



Implementation of Local Wisdom of Malay Culture in the Substance of Fashion Decorative Design Learning Modules

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Abstract. North Sumatera, one of it, is Malay has a lot of potential for local wisdom to be appointed as study material that can be applied in learning materials. Local wisdom that departs from cultural roots, namely traditional ornaments can be adapted as a strong characteristic in shaping the character of fashion learning. This study aims to analyse the need for the development of decorative teaching modules based on local wisdom for students of fashion education. This type of research is descriptive qualitative. The objects of research include: (1) Core Competency Profiles of Decorative Variety Design learning materials (2) Characteristics of Malay ornaments used for the development of the idea process into decorative designs that will be the main substance of the teaching model. Data were obtained using interviews and questionnaires. The results of the study showed that; 1) there are main indicators that are used as an outline in the preparation of teaching materials about Malay ornaments, (2) the characteristics of ornaments that have the concept of Malay culture are included in the study of decorative design materials which substantially have relevance between the competence of the chosen topic and the content of local wisdom.

Keywords: Local wisdom · Malay culture · Fashion decorative design

1 Introduction

The variety of cultures that exist in Sumatra is marked by artifacts that have traditional values. The value of this tradition is a selling point and at the same time as a national cultural identity, especially the creative industry in supporting tourism [1]. The implementation of products characterized by tradition is a government priority in the creative industry sector. Creative and cultural industries have consistency that is in line with the concept of sustainable development. This has been proven in countries with advanced industries such as China, where industrial clusters are motivated by the role of culture so that it ultimately has an impact on the development of the Chinese cultural industry [2]. One of the cultural heritages that is still rarely explored for the sake of preserving traditional values is ornament. Although currently, there are efforts to apply these ornaments in the fashion sector, but their application is still limited. On the other hand, there are still relatively many other opportunities that have not been fully explored in developing

these ornaments into a variety of decorations that can be applied to fashion and craft design works. The integration of local wisdom can form real experiences, many things can be learned from history in an effort to achieve sustainability, balance, environment, culture and economy with a holistic perspective [3].

Local wisdom supported by maximum efforts to be included in learning studies can act as sustainable education. Regarding the development of the local genius-based ornament exploration module in the decorative design subject, a traditional study that emphasizes local wisdom is needed to be used in designing fashion products. The study of traditional ornaments in learning besides being able to arouse students' awareness can also summarize creativity, innovation, especially fashion design that can show personal characteristics in fashion design work [4] This is possible because local wisdom can be used as a basis for the creation of new products, new opportunities, besides being able to maintain the identity of the design product [5]. Philosophically, posing local wisdom is able to shape students' personal characteristics in interacting and maintaining the local environment and can adapt to global influences [6] In harmony with research conducted by Chusorn, that local wisdom can maintain the sustainability of education in a wider field, where students are introduced to character that can build a personality that can be displayed in social [7].

Decorative design Learning is a classroom learning accommodates stability, clarity of knowledge in one field of study that is carried out at a certain time. The expected competencies in the Decorative Design course, students are asked to be active, respond critically to their thinking and psychomotor skills by understanding concepts, principles, and ideas achieved through deductive reasoning. Integrating local wisdom developed in learning can improve critical thinking skills in responding to solving knowledge problems [8]. In addition, critical abilities can increase creativity in aspects of fluency, flexibility, originality and elaboration [9]. All of these aspects are important in learning decoration.

It is recognized that the idea of fashion trends begins with the Western thinking concept. Start with lifestyle studies, fashion icons, trending colours, popular silhouettes, referring to internet sites. However, studies on western conceptions should only be an enrichment to present a new trend. On the other hand, the learning materials for fashion in the Fashion Design study program should accommodate the themes of traditions. In fact, learning fashion by carrying the theme of the area owned can actually create new creative trending ideas of fashion and have unique characteristics by student work. Its proves that learning applies local wisdom significantly has impact on learning outcomes [10]. Furthermore, Meliono explained that the correct presentation of teaching materials is in accordance with the thinking of the archipelago which teaches a lot about local wisdom and multiculturalism, along with the rapid globalization in the fields of education, knowledge and technology [11]. The potentials of local wisdom contained in ornaments provide learning about the environment, community relations, kinship and build good soft skills, while students feel how the ornaments are developed through exploration of interpretation into the creation of novelty decorative patterns.

