

# Enrichment of Ornamental Materials of Malay Keris Tumbuk Lada for Fine Arts Students

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**Abstract.** Archipelago ornaments reflect the diversity of Indonesian culture. Preserving ornaments means maintaining cultural diversity and honouring ancestral heritage. The objectives of this research are; 1). Produce teaching materials for Nusantara Ornament Course, and 2). Reveal the validation test, practicality test, and effectiveness test of Nusantara Ornament Course teaching materials. Based on the research objectives, the results of the validity of teaching materials were obtained with the acquisition of a fairly valid category with an average score of 78.75%, then the practical module was used by students with a score of 82.15%, and the module fell into the effective category with a score of 88.53%. So, from the scores above, it can be said that the teaching materials are quite valid, practical, and effective to be applied in learning Nusantara Ornament courses.

**Keywords:** Ornaments, Hulu Keris Malay.

## 1. Introduction

Indonesia is a rich country. Indonesia has different races and ethnicities, and thus there are different types of art. One of them is jewelry [1]. Ornaments are pieces of art that are added or designed to be decorative [2]. Nusantara jewelry refers to the various types of jewelry that are scattered in different regions of the country, which are traditional and have their own characteristics and differences in each region. The capital of the island is a local phenomenon according to the taste of the community [3]. The country's heritage was found to be diverse and rich, an expression of the Indonesian culture that includes thousands of islands and many ethnic groups and hundreds of regional languages. In addition to the differences in the appearance of the decorations, they are also similar, for example in the pattern of color arrangement, even in the aesthetic value and symbolic meaning adapted to the conditions of each region.

Ornamental art serves to decorate an object or item to make it look more valuable, beautiful, and meaningful. In general, ornamentation is closely related to aesthetics in human life. Aesthetics includes everything related to beauty, which in this study is not only fixated on the elements of form, but also the content within [4]. The essence of art in ornaments emphasises beauty, because it is the basis of the creation of ornamental culture as an answer to human needs

for aesthetic value [5]. Indonesians from the beginning were more talented in ornamental art than building art, with various decorations present in people's lives as an expression of feelings in visual form.

Ornaments are decorations used to beautify an object or building. Ornaments come in many forms, such as geometric motifs, flowers, leaves, animals, or human figures. Ornaments have been used since ancient times, and many cultures have rich ornamental traditions. Ornaments can be found in many different types of art and architecture, including fine art, sculpture, crafts, and architecture. Ornaments can also be used to add detail to an image or make an image more interesting [6]. Ornaments are a component of art that can be found on many types of buildings, including churches, palaces, and government buildings. Ornaments can be used on parts such as doors, windows, roofs, dagger shafts, and poles. Ornaments are decorations used to beautify an object or building. The term ornament comes from the Latin 'ornare' which means to decorate. Every country has its own ornaments, as does Indonesia [7]. Ornaments in Indonesia have various forms, functions, and motifs. Here is some information about ornaments in Indonesia. Aesthetic function, ornaments are used to beautify the appearance of an object or building, such as ceramics, household appliances or wall hangings [8]. Symbolic function, ornaments in Indonesia often have meaning and symbolise something based on culture, customs, beliefs, and religion. For example, ornaments on traditional objects such as kris, swords, or sticks [9]. Technical construction function, some ornaments in Indonesia also have a functional function in building construction, in addition to providing beauty value. However, ornaments with a technical construction function cannot be taken from an object without damaging the function of the object. Ornament motifs in Indonesia have a variety of distinctive motifs. Some examples of ornamental motifs in Indonesia include geometric motifs, animal motifs, plant motifs, object motifs, imaginary motifs or creations. Ornamental motifs are created from the imagination and creativity of artists or craftsmen. Ornaments with these motifs can be found in various works of art, handicrafts, and architecture in Indonesia [10].

