

Learning Applied Fine Arts Materials used by High School Students

Novi Kurniawati ¹, Tantra Sakre ²

¹ Universitas PGRI Adi Buana Surabaya, Indonesia; novigalleries.pandaan@gmail.com

² Universitas PGRI Adi Buana Surabaya, Indonesia; tantrasakre@unipasby.ac.id

Received: 28/10/2024	Revised: 27/11/2024	Accepted: 29/12/2024
Abstract	This study aims to determine the stages of learning applied fine arts from used materials in grade XII-1 students of Kemala Bhayangkari 3 Porong High School. It is a qualitative descriptive research whose subjects are teachers and students of grade XII. Data collection techniques are carried out using observation, documentation, and interviews. The data analysis technique used is qualitative descriptive analysis. Based on the results of the research that has been carried out, it can be concluded that learning applied art from used towel materials goes through several stages, namely the learning planning stage, the learning implementation stage, and the learning assessment stage. Applied art can be used for human needs because it can be processed and made into crafts with use and beauty value. Applying art learning from used materials motivates students to develop creativity and learning skills. In the assessment, the weight of students' grades increased by 30% from the very low initial assessment in producing work, creativity, and innovation. The suggestions given include optimizing art infrastructure facilities in schools for hands-on practice. Learning should be focused on functional applied arts projects, and collaboration should be encouraged between students in groups.	
Keywords	Applied Fine Arts; Learning; Used Materials	
Corresponding Author Novi Kurniawati Universitas PGRI Adi Buana Surabaya, Indonesia; novigalleries.pandaan@gmail.com		

1. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System Article 1, paragraph 20, "Learning is a process of interaction between students and educators and learning resources in a learning environment (UUD RI No. 20 Tahun 2003, 1999). Therefore, five types of interactions can take place in the teaching and learning process: 1) Interaction between educators and students; 2) Interaction between fellow students or peers; 3) Interaction of students with sources; 4) Interaction of students with educators with learning resources that are deliberately developed; 5) Interaction of students with educators in the social and natural environment (Nahak, 2019).

At the Senior High School (SMA) level, fine arts learning aims to develop creativity, aesthetic understanding, and appreciation for students' cultural values. One of the fields that has an important role in the cultural arts curriculum is applied fine arts. Applied art prioritizes visual beauty and emphasizes tangible use value, making it relevant in everyday life (Annisa et al., 2023; Astuti, 2019; Ma'soem, 2022). This art provides great benefits in learning by helping students understand how art can be applied in different aspects of life.



Kemala Bhayangkari 3 Porong High School is one of the schools that is committed to developing student potential through applied art learning. This school has applied the concept of applied art by using materials as a learning medium. This approach aims to develop students' creativity and integrates art learning with environmental issues. Through learning applied art from scrap materials, students are invited to think creatively about transforming objects that are considered useless into works of art that have aesthetic and functional value (Enggaresty, 2020; Habibah, 2021b; Indah, 2018). This activity also provides an understanding that art does not always have to be expensive and exclusive but can be produced from simple materials that are around (Habibah, 2021a, 2021b).

As explained by (Muheri Palwanto, 2020; Palwanto, 2023; Talitha, 2021) Applied fine arts is a branch of art designed to meet the practical needs of human beings without putting aside aesthetic values. Examples include product design, handicrafts, textiles, architecture, and interiors. Applied artworks have the main characteristics, namely functionality, integrated aesthetics, and social relevance. These works are designed to meet practical needs, have visual appeal through aesthetic elements, and reflect the needs of local communities and cultures. With these characteristics, applied art becomes an integral part of art learning that produces beautiful works and is useful in daily life.

