

Development of Bilingual “North Sumatra Ornament Design” Teaching Materials to Improve the Quality of Excellent Arts Graduates Towards International Class

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Abstract: This paper is motivated by the results of the analysis of the needs of students and lecturers regarding the lack of teaching materials for the Archipelago Ornament Design course in the Department of Fine Arts. The purpose of the research is to develop and apply the textbook according to the needs of students so that it slightly changes the content into a North Sumatran Ornament Design which is designed in two languages so that it can also be used in general outside the Department of Fine Arts Education. Research and development carried out in five stages refers to the ADDIE model. The product developed was validated by 3 experts in their field and each concluded that it was very good and suitable for use. This proves that the teaching materials of the North Sumatra Ornament Design book used by art students and for the public are appropriate and effective. After conducting product trials with students, it was found that the products developed were very helpful for students and also had an impact on the creativity level of students' ideas in designing various souvenirs based on local ornaments of North Sumatra. The results of the study have implications for the use of North Sumatra Ornament Design teaching materials to increase student activity and activity.

Keywords: *Teaching Materials, Ornaments, North Sumatra.*

Introduction

Technology can form various educational models, on the other hand education is tasked with providing innovation in each technology. Technology and education must be based on the language of instruction. Without language, technology will not develop, therefore it is necessary to use multi-language learning media, so that messages from various teaching materials reach the target.

The Department of Fine Arts has received an A accreditation for two terms (10 years). After that, it is hoped that the support for the next Accreditation should be able to reach “Superior”. With the Program *Merdeka Belajar Kampus Merdeka* (MBKM) it opens up opportunities to accept students from various regions throughout Indonesia, as well as foreign students. To support this program, the Department of Fine Arts must improve itself, firstly there must be the availability of English textbooks, or at least books in two languages (bilingual). Along with the development of information technology in the world of education, it is hoped that the Department of Fine Arts should be able to become the only Superior Department on the island of Sumatra.

In this regard, it is time for the Department of Fine Arts to prepare itself for an international class, starting with English teaching materials or at least bilingual teaching materials. Likewise, to anticipate the MBKM curriculum, where other campuses from all over Indonesia can attend lectures in the Department of Fine Arts, FBS Unimed. With the availability of English textbooks or textbooks in every subject in the Department of Fine Arts, it is certainly an attraction for foreign students to study at the Department of Fine Arts, FBS Unimed.

North Sumatra has 8 indigenous ethnic groups that are rich in culture and each has its own characteristics. Each of these ethnic groups also has a traditional house or traditional house that is rich in ornaments that also have a distinctive color for each ethnic group. From this traditional house ornament, it was adopted into a variety of decorative crafts, weaving, fashion, to various other decorations (Saragi, 2017: 1-3).

The cultural richness of North Sumatra is the basis for art education, almost all branches of art can be represented by this culture. Which is a characteristic of North Sumatra known as gorga

or ornaments (decoration), where each of these North Sumatran ornaments is represented by all existing ethnicities. The North Sumatra ornament has become an icon, because it is applied to various properties such as restaurants, government and private offices, Kualanamu airport, tourism buses, city buses, and many more.

The Department of Fine Arts Education so far has taken the Archipelago Ornament Design course. The basic competencies that must be mastered by students must be able to recognize and describe the types of ornaments of various ethnic groups in Indonesia. However, it is very unfortunate that there is a lack of literature on supporting lecture materials for these courses. The books used so far tend to be only Nusantara Ornaments, which are filled with ornaments originating from Java and Bali (Sunaryo: 2009). Specifically, only briefly mention the ornaments of North Sumatra. To meet the needs of this teaching material, researchers want to develop and apply this Archipelago Ornament Design book with a new title, North Sumatra Ornament Design.

The formulation of the problem in this study questions how the quality and effectiveness of the North Sumatran Ornament Design textbook that will be developed and applied in terms of validity and practicality is to increase the insight of fine arts students about North Sumatran ornaments on every property of the business world or creative industry. Then find out how students respond to this textbook to open students' horizons in developing ornamental designs for every decorative need of the creative industry.

