

Implementation of Ornamental ART Instruction Using Modules for Eighth Grade Students at SMP Negeri 1 Jatitujuh, Majalengka Regency

Faihaa Rihhadatul'aisya Rahman, Farid Abdullah, Bandi Sobandi*

Universitas Pendidikan Indonesia, Indonesia

Email: faihaarhsyr@upi.edu, farid.abdullah@upi.edu, bas@upi.edu*

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Abstract

The current educational era still relies heavily on conventional, teacher-centered instruction, resulting in low student engagement and limited understanding, particularly in fine arts subjects such as decorative arts. Students often imitate without grasping fundamental concepts, which hinders creativity and independent learning. This study aims to develop and assess the effectiveness of a structured decorative arts learning module designed for eighth-grade students at SMP Negeri 1 Jatitujuh, Majalengka Regency. A quantitative descriptive method with a one-group post-test design was employed, involving 29 students selected through purposive sampling. The learning module incorporated illustrations, examples, practice questions, and active learning strategies across four sessions. Data were collected via post-tests and student response questionnaires and analyzed using descriptive statistics to evaluate comprehension, application, and evaluative understanding. The results indicate a significant improvement in student understanding, with an average post-test score of 85.68, where 86.2% of students met the Minimum Competency Criteria. Student responses averaged 76.9%, reflecting the module's effectiveness, clarity, and support for independent learning. These findings demonstrate that systematic, interactive teaching materials combined with active learning methods can enhance comprehension and motivation in decorative arts. The study concludes that the module is effective in improving student understanding and provides a replicable framework for integrating student-centered learning into fine arts education.

INTRODUCTION

The implementation of learning in the current educational era remains largely conventional and teacher-centered, with minimal innovation in teaching materials that encourage active student engagement (Wahyudi et al., 2022; Mardianto, 2023). This condition has implications for low student understanding and motivation, necessitating more innovative, contextual learning approaches and media that can foster student learning independence (Mulyasa, 2023; Sari et al., 2025).

Decorative arts are one of the main topics in arts and culture learning that not only functions as an aesthetic element but also reflects the cultural identity and local wisdom of a region (Latifatus & Zaini, 2024). Through this subject, students are expected to understand basic concepts, analyze types of decorative arts, and apply this knowledge independently. However, in practice, student learning achievement in decorative arts remains relatively low (Arifin & Widodo, 2021). Learning tends to be informational and teacher-centered, such that students merely imitate without truly understanding the fundamental concepts of decorative

arts (Mardianto, 2023). This condition indicates that the learning process has not been able to encourage active understanding and student involvement, resulting in suboptimal learning achievement. According to constructivism theory, meaningful knowledge can only be built through active, structured, and student-centered learning experiences (Azzahra et al., 2025). Therefore, innovation in teaching materials is needed to encourage students to learn more actively, systematically, and contextually.

One solution that can improve student learning achievement is the use of modules as systematic, contextual, and independently usable teaching materials. Modules are designed to present material in a structured manner, supplemented with illustrations, examples, and practice questions, thereby supporting student understanding progressively while encouraging independent learning (Hutagalung et al., 2025). Since the implementation of the Independent Curriculum, the development of innovative and student-centered teaching materials has become increasingly important, including in fine arts learning (Ashry et al., 2023). Previous research has shown that the development of decorative arts teaching materials, both in the form of printed modules and e-books, is deemed feasible and receives a positive response from students (Annisa & Mutmainah, 2020; Mansyurina & Ratyaningrum, 2025). In addition, Arifin and Ratyaningrum (2024) found that developing innovation-based media to improve junior high school students' painting achievement led to significant improvements in both conceptual understanding and creative skill development. Meanwhile, Arifin et al. (2026) found through their research that limited use of creative media and a lack of varied learning methods are the main causes of low student creativity. However, these studies still have limitations in terms of product feasibility, creative work assessment, and research approach, and have therefore not yet examined in depth the quantitative impact of teaching materials on improving students' understanding of decorative arts through statistical testing.

