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## Analysis of Art Culture Learning Module Development Pamiluto Traditional Batik Decorations

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### **Abstract:**

*Teaching materials are one of the important components in learning that can help the teacher's task and the smooth learning of students. Currently, high school still lacks art and culture teaching materials, this is because the teaching materials prepared by the ministry of education are general in nature and not detailed. Teaching materials with materials according to local wisdom are also not available so that teachers have difficulty in teaching, as well as students have difficulty understanding the subject matter. Seeing these conditions, it is necessary to develop interesting teaching materials that can help students learn independently. The purpose of this research is to find out the art and culture teaching materials that need to be developed in the sub-material 'Understanding the Symbolic Forms and Philosophical Meanings of Pamiluto Traditional Batik Ornaments'. The research subjects were students of class X MIPA and IPS program at SMA N 1 Kalibawang class of 2021. The sample consisted of all students of class X. The data were obtained from the daily test scores of 'Pamiluto Traditional Batik', learning observations, and student questionnaires. The results of the daily test showed that the student's score was far below the value expected by the teacher, the observations found that there were no teaching materials that discussed Pamiluto Traditional batik in detail, the results of the questionnaire analysis of the needs for developing teaching materials showed that students needed systemic, interesting, and easy-to-understand teaching materials, equipped with pictures that support learning materials to make it easier to understand the symbolic form and meaning of the philosophy of Pamiluto Traditional Batik Ornaments. The results of the study indicate the need to develop teaching materials in the form of modules.*

**Keywords:** Teaching materials, symbolic form, philosophical meaning

### **1. Introduction**

Aramide in Murtala (2016: 158) defines teaching materials as ways and means to make the teaching and learning process easier, more meaningful and understandable. Teaching materials are designed to promote and encourage effective teaching and learning experiences (JB Babalola, 2004). Teaching materials generally contain the knowledge, skills, and attitudes that students must learn in achieving predetermined competition standards (Depdiknas, 2006). Teaching materials are also all forms of materials used by teachers in teaching and learning activities (Kosasih, 2021). From these definitions, it can be concluded that teaching materials are a collection of materials that are arranged systematically to facilitate teaching and learning activities so that students can learn effectively.

The use of appropriate teaching materials can help students remember and retain what they have learned (Murtala, 2016). Furthermore, it can be explained that teaching materials as instruments are used to transmit information, ideas and notes to students (U Ijaduola, 1997). With the existence of teaching materials, it will be easier for teachers to explain the main points of discussion (Kosasih, 2021). It was further explained that with the readiness of teaching materials the teacher had more time to pay attention and assist students in the learning process.

The use of teaching materials that are effective and relevant to the topic will enable students to learn effectively and retain what they have learned, thereby increasing their performance in the material being taught. Thus, teaching materials can help solve teaching problems, stimulate creativity, critical thinking skills, solve learning problems, and develop new skills in students (Kosasih, 2021:9). According to Nwadinigwe, AO (2000) the only way to achieve the success of teaching and learning activities is through the use of appropriate teaching materials in the teaching process.

Cultural arts are one of the subjects that must be taught in high school. In the 2013 curriculum these subjects are included in the general category of group B. Subjects in this group are teaching materials made by the ministry of education, however schools are given the authority to develop teaching materials according to local wisdom. The current

condition in schools is that there is still a shortage of teaching materials, this is because the teaching materials prepared by the ministry of education are general in nature so that the presentation of sub-materials is not yet detailed, and there are no teaching materials available with local wisdom materials. In addition to these conditions, teachers also have difficulty in teaching local wisdom material, as well as students have difficulty understanding the subject matter.

The purpose of this study was to determine the art and culture teaching materials that need to be developed in the sub-material 'Pamiluto Traditional Batik' in the achievement of the competence 'Understanding the Symbolic Forms and Philosophical Meanings of Pamiluto Traditional Batik Ornaments'. The results of this study are expected to provide information about teaching materials that need to be developed in these competencies so that they can improve understanding and can be studied independently by students.

## 2. Research Methods

This research is an exploratory descriptive study which was conducted from October to November 2021 at SMA N 1 Kalibawang. The research subjects were students of class X MIPA and IPS programs, samples were taken from the entire population of 117 students. Data were collected in the form of daily test scores, observations using the observation sheet of the Pamiluto Traditional Batik learning process, and student questionnaires after following the lesson with Pamiluto Traditional Batik material.

