



The Feasibility of Learning Media for Women's Suit Sleeve Pattern Module

Sheila Indri Ferbyan*, Esty Nurbaity Arrsyi, and Suryawati

Fashion Design Education Program, Department of Family Welfare, Faculty of Engineering, Universitas Negeri Jakarta

*Corresponding author: sheilaferbyan@gmail.com

Abstract. This study aims to obtain an assessment of the feasibility level of the women's suit sleeve pattern module which is reviewed from several aspects, namely; (1) based on the evaluation aspect of the module which includes aspects of the feasibility of content, language, presentation, graphics and (2) based on the characteristics needed in the module including self-instruction, self-contained, stand-alone, adaptive, user friendly. This study used the Research and Development (R&D) model of the Borg and Gall model. The research started from the potential and problem stage to the product revision stage. In knowing the feasibility level of the module learning media, product validation was carried out by being tested by expert panelists and students' opinions as users of the module learning media. Data was collected using instruments in the form of mixed and closed questionnaires. This study resulted in a learning media module that was feasible to use from a feasibility test from an expert panel based on a module evaluation of 90.74%, with the highest assessment obtained in linguistic feasibility. Based on the characteristics of the module obtained, 97.42% with the highest rating obtained in 3 aspects: self-contained, stand-alone, and adaptive. The results of student opinions as users were 90.59%, with the highest assessment obtained in the module evaluation aspect. So overall, from the results of the validation of the feasibility of the learning media for the women's sleeve pattern module, it is very feasible to be used as a learning medium in the Tailoring Course because it has met the suitability based on the evaluation and the characteristics of the module.

Keywords: Feasibility, learning media, module, women's suit sleeve pattern.

INTRODUCTION

The Fashion Design Education Program at Universitas Negeri Jakarta has several courses that support the vocational science of fashion; one is the Tailoring Course, including mastering knowledge of the basic concepts of making clothes. One of the indicators in the Tailoring Course is making coat patterns. The suit pattern has several pattern parts, one of which is the sleeve pattern.

In general, the obstacles and difficulties that students encounter occur when making patterns and breaking suit patterns (Irmayanti, 2017). Getting good sleeves must be kept from making good sleeve patterns. Whether or not the clothes worn on a person's body are strongly influenced by the correctness of the pattern itself (Ernawati & Nelmira, 2008). Making a sleeve pattern requires the correct technique and accuracy in working because it will later affect the quality of clothing and the results obtained following learning achievements (Amaden-Crawford, 2018). As good as the design of a dress is, if it is made based on an incorrect pattern and the lines of the pattern are not flexible, such as the curves of the sleeves, then the clothes will not be comfortable to wear.

Tailoring Course at the Universitas Negeri Jakarta, Fashion Education study program shows that: (1) in the learning process for Tailoring Course, many students experience difficulties in the aspect of determining the difference in size of women's jacket sleeves, (2) lectures in the Tailoring Course do not yet have learning media that explain procedurally

the steps in making women's jacket sleeve patterns, (3) students experience difficulties when they want to review material that has been explained from the lecturer, because the learning media The method used in learning is in the form of *handouts* that do not explain in detail the steps for making women's sleeve patterns, (4) there are still some students who do not have the knowledge and skills to make women's sleeve patterns optimally.

As many as 59% of the 22 students have yet to achieve mastery learning in the Tailoring Course, where the threshold for completion is 80. Students who take the Tailoring Course have different levels of understanding in learning, understanding, and practicing pattern-making for women's jacket sleeves. Therefore, implementing the learning process requires learning media as a communication tool to make teaching and learning more effective. Learning media is anything that can be used to channel messages from the sender to the recipient to stimulate students' thoughts, feelings, interests, and attention in such a way that the learning process occurs (Sri, 2008; Fuady & Mutalib, 2018). The selection of media as a learning resource can enrich the learning experience and help the readiness of students to get the material to be taught in the next meeting (Wiyoko, 2014).

One of the media that meets the criteria as an independent learning medium, according to Prastowo (2019), is a module. Media in the form of learning modules is a variation of the use of learning media in learning activities inside and outside the classroom (Winandari et al., 2022). The module is an effective, efficient medium and prioritizes student independence (Laili, 2019). The use of modules is significant in learning because it is not limited by study time, so it can be used for active and detailed learning of the material being studied (Shah et al., 2013). The module is an independent learning tool so that students can learn according to their learning speed (Dewi et al., 2017).

