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## LEARNING TO DRAW NATURAL OBJECTS IN THE INDEPENDENT LEARNING CURRICULUM AT SMPN 2 SEMARANG

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### KEYWORDS

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### ABSTRACT

Based on the results of research on "Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang" at SMPN 2 Semarang in the 2022/2023 academic year, especially in Semarang City, they will start conducting a teaching and learning activity which is carried out offline in line with the rules set by Ministry of Education and Culture of the Republic of Indonesia. This independent learning curriculum is also applied to SMP Negeri 2 Semarang for new students in grade 7. This research is in a field location at SMP Negeri 2 Semarang where the school is located on Jl. Brigadier General Katamso No. 14, Karangtempel, Kec. Semarang Tim., Semarang City, Central Java 50242. The location of the research was determined because this school is one of the best schools in the city of Semarang. The purpose of this study was specifically formulated: To find out and explain learning to draw natural objects in the Free Learning Curriculum at SMPN 2 Semarang, To find out and explain the driving factors for learning to draw natural objects in the Free Learning Curriculum at SMPN 2 Semarang, and To find out and explain the factors obstacles to learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang. This research has used a descriptive study, namely research that has the aim of describing a situation. This research approach uses a qualitative approach because it examines information, information, & symptoms from an observation process during this research regarding "Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang". This research has carried out data collection techniques in several ways, namely observation, documentation, interviews, and questionnaires.

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### INTRODUCTION

Education is one of the most prioritized factors for determining human resources and for the progress of the country. In an educational process can bring up a new idea or ideas that are innovative, creative, in dynamics as time goes by. Curriculum development is a tool that can foster excellence in the world of education, especially schools. A real policy will be seen through an implementation of the curriculum that is implemented because "Curriculum is the heart of education" which can directly determine the world of education this opinion according to (Munandar, 2017). According to Law No. 20 (2003), "The curriculum is a planning tool in learning that connects to a teaching material, content, & objectives and methods that can be carried out, and is used as a benchmark in organizing learning activities to achieve national education goals"(Nasution, 2022).

"The Indonesian state implemented a curriculum that has undergone various reforms and improvements starting from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, & 2013 the government also passed the Ministry of National Education which could change back to K 13, & in 2018 there was a revision to K-13 Revision "this opinion according to (Adrianto et al., 2021). At this moment a new curriculum is also present, namely the Independent Curriculum, which can be interpreted as learning design that can provide opportunities for students to be able to study in comfortable conditions (Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini, 2022).

The Merdeka curriculum is very focused on a matter of freedom and creative thinking. It becomes a strategy that can be elaborated by the Ministry of Education and Culture in releasing the Independent Curriculum, namely starting a driving school program (Khusni, Munadi, & Matin, 2022).

There are those who agree with the view (Ainia, 2020) "The teacher is the first subject who has an important role that can be expected to be a driving force to take a behavior that can give good things to students". With the Independent Curriculum, namely rearranging a National Education system in the State of Indonesia, in the opinion of (Yamin & Syahrir, 2020) "Saying something about that statement in order to be able to support and support an overhaul and success for our nation so that it can keep pace with the transformation of the times ". So with what The Minister of Education, Nadiem Makarim, has said that "Changes in education cannot be carried out just to carry out an administrative approach, the question is that we will carry out cultural transformation (Satriawan, Santika, & Naim, 2021).

Agreed with "A theory about the Independent Curriculum has subsequently been approved reminding that there is a vision and mission of Indonesian State Education going forward for the formation of human beings who have quality and are able to compete in all fields, especially life" (Sibagariang, Sihotang, & Murniarti, 2021). With an Independent Curriculum on which students can rely, they will be able to develop rapidly with their potential and abilities that they already have because of the Independent Curriculum to find learning that is critical, competent, expressive, applicable, varied, and progressive. "Reforming the independent curriculum requires good cooperation, high commitment, seriousness and application of reality from all parties, so that the learning profile of Pancasila is in the hearts of students," according to (Amini, 2020).

The driving school program is an attempt to realize the vision of education in the State of Indonesia by creating a progressive, independent, self-sufficient, and personable Indonesian State through the creation of students with a Pancasila ideology. The focus on a driving school program is the growth of an outcome in holistic student learning which includes a quality of literacy and numeracy and attitude, starting with the presence of human resources who have superior seeds from an educator and school principal. The Mobilizing School Program is a change from a previous school development program.

