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Research Article

Digital Drawing Innovation of Ornaments through Ibis Paint Application

Dian Prima Saputra*, Slamet Subiyantoro, Endang Widiyastuti

Universitas Sebelas Maret, Surakarta, Indonesia

ORCID
Dian Prima Saputra: https://orcid.org/0009-0006-6161-3240

Abstract.
The learning process of ornaments drawing in the Junior High School of Boyolali during the emergency period of the spread of Covid-19 was conducted online. This study follows Bord and Gall's research and development (R&D) method (1983). Data collection methods were carried out by participatory observation, in-depth interviews, closed questionnaires, and documentation, and data analysis was carried out with a qualitative and quantitative approach. The purpose of this study is to provide a foundation for students to appreciate art and use their imaginations as a trigger for their creativity. That is achievable, though, if educators provide learning in a captivating manner. One way to achieve this aim is by innovating learning media based on Android smartphones with tools like ornaments digital drawing using Ibis Paint application, which can be used by students online and offline to make them understand the subject easily. Learning media innovations can be conducted by exploring video tutorials, text, and images that are presented on a website for online and offline learning processes. The results of the test showed that the data of the material expert test are 99%, the media expert test are 98%, and the website expert test are 98%. These results conclude that innovation in learning media with material ornaments digital drawing is appropriate, relevant, and needed by students for their art appreciation and imagination expression in online and offline learning processes. The role of media in achieving learning objectives has been proven effective because students showed active behavior. Innovation in learning media simplifies the understanding of concepts through visualizations, graphics, animations, and other multimedia presentations. This helps students have a better comprehension of complex concepts.

Keywords: learning media, digital drawing, ornaments

Corresponding Author: Dian Prima Saputra; email: primasaputra@student.uns.ac.id

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1. Introduction

Due to the impact of Corona Virus Disease, the learning process of ornamental drawing must be done remotely [1]. Teachers must prepare and open themselves to several possibilities that occur. One thing teachers must improve in the distance learning process is the use of relevant learning media adjusted to the needs and technological developments, one of which can be the use of Ibis paint application as a medium for digital drawing of ornamental varieties based on smartphones. The contribution of

previous research in this study is in Ach-mandi's research that inquiry-based learning methods can increase students' creativity [2], Yuanda Diea Choirum about the learning module for flora and fauna decorative stilts [3], Naufal Ariq Pangarsa on the application and exploration of Kawung and Parang batik motifs [4], Rizal Wahyu Bagas Pradana, et al studied the form and symbolic meaning of ornamental motifs [5], Puji Lestari developed the comic "Moments and Impulses" with the Ibis paint X application [6]. There is also content on YouTube that explains how to use the Ibis paint application, how to draw faces and comics using the Ibis paint application. The results of previous research concluded that the research tends to focus on the study of drawing comic designs, faces, and clothing using the Ibis paint application, ornamental varieties have been studied in aspects of semiotics, architecture, symbolic meaning, the practice of drawing ornamental varieties is still done conventionally. Therefore, the new thing about this research is the use of the Ibis paint application as a learning media for digital drawing of ornamental varieties packed in a website with more detailed and interesting material content, containing understanding, history of ornamental varieties and video tutorials for digital drawing of ornamental varieties that can be used for luring and daring learning.

2. Method

The research and development model (R&D) by Borg and Gall (1983) was used in this study [7]. Research data collection process was conducted using participatory observation, in-depth interviews, closed questionnaires, and documentation. Data analysis used qualitative and quantitative data analysis techniques. The research location was in Class VII A, B, C, D of SMPN 1 Boyolali, Boyolali Sub-district, Boyolali District, Central Java.

3. Findings and Discussion

3.1. Findings

The application which used as a learning medium for digital drawing of ornamental varieties was Ibis Paint application. Digital drawing applications can be used through smartphones, tablets, and other devices that have many benefits, one of them was that there are 1000 realistic brush styles, more than 2,700 free materials, and so on [8]. The stages of making learning media were; pre-making of learning media (information gathering and planning). First, media form analysis, one of the results was

