Modification of Archipelago Ornament Design Forms in the Fine Arts Department

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Abstrak. The purpose of this study was to produce a valid, practical, and effective module through the modification of archipelago ornament design forms in the Fine Arts Department. This research was conducted using the research and development method with the 4-D model (Four D Models). The steps of using this model are defined, designed, developed, and disseminated. The results of the research on the module are known: a) validity of 79.25% with a valid enough category, b) practicality of 85.33% with a practical category, and c) effectiveness of 82.81% with an effective category. Modules that are valid, practical, and effective are used in the process of learning in the Archipelago Ornament Course and Batik Craft Course at the Department of Fine Arts, Faculty of Language and Arts, State University of Medan.

Keywords: Module, Modification, Archipelago Ornaments, Design Forms

1. Introduction

Batik was declared Indonesia's intangible cultural heritage on 30 September 2019, so it has been almost a decade. Some of this time has provided an opportunity for batik makers to explore their creativity in designing batik. The design and shape of motifs in the creation of batik are done in various ways [1]. The design and shape of the motif in the creation of batik are done in various ways, both in terms of techniques and different materials as a means of innovation in developing batik.

Batik Craft course and Ornaments of the Archipelago course are some of the courses in the Department of Fine Arts, Faculty of Language and Arts (FBS), State University of Medan (Unimed) that have long been taught to students. These two courses cannot be separated from each other. First, students take the Nusantara Ornament course, after graduating, they can then continue by taking the Batik Craft course. This is because the Nusantara Ornament course contains material about batik design knowledge. The implementation of Nusantara Ornament and Batik Craft learning aims to develop the art of batik culture, as a means for students to

make batik craft art, a means of pouring expression, increasing interest and talent in batik craft art, and through Batik Craft being able to preserve Nusantara Ornaments.

The ability to master materials, techniques, and the process of batik craft creation of students of the Department of Fine Arts, Faculty of Languages and Arts, State University of Medan, on average, is not in doubt. Many students' batik crafts were created with excellent quality, and many of them were exhibited at the National Exhibition and collected by many people to become the archipelago's batik collection. The very good ability of these students is something that needs more serious attention, which is the form of batik design development. A broader modification of batik design in this case is needed, so that the batik works made are not only confined to showing a single ornament form that appears independently as the form of the original ornament, but there is a necessity for modifying the form of a newer batik design.

Based on observations made by observers during lectures in July-December 2022 and January-June 2023 on the students' batik design assignment results and grades. On average, students' skills are in the enough and good categories. Based on this, it is necessary to evaluate so that students' batik design skills increase so that they are in the excellent category, providing an overview and information that can be used in formulating various ways of decision-making [2]. For students' creativity not only to master the material knowledge, techniques, and processes of making batik, it is necessary to train students' abilities even deeper by modifying the design of batik motifs.

P-book and e-book-based modules will be very useful for students because they are easy to access and readily available on desktops and students' Android phones [3]. Furthermore, designing batik by making modifications to the shape of ethnic ornament motifs, but not leaving the initial shape of the motif. The modified design can be by updating the old design into a newer design. The design of the developed batik motif has the aim of increasing the number of newer batik motif images [4], so that new interesting and unique batik motif designs will appear

2. Methods

This research was conducted using the research and development method with the 4-D model (Four D Models). The steps of using this model are defined, designed, developed, and disseminated [5]. Furthermore, the design of the module development flow is in the figure below.
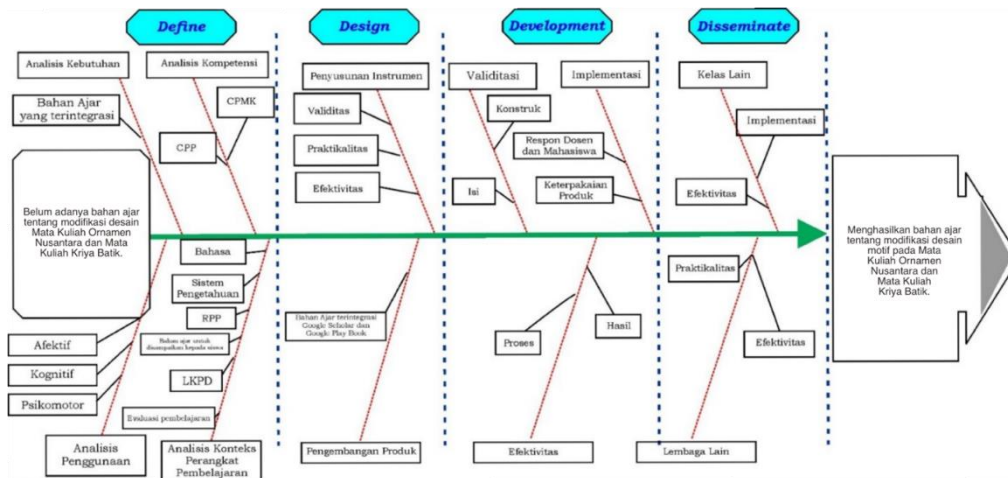
Fig. 1 Module Development Flow Design

Sampling technique with simple random sampling. The samples selected were students who had taken the North Sumatra Ethnic Decorative Variety course, namely 12 students. Data collection instruments with a questionnaire in the form of a Likert scale. Data analysis techniques are data analysis: 1) validity, 2) practicality, and 3) module effectiveness test.