The aim is to develop and implement a color lux edition of the North Sumatra Ornament Design textbook in two languages; Indonesian and English at the Department of Fine Arts, FBS Unimed and Fine Arts around the world. Testing textbooks to students, and obtaining student responses through questionnaires. Broaden the horizons of students and tourism practitioners to apply various ornaments of North Sumatra on every property of the business world. Adding cultural heritage literature from North Sumatra in the form of text books on the wealth of ornaments of North Sumatra for FBS Unimed and the National library.

Literature Review

1. Definition of Applied Research and Development

Applied research aims to find a solution to a problem that is directly faced by a community group. Applied research is a non-systematic investigation that is usually carried out to solve a problem. The results of applied research can be applied to solve practical problems in society, companies and students (Irina, 2017:13-14)

Applied research is a derivative of Research and Development or Research and Development abbreviated R and D was first introduced by Borg and Gall (1998). Applied research and development is a process or method used to validate and develop products. What is meant by product is an object in the form of textbooks, films for learning, and computer software, but it can also be like education and staff development programs in an organization (Sugiyono, 2017: 28).

Philosophically applied research products to answer needs or problems that are sometimes not realized by a group or the learning process on campus. It takes careful analysis from observers about something that might make a change or increase student achievement. With the results of the needs analysis, a change or improvement is made from a model, media, technique or teaching material in the form of a book.

2. Understanding Teaching Materials

Books are one of the various teaching materials, and become one of the learning tools that are arranged systematically and have an important role in the learning process, namely as a reference for lecturers / educators and students to improve learning effectiveness. According to Hamdani (2011:120) teaching materials are all forms of materials or materials that are systematically arranged that are used to assist lecturers/teachers or instructors in carrying out teaching and learning activities so as to create an atmosphere that allows students to learn. This shows that teaching materials have a strategic function for the learning process that can help

lecturers and students in teaching and learning activities. Thus, teaching materials or learning materials consist of knowledge, skills, and attitudes that students must learn in order to achieve the specified competency standards.

3. Form of Teaching Materials

According to Prastowo (2013: 297) teaching materials are divided based on form, working method, nature, and substance (content of the material). In terms of form, teaching materials can be divided into four types, namely: printed teaching materials such as books, modules, posters and others, listening teaching materials (auditive) or audio programs. Hearing teaching materials (audio visual), namely everything that allows audio signals to be combined with sequential moving images and interactive teaching materials, namely: a combination of two or more media (audio, text, graphics, images, animation, and video) which the user is manipulated or treated to control a command and or the natural behavior of the presentation; example interactive compact disk.

4. Functions of Teaching Materials and Learning Resources

There are two main classifications of the division of the function of teaching materials, namely according to the parties who use the teaching materials and according to the learning strategies used.

a. According to those who use teaching materials

Based on the parties who use it, the function of teaching materials can be divided into two types, namely the function for educators and students. The functions of teaching materials for lecturers or educators are: (a) saving educators' time in teaching; (b) changing the role of the lecturer/teacher from a teacher to a facilitator; (c) improve the learning process to be more effective and interactive; (d) guidelines for lecturers/teachers who will direct all their activities in the learning process and constitute the substance of competence that should be taught to students; and (e) Evaluation tools for achievement or mastery of learning outcomes.

b. According to the Learning Strategy Used

Based on the learning strategies used, the function of teaching materials can be divided into three types, namely classical, individual, and group learning. The functions of teaching materials in classical learning are: (a) As the only source of information and supervisors, as well as controllers of the learning process; passive students and learn according to the speed of the lecturer in teaching; and (b) as a supporting material for the learning process held. The function of teaching materials in individual learning: (a) the main media in the learning process; (b) tools used to compile and monitor the process of students obtaining information; and (c) supporting other individual learning media.

5. Characteristics of Teaching Material Design

The design of teaching materials, both textbooks and textbooks, is very important in the learning process. The teaching materials developed must be able to increase the motivation and effectiveness of its users. Lestari (2013: 5) reveals that there are five characteristics of teaching materials, namely (1) self-instructional, (2) self-contained, (3) stand alone, (4) adaptive, and (5) user friendly.

