The Effectiveness of Poses Illustration Card Media in Increasing Fashion Design Creativity

Musdalifah Musdalifah *, Diyah Ayu Pangastuti Utomo, Sita Nurmasitah

Department of Home Economics, Faculty of Engineering, Universitas Negeri Semarang, Semarang, Indonesia
Corresponding author. Email: musdalifahpkk@mail.unnes.ac.id

ABSTRACT

Fashion illustration requires high creativity so that the designs created can visualize the clothes to be made, accordingly learning media assistance is needed which can stimulate student creativity. The level of student creativity is not maximized or considerably low; this has encouraged researchers to create alternative learning media in the form of poses illustration cards. The purpose of the study was to determine the feasibility of the media and the effectiveness of poses illustration card media in increasing fashion illustration creativity. The research method being employed was quantitative research method; data collection was carried out using media validation sheets given to 3 media experts and performance tests given to 20 students. Data analysis being conducted was descriptive analysis of percentages. The results of the study indicated that the illustration card media obtained a feasibility percentage of 86.53% which fell into the very feasible category. According to the calculation of gain score, the poses illustration card media obtained a score of 70.7% which fell into the quite effective category. Based on the results of this study, poses illustration card media can be used as an alternative learning media, especially in fashion design courses.

Keywords: Effectiveness, Poses Illustration Card Media, Fashion Design.

1. INTRODUCTION

Education is one of essential efforts in preparing younger generation to face the ever-changing world [1]. Utilizing education an individual can develop his potential through the learning process. Education must be carried out as excellent as possible in order to produce quality human resources and quality education. At the SMK (Vocational School) level, education provides both theoretical and practical knowledge with the aim of generating human resources capable of keeping up with scientific and technological advances [2]. Fashion design is one of the competencies and skills integrated with several subjects including: textile knowledge, sewing, fashion patterns making, industrial clothes production, custom made clothes creation, entrepreneurship, and fashion design [3]. Fashion design is the first thing that needs to be done in the process of making clothes.

Fashion design creation requires certain skills because the fashion design results must provide a clear picture of the resulting clothing intended to be made. The interview results with the fashion design teacher at SMK

Widya Praja Ungaran indicate that there are still problems in learning process where the teacher is still using demonstration method in delivering learning material. This method is considered not optimal because students paly a passive role during the learning process and it depends on teacher initiative and innovation as a main learning resource, consequently the results of student clothing designs are not much different from the examples given by the teacher. The interview results with several students at SMK Widya Praja Ungaran indicate that there are still a number of problems in the fashion design learning process where students find it difficult to draw body proportions, thus affecting the results of their clothing designs. In order to overcome these problems, further improving efforts are required from various learning related components.

The learning components consist of learning objectives, students, teachers, learning materials, learning methods, learning media, and learning evaluations [4]. Learning media is one of important components, considering the fact that learning process will run well when the right learning media are being

used. Learning media also need to be made practical and effective in order to make it easier for students to understand the learning material being presented. Learning media as an aid in physical and non-physical form which is deliberately used as an intermediary medium in understanding learning material to be more effective and efficient [5]. Learning media as an intermediary medium is also useful in overcoming the limitations of space, time, and energy [6].

Fashion design is a subject that requires students to have a high level of creativity. In order to achieve this goal, media that can stimulate students' creativity is required, especially in creating poses for fashion designs. Illustration card media is classified into graphic media which is also called two-dimensional media because it has length and width measurements [7]. The poses illustration card media has the advantages of being practical, easy to use, and fun [8]. This poses illustration card media is expected to be a useful medium for students to be more creative in creating poses for their fashion designs [9]. Various poses in these cards will stimulate the creativity of students because they are attractive, as a result students will be more motivated to develop their potential. Poses illustration card media is media in the form of cards (flashcards) containing images of body proportions for fashion illustrations, which are created to provide alternative solutions to the constraints experienced by students and teachers during the learning process.

2. RESEARCH METHOD

The type of research applied in this study was experimental research with a quantitative approach. The study was conducted to examine the learning outcomes after using the poses illustration card media as well as students' creativity in designing clothes. The validation of poses illustration card media included the following indicators: (1) shape, (2) quality, (3) flexibility, (4) suitability, (5) feasibility, and (6) competency.

