

Non-Option Teachers' Knowledge of Visual Arts Language

Rahanah Abdul Rahman, Mohammad Puad Bebit, Norhayati Ayob

Academy of Creative Arts and Technology, University Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/21711>

DOI:10.6007/IJARPED/v13-i3/21711

Published Online: 12 June 2024

Abstract

This study was conducted to identify the level of knowledge of non-option teachers regarding the language adjustment of visual arts in the teaching of Visual Arts Education subjects, as well as their existing knowledge. The study employed a quantitative design using a survey method, with a questionnaire as the instrument. The sample consisted of 102 non-option teachers from national secondary schools in Sarawak. The data obtained were analyzed using descriptive statistics, including the analysis of the mean score and standard deviation. The findings indicated that the proficiency level of non-option teachers in visual arts language adjustment was moderate, with a mean score of 3.14. Additionally, the study revealed that the teachers' existing knowledge of the visual arts language was also at a moderate level, with a mean score of 3.17. Therefore, the findings suggest that more specific and continuous training programs may be needed, along with consultations with expert teachers.

Keywords: Visual Arts Language, Proficiency, Existing Knowledge, Non-Option Teachers

Introduction

Visual Arts Education (VAE) is a subject taught in schools in Malaysia, spanning from preschool to secondary levels. The aim of VAE is to provide students with the opportunity to cultivate interest, develop personality, and create awareness and sensitivity to the values of environmental arts, as well as its relevance to other subjects (Mahsan, 2021). However, each subject, including VAE, has its own specialized language. Past studies by local researchers, such as Norhaizian et al (2022), have shown that the proper use of specialized language in mathematics can improve understanding and the development of early childhood mathematics. Previous studies have contributed significantly to this issue, highlighting the crucial role of specialized language in various fields. According to Asli (2020) the level of a language can be determined by the selection of specific terms relevant to the subject matter. This assertion is supported by Abdullah (2021) who stated that the selection of appropriate communicative language adjustments enhances the meaningfulness of language teaching modules.

In addition, past studies conducted by Eza (2020) identified challenges in mastering the visual arts language during art appreciation activities in the classroom. This finding is further

supported by local researchers Mohd et al (2022) who emphasized that the Visual Arts Language (VAL) is fundamental to the teaching of Visual Arts Education (VAE) subjects. Proper use of the medium of instruction should be emphasized in all subjects (Kurikulum, 2016). Moreover, language alignment is a critical aspect that should be prioritized to help students structure their ideas and communicate effectively.

Language proficiency affects the skills inherent in teaching and learning. In VAE in particular, there is an act of artistic appreciation that plays a role in giving value in the production of a work (Eza, 2020). The implementation of artistic appreciation is closely related to the proficiency of specialized language. The role of the teacher in teaching Visual Arts Education (PSV) is crucial for the proficiency of this language by students. However, the issue of teacher shortages also impacts the effective use of visual arts language.

There have been many past studies that analyze language barrels according to their own fields such as (Asli, 2020 ; Abdullah, 2021 ; Padila & Winarti, 2023 ; Norhaizian et al., 2022; Karim & Kasdan, 2020; Pramesti, 2020; Aziz & Ekorini, 2019). But no researchers have studied the language of visual arts.

Objectives and Significance

This study focuses on the objectives of the study and the question of the study as set out in table 1.

Table 1

What is the teacher's existing level of knowledge on the barrel of the visual arts language

Research Objective	Research Question
To identify the level of proficiency of non-option teachers in the language of visual arts	What is the level of proficiency of non-option teachers in the language of visual arts?
To analyse the existing knowledge level of teachers in the language of visual arts	What is the existing knowledge level of teachers in the language of visual arts?

