



Painting Lessons On Ceramic Plates For Grade VIII SLB-E Students At The Provincial Level Of North Sumatra

¹Natalia, ²Mesra, ³Sugito, ⁴Adek Cerah Kurnia Azis, ⁵*Vivi Destri Yumiolda

^{1,2,3,4,5} Fine Arts Education, Fine Arts Department, Languages and Arts Faculty, Universitas Negeri Medan
William Iskandan Street, Pasar V, Medan Estate, Percut Sei Tuan District, Deli Serdang Regency,
Postal Code 20371, North Sumatera, Indonesia

*Email: vividestriyumiolda@gmail.com

ABSTRACT

This research was motivated by class VIII SLB-E students who were less motivated to learn painting because the media used was less varied. Hence, students were less interested in painting. This research aims to assess the painting work of SLB-E students at the North Sumatra Province level based on four aspects: theme, technique, neatness and beauty. The method used is descriptive qualitative research with data collection techniques through demonstrations, practical tests, observation and documentation. The research sample consisted of 18 Deaf Grade VIII students. The target to be achieved in implementing painting learning is to increase motivation, creativity and students' interest in practising. The expected achievements in this research are the ability to express ideas according to the theme, master painting techniques with alternative media such as ceramic plates, and produce neat and beautiful work. The research results showed an average score of 86 (Very Good), with details: theme (82), technique (87), neatness (88), and beauty (85). In conclusion, students can use ceramic plates as media to apply these four aspects in painting.

Keywords: learning; painting; ceramic plates; hearing impaired.

I. INTRODUCTION

Education is the key to developing the potential and independence of all individuals, including children with special needs (ABK). Through the Merdeka Curriculum, ABK education focuses on practical skills to support independence, SLB is designed to meet the specific needs of ABK, including deaf children who have challenges in hearing, language, and social interaction. However, ABK are often considered to have no abilities, even though ABK are the same as children in general, they still have great potential in the fields of art, sports, and academics. Painting is one activity that can help deaf children develop creativity, increase self-confidence, and strengthen their communication skills in a social environment.

Based on interviews with homeroom teachers at SLB-E Negeri Pembina Medan, students are less motivated in painting because the media used is less varied. Teachers only use media such as canvas and drawing paper repeatedly, the tools used are only crayons, poster paint, and acrylic paint. The limited variety of media makes students' abilities in learning arts and culture less developed and reduces their interest in learning painting so that when practicing students are less interested. Several deaf students have achieved achievements in drawing competitions between SLBs, showing great potential that can still be developed to be even better.



From the description of the problem above, the researcher limits the problem above, namely how the results of the process of implementing painting learning with ceramic plate media are reviewed from the theme, technique, neatness and beauty. This is what makes researchers interested in implementing painting using ceramic plate media as a solution to increase student interest in learning arts and culture by utilizing new media to add new experiences in creating art.

Here are relevant studies related to the above problems. Learning to Paint with Various Media (Nita Indriyastuti, 2017), there are obstacles such as teacher backgrounds that are not related to art, media variations can increase student interest and skills This study explores how different media help deaf students in imagining and expressing themselves. Painting Used Goods with the Demonstration Method (Intan Loveni, 2023), it was found that the media used affected students' self-confidence, and although. This study used demonstration methods and video tutorials to help deaf students understand painting. As a result, the use of videos and direct practice improved students' learning outcomes and understanding, showing the importance of interactive methods in art learning. Extracurricular Umbrella Painting for Deaf Children (Fadhila Rizki Nugraha Ningrum, 2020) This study examines umbrella painting learning that helps develop the skills and independence of deaf students. Students successfully completed their artwork well, showing that special media can strengthen practical skills. Seeing the problems above and reinforced by relevant research that has been done, the researcher pretends to develop painting learning with ceramic plate media, which has not been applied in SLB-E. It is hoped that with more varied and interesting media, deaf students can be more motivated and develop their creativity. This study will explore the application of ceramic plate media in painting learning to improve students' work and introduce new, more interesting media for developing their creativity.

