



Nusantara Ornament Picture Card: Learning Media to Appreciate Indonesia's Traditional Ornaments

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Abstract. The learning process in appreciation of Indonesia's traditional ornaments in several junior high schools in Semarang is considered less optimal due to the lack of use of learning media in the classroom. On the other hand, the use of learning media can help students understand the material and improve their motivation and learning ability. The objective of this research is (1) to develop picture cards as a learning media for appreciating Indonesia's traditional ornaments and (2) to explain the implementation of picture cards as an appreciation learning media for appreciation of decorative patterns. This research uses the Research and Development (R&D) model, while the analysis uses mixed methods. The results of this development research are as follows: (1) Nusantara picture cards are a learning media that consists of 42 picture cards to appreciate Indonesia's traditional ornaments. These picture cards are equipped with QR-code links to access descriptions and information about the decorative patterns found in the picture cards. (2) Nusantara picture cards have passed several stages of qualifying and achieved 91% media expert validation test (very feasible), 98% material expert validating test (very feasible), and 84% small group test (very feasible). This learning media can be implemented efficiently and provide new learning experiences and motivation for students in several junior high schools in Semarang. (3) Students feel helped in learning and sharpening their art appreciation skills. In the implementation of learning media in the classroom, responses, and evaluations, 87% were very feasible to use in the learning process.

Keywords: Appreciation, Decorative Pattern, Picture Card, Learning Media,

1 Introduction

Education is an important component that must not be removed from human life because education is an approach to shaping human character and personality that is directed and enhanced into a better human being, this opinion is in line with the statement which states that education is the main goal in the transfer of knowledge so that it can provide benefits in character formation [1]. According to Law No. 20 of 2003 on the National Education System in Indonesia, education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, and noble morality, as well as the skills necessary for themselves, communities, and nations. Education is one of the effective processes for individual development. In this regard, art is one of the most important things to developed societies as part of education, so art education is fundamental to the human experience [2]. To achieve this noble goal, there is a need for a good educational system that can support this endeavor.

Art education is one of the components in the world of education that can be used to foster and develop the potential of the human self. In fact, art education is also very

important in life because it can produce creativity, communication, and intelligence [3]. Art education is an effort that is carried out consciously to prepare students who can learn art according to their role through the process of teaching, guidance, and practice [4].

Since art is an important part of human life, art can educate people to clearly understand reality, think analytically, question, break free from rigid conventions, create new patterns directed towards development, and contribute significantly to the progress of society [5]. Furthermore, the art education embedded in learning at schools aims not only to develop student's abilities in the arts itself but also to shape attitudes and the character of human personality [6]. Therefore, art learning in school should not be underestimated compared to other subjects, quoting from Latifah Handayani stated that learning arts generally invites students to be active and think about how to develop the material they find and then apply it in everyday life to hone their creativity [7].

In the educational curriculum applied nationally in schools, both old and new curriculum, decorative art or ornament is included as one of the access materials for cultural art learning, particularly visual arts at the first secondary school level. An ornament is a form of art that decorates or adds an artistic impression to a product or object. In line with Shwarna Dyah Andartika's opinion regarding ornaments, the word ornament comes from the Latin word "orname", which, based on the meaning of the word, means meaningful [8]. Another source also explains that an ornament is a component of an art product that is deliberately added or created for the purpose of decoration and to add a beautiful impression [9]. Indonesia is a country on the Nusantara Islands that has a diversity of forms of ornamentation due to the influence of the diverse tribes that exist in Indonesia. Arts education is used as an internal tool to shape the soul and personality of students. In the education sector, art is one of the most effective media for expressing human ideals, culture, identity, lifestyle, emotions, and social experiences [10]. Therefore, the process of implementing fine arts learning, both curriculum, methods, facilities, and media, cannot be separated from the local social and cultural environment [11]. In addition, the art of decoration or ornament, which generally has traditional characteristics, also affects the diversity of decorative forms that exist in Nusantara, especially in Indonesia. The traditional characteristics that exist in the variety of decorations will have different patterns and shapes depending on the area of origin of the decorations.