6. North Sumatra and its Cultural Wealth

North Sumatra is one of the provinces on the northern part of the island of Sumatra which has 33 regencies and cities. The population of North Sumatra consists of 8 indigenous tribes, namely the Batak tribe which also consists of 7 sub-ethnics, namely: Toba Batak, Simalungun, Karo, Pak-pak, Mandailing and Sipirok / Angkola. In addition to the Batak sub-ethnic, the indigenous tribes of North Sumatra are: Malay, Nias. In addition, there are also tribes in coastal

areas that have been mixed, such as on the coast of Sibolga and Tanjung Balai. The multi-ethnic North Sumatran society is very open to accepting immigrants from anywhere regardless of ethnic origin and religion. Today, the population of North Sumatra is almost all ethnic groups from provinces throughout Indonesia, plus foreign tribes, namely Chinese, Indians, Pakistanis, Arabian, and others (Saragi, 2018:162).

The cultural diversity that grows side by side in North Sumatra adds to the growing variety of cultures. Every indigenous tribe in North Sumatra resides in a geographical area whose name is almost the same as the name of the tribe itself, such as the Toba Batak who live and come from or the districts of Toba, Samosir, Humbang Hasundutan (Humbahas) and North Tapanuli. The Karo tribe resides in the Karo plains or the Karo, Langkat and Deli Serdang regencies. The Simalungun tribe lives in Simalungun Regency and Pematangsiantar City. The Malays live in the districts of Deli Serdang, Serdang Bedagai, and Medan City. The Mandailing and Sipirok tribes also live in the districts of Mandailing, Mandailing Natal, Kotanopan, and the city of Padang Sidempuan. The Nias tribe resides in the Nias Islands which consists of 5 districts and the city of Gunung Sitoli (Situmorang, 1996:1-3)

The diversity of ethnic groups in North Sumatra contributes to the richness of culture in North Sumatra which is very attractive for the advancement of tourism, creative industries and other business worlds. It is from this cultural wealth that the Province of North Sumatra has succeeded in developing the tourism industry and its supporting accommodation.

7. North Sumatra Ornaments

Ornaments or also called ornaments serve to decorate a surface so that it adds to its aesthetic value. The ancestors of every ethnic group in North Sumatra left artifacts as evidence of their intellectual intelligence and aesthetic intelligence. The artifact is in the form of a traditional house or traditional house which has a construction of wooden blocks with a knock down system. Each side of the traditional house from the walls of the house to the roof is decorated with decorations called gorga (Batak Toba) and gerga (Batak Karo).

Ornaments for the ancestors were not only decorative or surface sweeteners, but far beyond just aesthetic value. The ornaments or decorations worn on each property of the traditional house are a representation of the tribe itself, which describes their social, spiritual condition, as well as the symbols of their mind and thoughts. So it is no exaggeration to say that the ornaments worn on traditional houses are symbols that need to be interpreted the meaning behind them (Saragi, 2018: 170).

Every indigenous tribe of North Sumatra has kinship relations, both social, language and customs. The color of the ornament usually uses 3 colors, namely red, white and black. Except for the Malay and Nias tribes, they have been influenced by their ladder tribes, namely Aceh and Minangkabau, where the color of the tribal ornaments has been added to the basic colors of red, white, black and has been enriched with yellow, green, blue and gold colors.

Ornaments are not only worn on traditional houses, but also other equipment such as a set of musical instruments, medical equipment as well as hunting and gathering tools. Textile patterns are also inspired by ornamental motifs in traditional houses, so that the typical textile patterns of North Sumatra such as ulos and Malay songket are adopted from the ornament patterns of traditional traditional houses. This ornamental motif is constantly evolving to include modern buildings such as hotels, government office buildings and even applied to the interior of Kualanamu airport.

Research Methods

This research is in the form of research and development (R and D) using the ADDIE development model by Borg & Gall. The reason the author uses the ADDIE model is because it is one of the learning system design models that shows the basic stages of learning system design that are simple and easy to learn and have a systematic structure. The ADDIE model consists of 5 interrelated components and is structured systematically, which means that from the first stage to

the fifth stage, its application must be systematic and sequential. Because these five stages/steps are very simple when compared to other design models. simple and structured systematically then this design model will be easy to do (Sugiyono, 2017:45-48)

The ADDIE model as the name implies, consists of five main phases or stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation. The five phases or stages in the ADDIE model need to be done systemically. ADDIE learning system design model with its components.