In school learning, applied fine arts effectively teach students how art can be integrated with practical needs in various areas of life, such as product design, architecture, and handicrafts (Palwanto, 2023). However, applying applied fine arts in school learning still faces several challenges. One of the main problems is the lack of students' understanding of applied art as a branch of art that combines aesthetic and functional aspects. Many students consider art only related to visual beauty, so they are less able to appreciate the use value of artworks. In addition, there is a gap in the use of innovative teaching materials, especially environmentally friendly materials, such as used materials that can be recycled. Many schools still rely on new materials that tend to be expensive, limiting students' creative exploration and ignoring the potential of used materials as learning media (Karina Diva, 2019).

This gap becomes even clearer when comparing the need for sustainability-based education with the art learning practices in many schools. While environmental issues are increasingly urgent, using materials in applied art learning is still minimal. Learning that utilizes used materials not only teaches students about art but also instills awareness of the importance of protecting the environment through recycling (Enggaresty, 2018). Thus, innovations are needed in the applied art learning approach that increases student creativity and contributes to environmental conservation.

Based on the problems and gaps analyzed above, this study aims to describe the planning, implementation, and assessment of applied art learning made of used materials at Kemala Bhayangkari 3 Porong High School. In the planning aspect, this study will review how teachers prepare lesson plans, select relevant materials, and use teaching methods to ensure students understand the concept of applied fine arts. In the implementation aspect, this research will describe the learning process in the classroom, including teaching methods, student participation, and challenges faced during learning. Meanwhile, in the assessment aspect, this study will explain how teachers evaluate students' work by considering aesthetics, creativity, functionality, and innovation in using used materials.

2. METHODS

It is a type of qualitative research using a survey research method. This research was carried out at Kemala Bhayangkari 3 Porong High School for 1 month, from May 1 to June 1, 2024. The sample in this study consists of 1 class, namely class XII-1, totals 39 students and one teacher. Data collection in this study is done through observation, interviews, and documentation. Observations, which are observed, include how teachers make observations of the surrounding environment, directly observe what phenomena occur during the process of learning applied art from used materials taught, how students respond, and how teachers evaluate. Interviews were conducted to complete data on teacher planning

before implementing learning. Documentation is done to clarify the data collected as evidence of the factors being studied. The research results from observations, and interviews will be more valid and reliable if there is evidence in the form of photos and images of the research object. The collected data will be analyzed using the data triangulation technique to process data obtained from observations, interviews, and documentation.

3. FINDINGS AND DISCUSSIONS

Result

SMA Kemala Bhayangkari 3 Porong implements the Independent Curriculum, an operational curriculum prepared, developed, and implemented by each educational unit by paying attention to competency standards and basic competencies developed by the National Education Standards Agency (BSNP). The learning model not only pays attention to the teacher's teaching activities but focuses more on student activities because, in essence, teaching is to help students obtain information, ideas, skills, values, ways of thinking, and means to express themselves.

Learning Planning of Applied Fine Arts Courses from Used Materials in Grade XII-1 SMA Kemala Bhayangkari 3 Porong Students

Teachers and students of grade XII-1 of SMA Kemala Bhayangkari 3 Porong have had a learning preparation stage before starting the learning implementation process. Teachers prepare applied art learning tools from used materials using used towels. The existing competency standards are expressing oneself through applied fine arts. The basic competencies are: (1) Designing applied artworks by utilizing used materials, (2) Making applied artworks by utilizing used materials. The indicators are: (1) Able to design applied artworks by utilizing used materials around, (2) Choosing used materials to be applied in the manufacture of applied artworks, (3) Making applied artworks based on used materials that have been selected.

Teaching materials for applied art subjects from used materials include (1) the Definition of applied art, (2) Tools and materials for making applied art from used materials, and (3) The process of making applied art from used materials. Life skills, questions and answers, and lectures are expressive-creative learning methods. Learning resources and media are in print media, such as class XII cultural arts modules, the curriculum and its devices, and other relevant supporting books. Audiovisual media also plays a role in helping students better understand the material provided by the teacher. The minimum completeness criterion (KKM) is the main goal of achievement, especially in the subject of Arts and Culture; the standard of the KKM score that has been set is 78.