Daily test scores are obtained from subject teachers who have carried out daily tests with Batik material Traditional Pamiluto sub-material 'The symbolic form and philosophical meaning of Pamiluto Traditional batik ornaments. While the observations were made by the researcher when the teacher was teaching the observation sheet for the analysis of the needs for the development of teaching materials contained the following questions:

- Based on the views and observations during art and culture learning, how do students react to the learning process in class?
- What are the obstacles in learning the art and culture of Pamiluto Traditional Batik, sub-material Symbolic forms and the philosophy of Ornamental Pamiluto Traditional Batik?
- How is the learning approach applied by the teacher in learning the Cultural Arts sub-material Symbolic form and the philosophy of Pamiluto Traditional Batik Ornament?
- What are the teaching materials used in the sub-material learning Symbolic form and the philosophy of Pamiluto Traditional Batik Decoration?
- What is the teacher's opinion if in the symbolic form sub-material and the philosophy of Pamiluto Traditional Batik Ornaments, an independent teaching material is developed?
- In the teacher's opinion, is it possible to develop independent teaching materials on the symbolic Forms sub-material and the philosophy of Pamiluto Traditional Batik Ornaments can add insight and understanding to students?

The needs analysis questionnaire for the development of teaching materials for students contains the following questions:

- What learning resources did you use to learn about symbolic forms and the philosophy of Pamiluto Traditional Batik Ornaments in learning Cultural Arts?
- What learning resources do you want to support learning Symbolic forms and the philosophy of Pamiluto Traditional Batik Ornament?
- How is the learning approach applied to the Cultural Arts lesson, sub-material Symbolic forms and the philosophy of Pamiluto Traditional Batik Ornament?
- Are the books/learning resources that you are currently using with interesting and easy-to-understand pictures?
- What are your suggestions for developing teaching materials so that it is easy to understand the Symbolic Form sub-material and the philosophy of Pamiluto Traditional Batik Ornament in Art and Culture subjects so that the material becomes more interesting?

## 3. Results and Discussion

The daily test of the Cultural Arts subject sub-material Symbolic Forms and Philosophy Meanings of Pamiluto Traditional Batik Ornaments was carried out offline in schools on October 28, 2021. The population in this study were all students of class X MIPA and Social studies program as many as 140 students. Determination of the number of samples seen from the sample determination table Isaac and Michael with a degree of error of 1% of the population, then obtained a sample of 116. The daily test results were analyzed using the SPSS version 25 program to determine the mean, the most frequent value, the highest value, and lowest value.

The results of the daily test scores for the Cultural Arts subject, 'Symbolic Forms and Philosophical Meanings of Pamiluto Traditional Batik Ornaments' are shown in the following table:

Statistics		
Cultural Arts Test Value		
N	Valid	116
	missing	0
mean		55.6221
Mode		51.67
Minimum		24.17
Maximum		91.10
Percentiles	25	47.5000
	50	56.6700
	75	64.3500

*Table 1: Value of Cultural Arts and Culture Sub-Material 'Symbolic Forms and Philosophical Meanings of Pamiluto Traditional Batik Ornaments'*

From the analysis of the data, it is known that the average value of the Daily Examination in the Cultural Arts subject sub-material 'Symbolic and Philosophical Meanings of Pamiluto Traditional Batik Ornaments' is 55.62. This means that most of the students' understanding of the sub-materials is still below the minimum mastery expected by the teacher. The score that most often appears is 51.67 as many as 6 students, the lowest score is 24.17 as many as 1 student, and the highest score is 91.10 as many as 1 student.

The minimum mastery value targeted by the teacher is 70, only 7.7% of the population is obtained, namely 9 students with a range of values between 70 to 90.10. Meanwhile, 92.3% of the population as many as 107 students have not achieved the minimum completeness score with a range of values between 24.17 to 69.17. The range of values in detail can be divided into several levels, namely: 1) Students with scores less than 20 are 0 students; 2) Students with grades between 20.1 to 30 are 2 students; 3) 9 students with grades between 30,1 and 40; 4) Students with grades between 40.1 to 50 as many as 29 students; 5) Students with grades between 50.1 to 60 as many as 33 students; 6) Students with grades between 60.1 to 69.99 as many as 35 students.

Based on observations and observations during the Cultural Arts learning, students' reactions to the learning process in the classroom are still less enthusiastic. Things that become obstacles during learning Cultural Arts sub-material 'Symbolic forms and the philosophy of Pamiluto Traditional Batik' include the lack of student participation during learning, the teaching materials used do not yet exist, learning resources are still limited to teacher explanations, and the learning approach is still centered on teacher. The learning methods used by teachers so far are lectures and demonstrations. The teacher in charge of the Cultural Arts subject agrees if an independent teaching material is developed. The teaching materials used in Cultural Arts lessons so far are still incomplete and detailed.

