



## Application of The Copy The Master Method With The 3M Strategy To Improve Furniture Design Student's Learning Outcomes (Case Study: Kitchen Set Furniture Lecture in Telkom University Interior Design Study Program)

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### ABSTRACT

The application of media to be imitated and explained to students will facilitate the teaching process of the lecturer so that it is a classroom action research. This study aims to describe the application of the Copy the Master method to students, analyze the improvement of learning outcomes in realizing kitchen set designs with a target of 100% passing at least the BC index, and find out the extent of improvement in learning outcomes before and after applying the method. In this study, the Copy the Master method was applied using the 3M strategy with the research subjects of Furniture Design IV students. As many as 41 students became the sample of observation with a team of teaching lecturers as observers and rubric assessors. Technical analysis of the data was applied through a review of the comparison scores. The results of this study prove that the Copy the Master method is effective in increasing the ability of Furniture Design IV course students to realize kitchen set designs.

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### ARTICLE INFO

**Article History:**

*Submitted/Received 13 Aug 2020*

*First Revised 23 Des 2020*

*Accepted 28 Des 2020*

*First Available online 29 Des 2020*

*Publication Date 30 Des 2020*

**Keyword:**

*Copy the Master method,  
Interior Design,  
Furniture Design.*

## 1. INTRODUCTION

The Studio Course in the Interior Design Study Program is the core subject of interior design science. This main course is a tiered course that students can only take if they have passed and passed the conditional courses at the previous level. Studio courses in the interior design study program consist of Nirmana, Space Composition, Constructive Drawing, Interior Designing, and Furniture Design.

In this study, the Furniture Design course was chosen because it is the final stage of designing a piece of furniture. The risk that students will face if they do not pass this course is having to repeat it in the next academic year which results in students not graduating on time for their study period. Furniture Design IV is part of the scientific support courses for designing building interiors. According to the 2016 curriculum, this course is tiered starting from the basics, namely Furniture Design I, then II, III, to the most complex and finally known as Furniture Design IV. At the Furniture Design level IV, students are led to produce a kitchen set product that is ergonomic and meets the needs of the principles of storage and work.

Furniture Design Lecture IV is quite a tough course to take part in because of the short time constraints in each lecture, only 3 credits, while the weight of completing the final assignment of this lecture is the same as the Interior Designing course, which is 5 credits. The amount of work and assignments makes it difficult for students to divide their time. Time constraints also affect student ideas and ideas that are not of optimal quality. Not to mention that there were more than 80% of class participants who were absent so that the basics of designing furniture and knowledge of materials were not well mastered. This can cause the quality of the design to be not optimal so that it affects learning outcomes that are unsatisfactory or less grades, or even unable to achieve the minimum passing grade of the course.

To overcome this, in producing works in the form of kitchen set designs, it is carried out with an independent and intense assistance process accompanied by lecturers. However, this condition has not fully become a solution and raises new problems, namely the difficulty for students to absorb knowledge when delivering the assistance process. The knowledge and insights obtained are still not fully implemented in the construction, repair, or completion of the main tasks in Furniture Design IV course, namely designing kitchen sets.

In reviewing this, a classroom action research is needed by implementing the development of teaching methods that are different from before in order to achieve the ultimate goal of learning that is more optimal, both in terms of material and in terms of developing student quality in design skills (Utari et al., 2018; Octavian, 2014). The Copy The Master method was chosen as the method that will be applied to students during the lecture process as research progresses. The use of media to imitate and explain to students will facilitate the process of teaching lecturers and student learning when designing kitchen set furniture. In line with (Aeni et al., 2019; Octavian, 2014; Wirawan, 2018) the media acts as a visual aid which is regulated by the teacher to enhance the teacher-student interaction process, so that later the lesson material will be more easily understood and absorbed by students. This method was chosen based on a theoretical review that is in line and can be applied to problems that arose in the previous IV Furniture Design course. This method was also chosen on the basis of the successful application of the method to action research in the Furniture Design I class, so as to increase the mastery of the material and the achievements of furniture students.

