al.*, 2021; Sarly & Pebriana, 2020). In the fine arts curriculum, teaching collage has been recognized as an effective method in helping students develop their artistic skills, understanding of visual composition, and creativity (Probosiwi, 2020). Collage involves combining different materials and objects to create unique and expressive works of art. In the context of teaching fine arts, the concept of "facilitator" is crucial in explaining the teacher's role. According to constructivism theory, the teacher is not the only source of knowledge, but must act as a facilitator who assists students in constructing their own knowledge. In teaching collage, the teacher can act as a facilitator who guides students in combining and arranging materials to create meaningful works of art. The teacher's role as a facilitator in teaching collage in elementary schools is very important in directing and facilitating students' creative processes. By taking on this role, teachers can help students to develop a deeper understanding of the art of collage, improve their creative skills, and build confidence in their creations.

Without the presence of the teacher as a facilitator in teaching collage in elementary schools, students will face several potentially detrimental consequences. They will miss the necessary guidance and directions in mastering the techniques, concepts, and basic principles of collage art. This lack of guidance can result in confusion and uncertainty about combining ingredients effectively, creating a visually balanced composition, or achieving the desired result. In addition, students will also be limited in

their ability to experiment, explore creative ideas, and create bold and innovative works. The teacher as a facilitator of the art of collage plays an important role in providing space for students to be creative and explore new ideas, as well as in developing their skills progressively. Without guidance from the teacher, students' skill development can be hampered, thus affecting their progress in the art of collage. In addition, students will also lose a deep understanding of the techniques, context, and meaning of collage art. Students will also experience deficiencies in building confidence in creating and expressing themselves through the art of collage. The teacher who acts as a facilitator provides important support and guidance in building students' confidence in experimenting, expressing themselves, and sharing their work with others.

The Theory of Multiple Intelligences by Howard Gardner is also relevant in the context of teaching collage. This theory emphasizes the importance of recognizing the diverse intelligences of students and adapting teaching methods to facilitate the development of their potential. In teaching collage, teachers can pay attention to students' visual-spatial intelligence and use it in building understanding of fine arts.

Although teaching collage promises many benefits for students, the teacher's role in developing students' understanding and skills in this fine art often does not receive sufficient attention. Some teachers may lack expertise, facing challenges in facilitating effective teaching of collage and optimally developing students' artistic potential (Saida & Yunitasari, 2022; Setiawan *et al.*, 2023). Therefore, research on the teacher's role as a facilitator in teaching collage in elementary schools is very relevant and important to do. The purpose of this article is to investigate the teacher's role as a facilitator in teaching collage in elementary schools. This article aims to identify approaches, strategies and best practices that can be used by teachers to facilitate effective collage learning and teachers can play an active role in developing students' understanding and skills in the art of collage. Thus, it is hoped that this article can provide practical guidance for teachers in teaching collage in elementary schools and encourage the teacher's role as an effective facilitator in developing students' artistic potential.

## METHODS

This study used a qualitative approach with interviews and literature analysis. The research process began with the selection of five teachers who had experience teaching collage art in elementary schools. Then, interviews were conducted with each teacher individually using structured interview guidelines. The questions in the interview guide are designed to explore teachers' views and experiences regarding teaching collage, their approaches, and effective strategies and practices for producing good learning. Interviews were recorded and recorded to ensure the accuracy and completeness of the data obtained. After the interview process was completed, the data collected from the interviews were analyzed thematically. Data analysis began with a transcript of the interview in its entirety to understand the context and details of each answer. Next, the general themes and patterns that emerged in the teachers' answers were identified. The data is then organized based on themes that are relevant to predetermined points, such as the facilitator's approach, effective strategies and practices, development of students' understanding and skills, as well as the positive impact on students' self-confidence.

In addition to the interviews, a literature analysis was conducted to support and complement the findings from the interviews. Relevant literature such as journal articles

and books related to teaching collage in elementary schools were searched and analyzed to obtain additional perspectives, relevant theories, and related findings in the field. Throughout the research process, attention was paid to the validity of the data and the sustainability of the findings. Discussions and collaborations between researchers are also carried out to ensure an accurate interpretation of the collected data. The results of this study are then used to compile results and discussion which includes important points related to the teacher's role as a facilitator in teaching collage in elementary schools.

## RESULTS

The following interviews with five teachers regarding teaching collage in ES can be seen in Table 1 below.

Table 1. Teaching collage in ES

Question	Core Answer
– How do you approach teaching collage?	– The teachers consistently state that they play a facilitator role in directing students in the creative process and exploring various collage techniques.
– What strategies and practices do you employ in teaching collage?	– Teachers use real examples or model collages, provide step-by-step guides, and provide opportunities for students to experiment and develop their own style.
– How do you assist students in developing their understanding and skills in the art of collage?	– The teacher provides appropriate guidance, teaches the concept of collage art, engages students in reflection and discussion regarding collage works, and encourages critical understanding.
– What is your role in building students' confidence in creativity?	– The teacher provides constructive support and feedback, builds students' confidence in expressing creative ideas, and faces challenges in the process of making works.