The important core of the Free Learning Curriculum is an independence about learning for students and educators. Freedom of learning has supported the formation of an attitude of an independent spirit in which educators and students can broadly and happily learn about knowledge, character and skills from the environment around us. The Free Learning Curriculum can support students to learn and develop their personal potential, as well as

form an attitude of empathy for the surrounding environment from which students learn, encouraging students to have confidence and skills to easily adapt to the surrounding environment and the demands of education in the 20th century. To 21. The essence of the Free Learning Curriculum is to advance existing education independent & autonomous both educators and schools to interpret a KD in a curriculum which is the result of an evaluation of educators according to the opinion of (Widiyono, Irfana, & Firdausia, 2021) An application of the independent learning curriculum strategy can support the role of educators both in terms of developing a curriculum or in a learning process. Furthermore, a source in learning, where independent learning from a teacher educator or teacher has a role as one, namely a learner facilitator who can be supported by the competencies mentioned above, the teacher has realized an implementation & purpose of implementing independent learning policies according to opinion from Pendi in 2020. One of the problems that arises and simultaneously can boost the emergence of an independent learning policy is the busyness of an educator who is trapped in the administration of learning so that the educator becomes not optimal in implementing learning in the classroom. The climate of an education in the country of Indonesia has been prepared, so one of the tasks of the educator is to design and organize the administration of learning that is aligned with the established procedures. Busyness in fighting for the administration of learning is part of a learning process. It can be stated (Salimi et al., 2020) that an educator and school have been trapped in procedures and goals which have made educational administration a matter of main concern not to blame bureaucratic regulations, accreditation, grades and exams.

This study aims to explain about "Learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang". In detail the purpose of this study as follows: 1). To find out and explain learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang, 2). To find out and explain the driving factors for learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang, and 3). To find out and explain the inhibiting factors in learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang.

The benefits of this research, 1). For students, the results in this study will increase the activity of students in participating in learning to draw natural objects, and increase students' understanding of the subject matter of cultural arts (fine arts) taught by a teacher, 2). For art teachers, the results in this study will provide empirical information about Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang, 3). For schools the results of a study in this study can increase the professionalism of an educator in implementing teaching and learning activities in the independent learning curriculum, and can improve the skills of a teacher in using various types of teaching methods, and 4). For researchers, the results of this research can add broad insights and knowledge about Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang.

## **METHOD RESEARCH**

This study has used a descriptive study, namely research that has the aim of describing a situation. This research approach uses qualitative because it examines information,

information, & symptoms from the results of the observation process during this study regarding "Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang".

For another reason, choosing this qualitative research is based on a comparison of research that has included an implementation of "Learning to Draw Natural Objects in the Independent Study Curriculum at SMPN 2 Semarang". In this case, it is in line with the characteristics of qualitative research which include having a natural setting, the researcher is used as the most priority instrument, has a descriptive nature, the data that has been collected is in the form of words, prioritizing data directly, participating without interruption and inductive analysis that can be carried out continuously from the school field.

According to the opinion of an expert named (Sugiyono, 2013), the population, namely the generalization area, consists of objects that have standard qualifications and certain characteristics that can be applied by a researcher to be studied, and then a conclusion is drawn. So the population is not just people, but an object and other natural objects and so on. The population is not only the total object or subject, but all the characteristics that have been possessed by the object or subject.

The population is everything from the subject of the research in the opinion of (Ahmad, Arikunto, Puri, & Martono, 2022) The population is all of the variables that are related to the problem to be studied according to the opinion of Nursalam. Year 2003. Population, namely all good values from the results of calculations, both quantitative or otherwise, from a characteristic that can affect groups of objects so completely and clearly in the opinion of (Usman, 2006). The population is all individuals who have become the area of research that will be generalized according to the opinion of I. B. Netra, 1947 p. 10.

According to an expert named (Sugiyono, 2013), the sample is part of the total number and characteristics possessed by that population. If the population is much larger and a researcher will not be able to study all of the population, because he has limited time, energy, and funds, then a researcher can use samples that have been taken from the results of a representative population.