In addition, the development of the Copy the Master learning method chosen in this study is the 3M strategy, namely Imitating-Processing- Developing. The modification and development of this method adjusts the material details that are part of the task assessment at each step in producing the supporting part for the kitchen set design work. During this research, this method will be tested on all students who are the research sample. The success of the Furniture Design IV course using the Copy the Master method in improving student learning outcomes will then be applied to all parallel classes through the course coordinator's instructions to the supporting lecturer team. In addition, the results can be applied to courses with other similar weights and types of lectures.

Based on the previous explanation, this research takes the theme of increasing learning outcomes using the Copy the Master method with the 3M strategy which aims to; describes the application of the Copy the Master method to Furniture Design IV students, analyzes the increase in learning outcomes in realizing kitchen set designs with a minimum 100% pass target BC index, and determines the extent to which learning outcomes increase before and after implementing Copy the Master with the 3M strategy.

This research is expected to contribute to the teaching and learning process, especially in the interior design study program. It is also hoped that it can improve the learning outcomes of students taking the Furniture Design IV course.

This article is divided into six sections, namely introduction, literature review, research methods, results and discussion, conclusions, and recommendations.

## 2. LITERATURE REVIEW

### 2.1 Copy the Master

The Copy The Master method according to (Utari et al., 2018 ; Septeria et al., 2020) is a method that presents examples of masters or people who are experts in their fields, then imitates ideas, methods, or techniques from existing masters. Meanwhile (Septeria et al., 2020; Sarihati, 2020) explains, copy the master is a writing learning technique by imitating a writing model that is used as a reference or guide. Based on the opinion above, it can be concluded that the Copy the Master method is a method that presents examples of the work of masters or people who are experts in their field, then the ideas, methods, or techniques from the master are used as a guide to be imitated and developed. Mimicking does not mean plagiarizing from a master, but rather the master as an example to give experience and imagination to students in a real or concrete way. In its application (Kurnianingtyas, 2015) this method was developed into two strategies, namely the DCKC strategy (From Short Story to Short Story) and the 3M strategy (Imitating-Processing-Developing).

Based on (Husna and Fatria, 2010; Anggreningsih et al., 2021) explained that there are several advantages of Copy the Master, including helping to arouse students' imaginations in expressing their experiences, knowing concrete examples of masters that have been displayed, teachers feel helped in relation to learning media, and can be used as a parameter for beginners because the master presented must be of guaranteed quality and have been published or made by an expert. In addition, the Copy the Master method can assist design processes such as training creative thinking, stimulating new ideas, increasing skills, uncovering duplicative imagination in the expression of experience, and facilitating teachers in delivering material (Zurita et al., 2018). Whereas in its application the Copy the

Master method has steps consisting of the imitating stage, the processing stage, and the development and improvement stage (Subekti, 2013).

### 2.2 3M's strategy

The 3M Strategy (Imitate-Process-Develop) is a Strategy resulting from the development of the Copy the Master strategy (Mashura, 2016; Sarihati, 2020). This strategy goes through three stages, namely imitating, managing and developing (Umar, 2016). This is what puts forward a process that is in accordance with student abilities , so that student creativity is also developed at the developing stage (Putri, 2017).

Copy the Master method with the 3M strategy has several advantages in the learning process, namely training intuition because copying is an easy job and not too demanding. sense of engagement and intellect (Nusrach, et al., 2023). Through the process of imitating students also learn to increase the vocabulary of motives and object proportions and get used to practicing, so students can have confidence in creating something (Mandasari, 2023).

The addition of the 3M strategy will increase students' abilities to the scale of processing ideas because apart from imitating they also explore forms of design, material development and techniques. The end result of the learning process is not the only component that is assessed, but there are other aspects that are also important, namely the assessment of the process when the activity takes place.