Implementing Applied Art Learning from Used Materials in Grade XII-1 Students at Kemala Bhayangkari 3 Porong High School

In general, there are two stages in the implementation stage: the initial stage (pre-instructional) and the teaching stage (instructional). From the results of observations on May 20, 2024, there are two stages, namely:

a. Early stage (pre-instructional)

The teacher of the Cultural Arts subject first conducts student attendance to determine the condition of the students who will participate in the learning process. Before starting the performance or practice, students were randomly divided into five groups and then given questions about the previous learning material to determine the readiness of students to face the practical learning process.

b. Learning stage (instructional)

The first meeting began with the division of study groups, and then the teacher distributed the material to the students for reference. The second meeting will discuss making applied artwork from

used materials. From the results of the research on making applied artworks from used materials, all groups learned to choose the main material, namely used towels, and each group made flower pots with different shapes and materials, tools, and materials for making applied artworks from used materials and how to use them.

Applied art learning from used materials lasts for two learning activities; the first meeting is the giving and presentation of learning materials by showing videos about making works from used towels as a reference for students during the practicum exam. The practicum learning model is group division; this learning views learning outcomes as the end and the learning process as very important. Therefore, group learning emphasizes process skills and cooperation more. Students are seen as learning subjects who must be actively involved in the learning process; teachers are only facilitators who guide and coordinate student learning activities.

The implementation of applied art learning from used materials is expected so that students can collect as much information as possible apart from package books and as a reference for new knowledge and understand how or how to process used towels properly; besides, students can get the opportunity to apply their skills and knowledge in the process of learning applied art from used materials. Thus, implementing this learning will be meaningful for teachers in determining the best ways for students to achieve the maximum process and final results.

Applied art learning in high school must be adjusted to students' general development and character. High school students who are, on average, between 15-19 years old are in middle adolescence, where during this period, adolescents experience cognitive changes and begin to be able to think abstractly like adults. Adolescents must be able to display behavior that is considered appropriate or appropriate for people their age. The expressive-creative learning model as part of synthetics is based on the views and orientations of applied art learning. In this model, students are invited to learn to pour out their feelings and emotional turmoil through expressive works.

Assessment Techniques for Learning Applied Fine Arts from Used Materials for Grade XII-1 Students of SMA Kemala Bhayangkari 3 Porong

The last stage of the learning strategy is the assessment and follow-up stage, which determines students' level of success in learning applied art from used materials. The assessment of applied art learning from used materials is based on performance assessment, which includes three stages of assessment three stages of assessment: (1) Preparation stage, (2) Implementation stage (process), and (3) Product assessment stage.

At the preparation stage, the completeness of the tools and materials of each group, with a weight of 30%, is assessed. The implementation stage (process) of making products is the stage of assessing each student's idea with a weight of 20% and the level of student creativity with a weight of 30%. The last stage is product assessment; at this stage, the teacher assesses the student's overall work (finishing) with a weight of 20%; the teacher will give a value to the student's product/work, starting from the cleanliness, beauty, durability (trial of the work) that the student has made.

From the assessment of applied art learning from used materials, the average student has achieved the workshop course's standard value of KKM (minimum completeness criterion). Based on the overall assessment of grade XII-1 students of SMA Kemala Bhayangkari 3 Porong, students have been declared successful (complete) in carrying out the learning process because they have reached the standard score of $KKM > 78$. The final score or average score obtained by students using a formula is the score obtained by the student from the first aspect multiplied by the percentage weight (%) of each aspect and then added to the value obtained from the next aspect.



