

The Improvement of Art Exhibition Quality through Teaching Materials Development for the Management of Art Exhibition

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ABSTRACT

This research is aimed to create teaching materials for art exhibition management in order to improve the implementation and management of art exhibitions. This is a research and development using the 4D model: define, design, develop, and disseminate. The instrument of this research used is a questionnaire that consists of validator questionnaire, design material and language as well as the college students' response questionnaire as input in revising the developed teaching materials. The results of this study indicate that the teaching materials developed by the researchers are in the very good category so they are worth to be tried out. At the testing stage, the developed teaching materials were in the very good category. The response from exhibition visitors has also increased. For that reasons, the teaching materials that researchers developed can improve the art exhibitions quality.

KEYWORDS

*Teaching
Materials
Art
Exhibition*

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INTRODUCTION

An art exhibition as a performance event has the opportunity to generate new areas art studies (Simatupang, 2016). The importance of art has presented in various figures and modern art exhibitions so that the pattern of arts management becomes a major part of art exhibitions (Denissa et al., 2016; Jamaludin et al., 2018; Wisetrotomo & Pramastuti, 2022). The management of art exhibition has an essential position in the implementation and management of art exhibitions in organizing every art exhibition activity (Indratmo & Handayani, 2014). Trisnanto (2019) stated that the success in managing art exhibitions depends on their management. Art exhibitions have been vacuum during the pandemic towards virtual (Hazmi et al., 2021). Although virtual art exhibitions are different from in-person exhibitions, virtual art exhibitions are still used to support art exhibitions in various places by using technology (Rahmah & Nikita, 2022). The management of direct or virtual art exhibitions should be able to present the quality of the art works. This is because the arts market has increased significantly since the 2000s (Suwityantini, 2018).

The success of an art exhibition management depends on 4 important elements, they are: (1) planning which determines the objectives achievement; (2) organizing, the availability of competent human resources in their skills; (3) implementation, the activities that have been determined in achieving the objectives that have been formulated in the planning; (4) controlling or evaluation, the process of controlling the implementation of art exhibition activities and evaluating the implementation of these activities (Sinaga, 2022).

During the management of art exhibitions, the educators faced various obstacles, including the availability of teaching materials for art exhibition management. The available teaching materials have not been able to cover all the students' knowledge and skills in managing the art exhibitions. Teaching materials still contain theories and concepts and do not contain the actualization of these theories and concepts. As a result, the students' understanding is good theoretically but not practically. Meanwhile, the development of information flow has required the educators to update the information and knowledge and improve their skills. Thus the existence of updated teaching materials contains knowledge and skills in managing art exhibitions are urgently required.

Several researches related to teaching materials were conducted by some previous researchers at the tertiary level, including Febrian et al. (2023) who developed an e-book on strategic management courses. The results of his research can be concluded that the e-book produced in this research is valid and effective. Another research was conducted by Habibah & Oktavia (2022) who developed a smart digital book. Their results can be concluded that the smart digital book is suitable for use in learning in the English Education study program. Furthermore, a research conducted by Kustap et al. (2021) produced guitar ensemble arrangements based on folk songs.

This research develops art exhibition management teaching materials in order to improve the implementation and management of art exhibitions. The selection of exhibition management courses was motivated by the ambivalence between concepts and practice. This developmental research helps to close the gap between the theory and practice. The purpose of this research is to produce the teaching materials for art exhibition management to improve the implementation and management of art exhibitions for art students of Languages and Arts Faculty, Universitas Negeri Medan.

This Exhibition Management course is one of the theoretical courses, which is designed to discuss the management of exhibition activities, trying to understand exhibition issues, especially fine arts. How to design an exhibition activity starting from the preparation, implementation, and evaluation stages. The achievements of this course include enabling students to explain the basic concepts of exhibition management, types of exhibitions, designing exhibition activities starting from the preparation, implementation and evaluation stages.

METHOD

This is a developmental research. The research model uses the 4D model introduced by Thiagaradjan which consists of define, design, develop and disseminate. The selection of the 4-D model was carried out because it was systematic and suitable for developing the learning media in the form of textbooks. The researcher describes a more detailed of 4D model as follows.