### 3.1 The facilitator's approach to college teaching

In teaching collage in ES, the facilitator's approach is very important in guiding students in the creative process and exploration of art. Teachers who adopt this approach act not only as instructors who provide instruction but also as leaders who encourage students to take an active role in their learning. Through this approach, the teacher provides freedom and space for students to express their creative ideas and experiment with collage materials

and techniques. In providing this freedom, teachers create a safe and supported environment in which students can develop their artistic style and identity. In addition to giving freedom to students, the facilitator's approach also encourages student independence. The teacher helps students take an active role in the learning process by giving them responsibility for selecting materials, arranging elements, and planning the composition of their collage work. By encouraging student independence, teachers help them develop valuable decision-making and problem-solving skills in the context of the art of college (Fazira *et al.*, 2018).

In the role of facilitator, the teacher also provides the necessary guidance and support. They introduce the concepts, techniques, and principles of the art of collage to students through real examples or collage models (Semata *et al.*, 2022). The teacher explains the steps in the process of making a collage by providing step-by-step guidance, both in visual and written form (Mayar *et al.*, 2021). In addition, the teacher provides constructive feedback to students and encourages discussion and reflection regarding the resulting collage works. By providing this guidance and support, teachers help students broaden their understanding of the fine art of college. In the facilitator's approach, the teacher also values the students' creative process more than the final result of the collage work. The main focus is on exploration, experimentation, and learning that occurs during the creative process. The teacher encourages students to value their creative journey, accept failure as an opportunity to learn and develop perseverance and resilience in the process of experimenting and exploring in the art of collage.

By applying a facilitator approach in teaching collage, teachers can help students develop creativity, independence, and a deep understanding of the art of collage. Students will feel supported, inspired, and motivated to explore new ideas, combine materials more effectively, and create unique and meaningful collage works.

### **3.2 Strategies and effective practices in facilitating college teaching**

In facilitating the teaching of college in ES, several effective strategies and practices can be used by teachers. First, the teacher can start by providing explanations and demonstrations of basic concepts, techniques, and principles in the art of collage (Yunisrul, 2017). Furthermore, teachers can use examples of work and collage models to inspire students and demonstrate the creative process. Teachers need to encourage exploration and experimentation so that students can experiment with different techniques, materials, and approaches to making collages. Teachers can also build connections with contexts and student experiences by relating college learning to their surroundings. Collaboration and discussion between students can also be encouraged, both in terms of exchanging ideas and cooperation in making joint collages. After students have completed their collage work, the teacher needs to provide time for reflection and evaluation, so that students can understand the creative process and develop metacognitive abilities. By employing these strategies and practices, teachers can facilitate effective collage learning, help students develop understanding and skills in the art of collage, and build confidence and appreciation of the fine arts.

### **3.3 Development of students' understanding and skills in the fine art of collage**

In teaching college in ES, the teacher's role as a facilitator becomes important in developing students' understanding and skills in the art of college. First of all, teachers can help students understand basic concepts and principles in the art of collage, such as the use of negative and positive space, composition, texture, and color harmony. Through clear

explanations and real examples, the teacher helps students understand the important elements of making collages. In addition, the teacher also plays a role in developing students' technical skills in the art of collage. The teacher provides step-by-step guidance on techniques for cutting, arranging, and pasting collage materials in an effective way (Wahyuni, 2018). The teacher also provides feedback and individual guidance to students in terms of using tools and materials, as well as teaching specific techniques that can improve students' skills in producing quality collage works. Furthermore, teachers can involve students in exploring different approaches and styles of collage art. By introducing various techniques and methods in making collages, teachers provide opportunities for students to experiment and explore styles and approaches that suit their personalities and interests. Teachers also encourage students to develop their artistic style and identity through unique and personal collage works.

During the learning process, the teacher provides challenges and assignments that allow students to combine various elements of the collage innovatively and interestingly. Teachers also encourage students to develop creative thinking and the courage to take artistic risks. By allowing freedom of expression and incorporating unconventional materials, teachers help students go beyond conventional boundaries and encourage them to produce original and innovative collage works. In addition, the teacher also invites students to observe and analyze existing collage works, both works by famous artists and works from classmates. The teacher encourages students to ask questions about the use of techniques, the selection of materials, and the artistic messages contained in the collage work. By doing this analysis, students can develop a deeper understanding of the art of collage and improve their ability to interpret and appreciate works of art.