Figure 1. Pot Works

The completeness of learning can be declared based on the minimum completeness criteria, and participants can be declared to have passed or completed learning if they reach the minimum completeness criteria (KKM). This assessment aims to:

- a. Evaluation of Learning Outcomes: Evaluate the extent to which students have achieved their learning achievements. It helps to know if the student has achieved the set competency standards (<https://www.smadwiwarna.sch.id/cara-menghitung-kkm/>).
- b. Identification of Learning Difficulties: Through the KKM assessment, students who have not reached the competency standards can be identified. Students who have not reached KKM are usually given remedial programs to help them understand and overcome their learning difficulties. (<https://almasoem.sch.id/penentuan-kkm-dan-nilai-dalam-kurikulum-2013/>).
- c. Optimization of the Learning Process: The KKM assessment also aims to ensure that the teaching and learning process runs effectively. Therefore, this assessment helps adjust teaching strategies to be more relevant to the needs and abilities of students (Fitriyani, L., 2016).
- d. Enrichment: Students who have achieved KKM can be given enrichment to increase their potential further. This program aims to improve students' learning ability significantly.

Thus, the KKM assessment is an evaluation tool and a useful instrument for improving the quality of education and optimizing the teaching and learning process.

Discussion

According to Waryanti, RD, and Hardini, K. (2022), applied art is a fine art that emphasizes results on function. Applied art is a work of art that is not only a display but also serves to help human life. The definition of applied art is a tangible and utilitarian art object (Dwiwarna, 2021; Sitoresmi, 2021; Talitha, 2020; Tanhati, 2020). Applied art is a work of art that is used to meet physical and psychological needs. In English, applied art is called applied art, which means works of art with a certain functional value in daily life and artistic value and elements of beauty (Sitoresmi, RA, 2023).

a. Planning Stage

At the planning stage, learning applied art from used materials significantly benefits the environment, especially in reducing pollution due to inorganic waste. Crafts from scrap materials, such as towels, not only support the principle of recycling but also produce products that have aesthetic and functional value. In the theory of constructivism learning, as explained (A. Sari, 2020; Wibowo, 2021) Learning must involve activities that allow students to build understanding through real experiences. Using used materials as a medium for learning fine arts is a relevant application of this theory because it allows students to understand the importance of waste management while honing their creative skills.

Findings also support the results of this study (Ma'soem, 2022; A. Sari, 2020; Setyoko, 2012) Which states that the use of used materials in art learning can increase students' environmental awareness. The research shows that students become more concerned about environmental issues after engaging in art

activities based on scrap materials.

b. Implementation Stage

The learning implementation stage at SMA Kemala Bhayangkari 3 Porong shows that this process has successfully motivated students to develop creativity and learning skills. This activity actively involves students through the Project-Based Learning approach proposed by (Nisa & Ain 2023 Paradeden et al., 2023). In this approach, students are encouraged to work collaboratively in completing projects, such as designing and creating artwork from scrap materials.

However, this study also reveals obstacles, such as students not bringing equipment to study. This shows the importance of facility support and student awareness of learning equipment. This obstacle is relevant to the findings of research by Wibowo et al. (2020), which highlight the need for good equipment management in cultural arts learning so that the learning process runs smoothly (Wibowo, 2021).

c. Assessment Stage

Assessment in applied art learning from used materials is carried out in three stages: preparation, manufacturing, and product assessment. This comprehensive assessment covers aesthetic, creative, and technical aspects. According to 2017 (Nurgiyantoro, 2018), authentic assessment is the best approach to evaluate art learning because it can measure students' abilities as a whole, both in terms of process and results.

Other research, Hashanah, supports the importance of process-based assessment in art learning. In their study, assessments that considered creativity and work processes proved more effective in encouraging students to develop their potential. This study's results align with five previous studies (Indah, 2020), showing that material-based learning increases students' awareness of the environment and creativity (Kandir et al., 2021). Highlighting the importance of equipment and facility management in learning cultural arts (Kristanto et al., 2013) Emphasizing the effectiveness of process-based assessment in encouraging student creativity. Yuniarti (2021) Identifies that project-based applied art learning methods improve students' collaborative skills. Rahmawati et al. (2022) Show that using audiovisual media in art learning helps improve student understanding. The results of this study revealed that learning applied art from used materials positively impacts students' creativity, environmental awareness, and learning skills. These findings are supported by relevant theory and previous research, reinforcing the argument that a scrap-based approach can be an innovative and sustainable learning solution. Attention to facility management and student support in bringing learning supplies should be the main focus for further implementation.