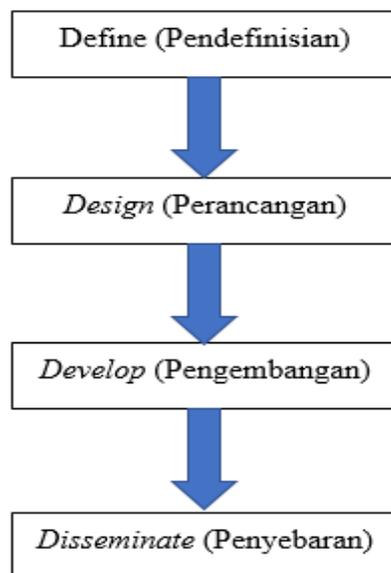


Figure 1. 4D Model Steps

At the definition stage, the researcher conducted an analysis of the students' and teachers' needs which consist of an analysis of media needs and an analysis of material concepts. The analysis results of the media needs and the analysis of material concepts become materials for researchers to formulate learning objectives. Furthermore, the design stage is compiling the teaching materials in accordance with the learning objectives that have been formulated by the researchers including making storyboards, preparing layouts, making scenarios and compiling prototype I of teaching materials. In the development stage, the researcher conducted expert validation to material, language and design experts. The selection of expert validators is based on the expertise of each validators and has a Doctoral Education level. The criticism and suggestions provided by the validators became the basis for the researchers to revise the researchers' developed teaching materials. Next is the dissemination stage in which the researcher distributes teaching materials with a wider range.

This research collects the data quantitatively and qualitatively. The quantitative data were obtained by the researchers from validators who filled out the questionnaires that researchers designed by using the Linkert scale. The results of expert validation are used to determine the feasibility level of teaching materials. Meanwhile the qualitative data were obtained from the validators' criticism and suggestions. Furthermore, the students' response questionnaires were also used as a basis for revising the teaching materials that researchers developed.

The analysis technique that the researcher uses is descriptive quantitative and qualitative analysis techniques. The data obtained quantitatively will be analyzed by using the formula as follows:

$$\text{Average Score} = \frac{\text{Number of Score}}{\text{Maximum Score}} \times 100\%$$

Then, the researcher converted the results of the quantitative data analysis into percentage (%) based on the category as shown the table below:

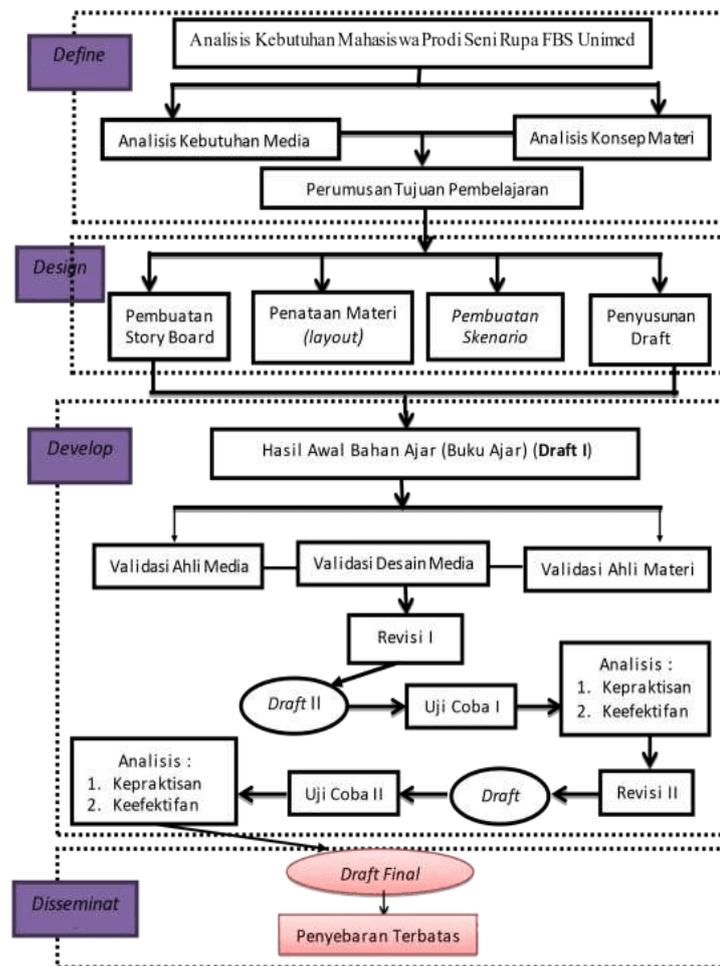


Figure 2. The Chart of Improving the Model4-D Teaching Materials

Table 1. Classification of Textbook Validity

Achievement Level	Validity Classification	Qualification
$80\% \leq X < 100\%$	Very Valid	The products of teaching material are ready to be used for learning activities/no revisions.
$60\% \leq X < 80\%$	Valid	The products of teaching material can be utilized in the field for learning activities with revisions
$40\% \leq X < 60\%$	Valid Enough	The products of teaching material can be continued by adding something less, carrying out certain considerations, the additions made are not too large.
$20\% \leq X < 40\%$	Less Valid	Revising the teaching materials by carefully re-examining and looking for product weaknesses to be perfected.
$0\% \leq X < 20\%$	Invalid	The products fail, the major and fundamental revision of product content.

Furthermore, the qualitative descriptive analysis technique was used to describe the data that the researchers obtained from the validator's criticisms and suggestions. The results of the qualitative descriptive analysis provide a more detailed description of the research process.

RESULTS AND DISCUSSION

Defining stage

At this stage the researcher conducted unstructured interviews with the students and teachers to identify and analyze the learning climate and products needed by students in learning. The results of the interviews indicated that the students needed an art exhibition management book which specifically contained the stages in organizing an art exhibition, starting from determining the theme of the exhibition to the implementation of the exhibition. It is very often the themes submitted by the students to the teachers in charge of the course are rejected on the grounds that the theme of the exhibition is not related to the current conditions.

Meanwhile, the interviews results with the teachers who teach exhibition management courses in which the information is obtained that there has been no exhibition management book that specifically prepares for exhibitions of students' art works. The books used so far tend to organize students' art exhibitions on campus even though they can carry out exhibitions outside the campus and with broader themes. The arts departments should be more open to holding exhibitions with more diverse themes. Moreover, the researchers also identify and analyze the concepts contained in books that have been used by the teachers and students. The results of the researcher's concept analysis found a lack of models for art exhibitions, even though the models for art exhibitions are varied and diverse. Furthermore, the results of the identification and analysis of the problems above are the basis for researchers to formulate learning objectives that are more relevant to learning needs.

Design Stage

At this stage, the researchers arrange the teaching materials that related to the learning objectives that have been formulated by the researchers. The process of designing the teaching materials carried out by researchers is making storyboards, preparing layouts, making scenarios and compiling prototype I of teaching materials. The teaching materials are designed from simple things to understanding the themes of complex works of art to be widely exhibited. Below is the results of the prototype I design of the teaching materials that the researchers developed.



Figure 3. The Cover of Teaching Materials of Exhibition Management

DAFTAR ISI	
KATA PENGANTAR.....	I
DAFTAR ISI.....	II
BAB 1 PENDAHULUAN.....	1
A. Definisi Manajemen.....	1
B. Tujuan Manajemen.....	3
C. Fungsi Manajemen.....	4
D. Prinsip Manajemen.....	8
BAB 2 ILMU MANAJEMEN DAN SENI MANAJEMEN.....	13
A. Ilmu Dan Seni Manajemen.....	13
B. Hubungan Ilmu Manajemen dan Pameran.....	14
C. Tugas-Tugas Manajemen.....	16
BAB 3 PERENCANAAN PAMERAN.....	18
A. Konsep Pameran.....	18
B. Fungsi Pameran.....	19
C. Jenis Pameran.....	21
D. Proposal Pameran.....	23
E. Publikasi Pameran.....	24
F. Proses Berkarya.....	27
BAB 4 MANAJEMEN PAMERAN.....	33
A. Kepanitiaan Pameran.....	33
B. Struktur Organisasi Kepanitiaan Pameran.....	34
C. Tugas dan Fungsi.....	37
D. Kuratorial.....	42
E. Deskripsi Karya.....	44
F. Kelengkapan Pameran.....	45
G. Tempat Pameran.....	46
H. Ruang Pameran.....	47
BAB 5 DISPLAY PAMERAN.....	48
A. Denah Ruang Pameran.....	48
B. Alur Masuk-Keluar Karya.....	53
C. Data Karya.....	54
D. Display Ruang dan Tata Letak Karya.....	55
E. Dekorasi Ruang.....	60
F. Labeling Karya.....	60
BAB 6 PELAKSANAAN ACARA PAMERAN.....	62
A. Rounddown Acara.....	62
B. Pelayanan Pengunjung.....	63
C. Sarana Perlengkapan Acara.....	64
D. Katalog Pameran.....	65
E. Isi Katalog.....	66
DAFTAR PUSTAKA.....	68