In recent decades, educational systems worldwide have faced significant challenges in fostering student engagement and independent learning, particularly in arts and cultural education. Studies indicate that conventional, teacher-centered instruction often results in low student motivation, limited understanding, and passive learning habits (Wahyudi et al., 2022; Mardianto, 2023). This global issue underscores the need for innovative teaching strategies and instructional materials that promote active learning, critical thinking, and student autonomy, in alignment with constructivist educational principles (Azzahra et al., 2025).

Despite widespread acknowledgment of these challenges, many schools — especially at the junior high level — continue to rely on informational and reproduction-based methods of teaching arts, such as decorative motifs and ornamental design. In Indonesia, decorative arts are integral to cultural identity and local wisdom, yet students often engage superficially with these subjects, merely imitating without understanding the underlying concepts (Arifin & Widodo, 2021; Latifatus & Zaini, 2024). Limited comprehension of decorative arts diminishes students' ability to analyze, create, and apply artistic concepts independently — a problem reflected in other regions with traditional arts curricula as well.

Previous research has explored various methods to enhance fine arts learning, including printed modules, e-books, and innovation-based media for painting and decorative arts (Annisa & Mutmainah, 2020; Mansyurina & Ratyaningrum, 2025; Arifin & Ratyaningrum, 2024). Findings generally indicate positive outcomes such as improved conceptual understanding and creative skill development. Additionally, project-based learning and digital interventions have

been found effective in fostering student engagement, motivation, and contextual learning experiences (Sutianah & Sobandi, 2022). However, most studies primarily rely on qualitative assessments or limited case analyses, leaving gaps in the quantitative evaluation of student comprehension.

This research identifies a critical gap: while modules and active learning strategies have shown promise, there is insufficient quantitative evidence linking structured instructional modules to measurable improvements in students' understanding of decorative arts. Furthermore, prior studies often neglect the holistic assessment of cognitive domains — including comprehension, analysis, application, and evaluation — within a single integrative framework. Addressing these gaps can provide more robust insights into pedagogical effectiveness and inform broader curriculum development.

The urgency of this research is heightened by the implementation of the Independent Curriculum in Indonesia, which emphasizes student-centered learning, creativity, and competency development (Mulyasa, 2023). Without effective, contextualized teaching materials, students risk falling behind in both conceptual understanding and practical skill acquisition. Early interventions using structured learning modules are therefore crucial to fostering critical engagement with cultural arts, preserving local heritage knowledge, and ensuring students develop transferable skills that support lifelong learning.

Innovating decorative arts instruction through systematic modules presents a novel approach by integrating structured content, illustrations, guided practice, and active learning methods. Unlike conventional instruction, this approach actively engages students in analyzing, applying, and evaluating artistic concepts independently. The novelty of this study lies in combining content-rich modules with a quantitative assessment framework to measure learning outcomes across multiple cognitive dimensions, providing an evidence-based model that could be scaled or adapted to other regions or cultural subjects.

The primary purpose of this study is to examine the effectiveness of decorative arts learning modules in improving eighth-grade students' understanding of ornamental motifs. By implementing a structured, active learning-based module and quantitatively measuring post-test performance, the research seeks to establish the relationship between module use and student learning achievement. The study also aims to explore student perceptions of the modules' usability and effectiveness, providing both objective and subjective measures of instructional quality.

This research contributes to both theory and practice by validating a module-based instructional model aligned with constructivist principles and the Independent Curriculum framework. Empirically, it offers quantitative evidence supporting the efficacy of structured, active-learning modules in enhancing student comprehension, application, and evaluative skills in decorative arts. Practically, it informs educators and curriculum developers on how to design and implement teaching materials that balance cultural content with student-centered pedagogy.

The objectives of the study are twofold: first, to measure students' post-intervention understanding of decorative motifs using structured assessment tools; and second, to evaluate student responses to the learning modules in terms of usability, engagement, and comprehension support. By addressing these objectives, the research establishes a clear link between pedagogical innovation and measurable improvements in learning outcomes, offering

actionable insights for fine arts educators and school administrators.