In this study, the researcher conducted observations and interviews in several junior high schools in Semarang, and based on the observation and interview, they obtained some problems related to the process of learning visual art on the material of appreciation of traditional ornament of Nusantara. This is because the learning books given to students only contain material and descriptions about the various types of ornament that exist in Nusantara without being accompanied by illustrations or visual media as a medium for students to recognize and carry out the process of appreciating the ornament itself. The art appreciation process should receive sufficient attention and space for learning because, through art appreciation, students can optimally enjoy and appreciate works of art [12]. In line with the quote which states that art appreciation, can fulfill the needs of students to learn, communicate, and appreciate beauty to the maximum, enrich the content of lessons and learning methods of students, and stimulate the enthusiasm and motivation of students to learn, thereby

increasing interest in learning and awareness of learning about beauty [13]. Art appreciation is part of the field of art criticism. There are two types, namely formalistic art criticism and aesthetic appreciation [14]. Art appreciation can ensure that students are involved in expressing their own feelings and ideas and train students to appreciate the artwork that has been created. Elements of art and principles of design are fundamental components of creating and criticizing a work of art [15]. The occurrence of such problems can affect the student's learning process in the classroom, that is, where students have difficulty doing the appreciation process of traditional decorations according to the material in the textbook.

Nurrita [16] explains that learning media is a tool in the process of teaching-learning activities that are needed by teachers to help deliver teaching material and enrich student's insights. Hasan also revealed that learning media is important because everything that can be used to convey messages from sources in a structured manner to create a conducive learning environment where the learning process is more efficient and effective [17].

Learning media has functions to generate motivation for students' interests and actions, presenting information, and learning purposes. In addition, the learning media must be designed effectively so that it can provide a pleasant experience as well as meet the personal needs of the student [18]. If there are problems with the learning media used, it can result in less effective learning processes. Lack of learning media also causes teachers difficulty in delivering learning material, and students also have difficulty understanding the learning material given, so it can reduce student's learning motivation at school. This creates confusion for students and requires teachers to always be creative and innovative in providing learning tools and media for students.

Based on the problems found through the observations and interviews, the researcher aimed to study and develop a learning media based on a picture card for junior high school students in Semarang. The researcher chose a picture card because it was assessed following the focus of the learning material taken, a traditional ornament of Nusantara that is more effective and easier to use in attracting students' attention to study. As explained by Mayasari [19] in their research, the learning process using visual media can improve the motivation of students to learn. Besides, media learning picture cards are also assessed to improve interpersonal intelligence in children [20].

The picture cards that will be developed are conceived by portraying patterns of decorative images of Nusantara that are based on the material of appreciation for the ornament of Nusantara from various regions or provinces in Indonesia that have been written in the learning book of visual arts. Based on this, the total number of cards made is 42 sheets packed in one card box. The target of this study is a student from junior high school in Semarang which is focused on the material of appreciation for the ornament of Nusantara. This developmental research is expected to help students enrich the learning material and cultivate their appreciative spirit through visual media depicting their card appreciation of the ornament of Nusantara.

2 METHODS

This research uses the Research and Development (R&D) model, while the analysis uses mixed methods. Sugiyono [21] explains that research and development are stages of validating and developing products. In this study, the product developed is a learning media to appreciate the traditional ornament in the form of picture cards.

The research and development model used in this research is the research and development model developed by Sugiyono, which was then slightly modified. To determine the feasibility of this learning media product, researchers carried out several stages of testing, namely validation tests by media experts and material experts, as well as trials in small groups and large groups in the form of learning activities with students and teachers at school.

By using the Research and Development research method, researchers will produce qualitative and quantitative data or use a mixed method research (MMR) design where the resulting data is obtained from the description process, development process, and application of learning media, as well as questionnaire results from test results material, media tests, and test results on class. The research data was obtained using data collection techniques in the form of observation, interviews, documentation, and questionnaires, which were then analyzed to conclude the research results.

The selection of subjects in this study uses purposive sampling techniques that determine the sample size based on a particular consideration [22]. Based on the technique, the researcher selected one media expert and one material expert; both selected based on their field of expertise. Then, for the next subjects, there are the students of class VIII and the fine arts teacher at SMP Negeri 40 Semarang. The research focuses on the process of development and implementation of picture card learning media as well as the responses given by students and teachers after the learning process. The purpose of this project is to support teachers' understanding and use of inquiry-based pedagogy by investigating factors perceived to be influential in promoting continued use [23]. In alignment with SALG, the material was reviewed to end sequences where oral and pictorial relations were constructed –aesthetic discourse under the overall purpose of the study on the role of aesthetic experience and imagination in education [24].

