

IMPLEMENTATION OF RESOURCE BASED LEARNING TO INCREASE CREATIVITY IN DEVELOPING BATIK YOGYAKARTA

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ABSTRACT

THE IMPLEMENTATION OF RESOURCE-BASED LEARNING TO IMPROVE CREATIVITY TO DEVELOP YOGYAKARTA BATIK

Abstract

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This study aimed to investigate: (1) the implementation of the Resource-Based Learning model in batik learning, and (2) the improvement of creativity to develop Yogyakarta batik motifs through the application of the Resource-Based Learning model among the students of Fashion Design Education.

This was a classroom action research study. The research steps referred to Kemmis and MacTaggart's model. The research cycle consisted of planning, action, observation, and reflection. The action carried out in the study was technology-based learning. The research subjects were the students of the study program of Fashion Design Education attending the batik technology course in the odd semester of the 2017/2018 academic year with a total of 36 students. The data collecting instruments were tests. The tests in the study were tests for the psychomotor domain for the learning outcomes of Yogyakarta batik motifs. The instrument validity was assessed in terms of the content validity. The instrument reliability was assessed by Cronbach's alpha (Sumintoro and Widhiarso).

The results of the study were as follows. (1) The implementation of the Resource-Based Learning model in batik learning began with the introduction consisting of presenting the learning model to apply and explaining the objectives to attain through the learning model. The main activities included presenting materials, informing ways to use learning resources, making groups, providing a case, and asking the students to solve a problem in which each group was asked to make batik motif designs and present them. The closing activity was the evaluation of the students' products and the learning activities. (2) The creativity to develop Yogyakarta batik motifs through the application of the Resource-Based Learning model in the pre-cycle was indicated by a mean score of 29, showing that the students were not creative enough. In Cycle I, the mean score was 37 for the batik motif development result, showing that the students were creative. In Cycle II, the mean score was 47, showing that the students were very creative, with an improvement from the pre-cycle in which only 28% were creative. In Cycle II, 94% of the students were creative to develop Yogyakarta batik motifs.

Keywords: Resource-Based Learning, Creativity, Batik Motifs

Kata Kunci: Keywords: Resource Based Learning, Creativity, Batik Motif