The results of the questionnaire analysis of the needs for the development of teaching materials showed that the learning resources used by students included teacher explanations and other sources from the internet. Students want learning resources that are made by the teacher themselves, using Indonesian which is easy to understand and understand, in the form of a summary that can attract students' reading interest, and is equipped with supporting pictures. The learning approach applied so far is lectures and demonstrations. The teacher explains the material and demonstrates some parts of the Pamiluto Traditional Batik decoration. The learning resources used so far are not interesting because only some parts of the decoration are incomplete and detailed so that students have difficulty understanding the material. A small number of students add learning resources by searching the internet. However, these students are not sure about the truth of the learning resources obtained because several sources on the internet provide different explanations. Students expect teaching materials that are easy to understand and understand, equipped with pictures that support learning materials, and there is a glossary containing terms on the Pamiluto Traditional Batik decorations.

Based on the research data, it is necessary to develop teaching materials in the form of modules. The module was chosen because it can facilitate students to learn, both with educators and independently. The Ministry of National Education (2008:3) states that the development of modules should be designed to be studied independently by students. This is because the module content has been equipped with instructions for independent study, students can study without the presence of a teacher. Therefore language, patterns, and other features of completeness are designed as if the teacher was explaining to students.

According to Abdul Majid (2012:176) the module is a book written with the aim that students can learn independently without or with the guidance of a teacher or instructor. The module contains at least all the basic components of teaching materials that are described according to the competencies to be achieved. The module is said to be good and meaningful if students or training can easily use the module. As a form of teaching material, the module is packaged in a complete and systematic way, which includes a set of learning experiences that are planned and designed to help students or training master specific learning objectives (Daryanto, 2013: 9). The minimum module contains learning objectives, learning materials, and evaluations. The module functions as an independent learning tool, so that students can learn independently at their own pace. Learning using modules is independent and provides opportunities for students to manage study time and understand the subject matter independently.

Daryanto (2013: 9) states that the module functions as a means of independent learning so that students can learn independently according to the suitability of their respective speeds. Meanwhile, according to the Ministry of National Education (2008: 5), the module functions to help students learn independently, not depending on the presence of the teacher (self-instruction) or depending on other media (stand-alone). Modules can be used anywhere and anytime, not

limited to a particular place problem such as classrooms and so on. After reading the module, it is hoped that the reader will be able to understand the study material, sub-competencies and competencies of what is presented in the module.

According to the Ministry of National Education (2008: 5-6) the purpose of writing the module is to clarify and facilitate the presentation of messages so that they are not verbal; overcome the limitations of time, space, and senses, both students and teachers/instructors; if used appropriately and variedly, it can increase motivation and enthusiasm for learning, allow more direct interaction between students and learning resources, and allow students to learn on their own according to their abilities and interests; allows students or learners to measure or evaluate their own learning outcomes. According to Kosasih E (2021) several advantages of using modules in learning include: 1) modules can motivate students because they contain interesting illustrations and use language according to students' cognitive levels; 2) provide opportunities for students to develop skills in everyday life and in the world of work; 3) pay attention to the integrity and integration of the material so that students can understand and apply the material more meaningfully in real life; 4) using materials that are directly related to facts and can be found by students or faced in the surrounding environment at any time.

The module development to be used refers to the Four-D model development procedure developed by Thiagarajan (1974). The reason for choosing this development model is based on the procedures used in this model to provide the opportunity for module makers to make continuous revisions (evaluations) at each stage that is passed so that they can produce better modules, this development model is also simple but the implementation is systematic. The module development procedure includes four stages known as Four-D, namely: define, design, develop and disseminate.

#### 4. Conclusion

Based on the research discussion, it can be concluded that most of the X grade students, which is 92.3% of the total sample, do not understand the symbolic form and meaning of the philosophy of Pamiluto Traditional Batik, only a small percentage of X grade students, which is 7.7% of the total sample, understand symbolic forms and the philosophical meaning of Pamiluto Traditional Batik. Basically, students are less enthusiastic about the lecture and demonstration learning approach applied by the teacher. The available teaching materials are also inadequate to support the learning process, besides that students also have difficulty understanding the subject matter. In addition to these findings, students want teaching materials made by the teacher themselves in the hope that students with more Variety of Ornaments can easily understand the material according to the competencies that must be achieved.

#### 5. Recommendation

Based on the discussion of the research results, the following can be recommended: 1) Need to be developed teaching materials for Art and Culture sub-materials Symbolic Forms and Philosophical Meanings of Pamiluto Traditional Batik; 2) The development of teaching materials in the form of modules can be an alternative choice.

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