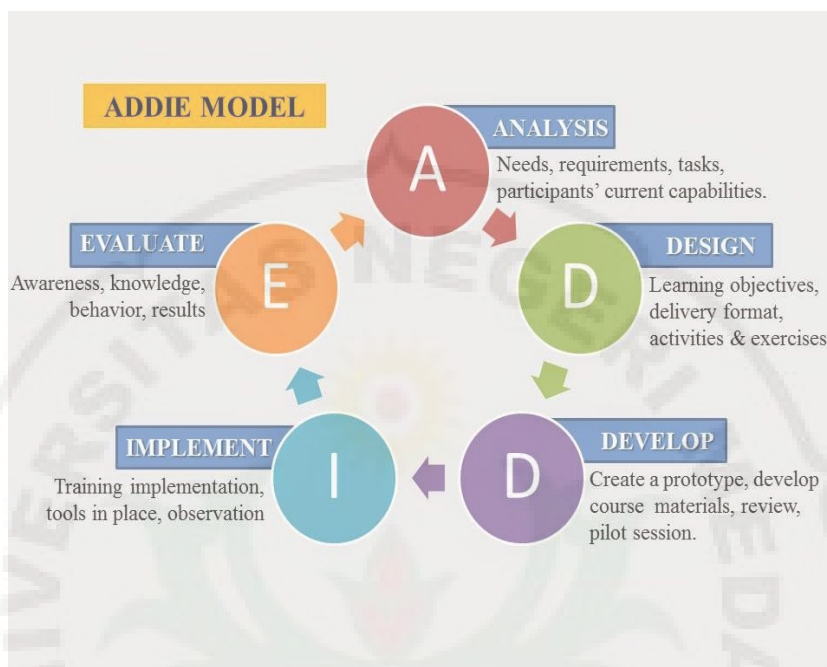


Figure 1. ADDIE Model

The learning design of the ADDIE model is one of the interactive learning processes with the basic stages of effective, dynamic and efficient learning. The ADDIE model can be a guideline in building tools and infrastructure for training or learning programs that are effective, dynamic and support the performance of the training itself with several stages as follows:

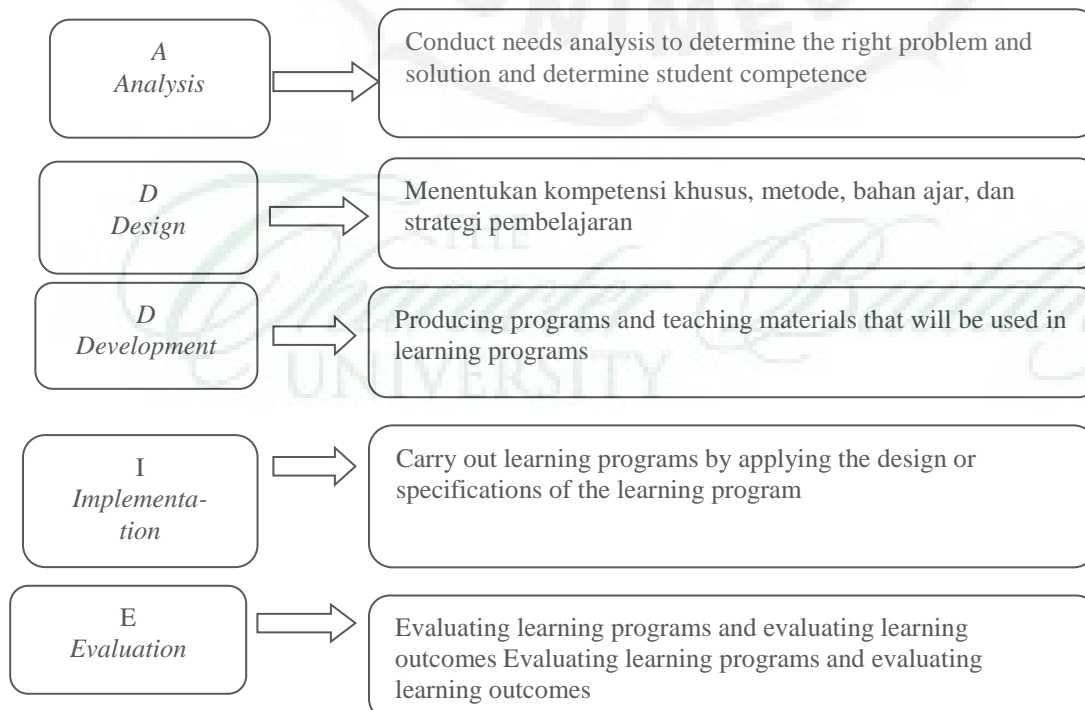


Figure 2. Stages of ADDIE Model Development

This research was carried out at FBS Unimed, the research subjects who became the place of product testing were Fine Arts students who were taking the Nusantara Ornament Design course as many as 4 classes who sat in the fourth semester with a total of 64 people. The sample is used

from the total population or it is said to be a finite population whose number of members can be known (Maulidiana, 2017: 48).

The data obtained in this study were taken as follows: (a) aspects of learning, content correctness, and suitability of the material obtained from material experts and learning designs, and (b) the quality of display and presentation of the material, obtained from individual trials, small groups, and field. The data obtained is adjusted to the objectives and development design used, the type of data collected in this development is quantitative descriptive data as the main data, which is collected through a questionnaire with a rating scale of 1 to 4. The type of data collected is qualitative data in the form of a description of suggestions and written input by the respondent in addition.

The data collection techniques used in this research are qualitative and quantitative data. Qualitative data in the form of responses and suggestions for improvement from lecturers and students on the stage of teaching materials for North Sumatra Ornament Design were obtained from the answers to a questionnaire containing the standard of textbook assessment from BNSP. Quantitative data obtained from the results of trials and learning innovations used by lecturers.

Teaching materials were developed to match those used to teach the topics contained in the Archipelago Ornament Design material. Conducting analysis of teaching materials that have been developed using the instrument of feasibility analysis of material content, language, presentation to validators, linguists, layout design experts and material experts.

The data collection instrument in this development is in the form of an assessment instrument to assess the product that has been developed. The main instrument used to collect data in this development is a questionnaire sheet for material validation, language and book presentation or layout. To test the effectiveness of the book, a questionnaire sheet of student responses to the textbook was carried out from individual trials, small group trials, and limited field trials (Widoyoko, 2014:51-53).

The instrument grid of validation sheets by material experts is 20 items, each of which is given a score of 1 to 5 with categories ranging from very good with a score of 5, good with a score of 4, quite good with a number of 3, less well with a number of 2, and very poor with the number 1. The content feasibility component is 13 questions and the linguistic component is 7 questions. The presentation design questionnaire consisted of 30 questions consisting of 7 questions for writing, 9 pictures for displaying, 10 questions for attractiveness and 4 for integration. The instrument for student responses was 64 people with 20 questions consisting of content indicators as many as 10 questions, linguistics as many as 5 questions and presentation as many as 5 questions. While the questionnaire for lecturers consisted of 20 questions consisting of 10 questions about content, 5 questions about language and 5 questions about presentation.

The data analysis technique used is data about the state of the North Sumatra Ornament Design textbook. This data was collected through the validation of 3 experts plus the results of a questionnaire/questionnaire distributed to students. Research instruments for validators and individual tests, small groups and limited groups are made in the form of a Likert scale that has been given a score of 1 to 5 with a very good (1) to very good (5) category. Then it was analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category in the teaching materials developed as follows:

$$\% \text{ Skor} = \frac{\text{Number of indicators per category}}{\text{Total indicator number of categories}} \times 100\%$$

From the results of the calculation of the formula above, the resulting number is in the form of a percent. The score classification is then converted into a classification in the form of proportions (Sugiyono, 2017: 118), then based on qualitative sentences listed in table 1.