3 RESULTS AND DISCUSSION

3.1 Nusantara Picture Cards as Learning Media

This learning media is called the "Nusantara Ornament Card", based on picture cards containing pictures or visuals of various Indonesian ornaments. This picture card learning media can be used in the learning process to appreciate traditional Nusantara ornament. This picture card learning media has 42 cards wrapped together in one box. In detail, this form of picture card learning media has two sides, the front and back sides. The front of the picture card contains various components regarding the decorative patterns, identity, picture, and a brief description of the picture of the decorative patterns displayed on the card. There are 42 cards in this learning media,

which are divided into 9 groups based on the region or archipelago of origin of the decorative patterns on the cards, namely Sumatra Island, Java Island, Kalimantan Island, Nusa Tenggara Islands, Madura Island, Maluku Islands, Bali Island, Sulawesi Island, and Papua Island. Each group has a color code as a differentiator and characteristic on the card. The following are the types of decorative patterns found on picture cards and examples of picture samples from the "Nusantara Ornament Card" picture card learning media.

Picture Cards Ornament from Sumatra Island. The picture card ornament is from Sumatera and consists of 8 sheets of card and 8 ornaments. Eight ornaments are from different regions of the island of Sumatra. The motifs of the card are Jambi Batik (Angso Duo), Palembang Batik (Jumputan Bintik Tujuh), Bengkulu Batik (Besurek), Bengkulu Batik (Tabir Tanjung), Lampung Batik (Pohon Hayat), Aceh Batik (Pintu Aceh), Medan Batik (Gorga), and Padang Batik (Tanah Liek). Besides, the card's design depicts the decorative pattern of Sumatra Island using the red color code as its identity.



Fig 1. Sample Picture Card Sumatera Island

Picture Cards Ornament from Java Island. This picture card depicting a Javanese ornament has an orange color code on the card design. This picture card consists of 8 cards and 8 ornaments. The eight ornaments on the cards come from different regions on the Java Island. The decorative patterns are the decorative patterns of Indramayu Batik (Iwak Etong), Pekalongan Batik (Jlamprang), Cirebon Batik (Mega Mendung), Tegal Batik (Beras Mawur), Banten Batik (Datulaya), Solo Batik (Truntum), Yogyakarta Batik (Parang Rusak), and Tuban Batik (Gedhog Kembang Waluh).



Fig 2. Sample Picture Card Java Island

Picture Cards Ornament from Kalimantan Island. The picture cards depicting the ornament of Kalimantan Island consist of 5 cards with a yellow color code as the characteristic of the cards. Most of the ornament on the island of Kalimantan have the cultural influence of the Dayak and Malay tribes and consist of batik and weaving crafts. The decorative variations found on the picture cards are the decorative patterns of the island of Kalimantan, namely East Kalimantan Batik (Shaho), Dayak Batik (Enggang Dayak), South Kalimantan Batik (Sasirangan), Central Kalimantan Batik (Benang Bintik), and West Kalimantan Weaving (Insang).



Fig 3. Sample Picture Card Kalimantan Island

Picture Cards Ornament from Nusa Tenggara Island. The picture cards depicting the ornament of the Nusa Tenggara Islands that have been made consist of 3 cards with a green color code as a characteristic of the cards. The ornament found in the Nusa Tenggara Islands are all decorative patterns in the form of woven or ikat fabric. The ornament found on the picture cards are West Sumba weaving decorative patterns (Mamoli Motifs), Nusa Tenggara weaving decorative patterns (Sawu Tenuns), and Nusa Tenggara weaving decorative patterns (Fauna Motifs).



Fig 4. Sample Picture Card Nusa Tenggara Island

Picture Cards Ornament from Madura Island. The picture cards depicting ornament from Madura Island consist of 3 cards and three ornaments. The three ornaments on the cards come from different regions of Madura Island, all of which are batik craft decorations. The ornament are Pamekasan Batik (Serat Kayu), Sampang Batik (Flora Motifs), and Bangkalan Batik (Tase Malaya). Apart from that, the card design depicting decorative patterns from Madura Island uses a light blue color code as an identity or characteristic on the card.



