

Development Of Mekarsi (Melayu, Karo And Simalungun) Fine Arts Teaching Materials Based On The Case Method As Strengthening The Implementation Of Independent Learning

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Abstract. This research aims to develop fine arts teaching materials that are integrated with Malay, Karo and Simalungun culture (MEKARSI) using a case method approach as an effort to strengthen the implementation of Merdeka Belajar. The research results show that case method-based MEKARSI teaching materials are able to increase students understanding of fine arts and local culture as well as develop critical and creative thinking skills. Apart from that, this approach also supports the implementation of Merdeka Belajar by giving teachers and students the freedom to explore learning material in more depth and contextually. Thus, the development of case method-based MEKARSI teaching materials not only enriches the fine arts curriculum, but also strengthens local cultural identity and prepares students to become creative and critical individuals in facing future challenges.

Keywords: Development, Art, Education

1 Introduction

Quality education is education that is able to develop the potential and knowledge of students. The learning process in the classroom has always placed students as objects filled with countless amounts of information and piles of other teaching materials, causing communication to only take place in one direction, namely between the teacher and students. This type of interactive learning between teachers and students has actually been going on for a long time, resulting in widespread teaching of swear words. The words in the questions teach children to memorize a lot, so that students' understanding is limited to the words without understanding the meaning contained. This causes a decrease in students' creativity and interest in the material presented by the teacher in front of the class, thereby encouraging educators to provide more fun and better teaching aids to help students be motivated to learn. A quality education process must be supported by learning materials delivered to students by teachers. Quality learning materials are materials that are motivating, practical and easy to use, stimulate and attract students' attention, and provide feedback, including encouraging students to practice learning properly. Learning materials can represent what teachers cannot express in words. Material abstraction can be realized with teaching materials. Media is what conveys a message and can stimulate students' thoughts, feelings and desires so that they can encourage learning within

them. Creative use of media will enable students to learn better and improve their performance in achieving goals [1].

The curriculum is the main stepping stone of the teaching and learning process. Currently the curriculum in Indonesia applies the 2013 curriculum. The 2013 curriculum is an alternative to the Unit Level Curriculum (KTSP). The 2013 program complements the previous program, which then over time the 2013 curriculum was transformed into a prototype curriculum.

Educators as facilitators must be able to use and even develop technology products to improve the learning process. Referring to the concept of "freedom to learn" put forward by the Minister of Education and Culture, Nadiem, he explained that the essence of freedom of thought must be prioritized by educators before not teaching it to students. For educators at all levels, without a transition to existing core competencies and curricula, there will never be learning [2]

Seeing the importance of responding to the OBE curriculum which is supported by CM, it turns out that in the learning process we certainly have to pay attention to other supporting things, namely character which is one of the main points in learning. Even students must still be prepared in order to make them competent educators but still have strong character. To produce competitive graduates, in facing the industrial revolution 4.0, the government has prepared several things in the education sector, especially at the tertiary level.

In response to the evolution of education in Indonesia, especially along with the implementation of the Independent Learning policy. Freedom to Learn is an educational concept that gives students the freedom to be active in the learning process, choose their own path, and develop their potential according to their individual interests and talents. In this context, the need to develop teaching materials that are in accordance with the spirit of Independent Learning becomes increasingly important. Meccasi fine arts, which include traditional Malay, Karo and Simalungun arts, have a wealth of cultural and artistic values that need to be maintained and developed. However, in this era of change, there is often a lack of teaching materials that are appropriate and relevant to the local context and students' needs. Therefore, the development of Meccasi fine arts teaching materials is a strategic step to support the implementation of Merdeka Belajar. The choice of the case method as a basis for developing teaching materials is based on the understanding that this approach is able to create contextual, interactive learning and supports the development of critical thinking skills. Through the application of the case method, students can be actively involved in solving problems and understanding the context of the fine arts in more depth. By combining the richness of flower art and the case method, this research aims to create teaching materials that not only reflect local wisdom, but can also empower students to become active subjects in their learning process. Thus, this research seeks to make a concrete contribution to strengthening the implementation of Merdeka Belajar in the field of fine arts, while maintaining and developing Indonesia's cultural heritage.