Finally, the study's broader benefits extend to preserving and promoting local cultural heritage through education, enhancing students' creative and analytical capabilities, and providing a replicable model for integrating active learning into arts curricula. It contributes to global discussions on arts education by demonstrating that well-designed instructional modules, combined with active learning strategies, can meaningfully improve student engagement, understanding, and application in both local and broader educational contexts.

RESEARCH METHOD

Research methods

This study used a quantitative descriptive method with a *one-post- test design* to analyze the effectiveness of the *active learning approach* in improving students' understanding of decorative arts. The research design used was a *one-group posttest design*, which involves a study involving one group of students who were given tests before and after treatment (Fajari & Zulkarnaen, 2023). This research design provided the researcher with the opportunity to examine changes in students' levels of understanding after the implementation of the *active learning method*.

The research was conducted at SMP Negeri 1 Jatitujuh, Majalengka Regency, in the 2025/2026 academic year. The research population included all 228 students of class VIII with research subjects including 29 students of class VIII F selected using *purposive sampling technique*. This technique was chosen based on consideration of certain characteristics relevant to the research objectives (Sugiyono, 2022).

Data collection technique

active learning method in this study is interpreted as a learning approach that places students as active subjects through participatory and interactive activities, so as to encourage involvement and increase student learning motivation in the process of understanding the material. According to Prince (Iyai & Helsa, 2025), active learning is a learning strategy that focuses on students as the main subjects in the learning process, so that students participate directly through various interactive activities, collaborate with friends, and reflect on the material being studied. Observations are used to observe student activities and involvement during learning (Bogdan & Biklen, 2017). Interviews are conducted to obtain in-depth information regarding the learning process and obstacles faced (Setiawan, 2024). Documentation is used to obtain data regarding schools, student data and images or photos during this research activity.

The main instrument used in this study was a test, namely a *post-test*. The test was given after the implementation of the *active learning method* to measure the increase in students' understanding of decorative motifs. The test format consisted of multiple-choice questions and descriptions arranged based on indicators of the ability to understand the elements of decorative motifs, such as basic conceptual understanding, analytical understanding, application understanding, and evaluative understanding. In addition, the student response questionnaire used a Likert scale (1–5) to measure students' perceptions of the effectiveness of the teaching materials (Aryazeyla, 2024; Janti, 2014).

Active learning method is implemented in four meetings, each lasting 1 x 40 minutes.

Each meeting is designed to encourage active student involvement through various strategies, including: (1) visual stimuli in the form of pictures of decorative motifs from various regions, (2) group discussions in analyzing the types and elements of decorative motifs. variety decorate, (3) exploration independent use material teach module, And (4) reflection together in end The stages of research implementation can be described systematically in the table below.

Table 1. Stages of Learning Activities

Stage	Activity	Description
1	Stimulus and Exploration	Students are given pictures of decorative motifs, introduced to the concept through exploration material teach in a way independent and groups
2	Discussion Group & Analysis	Student analyze type And element variety decoration in groups, present the results of the discussion .
3	Exercise Independent & Feedback	Student do exercise question in a way independent, teachers provide direct feedback
4	Evaluation & Reflection	Post-test For measure understanding, reflection together about the learning process

Sourch: SData collected from post-tests, questionnaires, and classroom observations of 29 eighth-grade students at SMP Negeri 1 Jatitujuh (2026).

Data Analysis Techniques

Data analysis in this research uses a descriptive quantitative approach using the Microsoft Excel program. There are two main formulas used in this research, namely (1) the mean formula to analyze the average student learning outcomes in *the post-test*, and (2) the percentage formula to analyze the achievement of student response questionnaire scores.