Table 1. Criteria for the Percentage of Occurrence of Indicators of Teaching Materials Textbooks on Ornamental Design of North Sumatra that have been Developed

No.	Answer	Skor
A	Very Good	81% $X < 100\%$
B	Good	61% $X < 80\%$
C	Currently	41% $X < 60\%$
D	Poorly	21% $X < 40\%$
E	Not Vry Good	0% $X < 20\%$

Research Results and Discussion

The needs analysis stage for students and lecturers is the need for the development of teaching materials in the Archipelago Ornament Design course. Based on the results of interviews with lecturers in ornament design courses and lecturers in subjects related to ornaments and with suggestions from the validator, the book that will be developed more specifically with the title North Sumatra Ornament Design, in connection with that North Sumatra design teaching materials are not yet available, so that during The learning activities carried out are still not optimal in increasing student activities and learning.

Curriculum analysis found to lead to local content in the North Sumatra area, the available books still present Nusantara ornament material which is dominated by ornaments from Java and Bali. The results of the researchers' initial observations and further observations made, it was found that the lesson materials in the form of textbooks were not in accordance with the needs of students, especially the local content of North Sumatra ornaments. The development of teaching materials for North Sumatran ornament design is one solution to increase the activity and creativity of students majoring in Fine Arts. Based on the needs analysis, it is necessary to develop teaching materials in the form of textbooks that are tailored to the needs of students and lecturers.

The planning stage (design) of the product is based on the results obtained in the initial analysis. Researchers assess the text assessment instrument in the form of a questionnaire according to the product that produces data sourced from learning material experts, design experts, linguistic experts, lecturers and students. In the development stage, following up on the designs that have been carried out in the design stage, researchers develop initial materials with steps starting from pre-writing, drafting, developing product assessment instruments carried out by 3 experts (validators).

The results of the discussion and suggestions from the validator become input for the improvement of the developed teaching materials. The revised teaching materials are returned to the validator to provide a second assessment of the developed teaching materials. Validation has been completed if it meets the requirements greater than 81% and is declared feasible to be tested without improvement.

The implementation stage of teaching materials in the form of book products that are declared feasible by the three validators can be implemented in lecture activities. The teaching materials developed are implemented in real terms for the fourth semester students of the Department of Fine Arts, FBS Unimed. The data obtained in the results of this implementation will be used as data from the results of research on the effectiveness of teaching materials. The data obtained will be a reference for revising the developed teaching materials.

The next step of developing the ADDIE model is the evaluation stage. The evaluation was carried out by researchers by analyzing the research data obtained. The research data consists of data on the feasibility of teaching materials obtained from the results of expert validation. The results of the expert validation data were reviewed from the material aspect, language aspect and

presentation design. Data on the results of the effectiveness test were obtained from student activity and creativity observation sheets (Khairunissa, 2020:145).

The results of the feasibility of the presentation design and layout of a book on ornaments of North Sumatra were determined by experts acting as validators, after being validated twice so that the final result of the feasibility of displaying the book was 3.66 or 91.36% with a very good category and worthy of testing. Based on the results of material expert validation, this teaching material obtained a score percentage of 91.6% with very good criteria. The linguist's validation of the questionnaire with an average achievement of 3.75 or 93.7% is very good, and deserves to be tested. While the results of the questionnaire assessment conducted by the lecturers showed that the teaching materials in the form of textbooks were in the "Very Good" category with an average percentage of 92.7%.

The results of a limited field trial carried out on 32 students produced data which would later be used to find out how the product benefits for students. The results of the limited field trial show that the North Sumatra Oranem Design teaching materials are in the "very good" category with a percentage of 88.99%, the textbook has been declared suitable for use.

The effectiveness of teaching materials for the North Sumatra Ornament Design book can be seen based on the lecturer's performance observation sheet used to determine the lecturer's ability to convey learning to students, and the student observation sheet used to assess student behavior during the learning process after the observations were made. Learning activities are obtained from observations of student activities. To determine the activeness of students obtained from the answers to the questionnaire conducted using a Likert scale. The achievement of student activities was very good with an average answer of 96% of 20 questions and 32 students answered.

This research and development procedure was adapted from the summary of activities of the ADDIE model. The development of teaching materials starts from the stage of analyzing the needs of students and lecturers in the form of interviews. The results of the interview revealed that the teaching materials for the North Sumatran Ornament Design course were not yet available so that the learning carried out was still not optimal in increasing student activity and creativity. Making a textbook assessment instrument in the form of a product feasibility questionnaire. This product feasibility questionnaire produces data sourced from learning material experts, design experts, linguists, teachers and students (Abidah, 2021:57-59).