The module was chosen as a learning medium because the use of the module has advantages, including the ability to be used by students in any area because of the shape of the book, and students can efficiently work directly on the sheets provided (Puspitasari, 2019). Then, use practical modules to support 21st-century skills such as problem-solving, critical, and creative thinking. In addition, modules can also be effective in improving student learning outcomes (Retnowati & Subanti, 2020). Meanwhile, e-module learning media must provide a special place to make notes, and not all students can use it because of limited facilities.

In order to produce a suitable module that includes module descriptions that can be used independently and has systematic content, the module must meet the characteristics of the module's contents. According to Daryanto (2013), the module must pay attention to several characteristics needed for the module, including self-instruction, self-contained, stand-alone, adaptive, and user-friendly. Meanwhile, the module evaluation component is assessed from four critical aspects, including (1) content feasibility aspects, (2) linguistic feasibility, (3) presentation feasibility, and (4) graphic feasibility.

Based on these problems, learning media in the form of modules is needed, which are expected to help students develop independence in understanding and practicing the material for making women's sleeve patterns.

METHODS

The method used in this research is *Research and Development* or research and development method. The development model used is the Borg & Gall model (Sugiyono, 2008). The model will be simplified into five stages. The stages in the Borg and Gall model include 1) potential and problems, 2) data collection, 3) product design, 4) product validation, and 5) product revision. This can be seen in **FIGURE 1**.

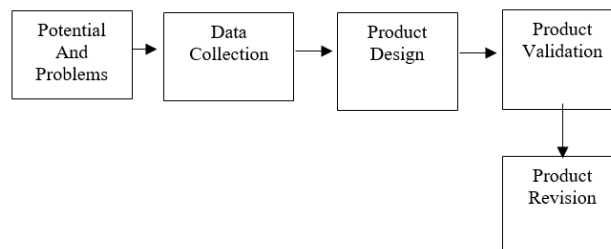


FIGURE 1. Development research procedures used by researchers adapted from Borg and Gall.

Development

This research aims to assess the feasibility level of the women's sleeve pattern module and produce learning media in the form of a women's sleeve pattern module.

Product

The product target in this module is students of Fashion Education, Universitas Negeri Jakarta, in the Tailoring Course.

Research Instruments

In this research, the instrument used was a questionnaire with two types of instruments, namely a closed-open questionnaire instrument, to obtain a module assessment based on the evaluation aspects of the module and the characteristics of the module to be assessed by the panelists. A closed questionnaire instrument was given to students to find out the opinions of students who have taken the Tailoring Course regarding the learning media that was made.

Data Analysis Techniques

The research uses data analysis techniques with descriptive statistical methods. The data analysis technique will be used to calculate how feasible the learning media module is by calculating the percentage.

TABLE 1. Percentage of eligibility criteria for learning media.

No.	Category	Percentage
1.	Very Eligible	80% - 100%
2.	Eligible	60% - 80%
3.	Fairly Eligible	40% - 60%
4.	Not Eligible	21% - 40%
5.	Very Inadequate	0% - 20%

RESULTS AND DISCUSSION

The validity results of the Women's Suit Sleeve Pattern Module produced showed feasible results with revisions, and the score obtained was 94.08% with a very feasible category based on the percentage of learning media eligibility criteria (Sugiyono, 2008). It can be seen in **FIGURE 2**.

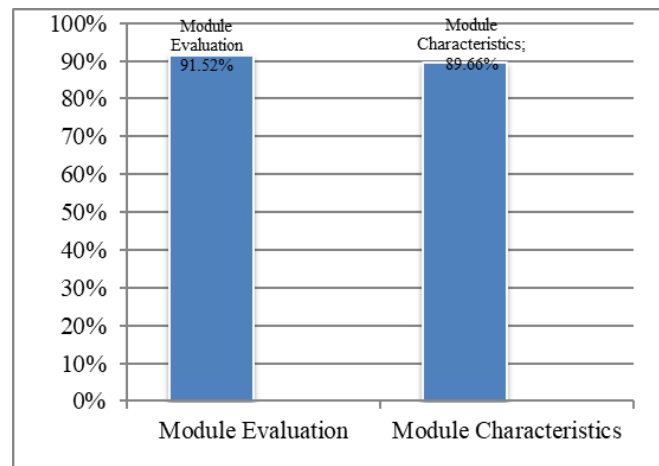


FIGURE 2. Diagram of the overall percentage result of the feasibility learning media.