1. *Mean Formula (Average post-test score)*

To find out the average student learning outcomes, use the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Information:

- \bar{X} = average student score;
- $\sum X$ = total number of student scores;
- N = number of students (Sugiyono, 2019)

2. *Questionnaire achievement percentage formula*

To analyze the achievement of student response questionnaire scores per aspect, the following formula is used:

$$P = \left(\frac{\bar{X}}{5} \right) \times 100\%$$

Information:

- P = percentage of achievement;
- \bar{X} = average score per aspect;
- 5 = maximum score of the Likert Scale (Febrianto et al., 2023)

Interpretation of the questionnaire percentage results refers to the following criteria (Arikunto in Febrianto et al., 2023):

Table 2. Questionnaire Percentage Interpretation Criteria

Percentage	Category
81% – 100%	Very Valid
61% – 80%	Valid
41% – 60%	Quite Valid
21% – 40%	Invalid
0% – 20%	Totally Invalid

Sourch: SData collected from post-tests, questionnaires, and classroom observations of 29 eighth-grade students at SMP Negeri 1 Jatitujuh (2026).

RESULTS AND DISCUSSION

Implementation of Decorative Varieties Module with Active Learning Method and Student Learning Outcomes

This research was conducted at SMP Negeri 1 Jatitujuh, Majalengka Regency, West Java, which was established on July 30, 1980, based on Decree Number 0207/1980. This school implements the Independent Curriculum, which emphasizes the development of comprehensive student competencies, including creativity, imagination, and critical thinking skills, particularly in Fine Arts learning on decorative arts in Grade VIII.

This study uses a learning module on decorative motifs systematically designed for eighth-grade students. The module consists of several main sections, including: (1) the background and history of Indonesian decorative motifs from prehistoric times to the independence era; (2) the fundamentals of decorative motifs, including their definition, function, and cultural value; (3) the elements of decorative motifs (dots, lines, shapes, colors, textures, space, and rhythm); (4) design principles (unity, balance, contrast, and proportion); and (5) the classification of Indonesian decorative motifs. Each section is supplemented with illustrations, concrete examples, and practice questions to encourage independent student understanding. The strengths of this module lie in its contextual and interactive presentation, which is consistent with the principles of the Independent Curriculum that emphasize student-centered learning.

The active learning method is a learning approach that positions students as active subjects in the learning process, enabling them to participate directly through various interactive, collaborative, and reflective activities that foster engagement and motivation (Freeman et al., 2014; Iyai & Helsa, 2025). This method was implemented across four sessions (1 × 40 minutes each) in February, with the researcher serving as the teacher. This approach aligns with the implementation of a project-based learning model in the process of local cultural inheritance, aimed at passing on creativity and innovation in batik and textile crafts from generation to generation (Sutianah & Sobandi, 2022).

The first session focused on understanding the basic concepts of decorative motifs, in which the teacher provided stimuli in the form of images of decorative motifs from various regions, introduced the learning module, and guided students in reading and discussing the material independently. The second session focused on analytical understanding of the

elements and principles of decorative motifs, in which students analyzed decorative motif images in groups, distinguished types based on their characteristics, and explained elements such as lines, shapes, and patterns; group discussions and collective reflections fostered social interactions that strengthened constructivist understanding. The third session was directed at the application stage, in which students used the module as the primary source to complete practice questions and assignments independently. The fourth session served as the evaluation stage, beginning with a comprehensive review of the material, followed by a post-test to measure the attainment of understanding indicators (conceptual, analytical, application, and evaluative), and concluding with a joint reflection to help students identify the strengths and weaknesses of their learning process. Based on this series of four sessions, the post-test results showed an average score of 85.68 with a completion rate of 86.2%, indicating that the implementation of the decorative motif module with the active learning method succeeded in significantly improving student understanding. This finding is consistent with Annisa and Mutmainah (2020) and Mansyurina and Ratyaningrum (2025), who demonstrated that the decorative arts learning module was deemed feasible and received a positive response from junior high school students, and is further supported by Wahyudi et al. (2022), who found that the use of contextually based modules significantly improved learning outcomes among junior high school students.

