

Learning Media Validity Based On Interactive Module Digital On *Batik* Materials In Fine Arts Education Program

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ABSTRACT

The study aimed to obtain the validity of interactive digital module-based learning media on *batik* material for the basic textile craft course of the Fine Arts Education Program. This research was a development research that obtains validity data through media experts, material experts and linguists. The subjects of this research were lecturers and students who take basic textile craft courses, especially *batik* material. method of data collection used the study of documentation, interviews and observations. The instrument used to measure the level of validity of interactive digital module-based learning media was a value scale in the form of an assessment sheet for learning media by linguists, design experts and material experts. The data obtained were processed by the formula for the percentage score of the validity of the learning media. The results of data analysis on digital module-based learning media obtained validation scores by linguists 92.5%, design experts 96.05% and material experts 96.6% from a maximum score of 4 with the which was "Very Good" category. The results of this study provided insight to the Fine Arts Education Program that the use of technology that follows era development would have a positive impact in future field of education.

Keywords: *Validation, Module Digital, Batik*

1. INTRODUCTION

Education in Era 4.0 explore various ways to integrate technology both physically and non-physically in learning. However, this is not escape the challenges for teachers to implement it in the teaching and learning process. There are three aspects of art learning that need to be achieved, for example cognitive (knowledge), affective (attitude or appreciation) and psychometric (skills). According to B.S. Bloom (1956) argues that the purpose of education must always refer to the three domains inherent in students, namely the realm of thinking processes (cognitive), the realm of values or attitudes (affective), and the realm of skills (psychometric).

Learning Process that applies the cognitive, affective and psychometric domains needs to be supported by a learning system that is easily absorbed by students. If the level of difficulty in a learning material requires adequate media, educators need to make an innovation so that the objectives of learning can be achieved optimally. In the current era 4.0, it is highly demanded that an educator be able to follow these changes. The application of learning media by utilizing technology make the teaching and learning process more varied. Based on the group, the media is divided into several parts, such as audio media, visual media, and audio

visual media. For example, the module is one of the learning media that is often used by teachers and students to understand the material. It can be different if the learning module is made in the form of an application, it will make its own innovation for the world of education.

Based on facts, it is necessary to have learning media as a support for learning activities. Learning fine arts in the basic textile craft course, reviewed from the semester learning plan, there are five tasks that must be completed by students including: card weaving tasks, macrame tasks, tapestry tasks, batik tasks and non-machine loom tasks. The implementation of learning in practical courses in the fine arts department is currently still being carried out offline and online, this is due to the Covid 19 pandemic that has hit since 2020 until now. Based on the results of observations made in the basic textile craft course, especially batik material, there are several obstacles faced by students for example: 1) there are difficulties in understanding long and complicated work processes 2) students have difficulty understanding the material about color tables. The teaching and learning process in basic textile craft courses, especially batik material, usually uses the lecture method, so that students do not understand the material that has been studied and the achievement of learning objectives is not optimal. This is evidenced by

the results of the July-December 2021 semester student assignments on batik material that are less than satisfactory so that the value obtained also decreases. The average student learning outcomes for the July-December 2021 semesters are an average of 72.

Another problem that arises based on the results of interviews with lecturers in basic textile craft courses on batik material is that the use of print modules so far has not fostered student curiosity about learning materials. So that students only rely on information in the same direction from the lecturer. The limitations of lecturers in developing and innovating learning media that utilize technology make learning seem less interesting and seem monotonous. In addition, the use of the print module may not last long because it is based on the nature of the paper which is flammable and the writing is lost to water. Related to this, students need learning modules that are easy to use, can be accessed at any time, interesting, and durable.

Based on the problems revealed, the authors offer a solution to design interactive digital module-based learning media, it is hoped that by applying these learning media it can increase students' understanding of learning materials on batik so that the tasks they do can be easier to understand. Spariyah (2019) stated that learning media that are in accordance with learning requirements will make the implementation of learning activities effective and efficient so that the material presented by the teacher can be absorbed properly.

The interactive digital module comes with a different appearance because it is compiled with digital services that have advantages such as being practical and easy to use. In addition, it is equipped with pictures, animations and learning videos about the work process in batik.