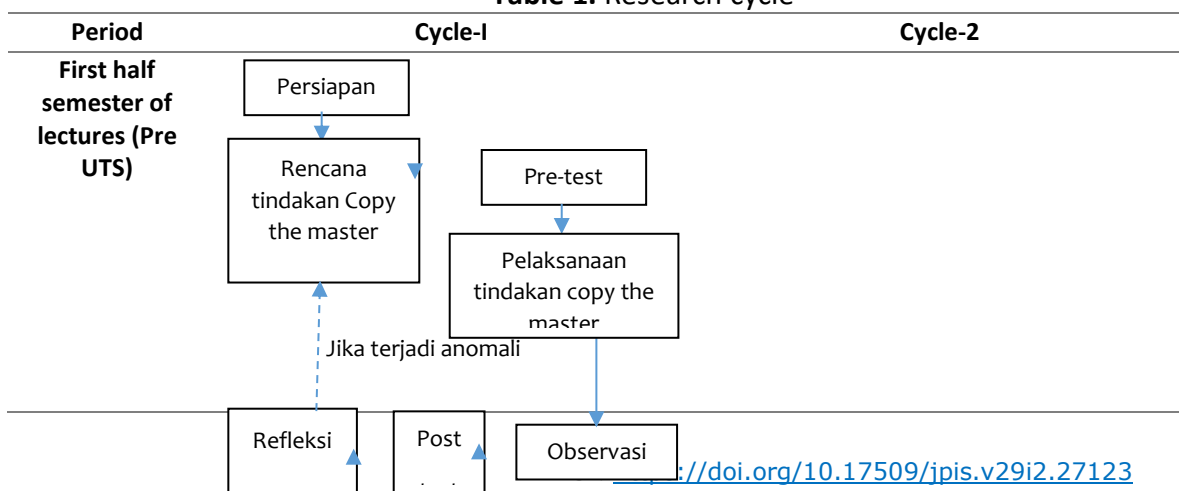
### 3. METHODS

This research was carried out in the even semester of the 2018/2019 academic year with the target and sample observations, namely students taking the Furniture Design course IV, a total of 41 students. The research team in this study acted as observers and assessors of the rubrication.

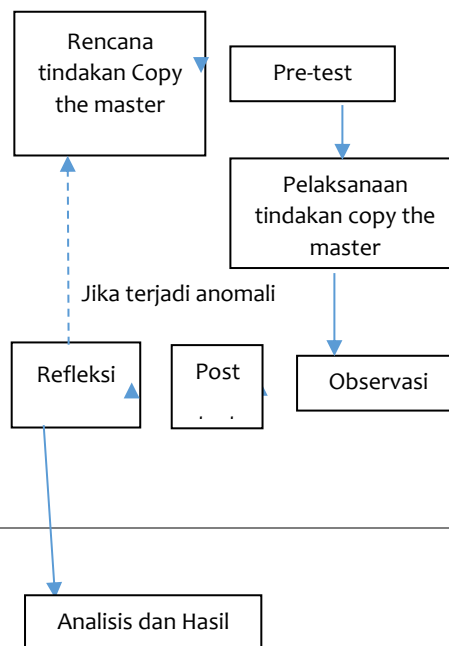
The study was designed to follow the Kemmis and Mc Taggart model cycle consisting of (1) planning, (2) action/action, (3) observation, and (4) reflection components. Action research will becomes a spiral cycle , from preparing plans, implementing actions, observing or observing, and reflecting which may then be followed by the next spiral cycle.

This research will be divided into two cycles, namely, Cycle-I which will be carried out for half a semester at the beginning of lectures (pre-UTS) and Cycle-II which will be carried out for half a semester at the end of lectures (pre-UAS). The following is an overview of the research cycle of implementing classroom action research, can be seen in the following Table 1.

