



Muslimah Outfit Learning Module Based on National Worker Competency Standard

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Abstract

Woman Muslim (Muslimah) outfit had became trend or been a part of fashion blooming nowadays. The increase of fashion industry has positive impact for Indonesian economic condition. Fashion education and training did not have learning module yet, which is fit with National Worker Competency Standard (SKKNI) for muslimah fashion design. The purpose of this research is to develop muslimah outfit learning module based on National Worker Competency Standard. Research and development method is used for developing learning module, while expert validation technique is used for validating the module, and practition respondent is used for validating the suitable of the module. The developed learning module shows its validity observed on feasibility of content 3.47; feasibility of presentation 3.49; contextual value 3.38, feasibility of graphic 3.46; feasibility of language 3.53. The overall number 17.32 with an average 3.46 with the result that learning module is very valid. The result of data analysis collected from 10 respondents shows that this learning module strongly ready to use observed by content, language and anxiety. The conclusion of this research are muslimah outfit learning module based on National Worker Competency Standard declared valid and can be used for school learning as well as training. Learning method with scientific approach involve process competency such as observe, classify, measure, predict, explain, and conclude. Learning module gives alternative competency based media to develop fashion word.

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INTRODUCTION

Jilbab (Hijab) in Islam comes from jalaba means collect or bring (Alfatri Adlin, 2006: 343). Jilbab is aurat covering outfit which covered all of women body parts except face and palm (Quraish Shihab, 2004). The required mandatory to cover women aurat written inside Al-Qur'an Surah An - Nur verse 30-31 and reinforced inside Surah Al-Ahzab verse 59. According to Hatim Badu Pakuna (2005:57) Imam Malik, Syafi'i, dan Abû Hanifah opine that a man must cover all of his body part from navel to knee, although some of opinion are cover only which is between navel to knee that are genital and butt.

Muslim outfit is growing rapidly in Indonesia. Muslim outfit industry can increase state revenue from non-Migas sector. Fashion industry growth proven its positive impact for economic condition. Its contribution in 2012 reach 164 trillion rupiahs, and absorbing labor as much as 3.8 million peoples. Since 2009 to 2011, export value of fashion product continues to show year-over year increase, that are US\$ 8.8 trillion, US\$ 10.7 trillion and US\$ 13.9 trillion (Kementerian Perdagangan Indonesia, 2013).

Islam has strict rules in choosing and wearing jilbab/ hijab. Muslims must be able to design and engineered in choosing outfit by not violating the Islamic Shari'a. The existence of the hijab is a trend and not according to Islamic law should be able for us to provide a concrete solution by explaining the true meaning of hijab. Responding to the phenomenon, the solution is inculcating Islamic education in fashion learning sustainably to young generation by using teaching materials.

The materials that are in the teaching materials is expected to provide comprehension and mastery of the competence intact. Teaching materials should be arranged according to curriculum, needs and characteristics of students in order to achieve predetermined result.

The quality of learning becomes low when teachers are only fixated on conventional teaching materials (instant) without any effort to develop the teaching materials (Andi Prastowo, 2014).

Teaching material are also required to guide students until they can learn independently. Teachers need a simple companion book which can charm the students and can study independently as well as solve problems independently. One of effective teaching materials used in classical teaching or independent study is learning module.

"Pendekatan ilmiah (scientific approach) bercirikan penonjolan dimensi pengamatan, penalaran, penemuan, pengabsahan, dan penjelasan tentang suatu kebenaran" (Kemdikbud. 2013). From this approach, students are expected to be able to learn and communicate optimally after the lessons.

The use of the module as a learning resource in Vocational High School or training center becomes the right choice because the module is planned resource. The module contains planned learning design and consciously organized with a specific approach based on National Worker Competency Standard (SKKNI) so that learning becomes focused.

The purpose of this research is to develop muslimah outfit learning module based on National Worker Competency Standard, observed on feasibility of content; feasibility of presentation; contextual value, feasibility of graphic; feasibility of language. The module gives alternative competency based learning media for fashion word development.

METHODS

This research is Research and Development type which is making Muslimah Outfit Learning Module based on National Worker Competency Standard (SKKNI). The module gives alternative learning media for fashion word development.

