

The Development Of A Module For Making Children's Clothing Based On Local Balinese Culture, Efforts To Introduce And Preserve Balinese Local Culture In The Fashion

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Abstract. Designing teaching materials based on local-Balinese culture will potentially produce graduates who understand their local wisdom, so that appreciation of local cultural values will remain sustainable. In this regard, this study aims to develop a module for making children's clothing based on local Balinese culture in the design and construction of children's clothing courses and determine the feasibility of the module based on expert responses from learning materials and expert responses from learning media. The module based on local Balinese culture is a means of introducing and at the same time efforts to preserve Balinese culture. This study applied research and development (R&D) by adapting the ADDIE development model, which consists of Analyze, Design, Develop, Implement, and Evaluation. Module validation was carried out by learning material experts and learning media experts. The research instrument used a questionnaire and descriptive analysis. The study results showed that the module for making children's clothing based on local Balinese culture was very suitable for use based on expert responses to learning materials. It is also suitable for use based on expert responses from learning media. Thus, this module potentially produces graduates who understand and appreciate the region's local culture so that local culture will remain sustainable.

Keywords: children's fashion module, local Balinese culture, cultural preservation

1 Introduction

In facing globalization, it is necessary to have a solid cultural foundation rooted in the national personality. If the national cultural foundation is fragile, they will drift towards dependence on outside forces. The wisest way to face globalization is to increase society's understanding of cultural values through education [1]. The knowledge of cultural values will foster a willingness and commitment to maintaining the culture that becomes the national identity [2].

Concerning this, we know that Bali is known to have natural beauty and has a very unique and interesting cultural variety that has been an attraction for tourists to visit. This cultural variety

can be used as teaching materials, especially in the field of fashion. Inspired by the diversity of local Balinese culture, the students' works hoped to introduce and preserve the Balinese culture. Designing teaching materials based on local-Balinese culture will potentially produce graduates who understand their local wisdom, so that appreciation of local cultural values will remain sustainable. The local culture appreciation is an answer to the challenges of today's education in facing globalization by not eliminating the characteristics of Indonesian people as national identity. Education can achieve meaningful learning by strengthening the principles of thinking and having a global perspective with actions based on local wisdom, in this case, based on local Balinese culture [3].

Fashion Design is one of the concentrations in the Family Welfare Education (PKK) Study Program of Universitas Pendidikan Ganesha. In order to improve the quality of learning requires the motivation of learners and the creativity of educators (teachers/lecturers). Learners who have high motivation, supported by the role of educators who are able to facilitate this motivation, will lead to the achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. Thus, an educator must be creative to develop innovative, interesting, and contextual teaching materials that will impact the learning outcomes [4]. Of course, the most knowledgeable about this is the educator in the education unit concerned. Therefore, through the educators' teaching material, learning will be more interesting and impressive for students. With pleasant learning circumstances, it can automatically trigger an effective learning process[5]. Teaching materials are needed to support learning, one of which is in the form of modules.

There are no modules based on local Balinese culture in the Children's Clothing Design and Construction course. Therefore, when students were assigned to make children's clothing based on local Balinese culture, they had difficulty understanding the task that made their work were out of the expected result. One of the efforts that can be made to solve this problem is to develop a module for making children's clothing based on local Balinese culture. This module provided an understanding of local Balinese culture and guidance on practical steps in making children's clothing based on local Balinese culture.

2 Research method

This research applied a research and development (R&D) model. Research development is a process or steps to develop a new product or improve an existing product that can be accounted for. This type of research is intended to improve practice. This means that the product must be applied in the learning process in the field. In this case, the development was carried out on teaching materials in the form of a module for making children's clothing based on local Balinese culture. This module provided an understanding of local Balinese culture and guidance on practical steps in making children's clothing based on local Balinese culture.

The development model used is ADDIE which includes steps/stages consisting of (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation, but in this study, it was carried out to the development stage. The stages are as described in **Figure 1**.



Fig 1. Steps / stages of the addie model (source: martin & betrus [6]).

Expert validation was carried out to determine whether this module product was suitable for learning activities. It involved theoretical validation (material/content) carried out by material experts in the field of fashion. Meanwhile, media validation (language, legibility, and graphics) was carried out by learning media experts.

The data collection instrument in this study was in the form of a questionnaire that described things as a guide to validate the feasibility of the module for making children's clothing based on local Balinese culture. Four experts did data analysis to test content and construct validity quantitatively and qualitatively. The result's assessment of the expert test and the learning media test were calculated by the Hake formula.

$$\text{Percentage} = \frac{\text{acquisition score}}{\text{Maximum score}} \times 100 \% \quad (1)$$

The qualifications for achieving module development were based on percentage calculations adapted from Akbar (2018:78) as in Table 1.

Table 1. Qualifications of module development achievements.