3. Results and Discussion

The define stage includes curriculum analysis, concept analysis, and student analysis. Furthermore, at the design stage designing the cover of the module. The cover image is designed very interestingly so that it can increase student's attention to study the contents of the module [6]. The design results on the cover can be seen in the picture below
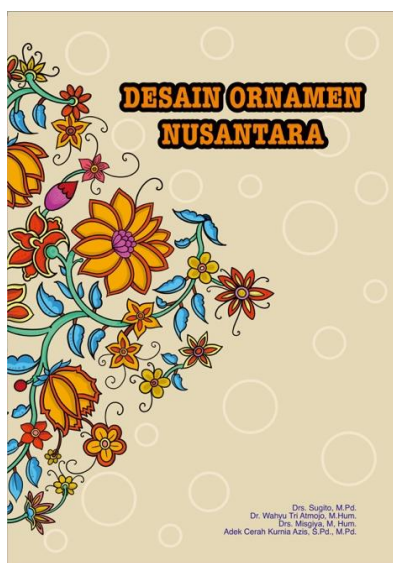
Fig. 2 Cover Design of The Module

At the development stage, there is validation carried out by two validators, one validator who is an expert in the field of design and another expert in the field of language. The results of the assessment by the validators are listed in the table below.

Table 1 . Assessment Results by Validators

No	Variables	Degree of Achievement (%)	Category
1.	Contents	73%	Valid Enough
2.	Construct	77%	Valid Enough
3.	Display of Teaching Materials	85%	Valid
4.	Language	82%	Valid
Average		**79.25%**	**Valid Enough**

Variable validator assessment results in table 1 which there are 4, namely: 1) the content of teaching materials is 73% with a fairly valid category, 2) the construct is also 77% and valid enough category, 3) display of teaching materials is 85% with a valid category, while 4) language is 82% with a valid category. Overall, the average validity is 79.25% and a valid enough category. Description of module content/material must be organized systematically [7], making it easy for users to comprehend the module material. The module must also be formulated [8], beginning with the material presentation, usage instructions, and evaluation tools.

Furthermore, the practicality of teaching materials was assessed by students who were taking Nusantara Ornament and Batik Craft courses. The analysis results are listed in the table below.

Table 2. Results of Practicality Assessment of The Module by Students

No	Variables	Score Achievement Level (%)	Category
1.	Learnability	86	Practical
2.	Efficiency	85	Practical
3.	Effectiveness of Time	85	Practical
	Average	**85.33**	**Practical**

There are 3 variables of module practicality assessment results assessed by students of the Fine Arts Department, namely: 1) convenience for users of 86% with a practical category, 2) usability of 85% with a practical category, and 3) effectiveness of 85% with a practical category. Overall, the average practicality is 85.33% with a practical category. Practical modules can make time efficient during the learning process and flexible because they are not dependent on the contents of textbooks and are practically used by lecturers to direct students during the learning process [9]. Therefore, lecturers can achieve maximum results by using minimal time.

Then to get the results of the effectiveness of the module by conducting observation on student activities during the learning process. The results of the student activity are listed in the table below.

Table 3. Student Activities in the Learning Process

No	Variables	Score Achievement Level (%)	Category
1.	Read teaching materials and do exercises	100	Very Active
2.	Students ask questions during the lesson	64.58	Active
3.	Answering questions from the lecturer or from other students	66.66	Active
4.	Complete assignments given by the lecturer	100	Very Active

Student activity in the learning process has 4 categories, namely: 1) read teaching materials and doing exercises has an average of 100% with a very active category, 2) students ask questions during the lesson has an average of 64.58% with an active category, 3) answering questions from the lecturers or other students has an average of 66.66% with an active category, and 4) completing assignments given by lecturers has an average of 100% and very active category.

Based on the practical results of modules, 12 students passed, and 0 students did not pass. The percentage of students who passed was 100% and 0% of students who did not pass. Based on the above evaluation results, this indicates that the p-book and e-book module proved to be effective in the learning process. [10] suggested that the implementation of modules made students more interested in learning in class so that it could increase learning outcomes.

4. Conclusions

The developed modules are known to have a) validity of 79.25% and a valid enough category, b) practicality of 85.33% with a practical category, and c) effectiveness of 82.81% with an effective category. Modules that are valid, practical, and effective are used in the process of learning in the Archipelago Ornament Course and Batik Craft Course at the Department of Fine Arts, Faculty of Language and Arts, State University of Medan.

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