Fig 5. Sample Picture Card Madura Island

Picture Cards Ornament from Maluku Island. The picture cards with ornament and images originating from the Maluku Islands only consist of one card and one motif. This decorative pattern, originating from the Maluku Islands, is a batik craft, namely Maluku Batik (Pala Salawaku). Apart from that, the card design uses decorative patterns from the Maluku Islands, using a dark blue color code as a characteristic.



Fig 6. Sample Picture Card Maluku Island

Picture Cards Ornament from Bali Island. The picture card depicting the ornament of the island of Bali that has been made consists of 4 cards and has a purple color code as a characteristic on the card. The ornaments found on the island of Bali are all in the form of batik cloth crafts. The decorative patterns on the picture cards are Balinese Batik (Balinese Barong) decorations. Balinese Batik (Merak Abyorhokokai), Balinese Batik (Bali Bouketan), and Balinese Batik (Pisan Bali).



Fig 7. Sample Picture Card Bali Island

Picture Cards Ornament from Sulawesi Island. The picture card depicting various ornament from Sulawesi Island that has been made consists of 5 cards and has a pink color code as a characteristic on the card. The decorative patterns on Sulawesi Island are more diverse, consisting of decorative motifs originating from batik, weaving, and embroidery crafts. The decorative patterns on the picture cards are Southeast Sulawesi weaving (Kalo Sara), Gorontalo Karawo Sulam (Pinang), Minahasa Batik (Pinawetengan), Central Sulawesi Batik (Taiganja), and Makasar Batik (Tongkonan).



Fig 8. Sample Picture Card Sulawesi Island

Picture Cards Ornament from Papua Island. This picture card depicts the ornament of Papua Island and has a turquoise color code in the card design. This picture card consists of 5 cards and 5 ornaments. The five ornaments on the cards come from different regions of the island of Papua. Apart from that, the ornament found on Papua Island have elements that are closely related to elements of culture and society in Papua. The decorative patterns are Papua Batik (Tifa Honai), Papua Batik (Asmat), Papua Batik (Tifa Kamoro), Papua Batik (Cendrawasih), and Papua Batik (Sentani).



Fig 9. Sample Ornament Card Papua Island

Meanwhile, the picture cards on the back contain the title of this learning media, namely "Ornament Card." They are accompanied by decorative images at the top and bottom of the writing to make it look more beautiful and attract students' attention to learning. Apart from that, on the back of the card, there is also a QR code and a link containing more complex descriptions and information about images of traditional Nusantara decorative patterns displayed on the card, along with a picture on the front. The QR code and link can be accessed by scanning using the smartphone's scan feature or Google Lens. The following is an image of the picture card learning media with the back view and the procedure for accessing the QR code on it.



Fig 10. The Back Side of the Picture Card.



Fig 11. Procedure Scanning QR code.

The following is the procedure or way to open or access the QR-code link on the picture card learning media:

1. Open the scan feature on the smartphone.
2. Point the smartphone camera that has opened the scan feature at the picture card learning media.
3. Scan the QR code and click the link (<https://linktr.ee/ornamentcard>) on the smartphone screen.
4. After opening the link, a display will appear as in image (c), and you can select or click on the name of the desired decorative patterns.
5. A discussion regarding the selected decoration will appear on the smartphone.

This picture card learning media has undergone several development stages, which were carried out through a testing and evaluation process by media experts, material experts, and trials in small groups. The testing process is carried out by providing a questionnaire sheet containing several questions with an assessment score criteria scale of between 1-4. Learning media is said to meet the eligibility criteria in the very feasible category if it gets a percentage score of (76%–100%), feasible (51%–75%), less feasible (26%–50%), and not feasible (0%–25%). If the total score obtained is above the average score or above 50% and gets a decent or very decent category, then the learning media can be implemented widely in the learning process in schools.

In the media expert testing and validation, researchers gave media experts a questionnaire containing 17 aspects of questions. The 17 aspects of the question contain various aspects regarding the suitability of the learning media design that has been designed, such as font size, color composition, image placement, card size, and so on. Based on validation tests carried out by media experts, a score of 62 was obtained and a percentage of 91%, making it a very feasible category.

Material expert testing and validation were carried out to determine the feasibility and suitability of the material applied to learning media. Material experts scored 13 aspects of the researcher's questions in this validation test. These 13 questions contain various aspects regarding the suitability of the material used with the learning design and learning media applied. After carrying out a validation test by a material expert, a score of 51 was obtained and a percentage of 98%, making it a very feasible category.