The picture above shows that the highest assessment is obtained on the self-contained, stand-alone, and adaptive with a percentage of 100%. Aspect self-contained, it is hoped that it will provide opportunities for students to study the learning material thoroughly because it is packaged in one unit. For the stand-alone aspect, suitable modules can be used without using learning media, so students do not have to look for other learning sources when studying. The adaptive modules that are made can keep abreast of technological developments and be used within a certain period.

The lowest rating is in graphic feasibility, with a percentage of 85.41%, because the layout needs to be perfected so that the picture of the jacket is more proportional and shows the cut lines of the sleeves. Even so, the images can attract users to study the presented material.

As for the results of user opinions based on the evaluation aspect of the module and the characteristics of the module, it can be seen in the following **FIGURE 3**.

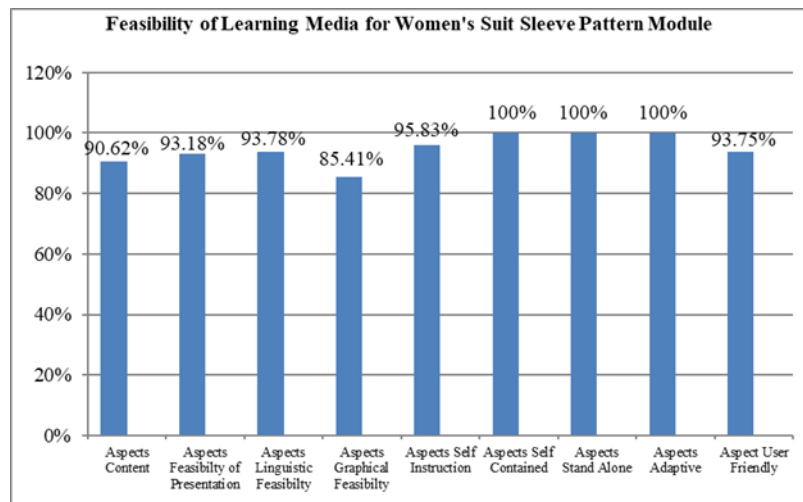


FIGURE 3. Percentage diagram according to user opinions.

Based on the questionnaire, the module evaluation component aspect received a total score of 1933, so it was included in the Very Good (SB) category on the assessment scale, or the obtained results percentage amounted to 91.52% from a maximum of 100%.

In the characteristics aspect, the module got a total score of 868, so it entered the Very Good (SB) category on the assessment scale or got the results percentage, which amounted to 89.66% from the expected 100%.

The average percentage of user opinion questionnaire results is 90.59%, meaning that this learning media module has received a very good response from users.

So, from the validation results of the feasibility of the learning media module for Women's Suit Sleeve Pattern, it is very feasible based on the assessment of expert judgment and student opinions. According to the Directorate General of Primary and Secondary Education Management, Department of National Education (2008), a module is feasible if it has the characteristics: self-instructional, self-contained, stand-alone, adaptive, and user-friendly. According to the evaluation of the module by experts/members on the textbook evaluation standards by the National Education Standards Agency Vol. II/No.1/January 2007 covers content qualification, presentation, linguistics, and graphics.

CONCLUSION

Based on the research results, it is concluded that the product produced in this study is a learning media product in the form of a module that uses the Borg & Gall development model. Based on the evaluation aspect of the module, the highest rating was obtained on the linguistic feasibility aspect because the language used is appropriate to the age of student development, the vocabulary in the module is easy for students to understand, and the information on learning objectives is conveyed very clearly. For the lowest rating, namely on the aspect of graphic feasibility because

the layout arrangement needs to be perfected, the jacket image is more proportional to show the cut lines of the arms. Even so, the images can attract users to study the presented material.

Meanwhile, based on the characteristics of the highest assessment module obtained on three aspects of self-contained, stand-alone, and adaptive with the same percentage results because the module is packaged in a unified whole to achieve specific competencies, the material presented is complete so that it can be studied without other media and also convenience in studying the material in the module. The lowest rating, the user-friendly, must be revised in the introductory section (final objectives and ability checks must be corrected).

So, from the validation results of the feasibility of the learning media, the Women's Suit Sleeve Pattern module is very suitable based on the percentage of eligibility criteria for the learning media and can be used as a learning media in courses because it has met suitability based on module evaluation and module characteristics.

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