Methodology

i. Design of Study

The design of this study is quantitative and using the survey study method, this method is used to measure the proficiency and knowledge of non-optional teachers against the visual penny language barrel in the national secondary school. Researchers distribute survey questionnaires using the 'google form' medium to respondents and conduct descriptive and correlation analysis of survey items. After collecting data from random samples, the data will be analyzed and presented using descriptive statistics.

ii. Sampling Method

The study involved non-option teachers who taught in national secondary schools in Sarawak and involved several districts. The non-option teacher population in Sarawak in some schools was 140 but only 102 were randomly selected as respondents. School administrators are not included in this group of respondents.

iii. Research Instruments

The study utilized an online questionnaire accessible through Google Forms. This instrument comprised several constructs related to the level of teacher proficiency in teaching Visual Arts Education subjects. Part A collected demographic information, including gender, academic

qualifications, teaching experience, area of specialization, and frequency of attending professional development courses. Part B focused on the construct of teacher proficiency in the visual arts language, while Part C addressed the teachers' existing knowledge of the visual arts language.

iv. Research Findings

A total of 102 teachers participated in this study. Gender-related analysis revealed that 25.5% of the participants were male, while 74.5% were female. Furthermore, the data indicated that a significant proportion of the respondents were female (74.5%) and possessed high academic qualifications. Specifically, 71.6% of the participants held a Bachelor's degree, and 27.5% held a Master's degree. These findings underscore the strong academic backgrounds of the teachers involved in the study.

Furthermore, 78.4% of respondents had teaching experience of five years or more, indicating significant exposure in the field of education. However, only 11.8% of the respondents held positions such as Head of Field, Head of the PSV Committee, Assistant Head of the PSV Committee, and Secretary of the PSV Committee, while 88.2% were PSV Subject Teachers. This suggests that most of the respondents primarily serve as classroom teachers without substantial management responsibilities.

This study aimed to identify the level of proficiency of non-option teachers in the language adjustment of visual arts and their existing knowledge in the visual arts language. The mean proficiency score was 3.14 (SD=0.96), while the mean knowledge score was 3.17 (SD=0.94).

Table 2

Level of Knowledge and Proficiency of Non-Option Teachers in the Language of Visual Arts

Variable	Mean	Variable	Variable
Proficiency	3.14	0.96	Moderate
Existing Knowledge	3.17	0.94	Moderate

Discussion

The findings found that from the analysis of data aimed at identifying the level of proficiency of non-optional hunting teachers on the language adjustment of visual arts and teachers' existing knowledge of the visual arts language barrel. Mean score for proficiency and knowledge and together with its standard deviation.

The mean value of skill proficiency is 3.14 with a standard deviation of 0.96. This means that on average, the level of proficiency of non-option teacher skills is at a value of 3.14 (moderate), and the variation in this level of proficiency is around 0.96 from the mean. In other words, most of the values of proficiency of skills are in a relatively close range to the average value of 3.14, indicating that most teachers are at a similar level of proficiency of skills, but there is also some variation between them.

Next is the existing level of knowledge of non-optional teachers in the language of visual arts. Based on the data, the mean value of existing knowledge is 3.17 with a standard deviation of 0.94, which is categorized at a moderate level. This suggests that non-option teachers in Visual Arts Education have an adequate level of knowledge but are not entirely in-depth about the barrel of the visual arts language. This simple level suggests that although these teachers have a fairly good basic understanding, there is a variation in their knowledge

as indicated by the standard deviation of 0.94. This suggests that there are teachers who may have knowledge higher or lower than average.

To enhance the proficiency of these skills, more specialized and continuous training programs may be necessary. Such training can help strengthen existing knowledge and reduce variation in the level of knowledge among teachers, ensuring that all teachers achieve a more uniform and in-depth understanding of the visual arts language. This, in turn, can improve the effectiveness of Visual Arts teaching among non-option teachers.