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of novelty decorative patterns. The process of exploring the tradition theme, requires consideration of the philosophical aspects, characteristics of the ornament and the area of origin where this ornament is used. Problems faced by students are when completing tasks that emphasize engineering ideas, and design research to find the essence of learning activities to solve problems. Giving problems to find answers through a series of research to develop creative ideas, especially sketching motifs and which can be done independently. Base on this, a tradition-based practical module is needed by students as independent guidance.

The module concept stimulates students to explore a series of ideas to be translated into motif sketches for fashion purposes. Practices to find ideas, such as developing and applying them into motive ideas poses a selling value that can be used as valuable experience in managing an idea derive from cultural values. Motivating by this issue, the Local Genius-Based on Ornamentation Exploration need to be explored as a learning module. This research begins with a curriculum analysis, accompanied by the needs and potential of the study program in implementing the KKNI curriculum. The general objectives of this research can be formulated as follows: First, the profile of individual competencies and basic competencies for the Decorative Variety Design course at the undergraduate level of the Fashion Design study program by incorporating the concept of local wisdom into the teaching material module.

2 Research Method

The focus of this research is the analysis of the potential and needs of learning Decorative Variety Design courses based on local wisdom of Malay ornaments to be used as a basis for the development of decorative design modules, in the undergraduate study program of fashion education at Universitas Negeri Medan. Potential analysis is to examine several aspects such as curriculum, facilities and infrastructure and users such as lecturers, students and industries. The curriculum used in Fashion Design education refers to the standards of the Indonesian National Qualifications Framework (KKNI). KKNI has competencies that are tailored to each level. The object of the research is in accordance with the standards set in the KKNI by emphasizing on optimizing local wisdom from the identity of Indonesian wastra from the Malay area, namely Ornament. The emphasis on local wisdom is to recognize the characteristics and implement them in the Variety of Ornamental learning materials.

Data collection is to determine the criteria of competencies that will be gained by graduates to enter the industries. Data is collected by questionnaire distributed to lecturers and students. The Fashion Design study program has a mission to create competent human resources in their fields. Competencies that are expected to cover industrial activities. Needs data was obtained through in-depth interviews with fashion industry players in Medan Municipality, which has been the place where Industrial Job Training was conducted. Industrial Job Training was selected based on product characteristics using traditional ideas on its products. This aims to get a clear view and picture of the technology needed for the development of ideas, philosophies used.

Instruments in the form of interviews, questionnaires in the form of dissemination of question forms by providing answers to checklists. Instruments in the form of questions and questionnaires were given to lecturers, students, industry players and cultural

observers. Using checklists is to collect data on core competencies and basic competencies in Decorative Design learning. The learning of decorative design in the context of fashion learning is how the motifs are completed using hand and machine embroidery techniques, to be further applied in the fashion field. The sustainability of this course is to incorporate the concept of local wisdom from Malay culture into the learning module of the decorative design subject to be the main idea in developing creativity and innovation in fashion design. Types of data collected in the form of qualitative data. Data were analyzed descriptively using triangulation method and data sources.

3 Results and Discussion

Based on the analysis of the data, facts were obtained which are related to the learning needs of Decorative Design seen from the needs of lecturers, students and industry. The most important Identification is how to know the characteristics of the skills of the graduates of the fashion education program will adapt in the world of work, especially the fashion creative industry. It will imply to the Decorative Variety Design learning module. The questionnaire for Industry is aimed at industry players where students do internships, and some other questionnaires are aimed at industry players whose creative products are fashion that carries the concept of local wisdom. It is named as a national scale.

The basis for consideration is that industry players are directly involved with market needs Fashion Market is dynamic, but industry must have the opportunity increasing competitive market. Around thirty industries are related to the fashion industry in the municipality of Medan, Ten of the thirty industries by purposive sampling have a direct character with the fashion industry that uses local wisdom in their production, including industries that collaborate with the Dekranasda of North Sumatra. The industry is engaged in songket weaving, ulos weaving and batik and some of the roles of industry players on a national scale are those who work as observers and 2 practitioners represent these roles.

From the questionnaire given to industry players, data shows that the country's creative industry focuses on fashion creative products that carry local wisdom. This is as stated by the Ministry of Industry that, our nation will not be able to compete with advanced technology from other nations, but we will win if we carry the nation's traditional culture. Through the distribution of questionnaires given to lecturers and students, data was obtained that the material was considered to be less accommodating to the potential of the area owned so that students were less able to appreciate regional content as a worthy local potential to be sold. This is indicated by the weakness of students in developing ornaments into ornaments with contemporary presentations.