The product design developed is teaching materials in the form of textbooks. Broadly speaking, it contains at the beginning the mapping of basic competencies, mapping of learning indicators and the scope of learning which aims to make it easier for students to understand early on the material and ornamental images of the eight ethnic groups of North Sumatra.

In the development stage, researchers follow up on input from the three validators. The data obtained in this study went through two stages, namely expert validation and product testing. Validation data on teaching materials were obtained from evaluations carried out by 3 (three) validators. The assessment carried out by material experts on teaching materials was declared "Very Good" with an average percentage of 91.6%. The assessment carried out by design experts is intended to improve the quality of the textbook appearance. The results of validation by design experts were declared "Very Good" with a total average percentage of 90.8% Suggestions from design expert validators both in writing and orally were generally carried out so that a maximum value was achieved in the "very good" category.

The results of the individual trial assessment were stated in the "Very Good" category with a total average percentage of 86.1% Individual trials were carried out to determine students' initial responses to teaching materials before small group trials were carried out. The results of the assessment of the content indicators are stated in the "Very Good" category with an average percentage of 83.3%, the language indicator is 91.6% in the "Very Good" category and the presentation indicator is 88.8% in the "Very Good" category. This means that the teaching material

in the form of a North Sumatran Ornament Design textbook has been in accordance with the needs of students and lecturers.

The results of the small group trial assessment were carried out to find out again the student's responses to the Sumatran Ornament Design teaching material and the weaknesses after the individual trial was carried out. The results of the small group trial assessment obtained an average percentage of 91.2% in the "Very Good" category. The results obtained are better than the individual test because improvements have been made to the textbook. The results of the assessment on the content indicator are 88.1% in the "Very Good" category, the language indicator is 94.4% in the "Very Good" category and the presentation indicator is 94.4% in the "Very Good" category. Thus, the next step is to conduct a limited field trial.

Limited field trials were conducted to determine the extent of the usefulness of the teaching materials. The results of the assessment of teaching materials obtained an average percentage of 89.0% in the "Very Good" category. The results of the assessment of teaching materials on the content indicators obtained an average percentage of 87.9% in the "Very Good" category, the language indicator obtained an average percentage of 90.8% in the "Very Good" category and the presentation indicator was 90.5% in the "Very good". This means that the teaching materials in the form of the North Sumatra Ornament Design textbook have met the needs in learning.

The feasibility of teaching materials in the form of North Sumatra Ornament Design textbooks was validated by experts in their fields. people who are considered experts, expert validators provide an assessment of each indicator contained in the validation sheet. The data obtained from the assessment of material experts, linguists and book presentation design experts in the form of qualitative data were converted into quantitative data scores. The scoring rules are adjusted to the assessment using a Likert scale.

Teaching materials in the form of textbooks have been revised and improved with suggestions and input from the validator so that the questionnaire on the feasibility of the material, language and book presentation design obtains the results as described previously. a handbook for the North Sumatran Ornament Design course. The effectiveness test is carried out after the teaching materials are declared valid and feasible. Based on the observation sheet data on student activity and creativity at the implementation stage, it shows that student activity and creativity have increased.

Conclusion

The development of teaching materials in the form of a North Sumatran Ornament Design textbook using the ADDIE development model meets the valid criteria, and is practical in its use, as evidenced by the validation results of 3 experts, each of whom gave values above the threshold and in the very good category. The feasibility level is obtained based on the assessment of three experts as validators, namely linguists, material experts, and design experts or lay out (book display). The teaching material in the form of a North Sumatran Ornament Design textbook was declared to be effective as a handbook for the North Sumatran Ornament Design course, capable of generating activity and creativity in learning and designing for students majoring in Fine Arts Education.

The effectiveness of the application of textbooks is able to increase the creativity and insight of students to design various properties of works of art with various ornaments of North Sumatra so as to be able to develop the designs of various creative industry products. The results of the development in the form of a bilingual textbook can be accepted by students and the community as evidenced by the results of the questionnaire answers and student achievement results.

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