The population in this study was all students class XI of Fashion Design using purposive sampling technique. Data collection was carried out through observation, specifically through validation sheets of poses illustration card media and performance tests.

Data analysis employed in examining the results of the feasibility test on poses illustration picture card media was descriptive percentages with the following formula:

$$P = \frac{F}{N} \ X \ 100\%$$

Descriptions:
P   = Final results in percentage
F   = Obtained score
N   = Expected score

Table 1. Assessment criteria of evaluation aspects using a scale range.

Scores	Statement
51%-100%	Very Feasible
0-50%	Less Feasible

The effectiveness test of poses illustration card media was analyzed using the Gain Score formula as follows:

$$Gain = \frac{posttest \ score - pretest \ score}{ideal \ score - pretest \ score}$$

Table 2. Category of analysis results using gain score.

Scores	Category
g ≥ 0.7	High (Effective)
0.7 > g ≥ 0.3	Moderate (Quite Effective)
g ≤ 0.3	Low (Not Effective)

Table 3. Criteria for N-Gain grouping.

N-Gain Percentage	Category
< 40	Not Effective
40-55	Less Effective
56-75	Quite Effective
> 76	Effective

3. RESULTS AND DISCUSSION

Once the research instrument was confirmed to be valid and reliable, the researchers distributed them to experts to examine the feasibility of the pose illustration card media. Based on data collected from from experts, the following results were obtained:

Table 4. Feasibility test results of poses illustration card media.

No	Indicators	Percentage
1.	Shape	13.46%
2.	Quality	12.82%
3.	Flexibility	13.46%
4.	Suitability	12.82%
5.	Feasibility	13.46%
6.	Competency	20.52%
Total		86.53%
Category		Very Feasible

The three media experts provided assessments based on predetermined indicators. The results of the panelist's assessment of the feasibility test indicated that the poses illustration card media product fell into very feasible category with an overall percentage gain of 86.53%.

The results obtained from the feasibility test in this study will be explained as follows.

3.1. Competency

The indicator of competency obtained the highest percentage; with a total score of 32 and a percentage of 20.51%. The indicator in relation to competency had 6 sub-indicators; 1) the media could assist students in making fashion designs, 2) the media could assist students in applying fashion design according to the predetermined basic competencies, 3) the media could assist students in constructing their ideas, (4) the media could assist students in completing assignments according to learning objectives, (5) the media could train students' ability in drawing clothes, (6) the media could increase students' enthusiasm.

These sub-indicators had fulfilled three criteria in relation to competency. Therefore, the media being used was considered appropriate by experts. This is supported by Astuti stating that each competency is a combination of knowledge, skills, values, and attitudes which are reflected through thinking and acting habit [10].

3.2. Quality

The quality indicator got a total score of 20, with a percentage of 12.82%. The quality indicator had sub-indicators, including; 1) the illustration looked clear, 2) the illustration details were clear, 3) the illustration descriptions were clear, 4) clear instructions for application, 5) using ivory paper, 6) the materials were easy to get, 7) the paper used was relatively thick.

Regarding quality indicator, a percentage of 12.82% was obtained. This indicated a lower number than the competency indicator. The results were due to the selection of materials being used, which according to media experts, the thickness of materials being used needed to be improved. This was supported by the opinion from Pangesti et al stating that illustration card media should be made of thick paper with the size adjusting to the size of the class in which clear and attractive illustrations were presented [11].

3.3. Suitability

The suitability indicator was in 2nd order which got a low score with a total score of 20 and a percentage of 12.82%. In the suitability indicator there were 5 sub-chapters, including 1) the media could be used in drawing the shape of clothing parts, 2) the media could be used in drawing clothing designs, 3) the media could be used in creating clothing designs according to the occasion, (4) illustrations on the media were in accordance with the learning material, (5) descriptions on the poses illustration card media were in accordance with the learning material. The results indicated that the poses illustration card media was in accordance with the indicators with several notes including: the poses

illustrations were made more varied because they could be used in various occasions.