Ornaments are decorations used to beautify an object or building. Ornaments come in many forms, such as geometric motifs, flowers, leaves, animals, or human figures [11]. [12] Ornaments have been used since ancient times, and many cultures have rich ornamental traditions. [13] Ornaments can be found in many different types of art and architecture, including fine art, sculpture, crafts, and architecture. Ornaments can also be used to add detail to an image or make an image more interesting. [14] Ornaments are a component of art that can be found on many types of buildings, including churches, palaces, and government buildings. Ornaments can be used on parts such as doors, windows, roofs, dagger shafts, and poles. Ornaments are decorations used to beautify an object or building. The term ornament comes from the Latin 'ornare' which means to decorate [15]. Every country has its own ornaments, as does Indonesia. Ornaments in Indonesia have various forms, functions, and motifs. Here is some information about ornaments in Indonesia. Aesthetic function, ornaments are used to beautify the appearance of an object or building, such as ceramics, household appliances or wall hangings. Symbolic function, ornaments in Indonesia often have meaning and symbolise something based on culture, customs, beliefs, and religion. For example, ornaments on traditional objects such as kris, swords, or sticks. Technical construction function, some ornaments in Indonesia also have a functional function in building construction, in addition to providing beauty value. However, ornaments with a technical construction function cannot be taken from an object without damaging the function of the object. Ornament motifs in Indonesia

have a variety of distinctive motifs. Some examples of ornamental motifs in Indonesia include geometric motifs, animal motifs, plant motifs, object motifs, imaginary motifs or creations. Ornamental motifs are created from the imagination and creativity of artists or craftsmen. Ornaments with these motifs can be found in various works of art, handicrafts, and architecture in Indonesia.

Ornaments are an important part of Indonesia's cultural heritage that must be preserved. Indonesia has many world-recognised cultural heritages, such as Borobudur Temple, Keris, Batik, and Pencak Silat martial arts, all of which need to be preserved as a form of appreciation for existing cultures. Specifically regarding crises, in this context, researchers will highlight the importance of the placement of ornaments on Malay crises. Given the importance of preserving this cultural heritage, especially so that it is not forgotten by the current generation, preservation is crucial. If not done, there is a great risk that this heritage could be forgotten, even lost. Preserving ancestral heritage that has high historical and cultural value is a way to honour and appreciate the culture that has existed since ancient times. In addition, archipelago ornaments also reflect the identity of the Indonesian nation and the cultural richness and diversity of ethnic groups in Indonesia. By preserving them, we help strengthen our identity and pride as Indonesians.(Rezeki, 2021)



**Fig. 1.** Ornamental Motifs

Preserving the archipelago's ornaments is a form of honouring our ancestors who have created and developed the art and culture of the archipelago. By preserving these ornaments, we ensure that their legacy lives on and can be recognised by future generations. Globalisation, as expressed is the biggest challenge in preserving Nusantara culture as foreign cultures easily enter and influence local culture. Preserving Archipelago ornaments helps to maintain the

diversity of Indonesian culture from the negative influence of globalisation, as stated. In an effort to deal with this problem, this research is expected to be an interesting reference and enrichment material for students in learning Nusantara ornaments. The aim is to strengthen the love for the nation's own culture and increase students' creativity in understanding the material and completing assignments in the Nusantara Ornament Course.

## 2 Method

This research is development research, which aims to produce new products or systems and test the effectiveness and quality of these products or systems [16]. [17] This research is often used in education, technology, and science, where researchers design, develop, and evaluate various programs, methods, or tools to be used in the learning process or other practical applications. This approach involves several stages, ranging from needs identification, product design, and prototype development, to product evaluation and refinement based on feedback from users or trial results. One of the frequently used development research models is the 4-D model (Define, Design, Develop, Disseminate), which assists researchers in designing and implementing products that meet consistency and effectiveness criteria [18] [19] [20].