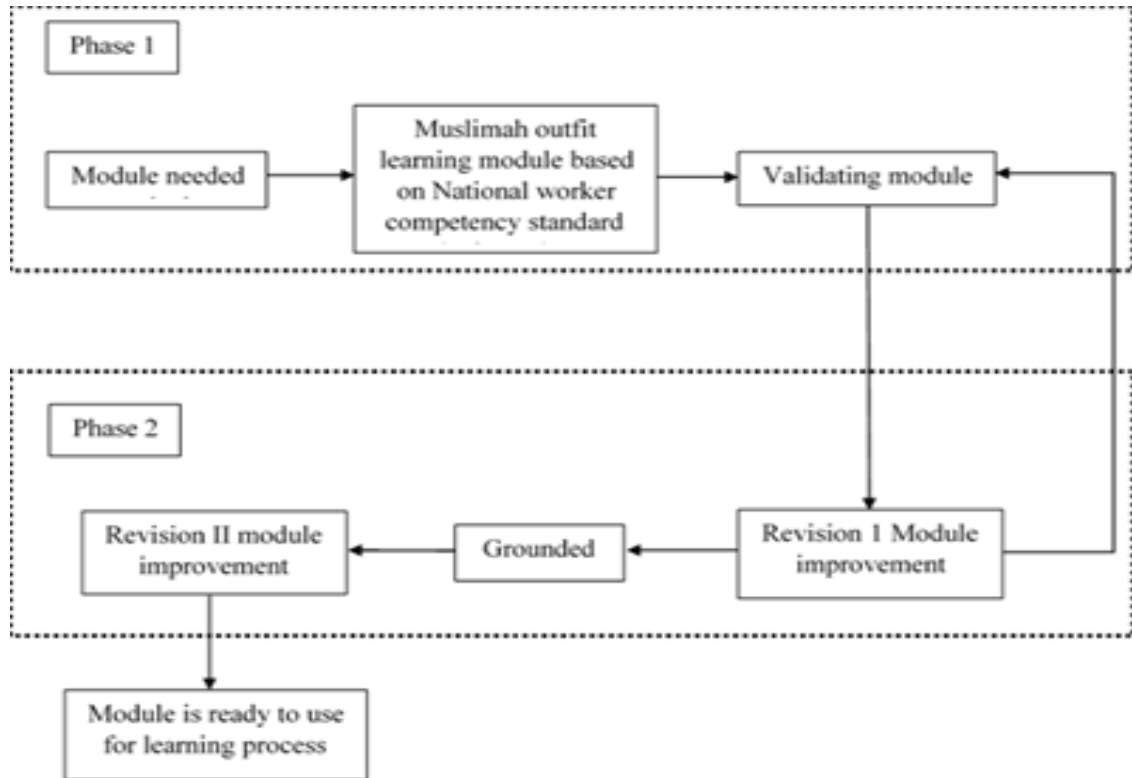


Figure 1. Research steps in Research and Development Method of Muslimah Outfit Learning Module based on SKKNI

The analysis of module need is a step that use to know the urgency of learning module development in muslim outfit chapter for Fashion Department or training institution. So that can be known in accordance with the needs of learning media. Module need analysis is done by interviewing several educational institutions and fashion practitioners.

Muslimah outfit learning module based on SKKNI is arranged systematically. The module built upon National Worker Competency Standard in clothes design area, Al Qur’an and Hadist with the arrangement of module i.e. purpose, material, task or work instruction, answer key and glossary. Development of module according to Curriculum 2013 which contain scientific approach as well as foster interest and curiosity of students in finding concept. Researcher collected materials from relevant sources.

The method used in validating learning module is quantitative method. The instrument used is questionnaire filled by three experts. The result was then obtained a muslimah outfit design learning module based on SKKNI through improvement phase 1.

Performed an assessment using questionnaires and interviews with instructors in the field of fashion. This step, instructors will provide assessment and suggestion for module improvement. Revision phase 2 is done so the module is ready to use in learning activity. Technique used to collect data in this study is questionnaire, documentation and interviews.