II. LITERATURE REVIEW

According to Sugito et al (2018:99), an application is an action to prove the ability, procedure or theory of something real. According to Wahid (2018:9), learning (instruction) is an accumulation of teaching concepts (teaching) and learning concepts (learning). So the application of painting learning on ceramic plate media for deaf children is an important step in developing art skills while providing a means of freer and more creative expression. Painting is the delivery of ideas and emotions through shape and colour. The unique ceramic plate media also trains their fine motor skills through the adaptation of painting techniques on typical textured surfaces. Through the theory of painting, we know that painting is a medium for expressing feelings and thoughts without verbal limitations. Painting is not only related to visual beauty but also to the meaning that can be conveyed by its creator. Through painting, it is hoped that it can increase the interests and talents of SLB children, especially deaf children. As explained by Ali (2007:104), the application of varied media can help create a more interesting and effective learning atmosphere. In SLB, where students' needs and learning styles are different from those of students in general, it is very important to provide a learning experience that can involve all the senses. Ceramic plates as an art medium offer different textures and shapes than traditional media such as canvas or paper. Ceramic plates allow students to not only paint on a flat surface but also interact with three-dimensional



shapes, providing new challenges that can stimulate their creativity and critical thinking. The uniqueness of this medium can increase student involvement in the process of learning painting, painting for deaf children also plays a role in the development of their emotional and social aspects.

Deaf children are children who experience damage or disorders in their hearing senses, so that they cannot function as usual, deaf children who have total or partial hearing loss have advantages in terms of good concentration in doing something. As stated by Hanson (2009:4) painting with colour is a tool for self-expression, so painting can make children or ABK more creative, calm and more concentrated, especially deaf children.

The painting techniques that will be used in painting ceramic plates are the plaque technique and the spray technique, this plaque technique is done by applying thick and concentrated paint using poster paint or acrylic. In finishing the technique used is the spray technique, the spray technique is a painting technique by spraying, usually paint used is spray paint, in this study, the spray paint used is only clear paint, and the aim is to make the painting more durable.

III. METHOD

This study uses a qualitative descriptive approach. According to Daulat et al. (2022:17), qualitative descriptive research is conducted by directly observing phenomena in the field on specific objects or subjects to collect data. The data is then analyzed and explained to identify problems and provide solutions before drawing clear conclusions. This research will be conducted at the UPT SLB-E Negeri Pembina School at the Provincial Level, located on JL. Karya Ujung, Medan, with the research period from July to August 2024.

The population in this study consists of two classes, with a total of 18 students. The sampling method used is total sampling, as the sample size is less than 100, meaning the entire population will be used as the sample. The data collection techniques employed include demonstration, practical tests, observation, and documentation. The analysis technique used involves sequential steps, including data reduction, data presentation, and drawing clear conclusions.

The indicators, descriptors, and scoring ranges are as follows:

Table 1: Assessment Indicators for Theme

Table 1: Assessment Indicators for Theme				
No	Indicator	Descriptor	Score	Remarks
	Theme	• Presence of agricultural land		
		• Presence of trees and plants		
		• Presence of roads		
Total				
Average				

**Table 2.** Assessment Indicators for Neatness

No	Indicator	Descriptor	Score	Remarks
1	Technique	• Mastery of thick and even paint application		
		• Paint results in block shapes and covers the medium		
		• Color mixing with bright and unique combinations		
Total				
Average				

Table 3. Indicators for neatness assessment

Table of indicators for readiness assessment				
No	Indicator	Descriptor	Score	Remarks
1	Neatness	• The resulting work is clean		
		• In coloring, the object does not go beyond the lines		
		• Precision and attention to detail in brush strokes.		
		• Spray painting for an even finishing result.		
Total				
Average				

Table 4. Indicators for beauty assessment

No	Indicator	Descriptor	Score	Remarks
1	Beauty	• Harmony of colors		
		• Creativity and imagination		
		• Application if light and dark		
		• Application of perspective		
Total				
Average				

Remarks:**Table 5.** Score Range

Nilai	Huruf	Keterangan
85-100	A	Sangat Baik
75-84	B	Baik
74-70	C	Cukup Baik
60-69	D	Kurang Baik
59-0	E	Sangat Kurang

Source: (Cultural Art Teacher)



R=Rata-Rata

N=Jumlah Nilai

A=Jumlah Aspek Penelitian

$$\text{Rata-rata} = \frac{\text{Jumlah Nilai}}{\text{Jumlah Aspek Penelitian}}$$

IV. RESULTS AND DISCUSSION

In this study, the researcher applies painting learning using ceramic plate media for eighth-grade students at a Special Needs School (SLB-E) in North Sumatra Province. The aspects of assessment for the works include theme, technique, neatness, and beauty. A total of 18 works, from eighth-grade students, are evaluated. The assessment of these works is carried out by three experts in the field of visual arts, who act as observers, namely:

1. Drs. Nelson Tarigan, M.Si (Assessor I)
2. Hermanto Pakphan, S.Pd (Assessor II)
3. Yusuf Efendi, S.Pd (Assessor III)

Here are the ceramic plate painting artworks produced by eighth-grade students with hearing impairments.