Once the poses illustration card media was confirmed to be proper for application as a learning medium, the media was tested on 20 students' class XI of Fashion Design through a performance test to examine the effectiveness of the poses illustration card media. Data collection was carried out by researchers from 26 August 2022 to 27 September 2022, and the following results were obtained.

Table 5. Performance test results.

	Pre-Test	Post Test
Mean	69.87	91.62
N Gain	0.707	
N Gain Percentage	70.70%	

The assessment on 20 students was carried out based on predetermined indicators. The observation results on the effectiveness of the poses illustration card media obtained an overall score of 70.7% which fell into quite effective category. There was an increase in the score during the posttest after the treatment. All Fashion Design students class XI succeeded in achieving the predetermined KKM with a percentage of 91.62%. Poses illustration card media were able to help students in completing fashion design projects faster than before using poses illustration card media. In addition, students were able to create more flexible body proportions including posing movements of the hands, feet, and head properly.

4. CONCLUSION

Based on the results of conducted study related to the feasibility test of poses illustration card media, accordingly the following conclusions can be drawn:

1. The application of poses illustration card media is an effort to improve creativity in drawing fashion designs. The illustration card media has been validated by media experts and material experts in regards to several indicators, including shape, quality, flexibility, suitability, feasibility, and competency which obtained an overall percentage of 86.53%. The results of the feasibility test on the poses illustration card media indicated that the media was very feasible to be applied as an alternative media, especially in fashion design courses.

2. Based on the results of the study in relation to performance tests conducted on 20 students, the N-Gain result was 70.7%, which was categorized as quite effective. The results of the effectiveness test on the poses illustration card media specified that the

media was quite effective as an alternative media, especially in fashion design courses.

REFERENCES

[1] K. Matsumoto-Royo, M. S. Ramírez-Montoya, P. Conget, Opportunities to develop lifelong learning tendencies in practice-based teacher education: Getting ready for education 4.0, Future Internet, 13(11), 2021, p. 292.

[2] M. B. Triyono, K. M. Moses, Technical and vocational education and training and training in Indonesia, Vocational education and training in ASEAN member states: Current status and future development, 2019, pp. 45-79.

[3] A. I. M. Elfeky, M. Y. H. Elbyaly, The use of data analytics technique in learning management system to develop fashion design skills and technology acceptance, Interactive Learning Environments, 31(6), 2023, pp. 3810-3827.

[4] Y. D. Puspitarini, M. Hanif, Using Learning Media to Increase Learning Motivation in Elementary School, Anatolian Journal of Education, 4(2), 2019, pp. 53-60.

[5] E. Nugraha, D. A. Rantung, L. Naibaho, Analyzing Learning Media for The Elderly, Enrichment: Journal of Multidisciplinary Research and Development, 1(4), 2023, pp. 153-161.

[6] W. Winarto, A. Syahid, F. Saguni, Effectiveness the use of audio-visual media in teaching Islamic religious education, International Journal of Contemporary Islamic Education, 2(1), 2020, pp. 81-107.

[7] K. S. Kartini, I. N. T. A Putra, Respon siswa terhadap pengembangan media pembelajaran interaktif berbasis android, Jurnal Pendidikan Kimia Indonesia, 4(1), 2020, pp. 12-19.

[8] Z. N. Li, M. S. Drew, J. Liu, Fundamentals of multimedia, Upper Saddle River (NJ): Pearson Prentice Hall, 2004.

[9] D. Dabner, S. Stewart, A. Vickress, Graphic design school: the principles and practice of graphic design, John Wiley & Sons, 2017.

[10] T. Astuti, Peningkatan Kompetensi Menggambar Busana Dengan Pendekatan Kontekstual Menggunakan Majalah Mode Sebagai Sumber Belajar Siswa Kelas XII di SMK Negeri 3 Pati, 2011.

[11] S. Musdalifah, L. T. Pangesthi, S. Sulandjari, N. Purwidiani, Penerapan Media Kartu Bergambar Untuk Meningkatkan Hasil Belajar Siswa Smk Program Keahlian Kuliner, Jurnal Tata Boga, 10(1), 2021, pp. 35-43.