Percentage	Qualification	Description
81-100	Very Worthy	Can be used, with revision
61-80	Worthy	Usable and minor revision
41-60	Decent enough	Usable and major revision
21-40	Less worthy	Can not be used
0-20	Very Less Worthy	Can not be used

3 Results

3.1 The stages of developing a module for making children's clothing based on local balinese culture in the design and construction course of children's clothing

The development of this module was designed to guide students in mastering the material for making children's clothing based on local Balinese culture. The diversity of Balinese culture is unique and interesting. It is very appropriate to be used as a means for the development of teaching materials modules, especially in the field of fashion. This module was also an opportunity to introduce and preserve Balinese culture through the fashion creations produced by students inspired by the diversity of local Balinese culture. The module for making children's clothing based on local Balinese culture was developed, referring to the ADDIE development model.

The first stage is analysis. In this case, a needs analysis was mainly carried out related to conducting a concept analysis to determine the title, content, and literature of the module to be developed, where previously carried out curriculum analysis related to the analysis of core competencies of courses, learning objectives, also reviewing the syllabus. The title was set in the Module for Making Children's Clothing Based on Local Balinese Culture. The first content material described the understanding of local Balinese culture. For the scope of Balinese culture, what is meant here was limited to the form of culture in the form of human works (artifacts), including cloth, clothing, dances, traditional Balinese ornaments according to the occasion and the steps or stages in the manufacture of children's clothing. In the last section, the material for designing children's clothing products based on Balinese culture was described with the help of mood board media.

In the second stage, namely the design, the activities carried out were the preparation of the framework. The selection of the module format and the main activities were writing, reviewing, and editing. These processes concern the language, wording, and format, including supporting pictures to clarify the presentation, also beautify the module's appearance. The module cover design includes the name of the course, the module title, the logo of the institution's identity, and the course supervisor. The cover also contains images of Balinese culture to reflect the material content of the designed module. The cover of the module for making children's clothing based on Balinese culture can be seen in the following **Figure 2**:

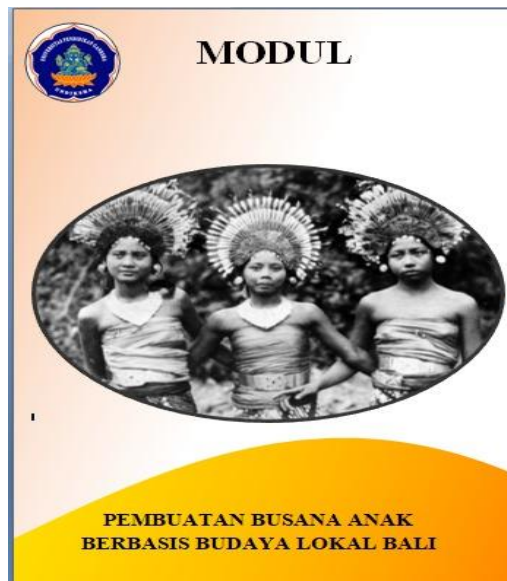


Fig 2. Initial module cover.

Furthermore, the design in the material section contains a description of the material consisting of the subject matter of lectures, summaries, assignments, and evaluations. This stage produced the initial design of the module (draft).

In the third stage, namely development, the activities carried out include revising the initial design, module validation, and final revision. The initial design revision was carried out after discussions with lecturers who had taught children's fashion courses. This discussion was conducted to obtain suggestions for improvement. The gained suggestions were on the cover and module material. In the cover section, it is recommended to include the name of the identity of the course, the lecturer and display a more attractive color image. Here are the results of the revised cover:

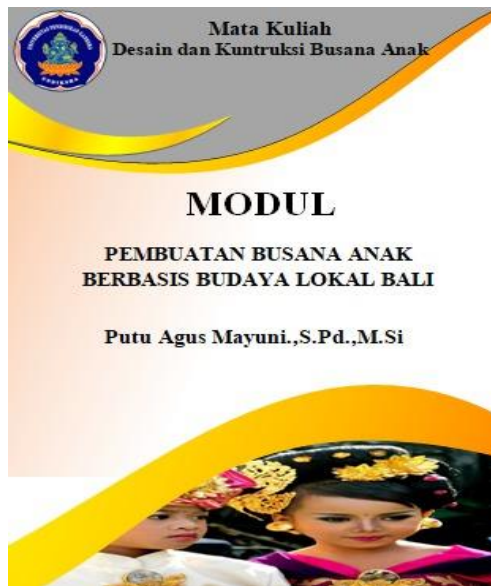


Fig 3. Revised module cover.

Suggestions for the module material section were to present material on mood boards as a medium that can help produce children's fashion designs based on local Balinese culture. The moodboard material and the design result can be seen as follows.



Fig4. Moodboard images and designs for children's clothing based on local balinese culture (balinese endek fabric).



Fig 5. Children's party dress based on local balinese culture as a result of the implementation of moodboard-assisted fashion design.