2 Research Method

This study uses a research and development approach combined with a case study method to investigate the development of music arts teaching materials in elementary schools in the context of human literacy by supporting the Outcome-Based Education (OBE) Curriculum based on the Case Method. The stages of the research method used are as follows: Preliminary Study: A preliminary study was conducted to understand the context and needs of elementary schools regarding learning the art of music, as well as assessing the existing level of human literacy among students. This data can be obtained through classroom observations, interviews

with music art teachers, and analysis of documents related to the applicable curriculum. Development Design: Development design is carried out by detailing the steps for developing teaching materials, determining the human literacy strategies that will be integrated, and designing Case Method scenarios that are relevant to the context of music learning in elementary schools. Development of Teaching Materials: Development of teaching materials is carried out by detailing the elements of human literacy in the context of musical arts, such as reading musical notes, writing song lyrics, and thinking critically about musical interpretation. Case Method scenarios are designed to provide real context for students to apply their knowledge. Expert Validation: After development, teaching materials and Case Method scenarios are validated by music arts education experts and human literacy experts to ensure accuracy, relevance to the curriculum, and suitability for use in learning. Implementation and Observation: Teaching materials and Case Method scenarios are implemented in an elementary school classroom environment. During implementation, observations were made to monitor student responses, interactions in learning, and students' ability to apply human literacy in the context of musical arts. Evaluation and Analysis: Evaluation is carried out to measure the achievement of learning outcomes and the development of students' human literacy. Data analysis was carried out using qualitative and quantitative methods to evaluate the effectiveness of teaching materials and the Case Method. Reflection and Revision: Evaluation results are used to reflect and revise teaching materials and learning approaches. This process involves ongoing updates to ensure alignment with student needs and the OBE curriculum.

3 Results and Discussion

Visual arts teaching materials based on local culture such as Malay, Karo and Simalungun can make students understand their cultural roots better and encourage appreciation of local cultural heritage. With the Case Method approach, students are invited to solve problems or case studies that are relevant to art and culture, so that the material feels more alive and close to their daily lives. The implementation of Merdeka Belajar emphasizes students' freedom to explore their interests. By using the Case Method, students are actively involved in the learning process and are expected to be able to develop analytical, creativity and collaboration skills [3]. Case Method encourages students to develop critical thinking skills in solving complex problems. In the context of fine arts teaching materials, students can be invited to analyze various elements of local cultural arts, such as symbolism in traditional fabric motifs or the aesthetics of local sculptures, and relate them to modern art theory [4]. The Independent Learning Program initiated by the Ministry of Education, Culture, Research and Technology aims to provide more flexibility for teachers and students in the learning process [5]. The teaching materials developed in this research support this goal by providing materials that are adaptive and based on local wisdom, while integrating modern learning methods [6].

Using works of art from Malay, Karo and Simalungun cultures as teaching materials. For example, studying Malay batik techniques, Karo weaving motifs, and Simalungun wood carvings [7]. Students can create works of art using techniques from each culture. For example, making batik or handicrafts that depict these cultural elements [8]. Hold discussion sessions about the role of art in culture and how art can reflect society's values. Students can share their experiences and views on art from the culture studied [9]. Inviting artists from all three cultures to give workshops teaching their art techniques and philosophies. This provides students with hands-on experience [10]. Arrange a visit to a museum or art gallery that displays works from

Malay, Karo, and Simalungun culture. Students can see works of art directly and learn from the experience [11]. Assess student work based on creativity, application of techniques, and understanding of the culture being studied [12].

In the context of implementing Merdeka Belajar, education based on local wisdom is an important element for instilling cultural values in the younger generation. The Malay, Karo and Simalungun regions have a wealth of diverse fine arts, such as traditional cloth motifs, carvings and typical geometric ornaments that have not been widely integrated into formal learning [14]. However, open art materials that are relevant to local culture are still minimal, so opportunities to strengthen cultural identity through education are often missed. Mekarsi is an acronym for three local cultures: Malay, Karo, and Simalungun. The fine arts of each of these cultures have unique characteristics: Malay: Focuses on ornamental arts such as floral, fauna and symmetrical patterns which are often found in songket cloth or carvings. Karo: Dominant with geometric shapes and contrasting colors that have a philosophy of life. Simalungun: Centered on ulos motifs, wood carvings, and traditional symbols that are rich in traditional values" [13].



Fig. 1. Application of Fine Arts Teaching Materials in Partner Schools

Based on the validation results from media experts, the assessment process for fine arts teaching materials was carried out by two media experts. Both validators are experts in learning media. The assessment of the two media experts aims to measure the level of suitability of fine arts teaching materials which consist of four aspects, namely appearance, use, learning and materials. Each aspect of media validation is explained in the following tables.