Figure 4. The List of Material Contents From Easy to Difficult

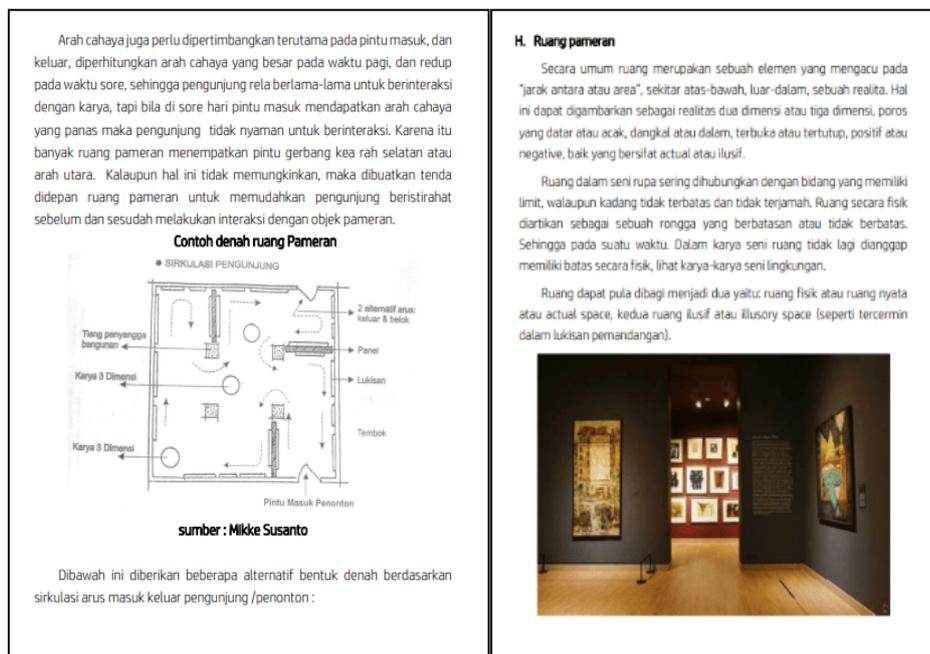


Figure 5. The Sample of Material Display

Development Stage

The Prototype I teaching materials that have been designed by the researchers, then validated by the expert validators based on the criteria that have been determined. The expert validators are language, material and design expert validators. The assessment was carried out using a validation questionnaire. The results of the expert validator's assessment of prototype I are used as a reference for revising. The results of the expert validator's assessment can be seen as follows:

Table 2. The Result of Linguist Validation

No	Assessment Aspect	Meeting	
		I	II
1	Language Usage	83%	92%
2	Language Accuracy	69%	94%
3	Suitability of The Students' Development	85%	95%

The assessment result of the linguistic validation assessment of in the table above, it can be seen that the feasibility of developing the Arts Exhibition Management textbook in stage I obtained an average score of 79% in the valid category. From the results of the validators' assessment, the researchers revised and completed the readability of the material so that in the second validation stage, it reached a score of 93.6 in the very valid category.

Table 3. Material Expert Validation Results

No	Assessment Aspect	Meeting	
		I	II
1	Feasibility of the material content	82%	96%
2	Development of Teaching Materials	72%	88%

The assessment result of the material validation above proves that the feasibility of developing the Arts Exhibition Management textbook in stage I obtained an average score of 77% in the valid category. From the results of the validators' assessment, the researchers revised and completed the materials so that in the second stage of validation it reached a value of 92% with a very valid category.

Table 4. Design Expert Validation Results

No	Assessment Aspect	Meeting	
		I	II
1	Textbook Size	100%	100%
2	Design of Textbook cover	78%	89%
3	Design of Teaching Material Content	75%	91%

The assessment result of the cover design and layout expert validation shows that the feasibility of developing the Arts Exhibition Management textbook in stage I obtained an average score of 84.3% in the very valid category. Since the validators provided notes, the researchers revised and perfected the appearance of the cover and layout so that in the second stage of validation it obtained a value of 93.3% in the very valid category. Below are the results of a comparison of all validators in this research:

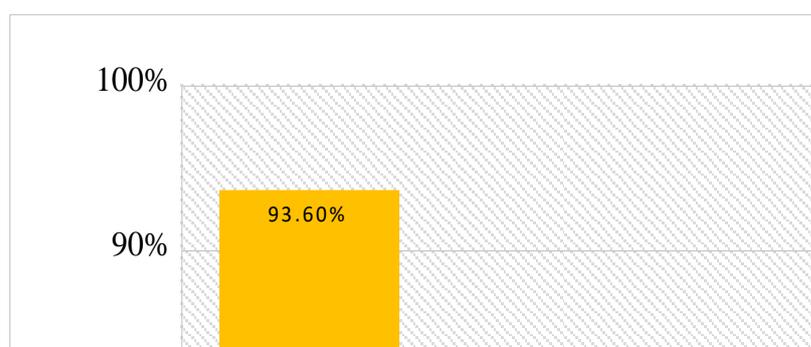


Figure 6. The Summary of Prototype I Validation Results

The above figure shows the assessment results of experts which obtained very valid results so that they are very feasible to use. The results obtained from language, material,

and media experts each were above 80% ($P > 80\%$) that they were included in the very valid category. After validating, the researchers conducted a small group trial. The test aims to obtain inputs from early users of the products resulting.

Table 5. The Summary Of Small Group Trial Results

Score	95	92.5	90	87.5	82.5
Frequency	1	3	2	1	3

Based on the results of the small group trials, the highest student response was 92.5% and the lowest was 82.5%. This means the average student response score is 88.75% which is in the very good category. Below is a recapitulation chart of the small group trial results.

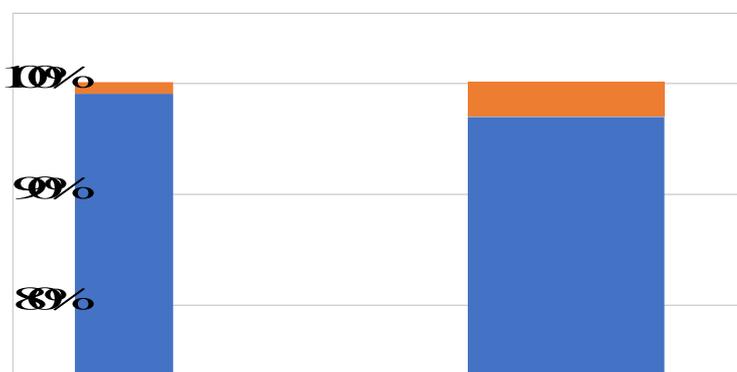


Figure 7. The Summary of Small Group Test Results

The researchers then conducted a large group trial. The trials aim to obtain a wider range of inputs than previous small group trials. Large group trials are as a practicality test of this research product. In the large group trials, the researchers used the fourth semester of 50 students as research respondents. The results of large group trials are as follows:

Table 6. The Summary of Large Group Trial Results

Score	95	92.5	90	87.5	85	82.5	80
Frequency	12	9	11	5	7	3	3

Based on the results of the small group trials, the highest student response was 95% and the lowest was 80%. This means that the average student response score is 89.55% which is in the very good category. Below is is a graph of the recapitulation of the results of the large group trials.

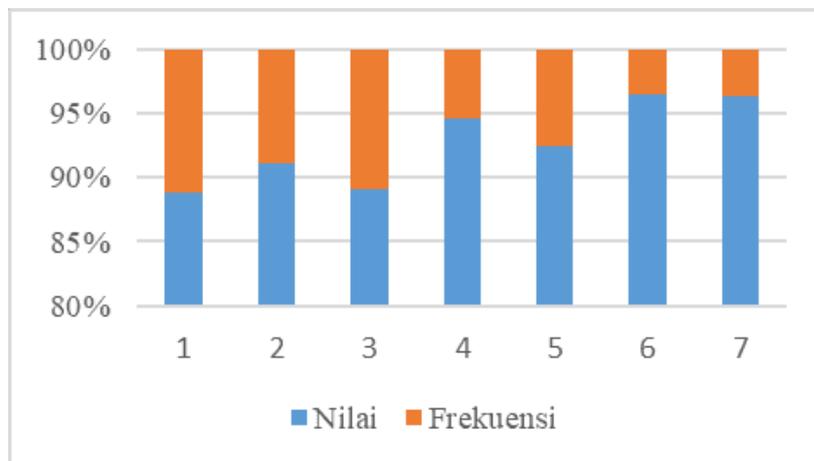


Figure 8. The Summary of Large Group Trial Results

The improvement in the implementation and management of art exhibitions can be seen from the quality of art exhibitions conducted by art students at Universitas Negeri Medan. In this research, the quality of art exhibitions was measured by using a visitor satisfaction questionnaire at the art exhibitions that researchers developed from (Kirom, 2015). The results of the visitor satisfaction data analysis at art exhibitions are as follows :