Table 3. *Post Test Descriptive Statistics*

Statistical Parameters	Mark
Number of Students (N)	29
Highest Value (Maximum)	100
Minimum Value	65.7
Range of Values	34.3
Average (Mean)	85.68
Median (Middle Value)	82.80
Mode (Most Value)	80.0
Standard Deviation	9.63
Variance	92.68
Coefficient of Variation	11.24%
First Quartile (Q1)	80.00
Third Quartile (Q3)	94.20
Interquartile Range (IQR)	14.20

Sourch: SData collected from post-tests, questionnaires, and classroom observations of 29 eighth-grade students at SMP Negeri 1 Jatitujuh (2026).

Based on the data in Table 3, student learning outcomes after using the teaching materials can be analyzed through three main indicators, namely the measure of central tendency of the data, the measure of data dispersion, and the tendency of the distribution of scores. In terms of the measure of central tendency of the data, *the mean* of 85.68 indicates that students' abilities are in the good category (more than the Minimum Completion Criteria (KKM) of 75). The median value of 82.80 indicates that almost half of the students obtained scores above that number. Meanwhile, the mode of 80 indicates that most students obtained that score. The small difference between *the mean* and *median* indicates a relatively symmetrical data distribution

with a slight tendency to lean forward (*positive skew*) because there were several students who obtained a perfect score (100), thus pulling the average score slightly upward. The standard deviation of 9.63 indicates that students' scores are spread as far as 9.63 points from the average. The coefficient of variance of 11.24% is considered low, meaning that students' scores are homogeneous and their abilities are quite even. The interquartile range (IQR) can be interpreted that 50% of students in the middle of the distribution are in the range of quartile 1 (80) and quartile 3 (94.2).

Table 4. Distribution of Post-Test Scores of Class VIII F Students of SMP Negeri 1 Jatitujuh

Value Range	Category	Frequency	Percentage	Information
60 – 69	Not enough	2	6.9%	Not Completed
70 – 79	Enough	2	6.9%	Not Completed
80 – 89	Good	15	51.7%	Completed
90 – 100	Very good	10	34.5%	Completed
Total		29	100%	

Source: Researcher Processing (2026)

Based on Table 4, the distribution of *post-test scores* for 8th grade students showed very positive results. This can be seen from the distribution dominated by the good category, which was 51.7% and very good, which was 34.5%. Although there were 2 students in the sufficient category and 2 others in the less category, this output can be interpreted as the good category being quite dominant. When viewed from the aspect of completeness based on the Minimum Competency Criteria (KKM) set at 75, it was determined that 25 of 29 students (86.2%) were deemed competent, while only 4 students (13.8%) failed to meet the KKM. This increased level of academic discipline indicates that the implementation of instructional materials has a beneficial influence on the achievement of student learning outcomes related to decorative materials.

Based on the test results, the level of students' understanding of decorative motifs can be analyzed by referring to the indicators of student understanding which include aspects of basic conceptual understanding (*comprehension*), analytical understanding (*understanding*), application understanding (*application*), and evaluative understanding (*evaluation*) (Kartini et al., 2022; Lactona & Cahyono, 2024). In the aspect of basic conceptual understanding, most students have been able to explain the meaning of decorative motifs, mention their types and identify the elements of decorative motifs correctly, which is reflected in the dominant score obtained above the KKM. In the aspect of analytical understanding, students show improvement in differentiating and grouping types of decorative motifs and explaining the cultural meanings contained in them, so that students' analytical thinking skills develop well (Marta et al., 2024). Next, in application understanding, students have answered questions well and used teaching materials independently, which indicates success in applying the concepts they have learned (Marta et al., 2024; Kartini et al., 2022). In the aspect of evaluative understanding, students have also been able to conclude the material, give opinions and identify the characteristics of decorative motifs more critically (Lactona & Cahyono, 2024).

Learning Outcomes After Implementing the Module with the Active Learning Method

This study was conducted using a test instrument given to 29 students with 25 multiple-choice questions and essays during *the post-test* using teaching materials in the form of a decorative variety learning module provided by the researcher . *The following are the results of the post-test* scores obtained from 29 eighth-grade students of SMP Negeri 1 Jatitujuh. The table can be seen below.