Departing from observing how the implementation of learning in class is known if the lecturer only provides material that still holds on to conventional principles. Where the elaboration of the material is still applying the principles of formal design and the principle of laying out decorations to be applied to certain areas of the object of clothing. If you reflect on the acceleration of the industry and local and international market trends as formulated in the achievement of the creative industry in Indonesia, to win global competition, one of the keys is to raise regional potential. Based on this, there are

9 study topics that are included in the decorative design material, namely; (1) General study of ornamental variety design (2) application of design elements and principles on the principle of laying motifs in the fabric field (3) Malay tradition ornaments (forms and philosophy) (4) Initial ideas (5) Ornament development (6) Stylization of motifs into new forms (7) Application to Fashion products (8) Application to Cushion products (9) Application to accessories products. These nine topics are broken down into core competencies (KI) and 23 (twenty three) Basic Competencies (KD) which contain content of local wisdom.

The selection of 4 ornaments represents the Malay culture in North Sumatra, the motif is limited to the development of ornaments into decorative patterns that are applied to design objects.



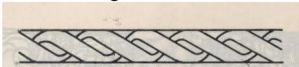


Based on the Table 1, it can be seen that there are four types of Malay motifs that will be developed into decorative patterns, namely floral motifs, fauna motifs, natural motifs and diamond motifs. Each ornament is applied to the design object. The value of local wisdom in Ornaments is chosen based on the local wisdom possessed by each motif. Flora motifs such as tampok manggis ornament, Pucuk rebung ornament. Fauna motifs such as semut beriring ornament, merpati sekawan ornament. Natural motifs (space) such as awan larat and Wajik motifs are rectangular in shape.

Each ornament has the value of local wisdom which has been the value of life for the Malay community. In general, it can be seen that the Malay community adheres to the Islamic faith. This can be seen from the characteristics of the ornaments used in fabrics, equipment and architecture. Islamic values have been deeply rooted and become a solid foundation in life. As Islamic teachings prohibit the drawing of animals, in its application the Malay community does not use living things as objects of ornament. Even if the motif uses fauna, such as the motif of ants running together, and a flock of pigeons, then the appearance of this 'animal' object has changed/distorted its shape.

The interpretation of local wisdom that can be interpreted in adapting this ornament is that students are invited to maintain, preserve this ornament to be able to 'live' in harmony with the times. To bring this ornament to life, it requires loyalty from one generation to the next to be able to interpret the local culture itself so that it is not timeless. In the context of learning, students are given the responsibility to explore ornaments based on the characteristics of the motif. Furthermore, students were asked to see first-hand the application of this ornament in the form of cultural artifacts, such as cloth, equipment or architecture. Furthermore, students were asked to interpret the ornaments through a development process using stylization techniques. In the next stage, students are expected to gain competence in developing ornaments by finding personal characters/signature styles in decorative designs through assignments.


The last competency is that students are able to place various patterns according to fields on design objects such as fashion, cushions, accessories. In the learning process, decorative design material applies the principle of independence in obtaining and processing information about ornaments. At the initial stage, students are invited to get to know about cultural heritage as a valuable heritage from their ancestors. In the next learning stage, students can explore heritage by raising a problem. This search can be done by means of observation to find solutions.

Table 1. Basic Competencies and Materials For Decorative Variety Design With The Concept Of North Sumatran Local Wisdom.

	Basic Competencies	Relevant competencies to be included in North Sumatra local wisdom	Local wisdom
The History of Ornaments	<p>Appreciating the history of ornament</p> <p>Sensitive and caring in nurturing, caring for traces of cultural traditions.</p> <p>Creating personal (specific) characters in decorative designs</p> <p>Melayu Deli Flora Pattern</p>	<p>Historical ornament based on the area from which the ornament came from.</p> <p>The function of ornament in the local community order.</p> <p>Tampok Manggis</p>  <p>Source: http://www.tamadunmelayu.info/2009/06/pucuk-rebung-ragam-motif-melayu.html</p>	<p>Appreciate, maintain and preserve the ancestral heritage of the cultural heritage that is entrusted from generation to generation</p> <p>Maintaining harmony, balance of life between people, and nature.</p>
	Motif Flora	<p>pucuk Rebung</p>  <p>Source: http://www.tamadunmelayu.info/2009/06/pucuk-rebung-ragam-motif-melayu.html</p>	<p>Keeping the ancestral mandate, fixing morals, being responsible which are depicted in the form of actions on their respective jobs to preserve culture, one of which is ornament.</p> <p>Usually placed as a base, serves as a foundation / support that should not be ignored. The application of motifs in fabrics and buildings is placed as the basis for ornaments.</p>
	Motif Fauna	<p>Semut Beriring</p>  <p>Source: http://jskd366.blogspot.com/2014/06/motif-semut-beriring.html</p> <p>Merpati sekawan</p>  <p>Source: http://www.tamadunmelayu.info/2009/06/pucuk-rebung-ragam-motif-melayu.html</p>	<p>The philosophy adopted by the attitude of life must have a strong foundation, otherwise it will collapse.</p> <p>This attitude of life that is most strongly believed by the Malay community is Islam</p>
	Motif Alam	<p>Awan Larat</p>  <p>Source: www.tamadunmelayu.info</p>	<p>The philosophy adopted represents the character of Pigeons who have a loyal friend attitude,</p>