Samples are parts to be taken from all an object to be studied & can represent all populations in the opinion of Soekidjo. Year 200 p. 79. Furthermore, the expert opinion from Issac & Michael obtained from the table determining the total of all samples with a significant level of 5%, if the population is 25, the sample will be 23 people. Expert opinion from (Sugiyono, 2013) The sample is part of an existing object taken from all of an object to be studied and has been able to represent all of its population expert opinion from (Notoatmodjo, 2003) The sample is part or representative of the sample that will later be studied (Ahmad et al., 2022).

The determination to focus on this research is intended to: (1) limit the results of the study, and (2) meet the results of the criteria that have been included or have released new information that can be obtained from the field (Moleong, 1994). The existence of this determination of focus is very clear, researchers can also make good decision results from the data that needs to be collected and which other data needs to be separated, even though the data is attractive but not so relevant by reducing data.

Variables in research are attributes of other people, objects, organizations, or activities

that have certain variations that have been determined by a researcher to be able to study and then a conclusion will be drawn from an expert opinion from (Sugiyono, 2013). The research variables consist of several independent variables namely 1). Independent Variables: Variables that are usually called stimulus, predictor, and antecedent variables. Variables are variables that can give effect or become a cause of change or the emergence of dependent variables expert opinion from (Sugiyono, 2013). Variables that can be used in this study, namely learning to draw natural objects, and 2). Bound Variable: The dependent variable is a variable that has an influence or which becomes a causality, because with the independent variable expert opinion from (Sugiyono, 2013). The dependent variable that can be carried out in this study is in terms of purchasing decisions. The purchase decision is a way of integration that can be done to combine knowledge to evaluate three or more alternative actions and to sort out one of them expert opinion from (Olson, 2013). The dependent variable that can be used in this study is: Free Learning Curriculum.

The data collection technique is a process of procuring primary and secondary data in the form of more accurate data, so that the results in the research will be in accordance with the objectives that have been set. In other words, data collection has the goal of obtaining data that has been adjusted for research purposes. There are several techniques that have been selected for data collection in schools, as follows.

#### A. Observation



First Observation: In the observation technique that will be carried out in this study with the aim of obtaining information and data directly from the research site. The observation technique is an observation that will be carried out intentionally, regularly overlapping a social event with psychic symptoms for further recording process (Subagyo, 2006). In the opinion of an expert named (Sarwono, 2006) observation activities include a process of carrying out systematic recording of an event, behavior, & object that can be seen as well as something else needed to complete this research that will be carried out.

In this study, observations can be made directly. Thus a researcher is an outsider who can research a process of learning to draw natural objects in the Independent Learning Curriculum at SMPN 2 Semarang. In other terms, it is a non-participatory researcher, namely a researcher who is not directly involved or does not participate during the activity process, a researcher only observes the activity process, (Sukmadinata, n.d.).

#### B. Interview



Second Interview: A dialogue that can be used by a lawyer to obtain information from the interviewee (Arikunto, 2010). Therefore, according to Subagyo (2006:39), an interview is an activity that has been carried out to obtain some information directly by asking several questions to the respondent. Interviews have meaning if we are face to face with the interviewer and the respondent, and the activities can be used orally.

The interview is a conversation with a certain meaning, which can be used by both parties, namely between the interviewer and the interviewee (Moleong, 1994). The purpose of this interview is to get the construction going on about a seriousness & acknowledgment of expert opinion from Sonhaji, 1994.

### C. Documentation



Third Documentation: Trying to trace data regarding things that can be in the form of agendas, chairs, minutes of meetings, and others (Ahmad et al., 2022) The techniques in this documentation will be used to collect information about events that will be recorded in images that can show evidence of an activity. There are 2 categories of photos that can be used in qualitative research, namely photos that have been produced by people & researchers themselves.

This technique is used to obtain secondary data to complement data that has never been obtained through observation and interview techniques. Primary data is data obtained directly from a respondent through an interview process, while secondary data is data that has been collected to help complete the primary data which includes, among other things, namely, archives and documentation from related agencies.