Table 1. Validation Results of Two Media Experts on Display Aspects

No	Assessment Items	Expert Media		average (M)	Category
		I	II		
1	Clarity of titles and instructions for using Meccasi fine arts teaching materials	4		3 3.5	Very Worth It
2	Layout readability (text layout, images, and animation) makes it easier for students to learn	4	3	3.5	Very Worth It
3	Appropriateness of color proportions (color balance)	4	2	3	Very Worth It
4	Teks dapat dibaca dengan jelas	3	4	3.5	Very Worth It
5	The text can be read clearly	3	3	3	Very Worth It

6	The attractiveness of the appearance of images in Meccasi fine arts teaching materials	3	3	3	Very Worth It
7	Suitability of cover design to material	2	4	3	Very Worth It
8	Display consistency	2	4	3	Very Worth It
	Average Score			3.1	Sangat Layak

Based on data from research conducted by two media experts on the display aspect, it shows that the average score is

3.1 Which is in the Very Decent Category. This Shows that Meccasi Fine Arts Teaching Materials Can be used

This investigate and improvement has approved the appropriateness of educating materials by media specialists, fabric specialists and instructive specialists, specifically lesson instructors. From the comes about of the appraisal by media specialists, Mekarsi fine expressions instructing materials gotten a achievability rate of 91% which was included within the doable category, the comes about of the appraisal by fabric specialists gotten a achievability rate of 87% which was included within the exceptionally doable category, and the evaluation comes about from instructive professionals gotten a rate possibility of 95% which falls into the exceptionally attainable category. Validation by experts is needed to assess the suitability of fine arts teaching materials through the analysis stage. The bar chart displays validator assessments from material experts and media experts. The material expert validation process is divided into 2 stages, where in the first stage a result of 58% was achieved in the "fairly adequate" category as well as input for improving the material in learning media, while in the second stage a result was 80% in the "decent" category. According to evaluations from experts, the material that has been prepared is proven to be suitable for inclusion in learning media. Media expert testing consists of 2 stages, where in the first stage 60% of the assessments fall into the "decent" category with suggestions and slight improvements regarding learning media, while in the second stage 85% of the assessments fall into the "very feasible" category. According to the media expert's assessment, the media that has been developed is declared suitable for use in the learning process. Validity is a measure that shows the level of validity or authenticity of a product. A product is said to be valid if the product can measure what it is measuring. Purwanto [9] states that "Validity is a process carried out to revise teaching packages that have been developed before they are used in the field". Validation is carried out through validity tests by experts, users and audiences. The product validation process is carried out by validators, in this case lecturers or experts who have experience assessing or evaluating a new product. The results of this analysis are used as guidelines for revising/correcting product deficiencies after going through the validation process. Validity in development research includes content validity and construct validity. Santosa [11] argues that "A development result (product) is said to be valid if the product is based on adequate theory (content validity) and all components of the learning product are consistently related to each other (construct validity)". A learning material is said to have good content validity if all components of the content of the learning material developed are supported by fairly broad theories and support each other to achieve learning objectives. Meanwhile, learning is said to have good construct validity, if each component of the material prepared is interrelated. The results of the validity test show that in general it can be said that the learning media is valid to use. Trials were carried out on students to assess whether the developed fine

arts teachings were practical or not, the results showed an average feasibility percentage of 87% which was classified in the "very practical" category. In classes C and D, there are 36 students. Some of the things evaluated include interest, content, and writing. The research results showed that 36 students had been tested for practicality, with 21 students getting an eligibility percentage of 100%, 7 students getting 93%, and 8 students getting 86%. The average feasibility percentage obtained was 95% and was classified as "very practical without revision".