**Table 1.** Research cycle



**Final half semester of lectures (Post UTS)**



**Post second cycle (Pre UAS)**

Source: Author

### 3.1 Action Intervention Results

The results of the expected action intervention certainly occur a significant change from students. Students whose previous learning outcomes from one part of the design stage were very poor could improve their results by following and equalizing their work so that it was in balance with other students. So that students will increase their learning achievement.

### 3.2 Data Collection and Analysis

In this study, data were collected through direct observation in the form of observation and assessment of work results with the instruments as below. can be seen in the following Table 2.

**Table 2.** Assessment indicators

No	Aspect	Indicator	Weight	Mark	Notes
1	Process	1. Perseverance and Liveliness 2. understanding 3. Punctuality	10		
2	Composition	1. Positioning of design drawings 2. The balance of design drawings against presentation media	5 5		
3	Details	1. Texture, rendering, thick and thin lines, real pict 2. Dimensional clarity	10 10		

4	Scale Accuracy	1. Clarity of scale on human or egonomic proportions	10
		2. Dimensional accuracy of the image to the scale of the image application	10
5	Information	1. Shapes and sizes are informative	10
		2. Color or size is already informative	10
6	Presentation or Presentation	1. Neatness	10
		2. cleanliness	10
Final score			100

Source: Modification from Poerwanti, et al, 2008; Erawati, 2016

The validity of the data was carried out using the method of synchronization/cross check data, on the rubrication assessment data and the results of observing actions or observations. The data analysis technique was applied through a comparative review of the scores at the test stage (pre and post) and rubrication of the observation results which were described in qualitative detail based on a review of notes during the observation of the action.

## 4. RESULTS AND DISCUSSION

### 4.1 Observation Results based on Two Cycles

In its implementation, there are two stages of the cycle that are carried out at several meetings before the UTS takes place (Cycle-I) and after UTS (Cycle-II). The description of the results of the observations of the two cycles is as follows .

**Table 3.** Observation results

Aspect	Indicator	Observation result	
		Cycle-I	Cycle-II
<b>Process</b>	a. Perseverance and Liveliness	When doing assignments with easy-to-understand examples, students find it easier to apply them to the designs they make, and are more active and enthusiastic	When doing assignments with easy-to-understand examples, students find it easier to apply them to the designs they make, and are more active and enthusiastic
	b. understanding		
	c. Punctuality		
<b>Composition</b>	a. Positioning of design drawings	At this stage, the average student is able to predict and position the image on the media. However, for students who have difficulty placing images so that the shutter is proportional, they are assisted by measuring the object plan from the side of each media.	Based on experience in cycle 1, students already understand good image placement in the work area. In achieving accurate positioning, planning is done by measuring the distance between the 2 edges of the working plane media . At this stage students are used to it so that activities tend to have no obstacles.
	b. Balance of design drawings against presentation media		
<b>Details</b>	a. Texture, rendering, thick and thin lines, real pict	At this stage drawing abilities/skills are needed, especially related to line control (distinguishing which ones should be thick and thin), differentiating shading and texture according to the type of material and also skills related to sensitivity in making the	Most students can differentiate and make thick and thin lines as needed. Students are also able to distinguish shading techniques for various types of materials. The detailed processing process is facilitated by using tools that make it easy to control
	b. Dimensional clarity/ no distortion		