After testing the picture card learning media with media and material experts and getting a score in the very feasible category, the learning media can be continued in limited trials or small groups. This small group trial was carried out on a group of class VIII students at SMP Negeri 40 Semarang, totaling 12 students. This small group trial was carried out in one meeting and was adjusted to the learning plan that had been made.

Based on the results of observations, during the appreciation learning process using picture card media in this small group trial, students looked interested and very enthusiastic. During the learning process, students looked enthusiastic, utilized the learning media, and paid close attention to the material. After carrying out the learning process using picture card media, students are given a learning media assessment sheet in the form of a questionnaire with 13 aspects of questions. Based on the assessment that was carried out on the learning media, an accumulative score of 527 was obtained from the total scores given by students, and the total score shows a percentage of 84%, which is a very feasible category.

From the validation tests of media and material experts, plus the results of trials in small groups, everything shows that the assessment results of picture card learning media are in a very feasible category. Thus, based on this assessment, the picture card learning media that has been developed can be implemented at the next stage and applied directly to larger groups.

3.2 Implementing the Nusantara Ornament Picture Card as Learning Media for Junior High School Students at Semarang

The learning media "Nusantara Ornament Card," was implemented in art learning to appreciate traditional Nusantara ornaments for 30 students from class VIII C at SMP Negeri 40 Semarang. The process of implementing the picture card learning media is carried out in one face-to-face meeting using group discussion techniques and the ASmTK (*Apresiasi Seni melalaui Telaah Karya*) learning model. Learning activities begin with an apperception activity by the teacher through a question-and-answer session regarding what ornament is and the meaning of appreciation, as well as how to carry out the appreciation process and whether students have ever carried out an appreciation process. Apart from that, the teacher also explains the learning objectives, material, and activities that will be carried out in this lesson. Next, after carrying out the initial learning activities, the teacher divides the students into several groups and invites them to sit according to their respective groups.

To begin the learning process of appreciating traditional Nusantara ornament, the teacher explains the group discussion procedure using the "Nusantara Ornament Card," which will be used. Afterward, the teacher called representatives from each group to randomly take the students' sheets and three picture cards. Using the picture card learning media they have received; students then carry out a work review by having group discussions with their respective groups to answer the questions on the worksheet. The picture card contains various pictures of traditional Nusantara decorative patterns accompanied by descriptions and information about them, which can be accessed via a QR code. With this learning media, students are expected to be able to analyze and study works as part of the art appreciation activity process. The components of the questions on the worksheet that they must complete by discussing in groups are related to the identity and type of decorative patterns, then the visual elements and philosophical meaning contained in the decorative patterns, and after that, they give their personal responses and perceptions of the picture of the decorative patterns that they have studied.



Fig 12. Students Conduct Group Discussions.

During learning activities and the implementation of the picture card learning media, students looked enthusiastic and interested in the learning media that had been developed. Students can use picture cards very well and without any difficulties during the learning process. Students always follow the directions of the teacher, who is always active in guiding and helping students if there are obstacles in the learning process. When working on the worksheet, students seemed to have no difficulty and could solve various questions by discussing well in groups.

Next, after all groups had completed the worksheets that had been given, they presented the results of their group work to the front of the class. This presentation is part of the appreciation process for the decorative patterns and images they have studied to show to other students. They will present the results of their group work and thoughts so that other groups can listen to them, and it is hoped that from this activity, there can be an exchange of opinions or mutual questions and answers between groups of students. Apart from that, the results of their group work and presentations to the class also become evaluation material regarding their ability to carry out the study and appreciation process of traditional Nusantara decorative patterns so that the teacher can see the students' abilities and level of appreciation to be taken into consideration in the process of this appreciation learning. From the results of the group presentations that they had made, students could explain the results of their work quite well and answer various questions on the worksheet. Students can also provide their aesthetic assessments and perceptions of the decorative patterns they have studied from the results of this group work. They can provide an assessment of whether a decorative pattern image is good or not, an assessment of the visual elements, and an evaluation of the decorative patterns they have studied.