In terms of practicality, the developed Fine Arts teaching materials offer very practical solutions to face the challenges of student development. Its relevance to the current educational context, expert validation, positive trial results, ease of use, curriculum alignment, and scalability potential collectively contribute to its practicality. This Meccasi fine arts teaching material has proven to be a practical teaching resource for teachers and students, especially in new references in learning. One of the very important things to pay attention to in the learning media produced is its practicality. Practical linguistically means easy to use in practice. Practicality is the ease of a product, both in preparing, using, processing, interpreting and administering it. There are several practicality criteria, one of which is as required by Akker [13] namely: (1) experts and practitioners state that the product being developed can be applied; (2) the reality shows that the product being developed can be implemented well after going through individual trials (one to one), small group trials (small group), and finally trials in real situations (field tests). Meanwhile, Afriadi [13] states "Learning tools are said to be practical if according to the assessment of experts and practitioners the tools are stated to be applicable and according to the results of observations the implementation of teaching materials in the classroom is classified as good or very good. A learning media or product is said to be practical if people can use the product easily." Daryanto and Dwicahyono said that learning effectiveness is learning that is useful and purposeful for students which allows students to learn specific skills, knowledge and attitudes easily, pleasantly, and can complete learning objectives according to expectations [3]. According to Nugroho, S explained that improving learning outcomes and all efforts that can stimulate children to learn can be called the effectiveness of learning [12]. Another opinion expressed by Daryanto & Dwicahyono [3] is that development effectiveness is something that refers to the optimal power and results of all learning components. Based on the opinion above, researchers can conclude that effectiveness is an increase in learning outcomes and efforts to achieve optimal learning goals.

The effectiveness of the Mekarsi fine arts teaching materials developed is measured through learning outcome test instruments. Based on the average student learning outcomes, it is known that the use of Meccasi fine arts teaching materials in learning can improve student learning outcomes compared to the pre-test results with a percentage increase of 18% in the effectiveness test. Therefore, based on the average learning outcomes of students, the level of effectiveness of Meksi fine arts teaching materials is included in the effective category in the learning process. Media effectiveness is measured based on the average pretest and posttest scores which are calculated using the N-Gain formula. There were 18 students with an effective learning outcome level of 50%, 15 students with a moderately effective learning outcome level of 42%, and 3 students with a less effective learning outcome level of 8%, showing that the use of fine arts teaching materials was very effective in learning. This shows that smart board media is effectively used in fine arts courses. The research data is supported by previous research conducted by Prasetyo [10] showing that the results of smart board media are suitable for use in the learning process. Apart from that, research conducted by Santrock [5] shows that Mekaksi fine arts teaching is suitable for use in learning. Fine arts teaching at primary school level must be in line with developments over time, because effective education is one that continues to adapt to change. The material contained in these lessons is often abstract, so students who are

just learning can have difficulty understanding the concepts because they have to imagine the material in their minds. To overcome this difficulty, the use of teaching materials is very necessary. Through fine arts teaching materials, abstract concepts in fine arts can be presented in a more interesting and easy to understand way, so that students can gain a better and deeper understanding of the subject matter they are studying. In the educational process, it is necessary to evaluate the extent of students' understanding after following the lesson. Learning achievement includes various things that students can learn in the learning process, including students' knowledge, skills and attitudes related to the learning activities provided by educators. Educators carry out evaluations based on student learning outcomes. According to Hamalik [4] "Learning outcomes are a measuring tool to determine the extent of students' achievements in mastering the learning material presented by the teacher. In agreement with the experts above, Afriadi [14] stated: "Evaluation of learning outcomes includes students' assessment of themselves and changes that are visible, proven by students, and demonstrated in the academic achievements achieved by students through the learning process."

4 Conclusion

Mekarsi Fine Arts teaching materials that integrate elements from Malay, Karo and Simalungun culture help students understand and appreciate their cultural heritage. By studying fine art from these three cultures, students can identify the values and symbolism contained in each work of art. The application of the Case Method and creative projects provides an interactive and participatory learning experience. Students not only receive information passively, but are also actively involved in creating works of art, which enhances their critical thinking skills and creativity. These teaching materials encourage students to link art learning to their cultural identity. By understanding fine art that originates from local culture, students can better recognize and appreciate their own cultural background. The development of teaching materials is in line with the goals of Merdeka Belajar, which aims to provide flexibility in the learning process. Students are given the freedom to explore their creativity in a cultural context they are familiar with, so that the learning process becomes more meaningful. Through collaboration with local artists and group discussions, students can develop social skills and the ability to work in teams. This activity not only increases their understanding of art, but also builds strong social relationships among students. Project-based assessments provide a more comprehensive picture of students' understanding and abilities. With constructive feedback, students can continue to improve their art skills and understand aspects that need improvement.

Mekarsi Fine Arts teaching materials based on Malay, Karo and Simalungun culture not only increase students' knowledge of art, but also strengthen their cultural identity and creative skills. Through interactive and contextual applications, fine arts learning becomes a meaningful and relevant experience, in accordance with the spirit of Merdeka Belajar. This is a positive step in preparing a generation that is not only creative, but also has high cultural awareness.

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