2.LITERATURE REVIEW

1.Learning Media

The implementation of a good teaching and learning process by using appropriate media innovative by utilizing technology has a very important meaning for the world education. Because in learning if there is no clarity of the material introduced to students, the objectives of learning will not be achieved by good. The complexity of the material to be delivered to students can be simplified with the help of learning media. The media can represent what the teacher is less capable of say through certain words or sentences. According to Ruhimat (2012:162) visual media Media is a medium that can only be seen using the sense of sight. This medium used by researchers to make it easier for teachers to convey the content or subject matter.

Media is a learning tool in educating and growing student learning experience, this is something that cannot be denied by a student educator. Each material has a different level of difficulty. From one side, there is teaching materials that do not require learning devices or media, but there are also teaching materials that really need the support of the type of learning media such as pictures, use in-focus and so on. Material with a high level of difficulty of course difficult for students to digest. According to Kuswanto (2018) with the existence of learning media will make the learning process more interesting, for example in terms of combined with multiple images, animations, and sounds. Physical appearance attractiveness greatly affect the learning process.

2.Learning Module

Modules are teaching materials that are arranged efficiently in easy language understood by students, according to their age and level of information so that they subject matter so that students can learn independently with minimal guidance from the lecturer Prastowo (2012:106). Utilization of learning modules in learning aims so that students can learn independently without or with a minimum of teacher.

According to Sukiman (2011: 131) which states that the module is an important part for a unit in a well-structured learning to help students exclusively in achieving learning objectives. Students who have power low capture can re-learn the material until the student understand it.

The characteristics of the module issued by the Directorate of Vocational Secondary Education in Arini (2008: 4-7) mentioned that the module to be developed must pay attention to five characteristics a module in which students are allowed to learn independently and not depend on other parties (self-instruction), all required learning materials are contained in the module (self contained), the developed module does not depend on the material other teaching materials or should not be used together with other teaching materials (stand alone), the module can adapt to the development of science and technology flexible to use in various hardware (adaptive) hardware, and modules have instructions and information presentations that are simple, easy to understand, and use common terms (user-friendly).

3.Learning Batik

Fine art is a branch of art works with different media can be caught by the eye and felt by touch. This impression is created by processing concept of line, plane, shape, volume, color, texture, and lighting with aesthetic reference. According to Aristotle (Couto, 2009:14) art is not merely imitation, but "representation". For example, a poem or drama about

heroism is a Man's "artistic representation" of war, not to create or imitate reality which is actually artistic means something "good" in a work of art (adjective) which is the hallmark of a work of art has three properties, namely taste, skill, and imagination.

Art theories are any theories used by artists in art this practice or theory tends to be applied. Among the most important are basic visual theories, form theory, canon proportion theory, gaze theory, symbol theory and semiotics and so on. Many theories outside the field of art also contributed the birth of certain works of art and art styles, such as theories in psychology. According to Couto, (2009:23) theory in art can guide practice and produce results artworks. Therefore, in the fields of teaching, research and educational evaluation in fine arts, these kinds of theories are often used to measure the success of a student or professional artists in their work, for example, are the proportions of a figure right or not to described anatomy. Is it suitable between the concept expressed and the appearance of her/his work. Is it the effective medium used for certain expressive purposes.

Batik is a name for textile products or fabrics made from plant fibers cotton or silkworm animal fiber that was already known by the nation's ancestors Indonesia for a long time. Textile experts have also defined the meaning of the word batik with various languages. The following are some of the meanings of the word batik:himself, among others: the name batik comes from the words "mba" and "tik" which means "to make dots". According to Arini (2011), batik has the same meaning as "ambatik" (in the Indonesian Javanese Language) means painting on *Mori* cloth with wax (*Malam* in Javanese) by using a *canting* tool. Etymologically, the word batik comes from the word "tik" which means contains the meaning of "small", such as the opinion on the word "klitik" means a small shop, or "bentik" means the contact of small objects from hard objects, so *batik* can be interpreted drawing or writing using canting with complicated results (Kuswadi in Purwantoro. 1982:9).

Cloth (clothing) is one of the 10 basic human needs in addition to other basic needs, as body protection from weather conditions in the surroundings and a symbol of human social, cultural, economic, spiritual status. First, this need is met by utilizing objects that exist in nature with techniques simple manufacturing process. For example, wearing animal fur, bark, and fiber plant. Along with the advancement of textile science and technology, the fabric at first simple patterned, developed into a variety of styles and uses. The technology of making *batik* cloth that has been mastered by the ancestors of the Indonesian nation since the 4th century has grown rapidly for various purposes. For the people Nobility in Indonesia *batik* cloth is not only to protect the body from change weather, but also displays various other meanings, namely as a symbol of social status and culture. *Batik* is

also the identity of the relative group. Palace circles have strict rules for this batik problem, so that batik products that are intended for the nobility and the people of the palace made by rules (grip) certain too. These fabrics are usually full of different meanings and symbols displayed in a beautiful way as a cover and decoration in traditional ceremonies.