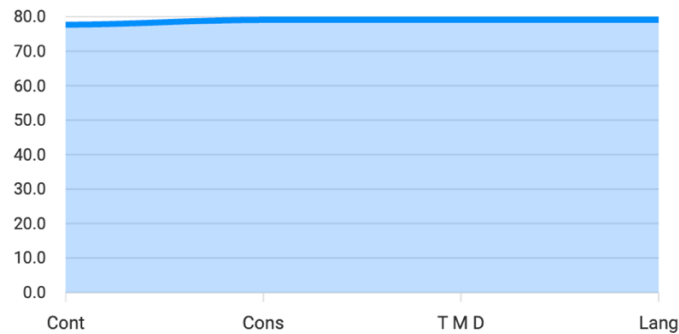
## 3 Results and Discussion

### 3.1. Validation

**Table 1.** Validator Assessment Results

No	Variable	Degree of Achievement (%)	Category
1.	Contents	77.7	Valid Enough
2.	Construct	79.1	Valid Enough
3.	Teaching Material Display	79.1	Valid Enough
4.	Language	79.1	Valid Enough
	Average	78.75	Valid Enough

Obtaining the analysis of the validation evaluation score in Table 4.3, there are 4 variables, namely: 1) the content with a success rate of 77.7% is classified as highly valid, 2) the structure with a success rate of 79.1% are classified as . It is highly valid, 3) the nature of the teaching material is rated as highly valid with a 79.1% progress rating and 4) the language is rated as highly valid with a 79.1% progress rating. In general, it is possible to classify the average scores for educational materials with a progress rate of 75.78% and educational materials that are in the fully valid category. The comparison of the achievement of the validation results of the teaching materials for each variable using the validations can be seen for more information in Figure 2 below:.



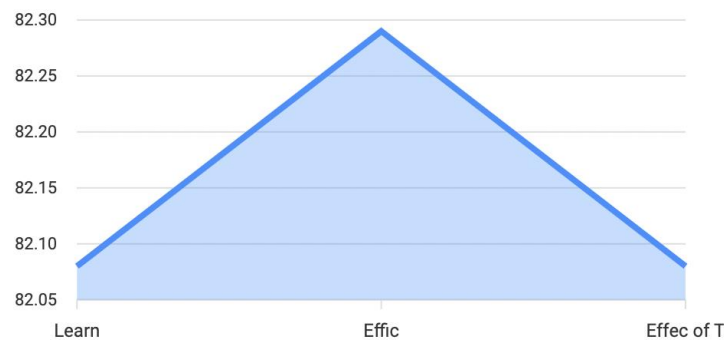
**Fig. 2.** Validator Assessment Results

### 3.2. Practicality

**Table 2.** Results of Practicality Assessment by Students

Variable	Degree of Achievement (%)	Category
1. Learnability	82.08	Practical
2. Efficiency	82.29	Practical
3. Effectiveness of Time	82.08	Practical
Average	82.15	Practical

The data analysis results from the practicality assessment conducted by students in the Fine Arts Department revealed that both p-book and e-book-based teaching materials were considered practical by users, as indicated by high achievement percentages across three key variables: 1) Learnability (82.08%), 2) Efficiency (82.29%), and 3) Time Effectiveness (82.08%). The overall average practicality value of the teaching materials, at 82.15%, further supports their categorization as practical. Detailed comparison of students' practicality achievement levels can be found in Figure 3.