most of the students had mobile phones, and there was an internet connection. Second, the material mapping stage. This stage was to determine the competency standards, core competencies and success indicators based on the cultural arts syllabus used at SMPN 1 Boyolali, which was students could apply ornamental drawing techniques. Third, mapping storyboards about ornamental digital drawing materials. There are 14 storyboard mappings that ordered sequentially from the home menu to the ibis paint application menu. Fourth, the tools and materials used in making learning media include laptops, cameras, tripods, mobile phones, Adobe Premiere Pro Cc software, Microsoft Word Soft-Ware, websites (hosting and domains), corell draw x7 software, head-sets, lighting. Fifth, the space. The researcher took the video using a soundproof room, besides that there was a power line. There was also lighting in the room with bright light intensity so that during the recording process it could create artistic images and provide special effects. This was followed by the media creation process. This stage includes audio and video recording, content editing, video editing, and website editing. Then, the post-production stage of learning media. Post-production stage, this stage was created learning media. The results of this media, students and teachers can be accessed at the address www.ragamhiasnusantara.com, with the display shown in Figure 1.

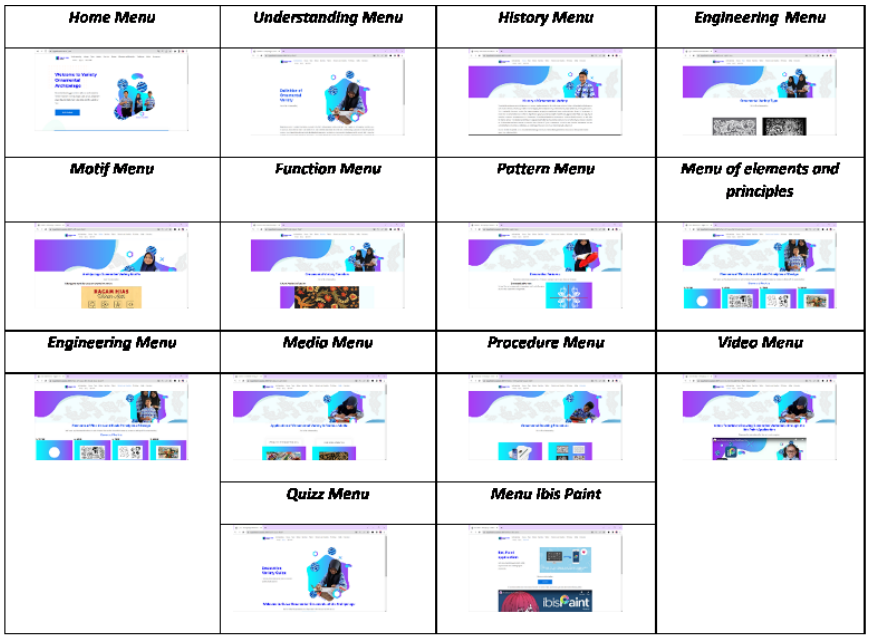

Figure 1: Website menu display about digital drawing of ornamental varieties (2023).

The last stage was expert test. Expert tests were carried out on aspects of material, media, and website expert tests which aimed to test the feasibility of learning media whether feasible or not. First, the material expert test aspects assessed, such as the

material aspect, the average score of 4 with a percentage of 100%, the readability aspect, the average score of 4 with a percentage of 100%, the language use aspect, the average score of 4 with a percentage of 100%, the presentation aspect, the average score of 3.7 with a percentage of 97%, the assessment aspect, the average score of 3.8 with a percentage of 98%, the completeness aspect of supporting materials, the average score of 3.9 with a percentage of 99%. According to the whole data, it was concluded that the average score was 3.9 with a percentage of 99%, indicating the equivalent of very feasible. Followed by the media expert test, the media content feasibility aspect had an average score 4 with a percentage of 100%, the language feasibility aspect had an average score of 4 with a percentage of 100%, the presentation feasibility aspect had an average score of 3.5 with a percentage of 95%. Based on the overall data, it was concluded that the average score was 3.8 with a percentage of 98% showing the equivalent of very feasible. This was followed by the media expert test, where the media content feasibility aspect had an average score of 4 with a percentage of 100%, the language feasibility aspect had an average score of 4 with a percentage of 100%, the presentation feasibility aspect had an average score of 3.5 with a percentage of 95%. Based on the whole data, it was concluded that the average score was 3.8 with a percentage of 98% showing the equivalent of very feasible. Next, the website expert test, the aspect of the layout dimension had an average score of 3.7 with a percentage of 97%, the aspect of the ease of use dimension had an average score of 3 with a percentage of 90%, the aspect of the reliability dimension had an average score of 4 with a percentage of 100%, the aspect of the content and appearance of information had an average score of 3.9 with a percentage of 99%.