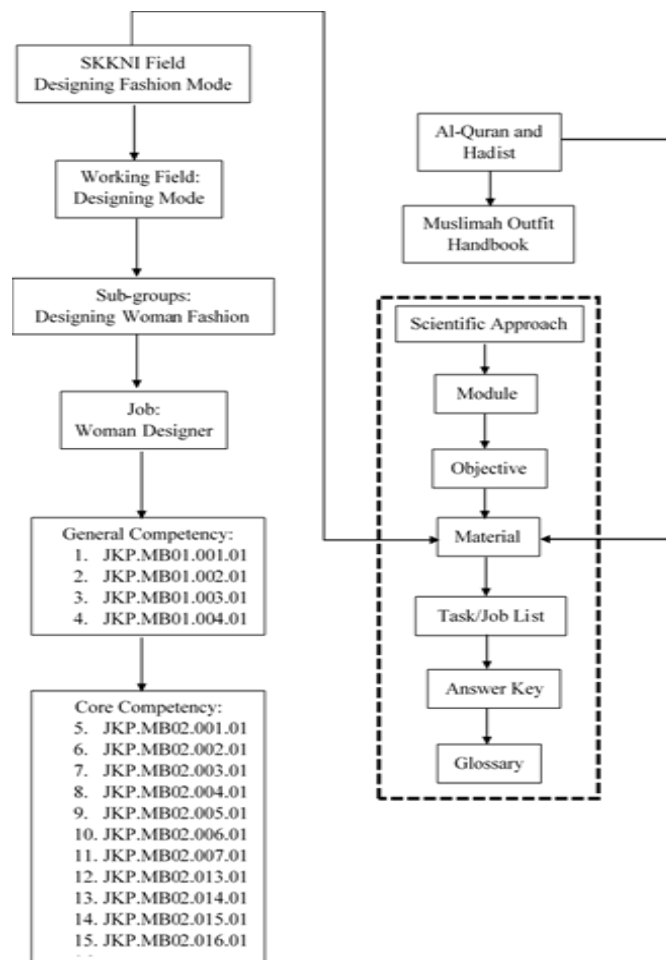


Figure 2. Module concept

RESULT AND DISCUSSION

Based on the result of interviews with practitioners note that the development of muslim outfit in Indonesia growing rapidly and human resources in the field of designing muslim clothing is still urgently needed. Graduates of fashion education and training are very potential to participate in the world of muslim fashion industry, so the learning should be obtained with trend as expected by government, so that Indonesia can become the center of world's Muslim fashion.

Muslimah outfit learning module based on SKKNI is arranged systematically. The module built upon National Worker Competency Standard in clothes design area, Al Qur'an and Hadist with the arrangement of module i.e. purpose, material, task or work instruction, answer key and glossary. Development of module according to Curriculum 2013 which contain scientific approach as well as foster interest and curiosity of students in finding concept. Researcher collected materials from relevant sources.

The pictures and illustrations used in this module are tailored to everyday life. Module provides a simple question for learners before entering new material that serve to stimulate the desire and interest from learners to study the materials by recalling experiences that have been experienced before. Learn by comparing learner's knowledge or previous experience with new information. Learners of course have been studying fashion design before, then in this module, learners are invited to learn fashion design but in accordance with Islamic Syari'a by direction about fashion

function in Islam. So, the learners directed and start thinking independently previous experience with new information obtained from this Muslim fashion learning module.

The module is arranged with structured tasks and practical assignments to give opportunity for learners to pour their ideas and experiment in making muslim outfit design according to Islamic law. Learner are also mentored in groups to discuss a problem and then solve it together afterwards describe the result in front of the class. Its function is to build the ability of learners in cooperation with others.

The cover section consists of title “Desain Busana Muslimah” and author. Module also include introduction, table of contents, list of images, and list of tables. SKKNI chart for “Merancang Desain Busana Muslimah” is located before learning activity 1 as a reference material of learning. Competency unit cod of SKKNI and learning objectives are included in each learning activity.

The module consists of 5 learning activities are learning activity 1, learning activity 2, learning activity 3, learning activity 4 and learning activity 5. Learning activity 1 discusses about history of muslimah outfit, muslimah outfit function, muslimah outfit criteria, then muslimah outfit trend and at the end of the material is given a formative test.

Learning activity 2 is about elements and design principles in designing. First about structure design and ornament design, elements of design, and fashion design principles. This material is complemented by formative tests and practical questions included with the assessment guidelines.

The proportions of human body for fashion sketches are included in learning activity 3 consists body proportion, illustrating women body proportion, drawing proportion of upright body, balance of gestures, eyes drawing, nose drawing, lips drawing, face drawing, hands drawing, feet drawing, figures of whole body, and anatomy type of human body. This material is complemented by formative tests and practical questions included with the assessment guidelines.

The next learning activity discusses about presentation techniques, exist in learning activity 4. The contents are drawing tools and materials, fashion presentation techniques, sketch design, fashion collage, presentation design, production design, illustration design, three-dimensional design. Structured tasks are found in learning activities 4 completed with assessment guidelines.

The contain of learning activity 5 titled textile knowledge, textile, textile classification, textile fibers, textile roles, textile technology development. Formative test exists after the learning material in order to know the student mastery level.