#### D. Questionnaire

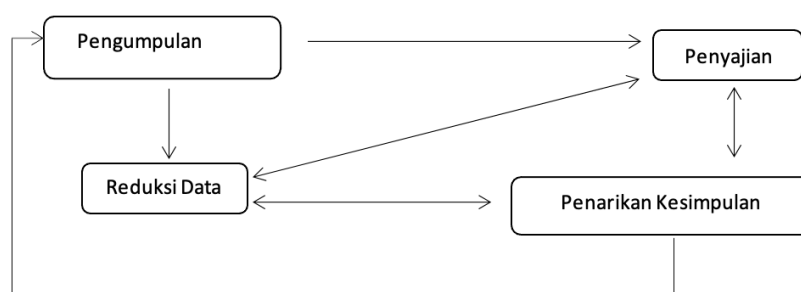


Fourth Questionnaire: According to the opinion of an expert named (Sugiyono, 2013) a questionnaire is a data collection that can be done by giving a set of written questions to respondents to answer.

The types of questions in the questionnaire have been divided into 2 parts, namely: open questionnaire and closed questionnaire. An open question is a question that expects the respondent to write down the answer in the form of a description of a certain matter. On the other hand, closed questions are questions that want to expect short, concise, and clear answers or can expect respondents to choose from one of the alternatives for answers to each of the available questions. Every questionnaire question that wants to expect an answer in the form of ratio, interval, nominal, & ordinal data is a form of closed question (Sugiyono, 2013).

Also in this study, the data that has been collected can be analyzed in a descriptive way. The data obtained in stages from data collection will then be selected, between data that meets the criteria or does not match the material from the research. Then the data that has been aligned is analyzed and neatly arranged into a form in the form of a research proposal.

The following is a scheme of qualitative data analysis expressed by the opinion of an expert named Miles & Huberman (Usman, 2006).



**Figure 1**  
Qualitative Data Analysis Scheme according to Miles and Huberman (Usman, 2006)

The following describes data reduction, data presentation, & conclusion of expert

opinion from Miles & Huberman (in Usman, 2014: 85-88). 1). Simplification: Data reduction is a form of analysis focusing, classifying, showing, discarding unnecessary, and organizing data in such a way that final conclusions can be drawn. Data reduction will take place on an ongoing basis as this research progresses. Then a data collection was carried out which was completed, all notes from the field that were read, understood, & summarized contacts that had contents about elaboration in the form of research results on field notes, focusing, and answers to the problems to be studied, 2). Data Presentation According to expert opinion named Miles & Huberman (1984) presentation of data intended to find patterns that have meaning and provide possibilities for verification & action. The presentation of the data in this study also has the intention of finding meaning from the data that is already owned, then it will be organized neatly and systemically, from more complex forms of information to simple but still selective. Because the data that is owned is only a series of words, sentences, or paragraphs from the words of informants, observations, or in the form of documentation, presented very well & easy to find and search for about reality, then under the quoted data unit it will be given a certain label. The 1st – 4th digits indicate the number that has the sequence of notes in the field. The 6th & 7th digits will show the informants in the study. In the 9th digit, how to get data, for example W means interview. The data collection technique code consists of 3 types, namely W (interview), P (observation), and D (documentation). The 11th & 12th digits will show the data page code in each transcript, which is on the left of the notes in the field. The 14th-18th digits, will indicate the data row that was quoted. For example: CL02.KS.W.05.15-18.CL02 is the second field note, KS is an informant from the school principal, W is a way to obtain data by conducting interviews, 05 is a page of data, 15 – 18 are rows of data that have been quoted, and 3).

Conclusion Drawing: Activities in the final qualitative research. The researchers have arrived at the conclusions and carried out the verification stages, both in terms of meaning and reality regarding the conclusions that have been agreed upon by the subject where the research was carried out. The meanings that have been formulated by researchers from data that have been tested for their correctness, suitability, and strength. The researchers realized that in looking for a meaning, they had to take an ethnic approach, namely from the point of view of the informants, and not from the interpretation of the meanings from the views of the researchers (ethnic approach). The presentation of data, apart from being a result of reduction/simplification, also needs to be reviewed in a data collection process to ensure that no important data will be left behind. Likewise, if in drawing conclusions it turns out that there are several conclusions whose results are still doubtful and cannot be agreed on the correctness of the true meaning, then it returns to a data collection process. The act of validating data is very important in verification.



