Fashion Design Basic Learning with Suggestopedia Method

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Abstract. The research aims to determine the effectiveness of the suggestopedia method in improving student learning outcomes in the Basic Design subject and to determine student responses regarding the application of the suggestopedia method. This type of research is experimental research or Pre-experimental Design in the form of One Group Pretest-Posttest. The research object will be given a pre-test before being given treatment and a post-test after being given treatment. The data analysis technique in this study used descriptive percentage data analysis techniques. The results of this study are: 1) the effectiveness of the suggestopedia method in improving student learning outcomes in basic design learning, especially in the collage design material, shows that the average N-gain score is 0.38 including the medium category. 2) there is a positive response given by students to the application of the suggestopedia method seen from the acquisition of student response data which shows a percentage of 70% which is included in the high category.

Keywords: Effectiveness · Method · Suggestopedia

1 Introduction

In developing countries, in general, there are two: One of the most significant challenges in the world of education today is the development of learning innovations [1]. The Industrial Revolution 4.0 has created changes in almost all fields and nations around the world. This has also provided various opportunities to develop various innovations in learning [2]. Through learning, it is believed that human resources will experience an increase in technical skills and competencies according to the field. In learning there are various problems including the ability to increase students' creativity, use of technology and critical thinking skills [3–5]. While other problems arise from various factors, such as the use of learning methods or media that affect the level of student understanding [6, 7].

This research is motivated by the problems that occur in students in the Basic Design learning. One of the obstacles is the use of conventional methods or lectures. The lecture method tends to quickly make students feel bored. The teacher in charge of basic design lessons also conveyed in interviews during the observation of the research site, that the

weakness of students in the Basic Design subject was in the creativity of drawing. This is supported by the results of student assignments on the competence to make sketch design drawings with an average value of 70.51. This means that student scores are still low only up to the KKM value limit. The results of observations made that the condition of the class during the learning process was considered less comfortable so that it greatly affected the feelings of students during the learning process. The uncomfortable condition of the class is influenced by several factors, namely the classroom which is considered less cheerful, the lighting is not optimal, the table is not wide enough to make it difficult for students to draw.

Classroom conditions greatly affect student performance, so in this study using a learning method that is considered to be able to overcome these problems, namely by using the suggestopedia method. The suggestopedia method is a learning method that uses our subconscious brain [8]. Fear and boredom are the main enemies of learning, so a suggestion is needed to students before they receive the subject matter so that students feel calmer and more relaxed. In a calmer and more relaxed state, students can more easily accept and absorb the subject matter. Suggestopedia is an alternative to solve this problem. The suggestopedia method definitely increases student motivation and improves the classroom atmosphere [9].

Suggestopedia helps and changes the way students view learning. Students are conditioned to be more relaxed and eliminate their lack of confidence in the learning process. Basic design learning activities in designing student clothing require high imagination skills, as well as making poetry also requires imagination. The suggestopedia method is used to stimulate students' imagination and desire to write poetry and make learning more fun [9]. Classes are conditioned to be a comfortable space for them, a fun and cheerful atmosphere is created to support this method. They will be played music according to their favorite music with the aim that they can enjoy the atmosphere during the learning process. The description above shows the need for research on the effectiveness of the suggestopedia method to improve student learning outcomes in basic design subjects.

2   Methods

This research is categorized as experimental research [10]. The form of experimental design used in this study is Pre-experimental Design in the form of One-Group Pre test-Posttest, namely in this design the research object will be given a pre-test before being treated and a post-test after being given treatment. This study has two variables, namely the independent variable and the dependent variable. The independent variable in this study is the 'suggestopedia method' and the dependent variable in this study is 'the learning outcomes of basic design subjects'.

This research is a quantitative descriptive study, using descriptive analysis or descriptive statistics. Likert scale questionnaire data in this study is quantitative data that will be analyzed descriptively percentage with steps [11].

Table 1. Criteria for Descriptive Analysis Percentage

Percentage	Criteria
75%–100%	Very high
50%–75%	High
25%–50%	Poor
1%–25%	Very poor

1. Calculating the value of the respondent and each aspect or sub variable.
2. Recap the score.
3. Calculate the average value.
4. Calculate the percentage with the formula.

$$DP = \frac{n}{N} \times 100\% \tag{1}$$

Note:

DP = Descriptive Percentage (%)
n = Empirical score (score obtained)
N = Maximum score of question/statement items

The level of these criteria, then the score obtained (in %) with a descriptive analysis of the percentage was consulted in Table 1.

The effectiveness analysis in this study uses a gain calculation adapted from Hake's theory, to show an increase in learning outcomes after learning.

Calculations to determine the percentage increase in learning outcomes used the gain test formula.

$$Gain = \frac{x\ post - x\ pre}{skor\ ideal - x\ pre} \tag{2}$$

Note:

Gain = normalized gain score
$x post$ = skor *post-test*
$x pre$ = skor *pre-test*.