Table 7. The Summary Of Product Dissemination Results

Reliability	Responsiveness	Assurance	Empaty	Tangible
84.5	86.42	87.92	86.33	85.17

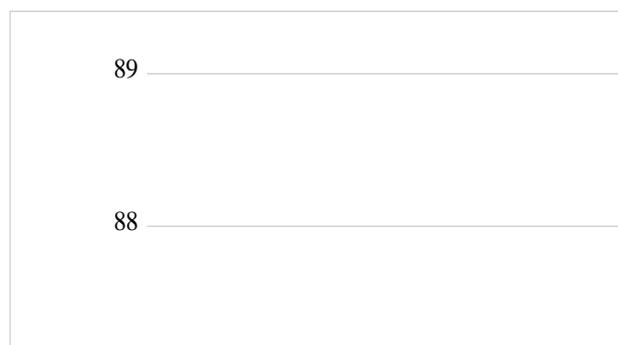


Figure 9. The Summary of Product Dissemination Results

The graph above shows that the assurance has the highest level among other indicators. This means that the use of art exhibition management teaching materials can improve the quality of student art exhibitions. This research aims to create teaching materials for art exhibition management that can improve the quality of student art exhibitions. The results of this research indicate that the expert's assessment and the students' responses were positive towards the teaching materials that the researchers developed as a solution in improving the quality of art exhibition management learning. The students stated that the teaching materials that researchers developed were able to improve the quality of their understanding. On the other hand, the visitors' satisfaction also has a positive impact on the

exhibitions held by students. The exhibition visitors on the assurance indicator show that the services provided at the exhibition are guaranteed, including the information clarity.

The previous researches support the results of this research where the use of appropriate teaching materials can improve the learning quality (Aji & Pujiastuti, 2022). It is not only in art exhibition management courses but also in other courses or subjects. The preparation of appropriate learning media can help the learning process achieving the goals formulated by the teachers (Safiah et al., 2023). The developed teaching materials as learning media do not only contain knowledge but also skills (activities and illustrations) needed by the students. Additionally, visualizing abstract learning concepts into concrete is the most important element in presenting learning media (Julius et al., 2018).

Teaching materials as a learning medium have an important role in the learning process (Pribadi & Susilana, 2021). The roles of these teaching materials include increasing the eco-literacy (Arga & Rahayu, 2019), and academic achievement (Jannah et al., 2020; Sugiyanto et al., 2019). Meanwhile, teaching materials in art exhibition management are a means of developing the students' creativity (Khasanah et al., 2022).

The satisfaction of art exhibitions visitors is an integral part of assessing the results of art exhibitions (Eliyana et al., 2019). Along with the results of this research, Lee et al. (2015) stated that the satisfaction of exhibition visitor was determined by 4 factors, they are booth design and layout, exhibition logistics, and venue services. Furthermore, Chen et al. (2022) found that digital learning sheets designed with the "principle of sensory exploration of physical objects" had the highest effectiveness in three aspects of learning outcomes: attention, relevance, confidence, and satisfaction. It can be stated that the use of art exhibition management teaching materials can shape the students' knowledge and skills in presenting the art exhibitions that can provide the satisfaction to visitors.

CONCLUSION

The development of art management teaching materials in this research uses the 4D model (define, design, development and dissemination) which was introduced by Thiagaradjan. The teaching materials created obtained various revisions from language, material and design experts and have been declared suitable by experts in the very good category. This teaching material has also been tested on the students in small and large groups and is stated to be very good at forming student knowledge and skills.

The students' knowledge and skills are visualized through the implementation of exhibitions which show that exhibition visitors are satisfied with the art exhibitions held by the students. The assurance is the highest indicator in measuring the visitors' satisfaction than other indicators. This means that the use of this teaching material has shown to be excellent of dissemination product. Based on the results of the research above, this research has limitations in which the researchers have not integrated the teaching material yet with technology. This means that the future researchers can integrate the teaching materials using technology in which learning is currently leading to catalytic education.

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