		proportions of design objects so as not to distort. For some students who already understood, there were no significant obstacles, but for others who had difficulty, they were given directions to give a real image of an object. The most common difficulty encountered in class is in describing ideas in 3 dimensions (perspective), so that when working on them, assistance must be carried out.	differences in line thickness through the use of different layers for each element. Some students who are still experiencing problems can discuss and actively ask their friends who have been honed, so the process goes easier.
<b>Scale Accuracy</b>	<ul style="list-style-type: none"> <li>a. Clarity of scale against human/ergonomic proportions</li> <li>b. Dimensional precision of the drawing to the scale of the drawing application</li> </ul>	Furniture Design IV students have studied Ergonomics courses so that most students already have an understanding of body scales and anthropometry so they don't have any significant difficulties. But for the case of kitchen furniture design, of course, an introduction must be given and exploring the literature related to this matter.	Students have started to understand the anthropometric (ergonomics) standards that have been given both during furniture lectures and ergonomics lectures which discuss standard sizes for human sitting needs. So that the application size and scale on the design have reached the user's needs.
<b>Information</b>	<ul style="list-style-type: none"> <li>a. Shape and size Already informative</li> <li>b. Color / size is informative .</li> </ul>	In displaying works related to shape, size and notation, it is quite informative. But there are still some shortcomings, especially in the application of notation that refers to the material used.	In general, student work has become more informative, both in terms of shape, size and color.
<b>Presentation / Presentation</b>	<ul style="list-style-type: none"> <li>a. Neatness</li> <li>b. Cleanliness</li> </ul>	Students begin to care about the tidiness and cleanliness of the drawing area. They seem to be more careful in the process so that the drawing paper does not get crumpled and dirty due to the friction of the limbs against the paper that has already been drawn with pencil.	The majority of students have started to care about tidiness and cleanliness. Neatness can be seen from the use of good composition and proportions in the design, while the cleanliness aspect can be seen from the minimal streaks of pencil marks or dirt due to ink stains and others. This also happened because of changes in the use of media from manual to digital media.

*Source: Author*

#### 4.2 Analysis

After going through the cycle-I process, in addition to increasing the value of the pre-test and post-test scores, it was an average of 13.83% at 100% of the total number of students who were targeted in the action. Even though the increase reached 100% in the comparison of pre-test and post-test results, there was a decrease in the scores of several students by two people from the action to the post-test. This decrease in value is suspected because the processing and development material during the post test has a heavier content weight, and also deficiencies that arise from the student's side, both in terms of enthusiasm and motivation when getting new assignments. In the next cycle it is hoped that this will not happen again so that the goal of 100% success of each process can be achieved.

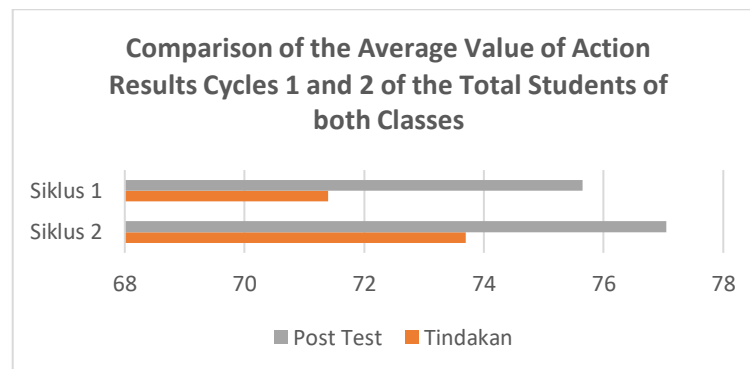
After going through the cycle-2 process at 100% of the total number of students who were targeted in the action, there was a significant increase in scores. The increase in value is an average of 8.26%. This shows the occurrence of changes that are considered successful in improving the quality of the presentation of student work so that it affects student learning outcomes.

**Table 4 . Average value in two cycles**

	Cycle-I			Cycle-II		
	Pre-test Score	Post-test scores	Percentage	Pre-test Score	Post-test scores	Percentage
<b>Average up</b>	66.5	75.7	13.83%	70.75	76.6	8.26%
<b>Average down</b>	-	-	-	-	-	-
<b>Number of students</b>		41			39	

In general, the comparison of the average value of the 1st and 2nd cycle actions in the entire class is as follows:

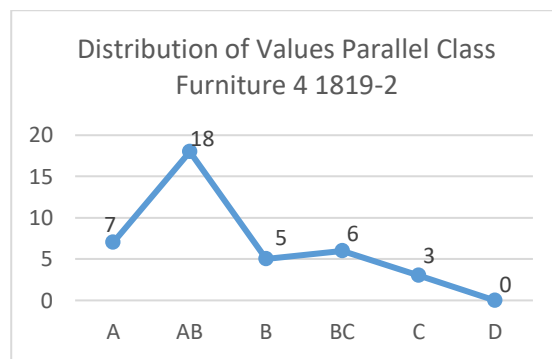
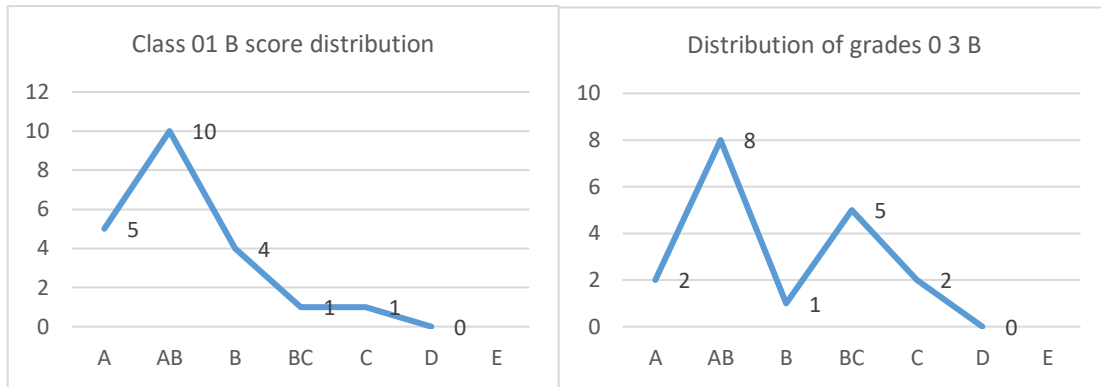
**Diagram 1** comparison of the average value of cycle 1 and 2 actions in the entire class



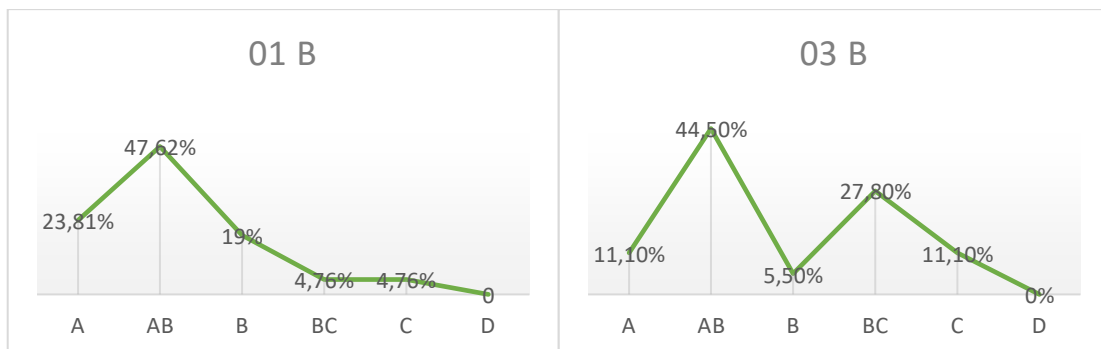
Based on the results of observing the diagram, it can be seen that by parallel comparison of all classes, the actions between cycle-I and cycle-II show an increase in value. It can be said that there is a significant increase in the value of action on cycle changes. In addition, there was achievement of class action quality objectives, where neither class 01B nor class 03B received a grade, while a minimum grade of C in each class was only 1 student in class 01B and 2 students in class 03B. The acquisition of this value is illustrated in the following graph :

**Graph 1-3** the percentage of each class in terms of grades is as follows:





**Graph 4-5** the highest score percentage



From the graph above, it is found that the highest percentage score in the AB quality score is 47.62% in class 01 B and 44.5% in class 03 B. The lowest score in both classes is C, with a percentage of 4.76% in class 01B and 11.10% in class 03B.