The role of media in achieving learning objectives was proven effective, because students showed active behaviour. In relation to this, the results of research by Pramudya Dwi Purnama, also explained that technology-based learning media are quite effective and efficient [9]. It was seen in the learning process that some students asked questions related to colouring techniques and explored ideas for assignments, then when given questions related to the material, students answered that they had understood it, but there were some students who asked for re-explanation as a shorter summary. An example of students' work not using learning media and using learning media is shown in Figure 2.

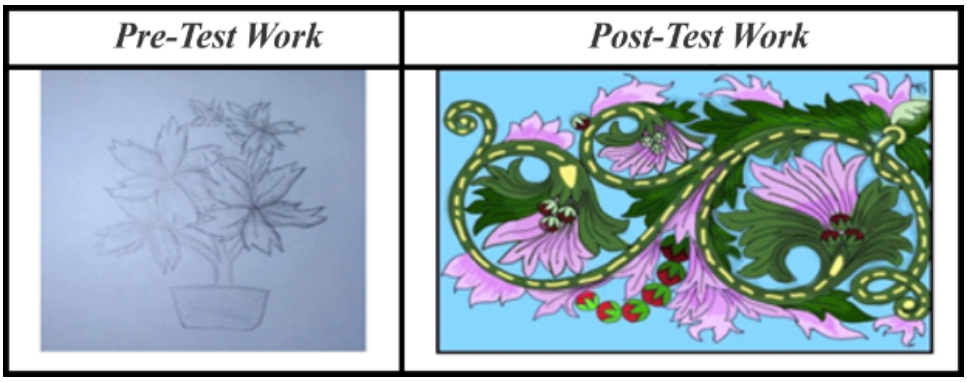

Figure 2: Students' artwork (2023).

3.2. Discussion

The impact of this media was teachers did not depend on computers or laptops provided by the school, but used their android smartphones optimally for the learning process of digital images of ornamental varieties. Android smartphones have become a solution for teachers in supporting the online and offline learning process. Rejekiningsih, Triana, et al explained that technological devices such as smartphones can be utilised as innovative technology-based learning media that are quite effective and efficient. Innovative learning media with an attractive appearance can motivate students to achieve and increase students' creativity [10]. Endang Widiyastuti, et al also explained that the use of smartphone media has been proven to develop students' creativity [11]. Innovative learning media has the potential to explore the creativity of each learner [12]. This explanation emphasises the importance of the role of innovative learning media which cannot be ignored, because it is able to develop students' creativity directly through art education [13]. The use of learning media in art learning can increase the creativity of students [14]. It was also experienced at SMPN 1 Boyolali that the utilisation of learning media for digital drawing of ornamental varieties can increase the creativity of students. This can be observed in the learning process that involves students in creating decorative digital drawing works with various characteristics. The stage of making learning media includes pre-making learning media, the process of making learning media, and post-making learning media. Then continued with material, media, and website expert tests in order to create a feasible media.

4. Conclusions and Suggestions

It has created learning media that can be utilised by teachers and students online and offline. This learning media was developed through the exploration of text, images,

audio, and video, so that it is more innovative, interesting, and communicative. The process of making media begins with the pre-making stage of learning media (research and information gathering, planning), the development stage (the process of making learning media (audio and video recording, video editing, content editing, website editing), and the testing stage (material expert test, media expert test, and website expert test). Learning materials can be accessed on Google with the address www.ragamhiasnusantara.com. The effectiveness of this learning media implementation can be seen from the students' attitude and character changes which are more eager to learn, and also the students' ease in understanding the material of digital drawing of ornamental varieties analysed from the students' works. The results of the students' work before the application of the media showed that there was no clear understanding, after the application of the media, it showed students' good understanding of the material. The average validation of the material expert test is 99%, the media expert test is 98%, the website expert test is 98%, from the results of these percentages it is concluded that it shows a very feasible equivalent percentage. The suggestion is hopefully the creation of learning media innovations about digital drawing of ornamental varieties in a website can be utilised by students, educators, researchers, and the general public.

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