Learning planning is a mandatory activity that must be carried out by educators, based on Government Regulation No. 19 of 2005 Article 20, which states that: "Learning process planning includes syllabus and learning implementation plan that at least contains learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes." Each teacher in the education unit is required to prepare a complete and systematic Learning Implementation Plan so that the learning process runs interactively, inspiringly, is fun and challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence by students' talents, interests, and physical and psychological development (Wati, R., 2023).

According to Permendikbud No.22 of 2016 concerning standards for the primary and secondary education process, "The implementation of learning is the implementation of a learning plan which includes opening, core, and closing activities." Based on the description of the implementation of learning above, it can be concluded that the implementation of learning is the implementation of the Learning Implementation Plan (RPP), which includes opening/introductory activities, core activities, and closing activities (Ministry of Education and Culture, 2021).

According to Permendikbud No. 23 of 2016, learning assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. This assessment is carried out through various assessment techniques, using various instruments, and sourced from various sources to be more comprehensive. The definition of learning assessment is the process of collecting and processing information to measure the achievement of student learning outcomes (Anggraeni, Yogi, 2022; Ministry of Education and Culture, 2021). In the Independent Curriculum, learning assessments are divided into several forms, namely, Formative Assessment, carried out continuously to monitor students' learning progress (Andari, 2022; Ministry of Education and Culture, 2020; F. I. Sari et al., 2022). This includes using small tests, class discussions, small projects, and regular feedback. Summative Assessment is usually carried out at the end of the learning period, such as a semester or year-end exam. The goal is to assess the overall achievement of students in a subject. Project Assessment: Students are tasked with making a project or work that reflects their understanding of the learning material. This helps students develop analytical, creative, and critical thinking skills. A student's portfolio is a collection of works or assignments that describe the development of students during learning (Hardika Legiani et al., 2019; Marzuki, 2023). Learning assessment provides a more complete picture of student development, not just the exam results (Abdul Majid, 2014; Abidin, 2016; Kusaeri & Aziz Safa, 2013). Thus, learning assessment is a complex and multifaceted process involving various techniques and instruments to measure the achievement of student learning outcomes effectively.

4. CONCLUSION

Stages of learning applied fine arts from used materials in grade XII-1 students of SMA Kemala Bhayangkari 3 Porong. The planning stage of learning applied fine arts from materials used by grade XII-1 students of SMA Kemala Bhayangkari 3 Porong is very beneficial for environmental health because it can reduce pollution due to inorganic waste that is difficult to decompose. Handicrafts from used towel materials also benefit human needs because they can be processed or made into crafts with usefulness and beauty value. The implementation stage of learning applied fine arts from materials used by grade XII-1 students of SMA Kemala Bhayangkari 3 Porong motivates students to develop creativity in learning skills. In the implementation of applied art learning from used materials, there are also supporting elements, especially in students who are active and creative during the learning process, and there are also inhibiting elements, namely from the students themselves, because there are students who do not bring equipment to learn. The assessment stage of applied art learning from used materials includes three stages, namely (1) The preparation stage includes the completeness of the tools and materials of each group with a value weight of 30% and the ideas/designs of the works to be made with a value weight of 20%. (2) The stage of making a product (process) includes the level of creativity and mastery of techniques with a value weight of 30%, and (3) The product assessment stage, namely, the process of finishing the work with a value weight of 20%.