Table 5. List of Student Names

No	Student Name	Mark
1	Aida Puspita Dewi	71.4
2	Andika Sukma Winata	82.8
3	Bihar Kirana Khoeru Rosadi	80
4	Dina Rahmawati	80
5	Dzibam Raffiandra Raziq Pradipta	88.5
6	Elvaretta Anindya Rafifah	100
7	Febrian Dwi Riscon	82.8
8	Gea Kaditha Ramdhan	100
9	Hanaiya Salsabila Sugiri	82.8
10	Harin Majmu Mutiara Sani	100
11	Helga Felisa Kamirandina	88.5
12	Herlina Yanuarti	88.5
13	Ida Laylatul Auliya	80
14	Iir Rosidah	94.2
15	Kirei Empress	74.2
16	Leni Nuraeni	94.2
17	Mahmud Ripai	82.8
18	Nadine Putria Dewi	80
19	Natasya Rizkia Sara	100
20	Rasya Ahmad Zaki	94.2
21	Roni Gunawan	82.8
22	Sahid Ramadhan	80
23	Salfa Aulia	68.5
24	Siti Asri Hartanti	65.7
25	Siti Romlah	80
26	Syifa Melinda	97.1
27	Thabit Azzamul Haq	91.4
28	Vadya Salsabila	94.2
29	Zaenal Baehaqi	80

Sourch: SData collected from post-tests, questionnaires, and classroom observations of 29 eighth-grade students at SMP Negeri 1 Jatitujuh (2026).

Based on the mean formula $\bar{X} = \Sigma X/N$, the post-test average is: $\bar{X}_2 = 2473.7/29 = 85.3$. The post-test results show a significant improvement, as shown in Table 5.

Table 6. Distribution of Post-Test Scores of Class VIII F Students of SMP Negeri 1 Jatitujuh

No	Mark	Category	Amount	Percentage
1	91–100	Very good	10	34.5%
2	81–90	Good	8	27.6%
3	71–80	Pretty good	9	31.0%
4	61–70	Not good	2	6.9%
5	0–60	Very Poor	0	0%
Total			29	100%

Source: Researcher's Processing

The average post-test score increased to 85.3 (good to very good category). There were 10 students (34.5%) in the very good category, 8 students (27.6%) in the good category, and 9 students (31.0%) in the fairly good category. Meanwhile, only 2 students (6.9%) were still in the poor category. There were no more students in the very poor category. These results indicate that the majority of students (86.2%) have achieved learning completion, exceeding the KKM set at 75.

Results of Student Responses to the Use of Decorative Arts Learning Modules

To measure the effectiveness of teaching materials perceptually, a student response questionnaire with a Likert Scale instrument was used that covered three aspects: understanding of decorative material, post-test results, and the effectiveness of teaching materials in learning. The calculation of the percentage of achievement used the formula $P = (\bar{X}/5) \times 100\%$, where \bar{X} is the average score per aspect of all students. Interpretation of categories refers to Arikunto's criteria (in Febrianto et al., 2023).

The overall average reached 76.9% (valid category), indicating that the developed teaching materials are of good quality and able to support the learning process optimally. In the aspect of understanding the decorative motif material, 77.5% was obtained (valid), indicating that the teaching materials successfully helped students understand the basic concepts supported by systematic presentation of the material and completeness of the example images. However, some students still gave a neutral assessment, which may be influenced by differences in initial abilities in understanding the fine arts material. In the aspect of effectiveness of the teaching materials, the highest percentage was 82.5% (very valid). Students felt that the teaching materials helped them learn independently, made learning more focused, and made it easier to understand the steps of decorative motifs. Meanwhile, *the post-test results aspect* obtained 70.7% (valid).