Implications

Overall, non-option teachers possess adequate knowledge and skills, but their understanding of the visual arts language is not deeply developed. The main implication of these findings is the need for enhanced professionalism and skill development among non-option teachers in the field of visual arts. The moderate level of knowledge and skills suggests that while these teachers may perform their teaching duties satisfactorily, there is significant room for improvement to achieve a higher level of proficiency. By providing more in-depth and continuous training, non-option teachers can improve their understanding of the visual arts language, which, in turn, can enhance the quality of their teaching.

Furthermore, the standard deviations (0.96 for proficiency and 0.94 for knowledge) indicate individual differences in knowledge and skills among these teachers. This suggests the need for a training approach tailored to the individual needs of each teacher. A training program designed to address these gaps in knowledge and skills would be more effective in ensuring that all teachers achieve a more uniform and higher level of proficiency in the visual arts language. This can also help ensure consistency in the quality of visual arts education provided to students.

Another implication to consider is the importance of supporting non-optional teachers in building their self-confidence in teaching the visual arts. A moderate level of proficiency and knowledge may indicate that these teachers lack confidence in using the visual arts language barrel effectively in the classroom. Therefore, in addition to more in-depth training, the provision of reference resources, good examples of teaching, and mentoring can also help teachers increase their confidence and effectiveness in teaching.

In addition, schools and administrators should play an active role in supporting non-optional teachers. This includes providing opportunities for collaboration between teachers, where teachers who are more experienced in the visual arts can share their knowledge and strategies with non-option teachers. This kind of collaboration can be an important platform for the exchange of ideas and best practices, thus strengthening the adjustable proficiency of visual arts language among all teachers.

Finally, these implications also underscore the importance of continuously evaluating the effectiveness of professional training and development programs. Administrators and relevant authorities must monitor and assess the degree to which implemented programs have successfully enhanced the knowledge and skills of teachers in the visual arts language. Through ongoing assessment, adjustments can be made to ensure that the training provided is genuinely effective and addresses the needs of non-option teachers, thereby enhancing the quality of visual arts education in schools.

Conclusion

This study aims to identify and analysis the level of proficiency and existing knowledge of non-optional teachers on the language of visual arts. The findings found the need for more

comprehensive and tailored training programs to strengthen the knowledge and skills of non-optional teachers. Continuous training, mentoring guidance, and support of referral resources will help to increase their level of confidence and effectiveness in teaching. In addition, collaboration between more experienced teachers and non-option teachers can provide a platform for exchange of best practices, thus strengthening the collective visual arts language-adjusted proficiency. Ongoing professionalism development programs that can be carried out are such as discourse, courses, writing and work, workshops, book reviews, benchmark visits, *coaching and mentoring*, innovation, research, *Professional Learning Community* (PLC), e-teacher portal, and academic improvement (KPM, 2014).

In order to ensure continuous improvement, regular assessment of the training program is important to ensure its effectiveness and make the necessary improvements (Yeh et al., 2022). With this comprehensive approach, the adjustable mastery of visual arts language among non-optional teachers can be enhanced, thus improving the quality of visual arts education provided to pupils. This study shows that while non-option teachers have a moderate level of knowledge and proficiency in the language of visual arts, there is an urgent need for more effective strategies in their training and professional development. By focusing on addressing the existing knowledge and skill gaps, schools and relevant stakeholders must ensure that all teachers, regardless of their specialization, are equipped to effectively and confidently teach visual arts.

In conclusion, this research significantly contributes to both the theoretical and practical aspects of visual arts education. Theoretically, it highlights the need for specialized training for non-optional teachers, showing that even those who do not choose to teach visual arts initially require a solid knowledge base and proficiency in the language of visual arts. This understanding can lead to improved teacher effectiveness and better student outcomes. Contextually, the findings reveal gaps in current training programs and emphasize the necessity for ongoing professional development. This research provides useful insights for educational policymakers and curriculum developers to create training programs that better meet the needs of non-optional teachers. By addressing these gaps, the overall quality of visual arts education can be enhanced, creating a more inclusive and effective learning environment for students. Regular assessments and collaborative learning among teachers are recommended as models for similar educational contexts, making the study's contributions both locally impactful and globally relevant.