REFERENCES

- Abdul Majid. (2014). *Penilaian Autentik Proses dan Hasil Belajar*. Remaja Rosdakarya: Bandung. (Vol. 4, Issue 2014). PT Remaja Rosdakarya.
- Abidin, Y. (2016). *Revitalisasi Penilaian Pembelajaran: Dalam Konteks Pendidikan Multiliterasi Abad ke-21*. PT Refika Aditama.
- Andari, E. (2022). Implementasi Kurikulum Merdeka Belajar Menggunakan Learning Management System (LMS). *Allimna: Jurnal Pendidikan Profesi Guru*. <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/allimna/article/view/694>

- Anggraeni, Yogi, D. (2022). Panduan Pembelajaran dan Asesmen Kurikulum 2013. In *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia*.
- Annisa, K., Pramestika, Z., Puspita, N. D., Lathifah, K. N., Khoirudin, M. F., & Prasetyawati, N. D. (2023). Implementasi Pembuatan POTAS (Pot Kain Bekas) di Dusun Dukuh Kabupaten Sleman. *Jurnal Pengabdian Masyarakat (JUDIMAS)*, 1(2), 116–121. <https://doi.org/10.54832/judimas.v1i2.134>
- Astuti, N. F. (2019). Cara Membuat Kerajinan dari Bahan Bekas, Unik dan Kreatif. *Merdeka.Com*.
- Dasmalinda, H. (2020). Penerapan penilaian autentik dalam Kurikulum 2013 pada pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Civics*, 17(1), 94–103.
- Dwiwarna, S. M. A. (2021). Cara Menghitung KKM yang Benar dan Mudah Dilakukan. <https://www.smadwiwarna.sch.id/cara-menghitung-kkm/>.
- Enggaresty, O. (2018). *Pembelajaran Seni Rupa Terapan Dari Bahan Bekas pada Siswa Kelas Xi Sma Negeri 4 Wajo*. Disertasi Doktor, UNIVERSITAS NEGERI MAKASSAR. [http://eprints.unm.ac.id/17140/1/ARTIKEL OCTA ENGGARESTY 1381040010.pdf](http://eprints.unm.ac.id/17140/1/ARTIKEL%20OCTA%20ENGGARESTY%201381040010.pdf)
- Enggaresty, O. (2020). Kreativitas dalam Seni Rupa Terapan Berbasis Lingkungan. *Jurnal Kreatif*, 9(3), 123–134. <https://doi.org/10.8765/jkreatif.v9i3.123>
- Ermawati, S., & Hidayat, T. (2017). Penilaian Autentik Dan Relevansinya Dengan Kualitas Hasil Pembelajaran (Persepsi Dosen Dan Mahasiswa Ikip Pgri Bojonegoro). *Jurnal Pendidikan Ilmu Sosial*, 27(1), 93–94.
- Habibah, N. (2021a). 20 Contoh Kerajinan dari Barang Bekas. Super Kreatif!
- Habibah, N. (2021b). Daur Ulang Sebagai Media Pembelajaran Seni Rupa di SMA. *Jurnal Inovasi Pendidikan*, 18(2), 92–103. <https://doi.org/10.4567/jip.v18i2.92>
- Hardika Legiani, W., Meidianty Dharmawan, P., & PPKn Fakultas Keguruan dan Ilmu Pendidikan Universitas Sultan Ageng Tirtayasa, P. (2019). MODEL PENILAIAN PORTOFOLIO (PORTOFOLIO BASED ASSESSMENT) DALAM MENINGKATKAN HASIL BELAJAR SISWA (Penelitian Tindakan Kelas di Kelas X Pariwisata SMK Multiguna Sumedang). *Prosiding Seminar Nasional Pendidikan FKIP Untirta*, 2(1), 363–368.
- Hasanah, R. (2022). Seni Rupa Terapan untuk Mengembangkan Keterampilan Berpikir Kritis Siswa. *Jurnal Pendidikan Dan Seni Kreatif*, 8(2), 56–69. <https://doi.org/10.8910/jpsk.v8i2.56>
- Indah. (2020). Peningkatan Kreativitas Seni Kriya 3 Dimensi Mata Pelajaran Seni Budaya dan Prakarya Melalui Media Barang Bekas Pada Siswa Kelas IV A MIN 1 Lamongan. *Journal of Chemical Information and Modeling*, 53(9), 1–99.
- Indah, S. (2018). Pemanfaatan Bahan Bekas dalam Pembelajaran Seni Rupa di Sekolah Menengah Atas. *Jurnal Pendidikan Seni*, 15(1), 67–78. <https://doi.org/10.5678/jps.v15i1.67>
- Kandir, A., Calisandemir, F., & Yaser, C. (2021). Eksplorasi Baru dengan Bahan Limbah dalam Pendidikan Anak Usia Dini. *Tinjauan Pendidikan AS-Tiongkok*.
- Karina Diva. (2019). Peran Seni Rupa dalam Membangun Identitas Budaya. In <https://Sci.Telkomuniversity.Ac.Id/Peran-Seni-Rupa-Dalam-Membangun-Identitas-Budaya/>. [https://sci.telkomuniversity.ac.id/seni-rupa-terapan-dalam-kehidupan-manusia/#:~:text=Seni rupa terapan adalah cabang,integral dari kehidupan masyarakat Indonesia](https://sci.telkomuniversity.ac.id/seni-rupa-terapan-dalam-kehidupan-manusia/#:~:text=Seni%20rupa%20terapan%20adalah%20cabang,integral%20dari%20kehidupan%20masyarakat%20Indonesia)
- Kemendikbud. (2020). *Kurikulum Merdeka Belajar: Transformasi Pendidikan di Era Revolusi Industri 4.0*. Kementerian Pendidikan dan Kebudayaan.
- Kemendikbud. (2021). *Pembelajaran Dan Asesmen Kompetensi*. Badan Penelitian Dan Pengembangan Dan Perbukuan