This normalized gain is interpreted to state the normalized gain criteria [12]. Table 2 is Gain Score Index Coefficient.

Table 2. Gain Score Index Coefficient

Index Gain Score	Criteria
(g) $> 0,7$	High
$0,3 \leq$ (g) $\leq 0,7$	Moderate
(g) $< 0,3$	Poor

3   Results and Discussion

The effectiveness of the suggestopedia method in improving learning outcomes of basic design subjects includes: a. Instrument trial b. Validity test c. Reliability test d. Tabulation of test results data 3. Student responses to the implementation of the suggestopedia method in basic design learning include: a. Validity test b. Reliability test c. Tabulation of test result data.

1. Instrument Validation of Drawing Test Questions
    The validation of the drawing test questions is carried out by three competent judges. Validation was carried out by 3 instrument expert validators. The instrument validation of learning outcomes test used the Guttman scale with two intervals, namely yes or no with 1 for yes answers and a score of 0 for no. The results of the validation of the drawing tea questions obtained can be seen that the validation results are stated to be very feasible, as can be seen in Table 3.

2. Student Response Instrument Validity
    Test the validity of student responses using the Aiken's V formula with a total of 3 raters. The formula of Aiken's V:

$$V = \sum s/[n(c-1)]$$

    The results of the validity test of the student response instrument used the Aiken's V formula. The results of the average validity test by 3 raters or raters showed the number 0.78. These results, when consulted with the validity interpretation table, show that the information is very useful and feasible to use.

3. Student Response Reliability Test
    Test the reliability of the student response instrument using a rating rating of the number of three raters. The formula of rating reliability.

$$\text{rxx}' = \left(Ss^2 - Se^2\right)/Ss^2$$

$$\text{rxx}' = \frac{(0,8 - 0,17)}{0,8}$$

$$\text{rxx}' = 0,7875$$

Table 3. Drawing Test Question Validation Results

| | Skor | | |
	Validator 1	Validator 2	Validator 3
Score	13	13	13
Total Score	13	13	13
Validation percentage	100%	100%	100%

Table 4. Results of Student Responses to the Suggestopedia Method

| Total students | Conclusion | | |
	Very agree	Agree	Don't Agree
22 Students	3 Students	19 Students	

Calculation of the results of the instrument reliability test by 3 appraisers or raters showed a result of 0.79 which means that the instrument is included in the high criteria.

4. Seggestopedia Method Effectiveness Data Tabulation
   Tabulate the data from the pre-test and post-test results which will then obtain data on the effectiveness of the suggestopedia method on improving student learning outcomes using the following formula.

$$Gain = \frac{x\ post - x\ pre}{skor\ ideal - x\ pre}$$

This normalized gain is interpreted to state the normalized gain criteria. Table 2 show that Gain Score Index Coefficient.

The results of the N-gain score test calculation above, show that the average N-gain score for all variables is 0.38 including the moderate category.

5. Student Response Data Tabulation
   Student responses were carried out by giving a Likert scale questionnaire containing several aspects of the assessment which were developed into 15 questions. This student assessment is an assessment to determine whether the student's response to the suggestopedia learning method is positive or negative. The results of student responses can be seen in Table 4.

The results of the assessment of student responses obtained percentage data of 70% which are included in the high category, it can be concluded that the use of the suggestopedia method in Basic Design learning, especially the Collage Design material, received a positive response from students.

The results of the study can be concluded that the implementation of the suggestopedia method in Basic Design Subjects is effective for improving student learning outcomes. This is shown in the average result of the pre-test score of 69 and the average post-test score of 81. The results of the N-gain score test calculation show that the average N-gain score is 0.38 including medium category. The implementation of the suggestopedia method in Basic Design learning also received a positive response by students, seen from the acquisition of student response data which showed a percentage of 70% which was included in the high category. This is in line with the results of other studies, that the suggestopedia method is a flexible learning method that can facilitate students in meaningful learning activities. Students feel relaxed to get material in class. Students are given dynamic learning activities and get more opportunities to elaborate and explore [13]. Another effectiveness can be seen from the results of other studies which reveal that the suggestopedia method helps students improve students' feelings, distract students from learning worries, and overcome fear of making mistakes. This method helps students realize their potential and store meaningful information for further learning [14]. Suggestopedia is a successful learning drive and is suggested in cooperative learning interactions to provide an interesting learning experience for students [15]. Based on the results of the research above, it can be concluded that the suggestopedia method can be used as learning in improving the competence of students in Basic Design subjects.

4   Conclusion

The results of the study can be concluded that the implementation of the suggestopedia method in Basic Design learning can be seen that the response given by students is a positive response and the effectiveness in improving learning outcomes for Basic Design subjects by 0.38% is included in the effective category for improving learning outcomes. This method is able to make the learning process in the classroom more fun, calm and comfortable, students are more interested in Basic Design lessons.

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