Comparison of the value of the Furniture Design IV course for the 2017/2018 and 2018/2019 academic years showed an increase in the percentage of obtaining quality grades A, B and BC. Whereas in the AB and C quality scores there is a decrease, due to an increase in the quality score above it.

**Graph 6** Percentage comparison

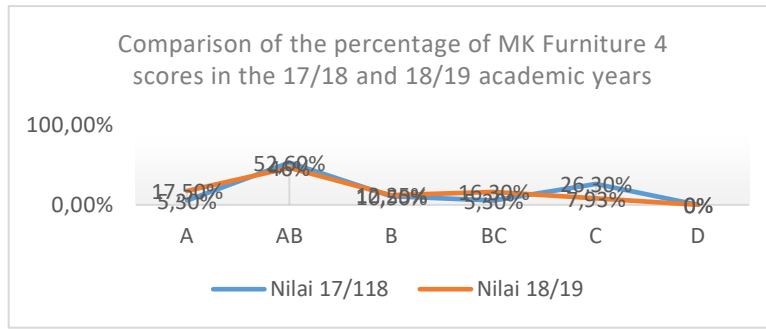
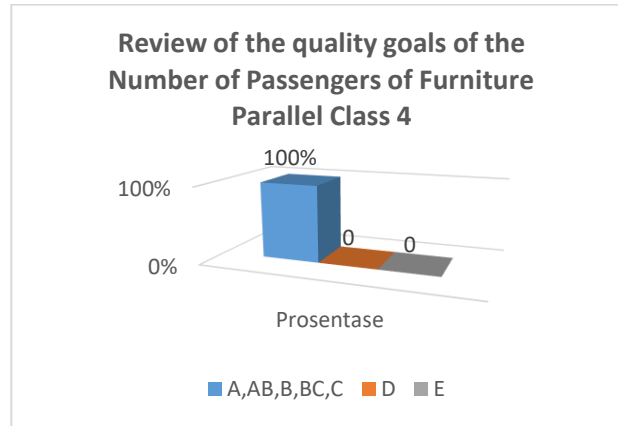


Diagram 2 Quality target review Number of Parallel Furniture Class Passes 4



Based on the percentage of the number of graduates above, these results are in line with the thoughts and results of previous researchers (Nursayyidah, 2014 ; Aeni et al., 2019) which states that learning with the Copy The Master action method can effectively improve certain abilities of students (students/students) so that it affects their learning outcomes.

## 5. CONCLUSION

The application of cooperative learning through the action of Copy The Master supports the lectures of the students participating in the Furniture Design IV course in realizing the big task of designing kitchen set furniture. This is evident from the increase in the average score from the pre-test cycle-1 to the post-test cycle-2. This is reflected in the results of observations and is supported by the pre-test scores at the beginning of cycle 1 to the results of the final post-test scores in cycle 2 which tend to increase by 8.55%. In the embodiment of participation and collaboration skills, students also feel an increase in self-quality from a non-academic perspective such as self-confidence, presenting work presentations, being critical and creative in finding solutions.

In addition, the application of the Copy the Master action is effective in improving student learning outcomes. This is evident from the results of student academic scores as measured by changes in average scores that increase between UTS, UAS, and Major Assignments, namely 1.3%. In addition, student graduation with a minimum BC score of 15.38%. The students who graduated with a C of 7.69% were caused not because of method failure but in terms of discipline, independence, enthusiasm, as well as the personal side of other students in participating in lectures for one semester related to low values outside the material included in the actions given.

The improvements and progress that have materialized as a result of the Copy the Master method are not without their drawbacks. Although these deficiencies have been attempted

to be minimized, their existence still appears, although not so significant. This is due to various factors, for example the condition of individual student abilities in class, the use of three times of absences, the conditions of the lecture venue, supporting media in carrying out actions, learning materials, to the character of each student in dealing with learning situations and conditions both with lecturers and with the group. Of course, these deficiencies will be able to provide references and guidelines in applying the Copy the Master method to lectures and further research.

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