3. RESEARCH METHOD

This development research aims to obtain media products interactive digital module-based learning on batik material in the Fine Arts Education Program Art. In this study, the subjects of the research were material experts, and 15 students in the basic textile craft course. The object of research was the level of validity of interactive digital module-based learning media on batik material. The model used in this study was the ADDIE model popularized by Raiser and Mollenda. The ADDIE model can be applied by anyone as an instructional product and can also be used in any environment as a form of face-to-face learning or online. The simplicity of the ADDIE concept combined with a lot of inclusive continues to prove its effectiveness. Detailed concepts and procedures related to ADDIE is applied to the systematic instruction design of Branch (2009).

According to Sugiyono (2016) the stages of analysis using two stages including the preliminary study stage using a qualitative descriptive approach as a basis for product development, then the product development study stage model, followed by testing the product model to determine the effectiveness its application in the basic textile craft class.

Products that have been developed validated by experts until the product declared worthy and valid to be distributed to students. Number of validators for products, such as three language experts, three design experts and three material experts. Initial procedure what researchers do is to study documents, unstructured interviews with the aim was to formulate the right problem and needs for the problems that arise would found. Data collection techniques used documentation studies, interviews and observations. The data analysis technique for the product validation test used the percentage formula that stated by Riduwan (2016: 18) in proving the validity of the item;

$$\text{Percentage} = \frac{\sum \text{Score Given by the Validator}}{\sum \text{Maximal Score}} \times 100\%$$

Table 1. Decision Making Validity

Categories	Scoring (%)
Very Valid	80 < N ≤

	100
Valid	$60 < N \leq 80$
Quite Valid	$40 < N \leq 60$
Invalid	$20 < N \leq 40$
Very Invalid	$0 < N \leq 20$

4. RESULT AND DISCUSSION

Developed Product is the core of this research, which is this research aims to obtain a digital module-based learning media product interactive materials for batik in Fine Arts Education Program at Universitas Negeri Padang. Needs analysis activities are carried out using questionnaires, studies documentation, and interviews. At the product design stage, the initial activity carried out is to determine the content of the product modules (introduction, semester lesson plans, student worksheets/jobsheets, materials, learning videos, practice questions and bibliography). After the content the researchers began to design the module using the adobe flash player application.

The application used in this study is adobe flash player using text, images, icons, animations, and audio/sound. According to Daryanto (2013:9) the module is a one of the teaching materials that are systematically packaged which contains a set of experiences planned learning and designed to help students master the material. According to Rudi (2008:14), the module is a program package that is compiled and designed in such a way for the benefit of student learning.