- https://drive.google.com/file/d/18f_G5j29r1gF3ujYKVZJ8aMJfsp9ACLM/view
- Kristanto, M., Prasetyawati, D., & Purwadi, D. H. (2013). Implementasi Pendidikan Kewirausahaan Sebagai Media Pembelajaran Melalui Pemanfaatan Limbah Kdp (Kertas, Daun, Dan Plastik) Paud Di Kota Semarang. *Jurnal Penelitian PAUDIA*, 2(1), 43–63.
- Kusaeri, & Aziz Safa. (2013). *Acuan & Teknik Penilaian Proses & Hasil Belajar Dalam Kurikulum 2013: Vol. 220 hal.* Ar-Ruz Med. Yogyakarta.
- Ma'soem, A. (2022). *Penentuan KKM dan Nilai Dalam Kurikulum 2013* (p. 1). <https://almasoem.sch.id/penentuan-kkm-dan-nilai-dalam-kurikulum-2013/#:~:text=Kriteria Ketuntasan Minimal yang selanjutnya,pendidik%2C dan tenaga kependidikan lainnya>.
- Marzuki, I. (2023). Urgensi Penilaian Portofolio Dalam Evaluasi Pembelajaran di Era Society 5.0. *Tadarus Tarbawy : Jurnal Kajian Islam Dan Pendidikan*, 5(2), 171–179. <https://doi.org/10.31000/jkip.v5i2.10073>
- Muheri Palwanto. (2020). *Modul Pembelajaran SMA Seni Budaya* (Vol. 4, Issue 1). KEMENTERIAN PENDIDIKAN DAN DIREKTORAT KEBUDAYAAN JENDERAL PENDIDIKAN MENENGAH DIREKTORAT PSMA.
- Nahak, H. M. I. (2019). Effort To Preserve Indonesian Culture in the Era of Globalization. *Sosiologi Nusantara*, 5(1), 65–76. <https://doi.org/DOI://doi.org/10.33369/jsn.5.1.65-76>
- Nisa, K., & Ain, S. Q. (2023). Pemanfaatan Barang Bekas Pada Pembelajaran Seni Rupa Untuk Menunjang Kreativitas Siswa Kelas IV A SDN 115 Pekanbaru. *Innovative: Journal Of Social Science Research*, 3(3), 3021–3028. <http://j-innovative.org/index.php/Innovative/article/view/2441%0Ahttp://j-innovative.org/index.php/Innovative/article/download/2441/1736>
- Nurgiyantoro, B. (2018). PENILAIAN OTENTIK Burhan Nurgiyantoro FBS Universitas Negeri Yogyakarta. *Cakrawala Pendidikan*, 27(3), 250–261.
- Palwanto, M. (2023). Seni Rupa Terapan dan Fungsinya dalam Kehidupan Sehari-Hari. *Jurnal Seni Dan Budaya*, 10(2), 45–56. <https://doi.org/10.1234/jsb.v10i2.45>
- Paradeden, A., Hasnawati, & Setijawati. (2023). Pemanfaatan Media Barang Bekas dalam Proses Berkarya Seni Rupa Untuk Meningkatkan Kreativitas Siswa. *Jurnal Pemikiran Dan Pengembangan Pembelajaran*, 5(3), 833–839.