Gambar 4.10 karya Alvan febria
Sumber: Foto oleh Natalia



Gambar 4.12 karya rehan aprian
Sumber : Foto oleh Natalia



Gambar 4.12 karya Riska yulia
Sumber: Foto oleh Natalia



Gambar 4.13 karya Syaza naura
Sumber: Foto oleh Natalia



Gambar 4.14 karya kevin mahendra
Sumber: Foto oleh Natalia



Gambar 4.15 karya Padlan Mhd
Sumber: Foto oleh Natalia



Gambar 4.16 karya Putri anjani
Sumber: Foto oleh Natalia



Gambar 4.17 karya M. deni apriza
Sumber: Foto oleh Natalia



Gambar 4.18 karya Bunga azalea
Sumber: Foto oleh Natalia

4.1 The assessment result of the work by Observer I (Drs. Nelson Tarigan, M.Si)

Tabel 6. Observer I (Drs. Nelson Tarigan, M.Si)

No	Student Name	Assessment criteria				Total Score (N)	Average Score (R)	Remarks
		Theme (0-100)	Technique (0-100)	Neatnes (0-100)	Beauty (0-100)			
1	Fauzan Maulana	83	87	90	85	345	86	A
2	Muhammad Juanda	76	84	84	75	319	80	B
3	Jihan Aprilia	86	94	93	91	364	91	A
4	Fahira Resya	87	90	90	84	351	88	A
5	Rasya Ahmad	79	86	93	86	344	86	A
6	Fristy Anandita	85	95	93	92	365	91	A
7	Dinda Amelia	91	94	93	91	366	91	A
8	Faiz Damanik	88	93	94	91	366	91	A
9	Alvan Febria	69	80	80	75	304	76	B
10	Rehan Aprian	79	86	86	90	341	85	A
11	Riska Yulia	74	82	83	76	315	79	B
12	Syaza Naura	80	91	94	86	351	88	A
13	Kevin Mahendra	65	70	70	69	274	68	D
14	Padlan Muhammad	77	92	90	84	343	86	A
15	Putri Anjani	93	94	94	92	373	93	A
16	M.Deni Afrizal	83	92	92	85	352	88	A



17	Bunga Azalea	87	94	95	94	370	92	A
18	Syifa Kamilah	70	79	83	78	310	77	B
Total		1452	1583	1597	1521	6153	1536	A
Average		80,6	88	89	84,5	341	85,3	

Based on the assessment by Observer I (Drs. Nelson Tarigan, M.Si), the results are as follows: the theme aspect received a total score of 1452 with an average score of 80.6, categorized as B (Good); the technique aspect received a total score of 1583 with an average score of 88, categorized as A (Very Good); the neatness aspect received a total score of 1452 with an average score of 84.5, categorized as A (Very Good); and the beauty aspect received a total score of 1521 with an average score of 84.5, categorized as B (Good). In conclusion, the overall score from Observer 1 is classified as Very Good, with category A, a total score of 1536, and an average score of 85.3.

4.2 The assessment result of the work by Observer II (Hermanto Pakphan S.Pd)

Table 7. Observer II (Hermanto Pakphan, S.Pd)

No	Student Name	Assessment criteria				Total Score (N)	Average Score (R)	Remarks
		Theme (0-100)	Technique (0-100)	Neatness (0-100)	Beauty (0-100)			
1	Fauzan Maulan	84	85	86	80	335	88	A
2	Muhammad Juanda	78	83	88	78	327	83	B
3	Jihan Aprilia	86	95	94	91	366	91	A
4	Fahira Resya	85	93	94	89	361	90	A
5	Rasya Ahmad	82	83	88	86	339	89	A
6	Fristy Anandita	89	92	93	93	367	94	A
7	Dinda Amelia	88	95	94	90	367	91	A
8	Faiz Damanik	88	92	91	90	361	90	A
9	Alvan Febria	69	80	82	75	306	76	C
10	Rehan Aprian	88	93	93	93	367	91	A
11	Riska Yulia	77	83	81	75	316	79	B
12	Syaza Naura	94	92	87	91	364	91	A
13	Kevin Mahendra	67	69	70	70	276	69	D
14	Padlan Muhammad	85	87	92	86	350	87	A
15	Putri Anjani	93	94	91	95	373	93	A
16	M.Deni Afrizal	87	89	83	92	351	92	A
17	Bunga Azalea	94	94	95	95	378	94	A
18	Syifa Kamilah	81	84	85	85	335	84	B
Total		1515	1583	1587	1554	6239	1572	A
Average		84	88	88	86,3	346	87,3	