**Fig. 3.** Practicality Assessment Results

### 3.3 Effectiveness

**Table 3.** Student Activities

No	Student Activities	Active Students	Number of students	Score Achievement Level (%)	Category
1.	Read teaching materials and do exercises				
	Meeting 1	12 persons	12 persons	100	Very Active
	Meeting 2	12 persons	12 persons	100	Very Active
	Meeting 3	12 persons	12 persons	100	Very Active
	Meeting 4	12 persons	12 persons	100	Very Active
	Average			100	Very Active
2.	Students ask questions during the lesson				
	Meeting 1	8 persons	12 persons	66.66	Active Enough
	Meeting 2	10 persons	12 persons	83.33	Very Active
	Meeting 3	10 persons	12 persons	83.33	Very Active
	Meeting 4	10 persons	12 persons	83.33	Very Active
	Average			79.16	Active
3.	Answering questions from the lecturer or from other students, and				
	Meeting 1	7 persons	12 persons	58.33	Active Enough
	Meeting 2	8 persons	12 persons	66.66	Active Enough
	Meeting 3	10 persons	12 persons	83.33	Very Active
	Meeting 4	11 persons	12 persons	91.66	Very Active
	Average			74.99	Active
4.	Complete assignments given by the lecturer				
	Meeting 1	12 persons	12 persons	100	Very Active
	Meeting 2	12 persons	12 persons	100	Very Active
	Meeting 3	12 persons	12 persons	100	Very Active
	Meeting 4	12 persons	12 persons	100	Very Active
	Average			100	Very Active

The initial task involves assimilating teaching materials and engaging in exercises provided by the instructor. Students demonstrated exceptional commitment, with a consistent 100% participation rate across all four meetings, marking them as highly active individuals. Absentees or those with valid excuses were deemed inactive. Notably, student attendance stood at a perfect 100% during observation, reinforcing their strong engagement with the materials and exercises. Subsequent to this, the focus shifted to students posing queries during the learning process. Their participation levels, on average, clocked in at 79.16%, classified as active. A notable rise in question-asking was witnessed from the first to the fourth meeting, showcasing a direct correlation between the use of textbooks and student motivation. Transitioning to the third activity, which involved responding to queries from either the lecturer or peers, student engagement levels averaged at 74.99%, exemplifying an active approach. The robust data indicated a steady increase in student responses across the meetings, highlighting a positive trend in interactive learning. Lastly, the fourth activity entailed completing assignments, with all students demonstrating full participation in this task in every session, earning them the label of very active. The accountability of individuals to finish assignments at the conclusion of each lesson was reinforced. Overall, the students exhibited a commendable overall engagement rate across all activities, as depicted in Figure 4.



**Fig. 4.** Student Activity Score Results

## 4 Conclusion

Based on the research findings above, the organization of teaching materials according to their content validity level was deemed fairly valid, scoring 77.7%. The construct validity also fell within the fairly valid category, achieving a score of 79.1%. The visual presentation of teaching materials was considered quite valid, with a score of 79.1%, while the grammar aspect was rated as fairly valid, scoring 79.1%. On average, the validation of teaching materials was fairly valid at 78.75%, with content systematically described for user understanding. The practicality level of teaching materials, with an average of 82.15%, was classified as practical, designed in clear learning units encompassing material delivery, usage instructions, and assessment tools. The formulation of teaching materials aligns with different student proficiency levels.

The ability to learn teaching materials, namely teachers as trainers in the learning process with a value of 82.08%, is classified as teaching materials based on p-books and e-books for users. Since the teaching materials have a language that suits the students' characteristics and can be used independently, the exercises can help the teachers to guide the students to understand the concepts. The teaching materials are designed to facilitate teachers in guiding students in learning the Nusantara philosophy. The effectiveness of the teaching materials has a value of 82.29% and is selected as an activity. This shows that teaching materials can help students understand the concepts being taught. Good teaching materials are necessary to help teachers guide students in learning.

The time efficiency of teaching materials with a value of 82.08% shows that teaching materials are used by teachers to guide students during learning. Therefore, teachers can use their time effectively and efficiently. The results of the evaluation were that none of the 12 students passed, so the rate reached 100%. The effectiveness of the teaching materials is proven because all the students who use the teaching materials in the study program have passed the Nusantara decoration course. Based on the observations made by an observer, the students were generally active during the study period. This shows that the teaching materials are meaningful and effective to be used in learning activities in the Nusantara decoration course.

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