

Development of Blended Learning-Based Media on History of Fashion Subject

by Dr Marniati

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Development of Blended Learning-Based Media on History of Fashion Subject

Marniati¹, Lutfiyah Hidayati¹, Setya Chendra Wibawa¹

¹Universitas Negeri Surabaya, Indonesia

Abstract. This study is aimed at: (1) module and video-based learning on blended learning, and (2) create student self-learning. This research uses the 4D model approach, including Define, Design, Develop, and Disseminate. Define the format and substance of the product. The design is opaque writing of product documents and expert reviews. Develop is empirical testing. Data were collected by students and analyzed by descriptive methods. The results stated: (1) 86% Blended Learning-based learning media can be followed by students (in very good categories), modules and video tutorials in terms of effectiveness and usefulness are in good categories. (2) The student self-learning (in terms of accuracy of applying ideas and creating the design) reached 79% (in good categories)..

Keywords: development of learning media, blended learning

1. Introduction

Current technological sophistication requires educators to be able to improve their competence, especially in using learning media as a communication tool so that the teaching and learning process runs effectively. Similarly, educational institutions have sought and updated learning facilities and infrastructure in accordance with the development and sophistication of information technology (IT) [1].

In its early days, distance learning consisted of correspondence education, televised courses, collections of videotapes, and cassette recordings [5]. The Internet and distance learning have created a new business and a new teaching pedagogy [2].

Fashion history courses are the basic subjects in the expertise course group in the Fashion Education Study Program. This course discusses the basic principles of clothing in prehistoric times, the development of ancient fashion (Egypt, Mesopotamia), the development of classical fashion (Crete, Hellas, Etrusia, Roman), the development of European fashion (Byzantine, Roman, Gothic, Renaissance, Baroque, Regency, Rokoku, Louis), the development of western fashion in the nineteenth century until the twentieth century, and the practice of applying fashion history as a source of ideas in creating fashion designs. Implementation of the study using an individualized approach and classical in form of lectures, discussion, incorporating the use of two-dimensional media, and the media in the form of a multimedia projection (LCD) as well as the provision of duty within the scope of the history of fashion [6].

The problem you want to be discussed in this study is: how developing learning media (modules and video tutorials) based on blended learning, to foster an independent learning pattern for students in the History of Fashion Subject.

2. Method

Procedure for the development of learning media based fashion subjects Blended Learning applies the 4D model development research, including defining: where research begins with formulating a Semester Management Plan (RPS), selecting and determining the material to be developed in the module. Lectures are designed as follows; first meeting up to the five material presented in person. The sixth, seventh, nine and ten material meetings are delivered in Virtual Learning. The eleventh meeting, until the fifteenth meeting, is delivered face to face again. Design: design learning media; learning devices in the form of modules on the development of fashion in the nineteenth century and the twentieth century, tools in the form of media Video tutorials, which are used in History of Fashion Subjects, namely opaque writing of research product documents and material validation for Experts, making revisions according to the input of Experts. Develop, the third stage is an empirical test module that has been compiled and conducted an evaluation. Disseminate, testing empirical research product modules and V-Learning is carried out which is followed by three parallel classes with 95 students. Students can conduct learning activities independently, without the presence of the teacher directly but the instructor directly interacts through media online through website of SSO account (Single Sign-On) Universitas Negeri Surabaya) or video conference (www.sso.unesa.ac.id). The language and completeness contained in this media as if it were a "teacher" or lecturer who was giving material to students. Teachers do not directly give lessons or teach something to students face to face, but enough with learning media that have been provided so that students in understanding the material presented will be easier to develop their abilities, and make it easier for students to understand the material that has been delivered. The data collection method uses questionnaires and performance tests and the data are analyzed using descriptive methods.

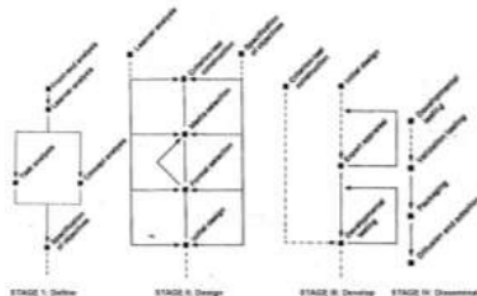


Figure 1. Stages of Stages Model 4D Thiagarajan [3] [4]

3. Results and Discussion

Data analysis on an assessment of learning Blended Learning by research subjects, which is an assessment of the aspects (1) the degree of difficulty, (2) the appearance of media usher conclusion that learning Blended Learning in the subject of the history of fashion gain value very good.

The results of the data analysis obtained from the results of the assessment format by students who have already filled in the assessment format (Appendix 1) are presented in table 1.

Table 1. Description of Student Assessment of Blended Learning.