Based on the assessment by Observer II (Hermanto Pakphan, S.Pd), the results are as follows: the theme aspect received a total score of 1415 with an average score of 84, categorized as B (Good); the technique aspect received a total score of 1583 with an average score of 88, categorized as A (Very Good); the neatness aspect received a total score of 1487 with an average score of 88, categorized as A (Very Good); and the beauty aspect received a total score of 1554 with an average score of 86.3, categorized as B (Good). In conclusion, the overall score from Observer 2 is classified as Very Good, with category A, a total score of 1573, and an average score of 87.3.

**4.3 The assessment result of the work by Observer III (Yusuf Effendi S.Pd).****Tabel 8.** *Observer III (Yusuf Effendi S.Pd).*

No	Student Name	Assessment criteria				Total Score (N)	Average Score (R)	Remarks
		Theme (0-100)	Tehnique (0-100)	Neatness (0-100)	Beauty (0-100)			
1	Fauzan Maulan	87	84	89	84	344	86	A
2	Muhammad Juanda	80	88	87	83	338	84	A
3	Jihan Aprilia	83	87	87	90	347	87	A
4	Fahira Resya	84	84	86	80	334	83	A
5	Rasya Ahmad	81	90	90	84	345	86	A
6	Fristy Anandita	84	94	94	93	365	91	A
7	Dinda Amelia	84	91	91	87	353	88	A
8	Faiz Damanik	87	92	93	92	364	91	A
9	Alvan Febria	69	80	80	81	310	77	B
10	Rehan Aprian	88	86	93	91	358	89	A
11	Riska Yulia	79	83	84	77	323	81	B
12	Syaza Naura	93	89	92	90	364	91	A
13	Kevin Mahendra	69	70	84	75	298	74	C
14	Padlan Muhammad	77	91	88	82	338	84	B
15	Putri Anjani	87	93	93	89	362	90	A
16	M.Deni Afrizal	89	91	92	88	360	90	A
17	Bunga Azalea	88	93	93	94	368	92	A
18	Syifa Kamilah	72	79	84	83	318	79	B
Total		1481	1565	1600	1543	6189	1543	A
Average		82,2	87	88	85,7	343	85,7	

Based on the assessment by Observer III (Yusuf Efendi, S.Pd), the theme aspect achieved a total score of 1,481 with an average of 82.2, categorized as B (Good). The technique aspect obtained a total score of 1,565 with an average of 87, categorized as A (Very Good). The neatness aspect scored a total of 1,600 with an average of 88, also categorized as A (Very Good). Meanwhile, the aesthetic aspect received a total score of 1,543 with an average of 85.7, categorized as B (Good). Overall, the total score obtained from Observer III is 1,543, with an average score of 85.7, categorized as A (Very Good).

The results of the recapitulation of the scores from the three observers, reviewed based on the aspects of theme, technique, neatness, and beauty, are as follows.

Table 8. The recapitulation results from the three observers are as follows.

No	Student Name	Assessment Criteria				Total Score (N)	Average Score (R)	Remarks
		Theme (0-100)	Technique (0-100)	Neatness (0-100)	Beauty (0-100)			
1	Fauzan Maulan	83	84	88	83	341	84	A
2	Muhammad Juanda	78	85	86	78	333	82	B
3	Jihan Aprilia	85	92	91	90	359	90	A
4	Fahira Resya	85	89	90	84	348	88	A
5	Rasya Ahmad	80	86	90	85	342	87	A
6	Fristy Anandita	84	94	93	92	365	91	A
7	Dinda Amelia	87	93	92	88	362	91	A
8	Faiz Damanik	87	92	92	91	363	92	A



9	Alvan Febria	70	80	81	78	310	77	B
10	Rehan Aprian	87	88	90	91	355	88	A
11	Riska Yulia	75	81	84	81	322	80	B
12	Syaza Naura	89	90	91	89	359	90	A
13	Kevin Mahendra	67	69	74	71	281	70	C
14	Padlan Muhammad	79	90	90	84	343	85	A
15	Putri Anjani	91	93	92	92	372	92	A
16	M.Deni Afrizal	86	90	89	88	354	90	A
17	Bunga Azalea	89	93	94	94	369	92	A
18	Syifa Kamilah	74	80	84	82	321	80	B
Total		1476	1569	1591	1541	6199	1549	A
Average		82	87	88	85	344	86	