The title of the last learning activity is designing muslimah outfit. This learning activity explores the variety of jilbab, and outfit design based on opportunity. Practical assignments are provided for student excercises along their assessment guidelines.

The answer key of formative tests is at the end of the learning activity. Learning activities that have formative test are learning activity 1, learning activity 2, and learning activity 5. The glossary of the Muslimah Outfit Learning Module is prepared after the answer keys of formative tests. The last arrangement in this module is the bibliography.

The result of the module that has been compiled is validated by three validators, then the revision phase 1. The module was validated twice until the module is valid. The revised module phase 1 was revised twice, then used assessment process by ten respondents (instructors) using questionnaire and interview, then improved the module.

Based on the result above, the analysis can be described that this module is valid in term of various aspects with an average of each: feasibility of content 3.47; feasibility of presentation 3.49; contextual value 3.38, feasibility of graphic 3.46; feasibility of language 3.53. The overall number 17.32 with an average 3.46 with the result that the learning module is valid.

No.	Assessment Aspects	Average	Validating Category	Modus	Median	SD	CV
1	Feasibility of content	3,47	Strongly Valid	3	3	0,50	25%
2	Feasibility of presentation	3,49	Strongly Valid	3	3	0,51	26%
3	Contextual value	3,38	Strongly Valid	3	3	0,49	24%
4	Feasibility of graphic	3,46	Strongly Valid	3	3	0,50	25%
5	Feasibility of language	3,53	Strongly Valid	4	4	0,51	26%
Total		17,32					
Overall average		3,46	Strongly Valid	3,2	3,2	0,50	25%

Table 1. First validity overall result

There are suggestions and improvements in order to improve the learning module from this validation. The feedback from validator are about guideline that should be change into observing list because it is related to with works/ authentic assessment, drop academic degree in the references, sample outfit figure in page 10 and 11 should use sketches not human photograph, page 13 change the question to avoid racism in the formative test, increase printed result of the module not only from the fonts but also the figures (colour).

No.	Aspek yang Dinilai	Rata-Rata	Kategori Validitas	Modus	Median	SD	CV
1	Feasibility of content	3,16	Valid	3	3	0,82	68%
2	Feasibility of presentation	2,41	Weakly Valid	2	2	0,68	46%
3	Contextual value	3,38	Strongly Valid	3	3	0,49	24%
4	Feasibility of graphic	2,87	Valid	3	3	0,73	53%
5	Feasibility of language	3,53	Strongly Valid	4	4	0,51	26%
Total		15,34					
Overall average		3,07	Valid	3	3	0,65	43%

Table 2. Second validity overall result

Based on the result above, the analysis can be described that this module is valid in term of various aspects with an average of each: feasibility of content 3.47; feasibility of presentation 3.49; contextual value 3.38, feasibility of graphic 3.46; feasibility of language 3.53. The overall number 17.32 with an average 3.46 with the result that the learning module is strongly valid. So the module had ready to assessed by users.

Statement items	Average	Criteria	Modus	Median	SD	CV
1	3,50	Strongly ready	3	3,5	0,53	28%
2	3,60	Strongly ready	4	4	0,52	27%
3	3,60	Strongly ready	4	4	0,52	27%
4	3,30	Strongly ready	3	3	0,48	23%
5	3,30	Strongly ready	3	3	0,48	23%
6	3,20	Ready	3	3	0,42	18%
7	3,30	Strongly ready	3	3	0,48	23%
8	3,20	Ready	3	3	0,42	18%
9	3,40	Strongly ready	3	3	0,52	27%
10	3,60	Strongly ready	4	4	0,52	27%
11	3,40	Strongly ready	3	3	0,52	27%
12	3,20	Ready	3	3	0,42	18%
13	3,30	Strongly ready	3	3	0,48	23%
14	3,40	Strongly ready	3	3	0,52	26%
15	3,50	Strongly ready	4	3,5	0,53	28%
16	3,30	Strongly ready	3	3	0,48	23%
17	3,40	Strongly ready	3	3	0,52	27%
Total	3,38	Strongly ready	3	3	0,49	24%

Table 3. Readiness of Module

Based on the result shows above, can be explained that this module is strongly ready to use observed by 17 statements from three aspects that are content, language and interest that given to respondents with the average result are explained: module explains a concept relating to daily life 3.50; module uses sample of problems related to daily problems 3.60; presentation of material starts from easy to difficult and from concrete to abstract 3.60; module has several parts for learner to find the concept 3.30; module contains questions that push learner to think 3.30; presentation of materials push learner to discuss with others 3.20; module push the willing to know for learner 3.30; module contains formative tests that can examine the knowledge of learner about the material 3.20; sentences and paragraphs in the module clear and easy to understand 3.40; language is simple and easy to understand 3.60; font is simple and easy to read 3.40; interface of module is interesting 3.20;

module makes learner happy to study 3,30; using module can increase the motivation to study 3,40; using module can directing learner to study coherently 3,50; with the existence of illustration in every beginning of the material can give motivation to learn the material 3.30; using module can make learning is not boring 3.40; with an overall average 3.38, therefore the module is strongly ready to use.