Fig 13. Students Present the Results of Their Group Work

Based on these conditions, it can be shown that the use of the “Nusantara Ornament Card” as a learning media has helped students appreciate traditional Nusantara ornament very well. In the process of developing this appreciation, students have also provided a form of appreciation that has reached the realm of attitude by appreciating traditional Nusantara ornament through assessment and evaluation. Not only that, in this appreciation process, students have also shown their appreciation skills by providing a simple picture by re-visualizing the decorative patterns and images they have observed so that their visual abilities and skills also develop. The attitudes and skills shown by students prove that they have progressed in learning and renewed their appreciation of learning media at SMP Negeri 40 Semarang. This is because the development of learning media through picture cards can complement the shortcomings that occur in the appreciation learning process.

The results obtained from the appreciation learning process show the success of developing picture card learning media to help students appreciate traditional Nusantara ornament. So, the picture card learning media that has been developed is considered effective and can be applied to learning to appreciate traditional Nusantara decorative patterns in class VIII of SMP Negeri 40 Semarang.

3.3 Students and Teachers Responses to the "Nusantara Ornament Card"

Based on the assessment results and the results of the questionnaire distributed to students, they show very good assessment results for the picture card learning media in learning to appreciate traditional Nusantara ornament. This assessment was obtained from 30 students participating in the appreciation learning process using picture card learning media. In this assessment, students were given a questionnaire sheet with a total of 13 questions. Of all the 13 aspects asked, they all showed assessment results in a very worthy category. Accumulatively, the total number of scores obtained from the student questionnaire assessment was 1,357, and the

percentage was 87% in the very feasible category. From this assessment, students stated that the material presented in the picture card learning media was quite clear, easy to understand, and interesting. Students also stated that the images contained in the picture card learning media were clear and could help them understand the material. All students stated that the picture card media's design, color, shape, and font size were appropriate, clearly visible, and attractive. All students stated that the picture card learning media used was very fun, easy to use in the learning process, and could increase students' motivation to learn. Through the responses given by students, it can be said that all students gave very good responses to the picture card learning media developed by the author.

The assessment and response to the picture card learning media that the author developed were also taken from the fine arts teacher at SMP Negeri 40 Semarang, Awaningrum Kartikasari, S.Pd. In this assessment, fine arts teachers were given a questionnaire sheet with a total of 18 questions. Of the 18 questions given to assess their suitability by fine arts teachers, almost all of them got 4 points, and all of them got the very worthy category. Based on this assessment, a score of 71 was obtained and a percentage of 99%, making it a very decent category. It can be concluded from this assessment that the fine arts teacher at SMP Negeri 40 Semarang responded very well to the picture card learning media that the author has developed because it can help complete the learning process and assist in achieving learning goals.

4 CONCLUSION

Based on the discussion that has been presented, it can be concluded as follows: (1) As a form of media development, learning media with the name "Nusantara Ornament Card" has been successfully developed to assist the learning process of appreciating traditional Nusantara ornament for junior high school students at Semarang. Visually, the learning media for this picture card, "Nusantara Ornament Card," contains pictures and short descriptions of traditional Nusantara decorative patterns from various regions of Indonesia. This picture card learning media is also equipped with a QR code containing a description and more complete information about the decorative patterns displayed on the picture card. Students can scan the QR code using the scan feature on their smartphone. This picture card-based learning media equipped with a QR code can be used to help students learn to appreciate traditional Nusantara decorative patterns for class VIII students at SMP Negeri 40 Semarang. (2) Implementing picture cards as a learning media for appreciating traditional Nusantara ornament for junior high school students at Semarang is considered effective and can attract students' attention in the learning process. Based on the results of observations, students seem to find learning media easy to use. Students feel helped in accessing information and carrying out the appreciation process with the learning media that the author has developed. Thus, it can be said that the learning media that researchers have developed have been successfully applied. (3) Based on the questionnaire distributed to students and teachers, the results showed a very good and positive response to the picture card learning media that had been implemented in learning to appreciate traditional Nusantara ornament. From these conditions, it can be said that the picture card learning media can be well received by students and teachers and

applied in learning to help achieve the learning goal of appreciating traditional Nusantara decorative patterns for junior high school students at Semarang.

Through this research, it is hoped that it can inspire teachers and educational staff to be active and creative in developing learning media, especially in terms of appreciation of traditional Nusantara decorative patterns. With the development of this learning media, it is also hoped that researchers can develop it again with a wider and more interesting range of material and apply it to traditional ornament appreciation learning material and other learning materials.

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