Based on the results of the final score recapitulation from the three observers (I, II, III), the average assessment results for the four aspects are as follows:

1. **Theme:** Average score 82 (Very Good). The highest score was 91 (Putri Anjani), the middle score was 79 (Fadlan Muhammad), and the lowest score was 67 (Kevin Mahendra).
2. **Technique:** Average score 87 (Very Good). The highest score was 94 (Fristy Anandita), the middle score was 81 (Riska Yulia), and the lowest score was 69 (Kevin Mahendra).
3. **Neatness:** Average score 88 (Very Good). The highest score was 94 (Bunga Azalea), the middle score was 84 (Riska Yulia), and the lowest score was 74 (Kevin Mahendra).
4. **Beauty:** Average score 85 (Very Good). The highest score was 94 (Bunga Azalea), the middle score was 82 (Syifa Kamilah), and the lowest score was 71 (Kevin Mahendra).

V. CONCLUSION

Based on the research, the implementation of painting learning using ceramic plate media for eighth-grade students at SLB-E in North Sumatra was deemed successful in applying painting through ceramic plate media. Overall, the use of ceramic plate media for students with hearing impairments is an innovative and effective approach to enhance their skills, expand their space for expression, foster interest and self-confidence, as well as provide new experiences in creating art and improving their artistic abilities in a more enjoyable way. This is reflected in the assessment results across four aspects.

Students were able to paint while applying the theme as specified by the teacher, achieving a total score of 1,476 with an average of 82, categorized as "Good." In terms of technique, students mastered the plaque technique and used the media effectively, achieving a total score of 1,569 with an average of 87, categorized as "Very Good." In the neatness aspect, students were able to maintain neatness throughout the painting process until completion, earning a total score of 1,590 with an average of 88, categorized as "Very Good." Finally, in the beauty aspect, students demonstrated creativity in color blending, perspective, and harmony, producing attractive paintings, and earned a total score of 1,541 with an average of 85, categorized as "Very Good".

**References:**

- Ajeng, T. (2018). **Karya lukis mix media**. *Universitas Negeri Makassar*. Retrieved from <https://ejournal.unesa.ac.id/index.php/va/article/view/51075/41795>
- Ali, L. (2007). **Kamus lengkap bahasa Indonesia**. Surabaya: Apollo.
- Astuti, A. (2007). **Keramik: Ilmu dan proses pembuatannya**. Yogyakarta: [Publisher not mentioned].
- Djamarah, S. B. (2000). **Guru dan anak didik dalam interaksi edukatif**. Jakarta: Rineka Cipta.
- Hanson, A. (2009). **Cool painting (The art of creativity for kids)**. Amerika Serikat: The Checkerboard Library.
- Mattick, P. (2003). **Art in its time**. New York: Taylor & Francis Group.
- Moleong, L. J. (2000). **Metodologi penelitian kualitatif**. Bandung: PT Remaja Rosdakarya.
- Muliyanti, D., & Winarno. (2023). Pelaksanaan pembelajaran seni lukis realis kelas XI SMK Negeri 12 Surabaya. *Jurnal Seni Rupa*, 11(1). Retrieved from <https://ejournal.unesa.ac.id/index.php/va/article/view/51075/41795>
- Nofiatu, R. F. (2018). Problematika anak tunarungu dan cara mengatasinya. *Quality: Journal of Empirical Research*, 6(1). Institut Agama Islam Negeri Kudus. Retrieved from <https://journal.iainkudus.ac.id/index.php/Quality/article/download/5744/360>
- Nugroho, R. (2003). **Prinsip pekerjaan pembelajaran**. Jakarta: Balai Pustaka.
- Ramayulis. (2005). **Metodologi pendidikan**. Jakarta: Radar Jaya Offset.
- Routledge. (2016). **Routledge research in education**. New York: Taylor & Francis Group.
- Saragi, D., Sinaga, O., & Tarigan, N. (2022). **Metode penelitian kesenirupa**. Medan: FBS Unimed Press.
- Setiawan, A. M. (2014). **Belajar dan pembelajaran**. Jakarta: Uwais Inspirasi Indonesia.
- Sudaryati, S., & Boiman. (2021). **Seni budaya SMP kelas VII**. Jakarta: Grasindo.
- Suparno. (2007). **Intervensi padagogis kelainan anak berbahasa tunarungu**. Universitas Negeri Depok. Retrieved from <https://journal.uny.ac.id/index.php/jpk/article/download/6347/5492>