## RESULT AND DISCUSSION



In this study, it was located in a field location at SMP Negeri 2 Semarang, where the school is located on Jl. Brigadier General Katamso No. 14, Karangtempel, Kec. Semarang Team., Semarang City, Central Java 50242. The location of the research was determined because this school is one of the best schools in the city of Semarang, has a special accelerated program for the first time in Central Java (Central Java) since 2000, Has a high score with Accreditation of 95 and Accreditation Rating A, and is the best junior high school in Semarang City based on the average national exam score which ranks at the top compared to other public junior high schools, namely 90.95.

SMP Negeri 2 Semarang is located in the city and on the edge of the main road. In the east it is bordered by residents' Karang Ampel village, in the south it is bordered by Jalan Brigjen Katamso & the "Duta Berlian Motor Suzuki" car showroom, in the west it is bordered by Jalan Dr Cipto and there are several quite large figures and on the north side there are several residents' houses as well as there are also small traders and to the north it borders Jalan Halmahera.

SMP Negeri 2 Semarang is very strategically located because it is not too far from the city center, located next to the main road and only 3.1 km from the intersection of five Semarang by taking the route towards Purwodadi. Transportation to SMP Negeri 2 Semarang is also easy, because many public transportation vehicles use the route to the school. Peace in teaching and learning activities that are comfortable with the support of adequate learning facilities between educators and students.

The location of this research, which is very precise, is in the position of the bangkong intersection / local residents call it "MILO". Locations like this, density, busyness, and the safety of traffic lights on the highways and pollution from the air that still often occurs around the school's location is difficult to avoid and can be felt which can interfere with the concentration of students' learning when teaching and learning activities have started. But based on an observation by researchers, the situation and environmental conditions at SMPN 2 Semarang look beautiful, there is a ceremonial field that already has paving, and there are also plants planted with various types of flowers. These efforts are implemented to reduce the presence of air pollution caused by vehicles.

SMPN 2 Semarang has facilities in the form of facilities & infrastructure in teaching and learning activities. SMPN 2 Semarang has a very distinctive building with a European

architectural style and has 52 teaching staff consisting of 1 principal, 42 permanent educators, 2 temporary educators, and 7 auxiliary educators. Educators - educators have a duty to manage learning activities and assist especially the principal in all matters relating to teaching, student affairs, and community relations.

#### **A. Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang**



Learning to draw natural objects in SMPN 2 Semarang schools, some data has been found, data materials that have been presented by educators to use are based on the Free Learning Curriculum. Then in the lesson plan, then with the learning process in order to achieve a goal of learning. The application of learning to draw natural objects at the junior high school level has been adapted to the Free Learning Curriculum. A tree – the most important main points in the discussion of drawing as well as sub-topics of the discussion of drawing natural objects. Then, the teaching of theoretical knowledge which is also interrelated with one another, will be a support for practical activities and can expand the activities of the students.

The consequences that must be needed in using exercises in making a picture of objects around the school environment so that students can recognize their environment well, in conveying a message through images that are so aesthetic to be easily digested by other people (the public). From an observation process in the form of planning, applying to the selection of learning media, the writer must consider that educators have a dream to disseminate their learning materials, an educator must prepare everything, especially in pre-planning before teaching & choosing learning media that is based on situations and conditions. which has been synchronized with the student environment. It is in this observation that the educator concerned must also use methods that are in sync with the situation and conditions of the classroom, learning resources, existing learning media, and room facilities for teaching and learning between educators and students.

According to a writer, the learning space is relatively adequate for the application of learning to draw natural objects, in conditions like this, the freedom for students to express what can be channeled properly and correctly. For the arrangement of classrooms that are good enough and the availability of room to move for teaching and learning activities is quite possible. In the room plan it can be seen that educators have tried to create a good learning room situation. Tables and chairs are also arranged in such a way

with the aim that educators and students can act freely, both for learning to draw later, both for theory and practice. This learning activity will also get evaluation or assessment results both in theory and practice that have been carried out in accordance with the rules of the components of existing learning, similar to what has been explained in component theory and the previous learning stages.

