
DEVELOPMENT OF BRIDAL MAKEUP LEARNING E-MODULE BASED ON INTEGRATIVE LEARNING DESIGN FRAMEWORK (ILDF) IN UNIMED MAKEUP EDUCATION STUDY PROGRAM STUDENTS

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ABSTRACT

The development of learning media is essentially a pattern of steps that include analysis, development, and creation of materials, and evaluation of learning outcomes. The development of digital learning media in this study is a systematic way of identifying, developing, and evaluating a set of materials and strategies directed to achieve certain learning objectives. With the development of technology for electronic-based learning and facilitate educators to facilitate in delivering materials, motivate, innovate and hone their creativity in bridal makeup courses packaged in a book titled E-Module (Electronic Module). The use of learning media and resources is part of the component that influences learning. Teaching materials need to be adapted to student conditions and learning strategies used by educators. Need to be conducted studies, research, and development of e-learning models based on ILDF or (Integrative Learning Design Framework). The development of research refers to the Research and Development (R&D) of the Borg & Gall model combined with the formative evaluation of Dick & Carey, which is a process used to develop and validate products. Data collection techniques in validating learning material products are carried out by the dissemination of questionnaires. This research is designed in three stages, namely (1) Research in the form of planning and formulation of learning objectives. (2) Development in the form of making learning materials using ILDF or (Integrative Learning Design Framework). (3) Formative evaluation and revision by material experts, media experts and learning design experts as well as one to one evaluation, small group, field trial. With these three stages of research and development, it is expected that the resulting teaching materials are feasible to be implemented and can improve the competence of students.

Keywords

E-Module, Bridal Makeup, Integrative Learning Design Framework (ILDF)

Introduction

Education is growing with technology to support the renewal of the teaching and learning process, Information technology and computers (ICT) is currently very developed which is a technology used in education. Everything can be integrated with digital technology where technology has the potential to change and innovate (Page, 2013: 89). The presence of technology seeks to facilitate human work, technology is created according to human circumstances and needs.

In accordance with the national education objectives that developments influenced by the revolutionary era 4.0 became a benchmark of how Indonesian education is able to compete globally.

By achieving the ability to collaborate, innovative, creative, competitive and critical thinking. Addressing competition in terms of the future, especially in the industrial world, universities are the educational pathways needed in the academic and industrial world needed efforts in innovating, where it is ensured that the study program compensates with the needs of the industry and remains competitive with other fields of study (Romeo & Lee, 2013: 132).

Universitas Negeri Medan is a State University Institution in North Sumatra, currently manages seven faculties, among others, the Faculty of Engineering which is a faculty that carries vocational study programs with their respective graduation achievement criteria. Makeup

education program is a teacher program with the field of makeup science in the department of family welfare education. Every graduate of a family welfare education college, has hopes to practice the knowledge that has been obtained during the study to work.

Bridal makeup includes makeup, hair make-up and clothing worn by the bride and groom but of all of them that have a high degree of difficulty is makeup. In applying makeup, the main action is to bring out the perfect part of the face and cover the shortcomings on the face with cosmetic polishing skills.

To support learning to fit the current developments and needs that are ongoing, it is expected that this learning is packaged to support learning not only used anywhere. With the development of technology for electronic-based learning and facilitate educators to facilitate in delivering materials, and to motivate students to innovate and hone their creativity in bridal makeup courses packaged in a book titled E-Module (Electronic Module).

The use of learning media and resources is part of the component that influences learning. Teaching materials need to be adapted to student conditions and learning strategies used by educators. Utilization and empowerment of modules to support the learning of an advancement, not only to improve the effectiveness and quality of learning, but more importantly to improve the mastery of materials both educators and students.

To increase the activeness of students in the classroom in the learning process, it can be handled by applying the learning model, the success of a student in the learning process is not only determined by good teachers or a stable curriculum, but also determined by the learning methods used by teachers. These teaching models or methods demand the activeness of students according to the student's development. Students' learning activity can be seen from the students' learning activities.

The Learning and Development Planning Process is more on the learning process conducted separately, meaning that here means that between educators and students are not in the same room even the time is different. Interaction of educators and students is done directly or indirectly, for

example by chatting over an internet connection (directly) or by sending an email to simply collect tasks (indirectly). Thus, the need for a simple, personal, fast development design, and entertainment elements will make students feel at home learning in front of the internet as if they were studying in the classroom.

With the conformity of ildf-based learning model or (Integrative Learning Design Framework) on integrative learning design for online learning.. Bonk and Reynolds (1997), as quoted by Mohammed Ally (2004), said that to support high order thinking through the web, online learning must provide a variety of challenging activities that allow learners to associate new and old information, capture meaningful knowledge, and use their metacognitive abilities.

According to Nada Dabbagh (2005), ILDF module (Integrative Learning Design Framework) can be used in various contexts of online learning, including the development of e-courses for universities, corporate training, online learning communities, or electronic performance support systems. In general, this ILDF module consists of three phases of development or three stages, namely: exploration phase, realization (enactment), and evaluation (evaluation). But there is also one more step that is reflexi.

Methods

In this study using research development method refers to Research and development (R &D) of Borg &Gall model combined with formative evaluation of Dick &Carey. As stated by Sugiyono (2013:40) that "Reaserch and development research is a research method used to produce certain products and test the effectiveness of such products".