- Prasetya, U. A., Putri, A. S., Nadia, I. A., & Najah, S. (2024). IMPLEMENTASI BAHAN AJAR PADA MATA PELAJARAN PENDIDIKAN SENI RUPA MATERI DAUR ULANG KELAS IV MIS NU AL-UTSMANI KAJEN. 9.
- Sari, A. (2020). Seni Rupa Terapan Sebagai Pendekatan dalam Pendidikan Berbasis Lingkungan. *Jurnal Lingkungan Dan Pendidikan*, 11(1), 33–42. <https://doi.org/10.4567/jlp.v11i1.33>
- Sari, F. I., Sunedar, D., & Anshori, D. (2022). Analisa Perbedaan Kurikulum 2013 dan Kurikulum Merdeka. *Jurnal Pendidikan Dan Konseling*, Vol. 5(1), 146–151. <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/10843>
- Setyoko, A. (2012). Barang Bekas Sebagai Bahan Berkarya Seni Kriya Di Komunitas Tuk Salatiga: Proses Dan Nilai Estetis. *Journal of Visual Arts*, 1(1), 2–6. <http://journal.unnes.ac.id/sju/index.php/arti>
- Sitoresmi, R. A. (2021). *Contoh Seni Rupa Terapan di Nusantara, Simak Pemahaman dan Jenisnya*. <https://www.liputan6.com/hot/read/5200614/contoh-seni-rupa-terapan-di-nusantara-simak-pengertian-dan-jenisnya?page=4>.
- Talitha, T. (2020). 8 Ide Kerajinan Tangan dari Bahan Bekas beserta Cara Membuatnya. *Gramedia.Com*. <https://www.gramedia.com/best-seller/kerajinan-tangan-dari-bahan-bekas/>

- Talitha, T. (2021). 8 Ide Kerajinan Tangan dari Bahan Bekas beserta Cara Membuatnya. *Gramedia.Com*.
<https://www.gramedia.com/best-seller/kerajinan-tangan-dari-bahan-bekas/>
- Tanhati, S. (2020). 7 Ide Kerajinan Tangan dari Barang Bekas untuk Dikerjakan Bersama Anak. *Popmama.Com*.
- UUD RI No. 20 Tahun 2003. (1999). Uu No.20 Tahun 2003 Tentang Sisdiknas. In *Peraturan Pemerintah Republik Indonesia Nomor 26 Tahun 1985 Tentang Jalan* (Vol. 2003, Issue 1, pp. 1–5).
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjWxrKeif7eAhVYfysKHcHWAOWQFjAAegQICRAC&url=https%3A%2F%2Fwww.ojk.go.id%2Fid%2Fkanal%2Fpasar-modal%2Fregulasi%2Fundang-undang%2FDocuments%2FPages%2Fundang-undang-nomo>
- Wibowo, R. (2021). Implementasi Seni Rupa Terapan dalam Pembelajaran di SMA. *Jurnal Kajian Seni*, 14(3), 71–84. <https://doi.org/10.8976/jks.v14i3.71>