References

- Abdullah, I. Bin. (2021). Ciri-Ciri Kesesuaian Tajuk Komunikasi dalam Pembangunan Modul Pengajaran Bahasa Arab: Suatu Analisis Laras Bahasa Komunikatif. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(10), 108–121. <https://doi.org/10.47405/mjssh.v6i10.1104>
- Asli, S. (2020). *Analisis Penggunaan Laras Bahasa Teknologi Dalam Majalah Arab*. Universiti Malaya.
- Aziz, A. T., & Ekorini, P. Z. (2019). ... Laras Bahasa Perguruan Tinggi Berbasis Problem Based Learning (Pbl) Mata Kuliah Bahasa Indonesia Sebagai Pengayaan Sumber *Dharma Pendidikan*, 14.
- Kementerian Pendidikan Malaysia. (2014). Pelan Pembangunan Pendidikan Malaysia 2013-2025. *Petikan Ucapan Tan Sri Muhyiddin Yassin Ketika Membentangkan Laporan Awal Pelan Pembangunan Pendidikan Malaysia 2013-2025 Pada 13/9/2012*, 1–12.
- Kurikulum, B. P. (2016). *Kurikulum Standard Sekolah Menengah, Pendidikan Seni Visual Dokumen Standard Kurikulum dan Pentaksiran* (Vol. 01).
- Mahsan, I. P. (2021). Expression of art and visual communication among special needed students of visual arts education subjects in primary schools: Ekspresi seni dan komunikasi visual murid berkeperluan khas dalam mata pelajaran pendidikan seni visual sekolah rendah. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 10(1), 41–54. <https://doi.org/10.37134/jpak.vol10.1.4.2021>
- Martu, N. E. (2020). *Pembinaan Kit Bahasa Seni Visual dalam Meningkatkan Penguasaan Standard Kandungan Apresiasi Seni Murid-murid Tingkatan 2*. Universiti Pendidikan Idris.
- Karim, M. H. R. &, & Kasdan, J. (2020). Laras Bahasa Gastronomi: Ciri Keperihalan Dan Ciri Linguistik Dalam Facebook (Suami Masak Apa Hari Ini?). *JURNAL LINGUISTIK Vol. 25 (2) November 2021 (050-065)*, 25(November), 50–65. <https://plm.org.my/ejurnal/index.php/jurnallinguistik/article/view/226>
- Mohd, R., Khairani, M. Z., & Malim, T. (2022). Pembelajaran Bahasa Seni Visual untuk Murid Tahap Satu melalui. *Jurnal Pembelajaran Dan Dasar Pendidikan*, 04, 1–8.
- Norhaizian, Alias, A., Zanaton, &, & Abstrak, I. (2022). Penerokaan Laras Bahasa Guru Prasekolah Dalam Pengajaran Matematik Awal (Exploration of Preschool Teacher Language in Early Mathematics Teaching). *Jurnal Pendidikan Malaysia*, 47(1), 43–61. <https://doi.org/10.17576/JPEN-2022-47.01SI-04>
- Padila, E. D., & Winarti, W. (2023). Analisis Laras Bahasa pada Headline Surat Kabar Metro 24. *Multiverse: Open Multidisciplinary Journal*, 2(1), 87–90. <https://doi.org/10.57251/multiverse.v2i1.859>
- Pramesti, A. & M. (2020). Laras Bahasa Iklan pada Media Sosial Instagram. *Basindo : Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 4(1).
- Yeh, L. H., Nor, N. M., & Seng, W. Y. (2022). Analisis Keperluan Pengajaran Dan Pembelajaran Pendidikan Seni Visual Berasaskan Kolaboratif-Konstruktivis Di Sekolah Rendah. *Kupas Seni*, 10, 90–103. <http://ojs.upsi.edu.my/index.php/JSPS/article/view/6591/3453>