(continued)

Table 1. (continued)

	Motif Wajik	<p>Segi empat</p>  <p>Source. www.tamadun.melayu.info</p>	<p>good character, and a heart of faith based on faith in Allah SWT.</p> <p>The philosophy raised represents the characteristics of celestial bodies that have a philosophy of devotion to Allah SWT, which influences the attitudes and cultural values of the Malay community as adherents of Islam.</p> <p>The philosophy raised represents the characteristics of the ornament in the Qur'an. Applying Islamic in everyday life.</p>
Traditional ornaments form and philosophy	<p>Analysing the form and function of ornaments with discipline, enthusiasm, in exploring ornaments applied in cultural artifacts. Melayu</p> <p>Motif Flora Motif Fauna Motif alam Motif Wajik</p>	<p>Describing the philosophy of ornament</p> <p>Ornamen Tampok Manggis, Ornamen pucuk Rebung Semut Beriring, Merpati sekawan Awan Larat Segi empat</p>	<p>The meaning of philosophy that can be used as a principle of life.</p> <p>Observing the relics of these motifs on fabrics, traditional houses, and equipment.</p> <p>Relics in traditional houses, motifs on songket fabrics and other artifacts.</p>
Basic Idea	<p>Analyzing the form and function of the ornament.</p> <p>Melayu Motif Flora, Motif Fauna, Motif Alam, Motif Wajik</p>	<p>Describing the philosophy in which objects of ornament are placed on cultural objects</p>	<p>Interpreting philosophy in design concepts</p> <p>Constructing distinctive characteristics in decorative designs.</p>
Ornamental stylization becomes a new form of decoration.	<p>Developing basic ideas into new shapes Expressing the concept of motif design</p> <p>Melayu Motif Flora, Motif Fauna, Motif Alam, Motif Wajik</p>	<p>Outlining the ornament design step-by-step.</p> <p>Relating current trends, align with technology and market demands.</p>	<p>Placing ornaments on design objects in the fashion field, by referring to the wisdom possessed by the philosophy of each ornament.</p>

The search for this solution is done by brainstorming and discussing with friends, experts and lecturers. At the beginning of the stage, students will construct ideas based on their experiences. In the end, through findings, studies related to problems will form new knowledge. Furthermore, students can create Malay motifs by building an independent and critical understanding of the object of research, in this case the Malay ornament. Critical thinking is conditioned in the task of analyzing and evaluating which are summarized in High Order Thinking Skills. In this case, the lecturer acts as a facilitator, where students conduct two-way discussions, to see the critical power of students in understanding the subject matter.

This description of the learning process reflects the character of learning that require critical thinking skill, to construct knowledge based on the experience independently gained by students to answer their problems. This learning has scientific characteristics as demanded from the KKNI curriculum. Lecturers can choose the right model according to the character of the student.

4 Conclusions and Suggestions

4.1 Conclusions

Learning Decorative Design is based on the KKNI standard curriculum by integrating the concept of Malay cultural wisdom into decorative material. From the results of this study, it can be concluded that the decorative material module sets 4 course learning outcomes (CPMK) which emphasizes the competence of philosophical understanding of local wisdom on Malay ornaments. The six CPMKs which emphasize the process of developing decorative patterns to design project on fashion design products in accordance with positioning ornaments based on local wisdom.

4.2 Suggestion

Based on the results of the study, local wisdom needed as input for the quality of the Decorative Variety Design learning materials. Integrating local wisdom in learning materials that emphasize the preservation of tradition is an important aspect to improve the quality of creativity and innovation in the creation of student work. In the end, students gain experience of the values that exist in society and are able to adapt in the world of global competition.

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