In the test subject the results of the validity of the product were obtained from the subjects consisting of three experts in learning materials, three experts in learning media, three experts in learning design and the results of small and large group trials of unimed makeup education students.. The data obtained is adjusted to the purpose and design of the development used, then the type of data collected in this development is quantitative and qualitative data. Quantitative data

as the main, collected through the questionnaire include: (1) assessment of material experts, (2) assessment of learning design experts, (3) assessment of media experts (E-modules), (4) assessment of students. While qualitative data is collected from the results of the study, inputs, responses, criticisms and suggestions of improvement through open questionnaires, namely questions and observations. Instruments in the study are: non-test instruments in the form of questionnaires.

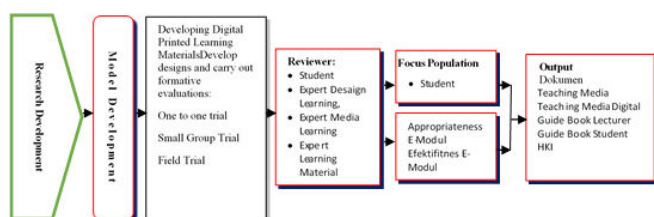


Figure. 1. Research Model

Qualitative data in the form of statements strongly agree, agree, disagree and strongly disagree converted into quantitative data with a value scale of 1 to 4. The results are averaged and used to assess the quality of learning media. Learning media criteria will be converted to values on a scale of four using the Likert Scale which is descriptively analyzed.

Results

Awal this research and development is setting the course to be developed. The next stage is to conduct preliminary research identifying learning needs and writing goals. This research aims to obtain data on what needs are required by lecturers and students in the teaching and learning process, in addition this research aims to obtain data on how the media concepts will be made Drafting designs and carrying out evaluations. After obtaining a series of development processes, the next step is to design and develop the E-Module Of Bridal Makeup Learning Based Integrative Learning Design Framework (ILDF). The assessment was conducted aimed at obtaining information that will be used to improve the feasibility of E-Module Learning Bridal Makeup Based Integrative Learning Design Framework (ILDF), declared valid with a percentage score of

90.21% and in the category of "strongly agree" on validation by material experts, 90.01% "strongly agree" on validation by learning design experts, and 88.00% "strongly agree" on validation by learning media experts.

Table 1. Assessment by Validator of ILDF-Based E-Modules

No.	Aspects	Average Percentage	Category
1.	Material Expert Validation	90,21%	Strongly Agree
2.	Validation of Learning Design Experts	90,01%	Strongly Agree
3.	Media Expert Validation	88,00%	Strongly Agree
Average Amount		89,41%	Strongly Agree

Further implementation by reviewing the assessment conducted in field trials of ILDF-based E-Module media.

Table 2. Field Trial Assessment of ILDF-Based E-Modules

No.	Aspects	Average Percentage	category
1.	Individual Trials	93,94%.	Strongly Agree
2.	Small Group Trial	93,75%	Strongly Agree
3.	Field Trials	98,15%	Strongly Agree
Average Amount		95,28%	Strongly Agree

That respondents stated E-Bridal Makeup Learning Module Based Integrative Learning Design Framework (ILDF) at the trial stage stated "Strongly Agree" effective for use in the learning process.

The development of E-Module in bridal makeup course is carried out based on the stages as contained in the. Data collection is carried out to build the media. The results of further development are conducted due diligence or validation by predetermined experts, namely

material experts, learning design and media. Then the e-module development product is one that has been developed by paying attention to the aspects of learning and media as the principle of learning message design. Based on the validation results, media development products are declared eligible to be continued in field trials. In the results of the percentage of effectiveness of the media declared effective, the acquisition of student responses to the effectiveness of the media with the criteria strongly agree that the media is effective and can be used in the learning process for the learning of bridal makeup.

The product development research conducted is directed to produce products in the form of e-modules based on interactive learning design framework (ILDF) that is seen as media feasibility and as a new media that supports learning. This innovative learning medium is expected to complement and improve previous learning that still has some shortcomings, so that obstacles in learning can be minimized.

Therefore, the role of the media has great potential to stimulate students to respond well to learning. Therefore, learning media provides learning resources that can help the role of educators or lecturers in enriching the insights of students.

Conclusion

Developed media belongs to the category is very good with the percentage of the results of each. The results of expert validation of materials to the e-module developed showed 90.21 % with the conclusion that the e-bridal makeup module based on interactive learning design framework strongly agreed to be declared worthy. The validation of learning design experts to the e-module developed shows 90.01% with the conclusion that the e-bridal makeup module based on interactive learning design framework strongly agrees to be declared worthy. The validation of media experts to the e-module developed shows 88.00% with the conclusion that m e-module bridal makeup-based interactive learning design framework strongly agreed to be declared worthy, so it is acceptable and worthy of use in the learning process. Based on the results of the student responses in the effectiveness trials conducted in the first trial

phase with an average percentage of 93.94%, the second stage trial with an average percentage of 93.75% and field trials with an average percentage of 98.15% with the conclusion that the e-module bridal makeup-based interactive learning design framework is stated to be very agreed to be effectively used in the prison process.

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