Interviews with instructors include: the aim of using learning module, the assessment of using learning module, use of learning module, advantages and disadvantages of learning module.

All of respondents were agree if the class learning use learning module wich based on National Worker Competency Standards. The module supports learner to study by themselves. Learner should be interest in studying muslimah outfit material and more easy to understand about it. Learner will grantly helped in learning about design. Learner will know new things which they had never know before and also can develop creatifity and new ideas will be reached after learn about module. Interest and positive responses reached because learner able to increase their design skill.

The advantages of this module is learner will be helped by the module. The respondents were also declared that the module had been strongly ready to use in learning process. Strongly agree if trainer, teacher or academission will also develop learning module to help learner. The advantage of the module is clear in explanation, easy to understand, and a lot of Al-Quran and Hadist contains.

Respondents were also declaired disadvantages of the module such as figures should have background to increase the interest value. Production Design I has a little corrections that were about fashion design world, it should be better to use fasion design only, without human body proportions then explaine it. Ideas resources should be better to incrase the development. A lot of figures were not printed full colour, it would be more interesting if all of them printed full colour. And some of the fabric materials did not attached in page 65.

Suggestions for the development of learning materials to add more good modules such as this module, for example continued in vols 1, 2, 3 and so on.

Module is ready to be used in accordance with scientific approach learning type. Scientific approach is learning process that encourages learner to identify or find problems actively, formulate problems, propose or formulate hypotheses, collect data with various techniques, analyze data, make conclutions and communicate concept found.

Scientific approach learning type involves observe skill, classify skill, measure skill, predict skill, explain skill and conclude skill. Teacher's help is still needed but decrease sequentially follow the growth of students.

Scientific method is relevant with three study tipes that are Bruner theory, Piaget theory, and Vygotsky theory. Bruner theory is also called discovery learning. Exist four keypoints relevant with Bruner learning theory (in Carin & Sund, 1975). First people will only learn and develop their mind if they use it. Second, doing cognitive processes while meeting, learner will get sense and intellectual satisfaction wish is an intrinsic reward. Third, the only one thing peoples can learn about techniques to do their discovery is they have chance to do. Fourth, by passing the invention learner will strengthen memory retention. Four things talked above is consistent with the cognitive needed in learning using scientific method.

Piager theory explain about formation and development of schemes (plural schemata). Scheme is a mentally structure or cognitive structure which by this, somebody can intellectually adapt and coordinates the surrounding environment (Baldwin, 1967). The scheme will never stop their changing. Child's schemata will develop into adult schemata. The process leading to the change of the schemata by adaptation. The formation process of this adaptation can be done in two ways: assimilation and accomodation. Assimilation is a cognitive process by which one integrates a stimulus that can be either perceptions, concepts, laws, principles or new experiences that is exist in

their mind before. The help can be a formation of new scheme that can match the characteristics of existing stimulus or modify existing schemes to match the existing stimulus characteristics. Learning is necessary to balance or equilibrate between assimilation and accommodation.

Vygotsky, in its theory explain that learning happen if students do or take their own tasks that never handled before, but they still inside their competency area or the tasks are in the zone of proximal development, the area between current children growth defined as problem-solving abilities under guidance from more capable adults or peers (Nur and Wikandari, 2000:4).

Scientific learning has characteristics as students centered, involves science process in constructing concept skills, law, or principle, involves cognitive processes which potentially in order to stimulate intellectual development, especially high order thinking skill and can develop learner characteristic.

CONCLUSION

Analysis result explain that the module is valid in term of various aspects with an average of each: feasibility of content 3.47; feasibility of presentation 3.49; contextual value 3.38, feasibility of graphic 3.46; feasibility of language 3.53.

The overall number 17.32 with an average 3.46 with the result that the learning module is strongly valid. So the module had ready to assessed by users. Analysis result based on respondent's assessment, can be explain that this module is strongly ready observed from three aspects they are content, language and interest, which overall average is 3.38 declared strongly ready to use. So the module is able to use as learning module for schools or training institutions.

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