With the guidance and support of the teacher as a facilitator, students can develop deep understanding and skills in the art of collage. They learn to recognize and utilize various elements of fine art, develop technical skills, explore approaches and styles, and produce original and meaningful collage works. Through effective teaching and the teacher's role as a skilled facilitator, students can develop their artistic potential and feel joy in the creative process (Munawar, 2020).

### **3.4 Positive impact on students' confidence**

Teaching collage in ES with Teacher Role as a facilitator can have a significant positive impact on the development of students' self-confidence. Through experience in creating collage art, students have the opportunity to explore their creativity and uniquely express their ideas. In this process, they can feel a sense of pride and satisfaction when they succeed in creating a collage that fits their vision and concept. The teacher's role as a supportive facilitator and providing positive feedback also plays an important role in building student confidence. The teacher recognizes students' efforts and work, appreciates the quality of their work, and encourages them to continue to develop their skills and understanding of the art of collage. With genuine encouragement and praise, students feel valued and motivated to keep trying and developing in art.

Teaching collage which involves exploration, experimentation, and creative decision making also provides opportunities for students to develop problem-solving skills and overcome artistic challenges. When they complete complex collage works and solve design problems, they feel pride in their ability to overcome obstacles and achieve their desired goals. This process gradually increases students' self-confidence, because they feel able to face and overcome challenges in the creative process. Furthermore, teaching collage which involves collaboration and discussion between students also has a positive impact on their self-confidence. Through collaboration in making collages together or through exchanging

ideas and feedback with classmates, students feel valued and acknowledged by others. This process helps them feel welcome in the classroom environment and builds confidence in interacting and sharing ideas with others. Overall, teaching collage with a teacher role as a facilitator has a significant positive impact on the development of students' self-confidence. Through creative exploration, genuine praise and recognition, the ability to overcome artistic challenges, and collaboration with classmates, students feel increased confidence in their abilities as artists and as creative individuals. With increased self-confidence, students become more courageous to experiment, express themselves, and achieve their artistic potential more confidently.

### **3.5 Practical guidelines that teachers can use in teaching collage in ES**

This practical guide includes steps teachers can follow to facilitate effective learning. First, teachers can plan a series of interesting and varied activities to introduce collage concepts and techniques to students (Yunisrul, 2017). This includes demonstrations, exploration of materials, and hands-on exercises that allow students to experiment with different techniques and materials. Furthermore, teachers need to provide sufficient resources and materials to support collage learning activities. This includes providing various types of paper, cloth, rope, waste paper, and other recycled materials that students can use in creating their collage works. Teachers can also invite local artists or art experts to give presentations or workshops to students, which will provide inspiration and direct experience in the art of collage.

During the learning process, teachers need to provide constructive and supportive feedback to students (Yunisrul, 2017). This could include praising their efforts and results, helpful suggestions for improving the quality of their work and recognizing creative ideas presented by students. Teachers also need to provide opportunities for students to share and discuss their work with classmates so that students can inspire each other and provide positive feedback to one another. In addition, teachers need to create a safe and supportive environment in the classroom. This includes giving freedom of expression to students, respecting their diversity and uniqueness, and building a collaborative and inclusive atmosphere. In this positive environment, students feel more confident to experiment, make mistakes, and express themselves freely in the art of collage.

By following this practical guide, teachers can provide effective teaching of collage and provide an enriching experience for students in Primary Schools. This guide provides a clear framework and advises teachers on concrete steps that can be taken to facilitate creative, interactive collage learning and support student development in the art of collage.

The teacher's role as a facilitator in teaching collage in ES is important in directing students, increasing their understanding and skills in the art of collage, and building students' confidence in experimenting and developing their works of art. Facilitating approaches, effective strategies and practices, and developing students' understanding and confidence are key elements in successful collage teaching.

## **CONCLUSIONS**

The teacher's role as a facilitator in teaching collage in ES has a significant impact on students' learning of the art of collage. The facilitator's approach allows students to develop their creativity and come up with creative ideas in the process of making collage works. Teachers employ effective strategies and practices, such as providing concrete examples,

step-by-step guides, and opportunities to experiment, which help students understand collage techniques and build a deeper understanding of the fine art of collage. Through proper guidance, teachers help students develop an understanding of the concepts of collage art, such as composition, texture, and color harmony. Discussion and reflection on collage work also help students gain critical insight into their artwork as well as the work of others. In addition, the Teacher's Role as a facilitator in teaching collage also has a positive impact on students' self-confidence in being creative. Constructive support and feedback provided by the teacher build students' confidence in expressing creative ideas, taking risks in exploring the art of collage, and facing challenges in the process of making works. This built self-confidence helps students develop courage and perseverance in the fine arts as well as in everyday life. Several steps can be followed by teachers to facilitate effective learning, namely: teachers can plan a series of interesting and varied activities to introduce collage concepts and techniques to students, teachers need to provide constructive and supportive feedback to students, as well as provide opportunities for students to share and discuss their work with classmates.

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