To deepen the analysis of the understanding aspect of decorative motif material, the questionnaire results were described in five questions using the percentage achievement formula per item, namely $P = (\bar{X}/5) \times 100\%$. The overall average of this dimension was 3.88 (77.5%) with a good category, which indicates that the teaching materials were considered effective by students in supporting the understanding of decorative motif material. The details are presented as follows:

Table 7. Distribution of Questionnaire Scores per Item of the Aspect of Understanding Decorative Material

No	Question Items	Mean	% Achievement	Category
1	Teaching materials help understand the meaning of decorative motifs	3.96	79.3%	Good
2	It is easier to recognize the types of decorative motifs (flora, fauna, geometric, figurative)	4.24	84.8%	Good
3	Example images help understand the form of decorative motifs	3.90	77.9%	Good
4	The explanation in the teaching materials clarifies the function and meaning of decorative motifs.	3.90	77.9%	Good
5	The material is easier to understand than just listening to the teacher's explanation.	3.38	67.6%	Pretty good
Overall Average		3.88	77.5%	Good

Source: Data collected from post-tests, questionnaires, and classroom observations of 29 eighth-grade students at SMP Negeri 1 Jatitujuh (2026).

The results per item reveal variations in achievement that can explain the dimensions of decorative motif understanding that were most and least mastered by students. Item two, concerning the recognition of types of decorative motifs (flora, fauna, and figurative), received the highest score, indicating that students were most capable of distinguishing the classification of decorative motif types. The presentation of descriptive visual classifications in the teaching materials successfully helped students build a clear categorization scheme (Mayer, 2021; Rahayu et al., 2024). Item one, concerning the understanding of decorative motifs, received the second highest score, suggesting that students were able to grasp basic definitions and concepts in a structured manner through the conceptual explanations provided in the teaching materials (Mansyurina & Ratyaningrum, 2024).

Items three and four, relating to understanding visual form and the function and meaning of decorative motifs, received the same score, indicating that both dimensions fall within the good category. The visual contribution of examples in the teaching materials played a significant role in facilitating students' understanding of the form and structural meaning of decorative motifs. Conversely, item five, which assessed the ease of use of the teaching module compared to conventional lectures, received a relatively low score, suggesting that some students still require supplementary verbal explanation from the teacher.

Based on the item-level results, it can be concluded that the dimension students mastered most was the recognition of types and definitions of decorative motifs, while understanding of visual forms, functions, and cultural meanings was at an intermediate level, and learning independence with respect to the material was the dimension most in need of improvement. The findings of this study indicate that the developed teaching materials were effective in helping students understand the basic concepts of decorative motifs, including their definition, types, forms, and functions. The inclusion of illustrative images and the systematic presentation of content were key factors supporting improvements in student understanding (Rahayu et al.,

2024; Mayer, 2021). However, some students still provided neutral assessments, indicating that not all students experienced maximum improvement in understanding. This may be attributable to differences in students' prior knowledge of fine arts subject matter (Annisa & Mutmainah, 2020). In terms of post-test results, a validity percentage of 70.7% was obtained, which falls within the valid category. Meanwhile, the effectiveness of the teaching materials in the learning process yielded a percentage of 82.5%, which falls within the very valid category.

CONCLUSION

This study demonstrates that the implementation of the decorative motif learning module significantly improved the understanding of eighth-grade students. Prior to the use of the learning materials, instruction tended to be informational and teacher-centered, resulting in students experiencing difficulties in understanding basic concepts, analyzing decorative motif types, and applying the material independently. After implementing the module through four systematic learning stages, student understanding improved, as indicated by an average post-test score of 85.68, with scores ranging from good to excellent. This improvement indicates that the learning materials are effective in helping students understand the concept of decorative motifs in a more structured and contextual manner, in accordance with the learning principles of the Independent Curriculum.

Furthermore, student responses to the use of the module yielded an average percentage of 76.9%, falling within the valid category, indicating that the module is considered effective, easy to understand, and supportive of independent learning. The systematic presentation of material, the use of illustrations, and the inclusion of practice questions were key factors in enhancing student engagement and learning motivation. Overall, this study contributes to the development of fine arts learning — particularly in decorative arts — by presenting a module capable of improving student understanding comprehensively across the aspects of conceptual knowledge, analysis, application, and evaluation. The findings of this study are expected to serve as a reference for teachers in developing more innovative, contextual, and student-centered learning modules.

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