**B. Driving Factors for Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang**



In the process of learning about drawing natural objects at SMPN 2 Semarang, especially in learning to draw natural objects which have several factors that can support and support the interests of students which include: Can encourage motivation to learn from students, because can use the existence of an open natural setting as a means in the classroom, which will be able to add aspects - aspects of fun and excitement for students. Educators can also form a learning atmosphere that is fun and enjoyable because they can explore which will create a learning atmosphere like playing. In a lesson, students use media in learning that is so concrete and understands the surrounding environment around them, and during learning a media that are in sync with the actual situation and conditions. It is easy to follow situations and conditions so that it can potentially enrich the achievements of students. The atmosphere will be more free, dynamic, comfortable, relaxed and not boring so that a new perspective will be more developed. It is easier to draw in detail using an observation that is carried out directly and carefully in the object because it has no spatial boundaries so that we are free to choose which one to look at, The space for movement is so wide as a result there is no need to be side by side like in a classroom, as well as an atmosphere that is not saturated and not related to each other with an atmosphere that is so formal as a result of the existence of a freedom to express and be creative.

The students in carrying out learning activities to draw natural objects at SMP Negeri 2 Semarang, students have a good family attitude Among his friends, this kind of thing can be seen with the view that from the attitude of cooperation they are all to help each other in terms of drawing natural objects. Then the students have a very high preference in drawing activities which can be seen from the view of the many students who have participated in class learning. In addition, this is evidenced by the number of students who often go to school (do not skip school).

Their interest in participating in learning to draw is because most of them are used to drawing and the students also have a burning passion because of the self-motivation that each student has for those who have achieved various achievements in each competition. – competitions that they have participated in themselves so that they get brilliant achievements that make them proud at the Provincial level/ National. The motivation of these students is one of the drivers of success in learning to draw natural objects at SMP Negeri 2 Semarang.

### C. Inhibiting Factors in Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang



In the learning process, especially in learning to draw natural objects at SMPN 2 Semarang, there are several inhibiting factors in learning interest students include: Requires extra attention from educators when in learning, because it uses natural image media that can make students not focus on one object, Teachers must pay more attention to student supervision, because the characteristics of students are not in sync, there is an emphasis on learning but sometimes there are also students who will use their time just to play, learning pictures of natural objects outside a classroom can get weather, wind, hot sunlight, or when it rains, it's easier to be disturbed by outsiders or noise, and students are required to prepare extra equipment and tools in the form of foundations from drawing paper or plywood.

Apart from the supporting factors for the success of learning to draw natural objects, there are also constraints in this learning process at SMP Negeri 2 Semarang. From the observations & interviews obtained, the factors of the constraints that arise from the factors of the students themselves. Many students initially could not master drawing media at all. They can draw but not so much detail. Many students are not very good at drawing so that it lowers students' confidence in drawing natural objects. Here the teacher's role is needed in guiding students gradually so that they can understand and finally be able to draw natural objects well.

### CONCLUSION

Based on the results of the research & discussion that has been presented regarding Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang it is concluded that at SMP Negeri 2 Semarang in the 2022/2023 academic year,

especially in Semarang City, they will start conducting an offline teaching and learning process in line with rules that have been set by the Ministry of Education and Culture of the Republic of Indonesia. This independent learning curriculum is also applied to SMP Negeri 2 Semarang for new students in grade 7 of junior high school (SMP). The purpose of this research is specifically formulated: 1). First, learning to draw natural objects in SMPN 2 Semarang schools, some data has been found, data materials that have been presented by educators to use are based on the Free Learning Curriculum. Then in the lesson plan, it is followed by a learning implementation process that is useful for achieving a learning goal. The application of learning to draw natural objects at the junior high school level has been adapted to the Free Learning Curriculum, 2). Second, the supporting factors include: Can encourage motivation to learn from students, Educators can also form an enjoyable learning atmosphere, In a lesson students use a media in learning that is so concrete, It is easy to follow situations and conditions so that it can potentially enriches achievements, the atmosphere will be freer, it's easier to do detailed descriptions, the room for movement is so wide, & the atmosphere doesn't make you bored, and 3). Third, the inhibiting factors include: Requiring extra attention from educators, Teachers must pay more attention to student supervision, Learning natural images outside a classroom can get obstacles such as weather, More easily disturbed by people outside or noise, students are required to prepare equipment and tools, & many students initially cannot master drawing media at all. In this research, descriptive research is applied, namely research that aims to describe the situation. The research approach used is a qualitative approach because it examines symptoms & information from observations during the research process regarding "Learning to Draw Natural Objects in the Independent Learning Curriculum at SMPN 2 Semarang".

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