Aspects	Distribution Frekuwensi Rating					Average
	Very Poor	Poor	Fair	Good	Very Good	
Difficulty	-	-	2 (5.26)	43 (45.26)	51 (50.53)	86.6
Appearance Media	-	-	5 (7.37)	42 (47.37)	48 (45.26)	84.6
Overall aspects						85.6

Table 1 above shows that 2 out of 95 students assess that Learning Blended Learning is quite easy to understand, information, 43 people say it's easy and 51 people, very easy. In terms of a media appearance, 5 people judge enough, 42 people judge well and 48 people are very good. Overall Learning Blended Learning is rated very well with a score of 86. Student assessment of Modules, Tools / Media Fucking Tutorials on Learning Blended Learning shows different results. Of all the students involved in the trial giving an assessment of the media based on the assessment format (Appendix 2), which can be presented in the

Table 2. Description Assessment Module Students Against Aids / Media Tutorial Learning

Aspect	Frequency Distribution Rating					Total Score	Rating%
	Very Poor	Poor	Fair	Good	Very Good		
Format Media	-	-	15 (15.79)	46 (48.42)	34 (35.79)	399	79.8
Creative Media	-	-	19 (20)	50 (52.63)	26 (27.37)	387	77.4
Language	-	-	35 (36.84)	40 (42.11)	20 (21.05)	365	73
Animation Media	-	-	14 (14.74)	45 (47.37)	36 (37.89)	402	80.4
Learning Videos	-	-	14 (14.74)	40 (42.11)	41 (43.16)	407	81.4
Results of Learning Media Assessment						1960	78.4

following table.

From the table 2, it can be read that 15 students 15.79% said that Format Media is quite easily understood, 46 people 48.42% said good and 34 people 35.79% were very good. 19 students 20% said that the material in the module and the tutorial media was quite effective to use, 50 students 52.63% said that they were good and 26 people 27.37% were very good with good effectiveness. 35 students 36.84% said that Language the modules and media tutorials are quite effective to use, 40 students 42.11% stated good and 20 people 21.05% were very good with a good level of effectiveness 14 students 14.74% said that Animation Media was quite

effective to use, 45 people 47, 37% were good and 36 were 37.89% with very good effectiveness. Likewise, with Learning Videos 14 people 14.74% of students said that they were quite effective to use, 40 people 42.16% said they were good and 41 people 43.16% said they were very good with a very good level of effectiveness. Overall, the student's assessment of the learning media in Blended Learning is 78% including the good category.

Table 3. Learning Outcomes of Clothing History Based on Blended Learning in Practice Creating Fashion Designs.

aspect	Frequency Distribution Rating								average
	40-54	55-59	60-64	65-69	70-74	75-79	80-84	85-100	
the accuracy of applying a source of ideas	-	-	-	2 (2.11)	5 (5.26)	41 (43.16)	30 (31.58)	17 (17.89)	79.69
y to realize the form of design.	-	-	-	3 (3.16)	7 (7.37)	43 (45.26)	30 (31.58)	12 (12.63)	78.42
Outcomes Independent Learning learning <i>Blended Learning</i>									79.05

Table 3 shows that 22,11% of the students scored 65 on the practice of creating fashion design with the inspiration of XIX century fashion history and the twentieth century. 5 people 5.26% students got 70 points, 41 people 43.16% students got grades 75, 30 people 31.58% of students scored 80 and 17 students 17.89% scored 85. The average score was 79.69 including the category Good in applying the source of ideas. Appraisal of the accuracy of the practice to realize the form of design, 3 people 3.16% of students scored 65, 7 people 7.37% scored 70, 43 people 45.26% scored 75, 30 people 31.58% scored 80 and 12 people, 63% obtained 85. The average value in realizing the design form was 78.42. Independent Learning Results In Blended Learning as a whole get a value of 79 including good categories.

Based on the description of the development results it is known that the learning media developed consists of three main activities, namely; Modules, Tools / Media Fucking Tutorials on Learning Blended Learning. Each sub-topic covers the phase Define where the research begins by formulating the Semester Examination Plan (RPS), selecting and determining the material to be developed in the module. Lectures are designed as follows; first meeting up to the five material presented in person. The sixth, seventh, nine and ten material meetings are delivered in Virtual Learning. The eleventh meeting, until the fifteenth meeting, is delivered face to face again. Design, design learning media; learning devices in the form of modules on the development of fashion in the nineteenth century and the twentieth century, tools in the form of Smedia Video tutorials, which are used in History Clothing lectures, namely opaque writing of research product documents and material validation for Experts, making revisions according to the input of Experts. Develop, the third stage is an empirical test module that has been compiled and conducted an evaluation. Disseminate, testing empirical research product modules and V-Learning is carried out which is followed by three parallel classes with 95 students.

Exposure from each phase can help students discover concepts through introduction, observation, and experimentation or identification activities, for example students are given a picture and then asked to identify and determine the tool used according to the requirements stated in the MFI (in the Module). Thus students can understand that what they are learning is related to everything they use in their daily lives.

The module used can guide students to discover the concepts they learned through text analysis, drawing, experimentation, and answering questions. This means that students carry out deduction and/or induction

4. Conclusion

The results of the development have been validated in three lecturers, two lecturers of Clothing and one Informatics lecturer who mastered and practiced Blended Learning. Validation uses a Likert scale with a score of 1-5 (where validated items have a valid score 80-100%, valid enough 60-77%, invalid than 60% invalid). Indicating that the module was created, the learning media has been made valid in content. This means that the relationship between objectives, exposure to concepts and learning media Blended Learning in the presentation of the concept is appropriate.

Based on the results obtained by the learning media developed having advantages (1) the material presented is easy to learn by students, and provides information relating to the concepts learned and discusses the events/events of costume/fashion history in his day, (2) the images in the module can help students to understand the material presented and attract students' interest/curiosity to study it, (3) questions / tasks are arranged to help students apply the concepts they have learned, (4) feedback is arranged to help facilitate students to assess their own level of understanding about the concepts that he learned, (5) students can learn independently and not depend on lecturers, (6) there are two additional sub concepts that serve to add knowledge, information, student competence about the concepts being studied

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