Figure 1. Cover

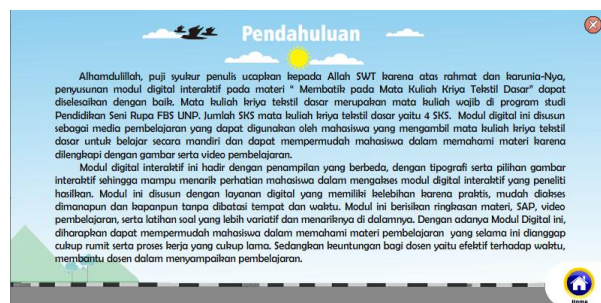


Figure 2. Introduction



Figure 3. Option Menu



Figure 4. Application Instructions

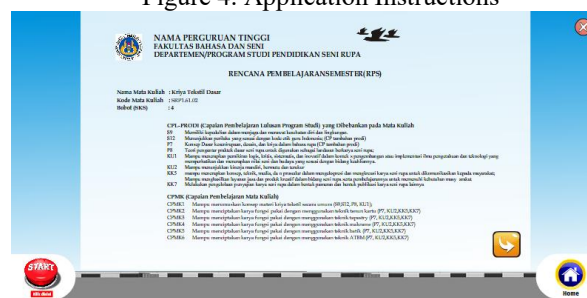


Figure 5. Semester Learning Plans

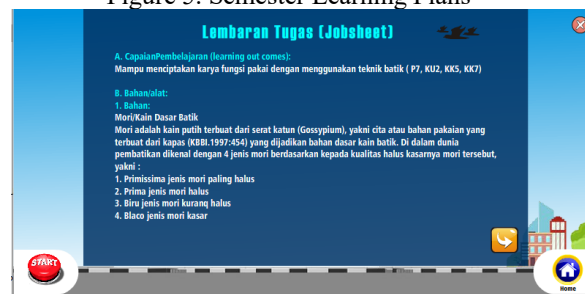


Figure 6. Jobsheet



Figure 7. Materials



Figure 8. Video Tutorial



Figure 9. Exercise Questions



Figure 10. References



Figure 11. Contact Person

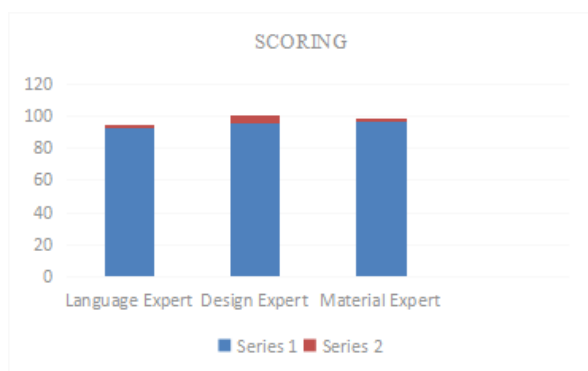
The product image above is the result of the development of learning media based on interactive digital modules. The content in the digital module is cover, introduction, instructions, semester learning plans, worksheets, materials (material consists of material I, material II and material III), learning videos, practice questions, references and contact person. It can be concluded that the digital module is a module that modified or converted from printed materials into electronic modules that can be equipped with media components such as audio, video, images, and interactive multimedia. According to Muttaqin et al (2021) educators should be able to innovate in developing and using technology-based learning media, because utilizing the latest technology can increase student interest in learning which in the end make students more active in learning. Under the validation process assessment data material experts, linguists and design experts, it is obtained as follows;

Table 2. Expert Validation Assessment Results

No	Validator	Total Score	Avarage Score	Index Value Interpretation	Category

1	Materials Validation	116	120	96,6%	Very Valid
2	Design Validation	219	228	96,05%	Very Valid
3	Language Validation	100	108	92,5%	Very Valid

Based on assessment data from the validation process of material experts, design experts and linguists, this is overall assessment of the results of the development of digital module-based learning media Interactive got a very good interpretation index value. It can be seen that the results of the validation material received a score of 96.6%, design experts 96.05% and linguists 92.5% with categories very valid. These results conclude that digital module-based learning media interactive is feasible to be tested for students in the Fine Art Education Program who took the basic textile craft course on *batik* material.



Assessments carried out by language, design experts and materials experts are categorized "very good". The assessment carried out by linguists in terms of 5 aspects, namely accuracy language selection, consistent use of terms, symbols, scientific names, foreign languages. Expert The design is also reviewed from 5 aspects of display feasibility, software engineering, interfaces, convenience, and compatibility. Then material experts are also reviewed from 5 aspects, namely material includes introduction, learning objectives, material according to the semester lesson plans, the material in the video is based on the student needs.

5. CONCLUSION

Based on the results of research and discussion, it can be concluded that this research produces a product

in the form of digital module-based learning media interactively on *batik* material designed in the form of an application by using adobe flash player that can be operated offline. This application was also very easy used by students, as well as an attractive appearance with the features in it. The results of the validation of learning media from nine validators (material validation, language validation and design validation) based on digital modules has a very good category. This matter based on the results of the validation analysis of the material obtained an interpretation index value of 96.6%, expert languages 92.5% and design experts 96.05%. Based on the results of the study, there are several suggestions that can be submitted, such as: students should use laptops so that the media can be opened. For lecturers, using digital modules, it is necessary to supervise the implementation of learning so that learning objectives can be achieved. In addition, lecturers should be able to innovate in developing and using learning media that utilize technology. The latest technology can certainly make it easier for students in the process of working on *batik* material. For future researchers, it should develop learning media by completing the next material, because this basic textile craft course is not only *batik* material but also there are four more *batik* materials that need to be developed in the learning module.

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