Children's party dress with the theme of endek Balinese pride makes endek an attractive clothing for children so that they are always proud to use endek cloth as Balinese cultural heritage. The dress uses a combination of satin fabric for the top and endek fabric for the bottom. Further, the dress uses a round neckline in front and V-neckline to the waistline on the back. A waistband is followed using the sleeves and a ribbon decoration in the middle of the back. The endek skirt uses pleats in the middle of the front and back as well as the sides.

Technically the input is like numbering and using punctuation marks. Based on the input suggestions, improvements were made and continued with module validation by content experts in fashion and learning media. As a final activity at the development stage, a final revision was carried out based on suggestions from the validator to obtain modules worthy of being used as teaching materials.

3.2 The feasibility of the module is based on the responses of the learning material experts and the responses of the learning media experts

Expert validation activities were needed to determine the feasibility of making children's clothing modules based on local Balinese culture in terms of materials and media. Material validation was carried out to determine the feasibility of the module by asking for responses from material experts in the field of fashion through a closed questionnaire. The researcher prepared the closed questionnaire on the validation sheet based on the criteria/aspects that refer to the material and media validation provisions that lead to the feasibility of the module. Material validation was carried out based on criteria/aspects that include the suitability of the material with SK and KD, material accuracy, and material updates, while media validation was carried out based on criteria/aspects that include format, organization, and attractiveness.

The results of material validation based on responses from material experts in fashion and media validation results from media experts are presented in Table 2.

Table 2. Validation results of material experts and media experts.

Expert	Earning Percentage	Qualification	Description
Material expert	86,43%	Very Worthy	Can be used and does not need to be revised
Media expert	79,24%	Worthy	Usable and minor revision

In Table 2, the questionnaire data from validation by material experts showed the percentage of acquisition of 86.43% with very decent qualifications. Questionnaire data validation results by media experts showed the percentage of acquisition of 79.24% with proper qualifications. Thus, the children's clothing module based on the local Balinese culture developed can be used as teaching material in designing and constructing children's clothing. It indicates two important goals to be achieved, namely 1) Producing or revising teaching materials to achieve the learning objectives that have been formulated, and 2) Selecting the best teaching materials to achieve learning objectives.

4 Discussion

A good module must be structured according to instructional rules. It is necessary to learn with modules more effectively (in terms of time and material delivery). With the module, teachers will have more time to guide students. The module's existence also helps students gain knowledge that does not only come from lecturers. Students will reduce their dependence on lecturers as the only source of knowledge (teacher-oriented). According to [7], the module can be formulated as a complete stand-alone unit and consists of a structured learning activity to assist students in achieving several goals that are specifically and clearly formulated. The advantages of teaching modules include; (1) providing immediate and continuous feedback so that students know the mastery of learning materials, while lecturers can know the effectiveness of the module, (2) can be adjusted to the abilities of individual students by providing flexibility regarding speed, form and learning materials, (3) continuous assessment can overcome student deficiencies, namely with remedial lessons, (4) conduct formative tests

on sub-competencies so that student deficiencies can be overcome while developing further knowledge gradually.

Related to the fact that the module is an important part in determining the quality of learning, the design of the development of teaching materials, the module needs to pay attention to the development model to ensure the quality of teaching materials in supporting the effectiveness of learning. In this study, the ADDIE model was chosen to develop the module for making children's clothing based on local Balinese culture.

The ADDIE model was chosen to develop the module for making children's clothing based on local Balinese culture. Moreover, a module has an important role in determining the quality of learning. Therefore, the module's development design needs to pay attention to the development model to ensure the quality of teaching materials. The ADDIE model is one of the most frequently used teaching materials development designs. This model uses a learning system design that shows the basic stages of a learning system that is easy to do through 5 stages; Analysis, Design, Development, Implementation, and Evaluation [8].

Bringing up local Balinese culture in developing children's clothing-making modules is new in the design and construction of children's clothing courses. It is known that the role of culture in Balinese society is very strong from birth to death. The forces of religion and culture are united very strongly in every side of people's lives. Balinese culture proceeds in the community, displaying a lively and attractive image/brand image. Almost all aspects of Balinese life can be used as inspiration material for attraction [9].

With this statement, it is very reasonable that in the development of this module, Balinese culture can inspire in the manufacture of children's clothing. By developing modules based on local Balinese culture, students' understanding of local Balinese culture increases and will give birth to ideas or ideas in making children's clothing designs. In line with research [10], explore and empower Indonesian culture to produce products in the form of innovative bags made from recycled plastic bags packaged with a touch of traditional Indonesian fabrics. Products that promote local culture have the identity and characteristics of the archipelago.

Culture-based learning is a strategy for creating learning environments and designing learning experiences that integrate culture as part of the learning process [11]. Therefore, the learning process is also expected to be fun [12] yet also revealed the existing local advantages are used as real learning resources for students. It is used to preserve the advantages of their local culture and reduce boredom in learning, especially practical learning. Culture-based learning is based on the recognition of culture as a fundamental part of education, the expression and communication of ideas, and the development of knowledge. Furthermore, [11] explained that culture-based learning is very beneficial for the meaning of learning processes and outcomes for students to get contextual learning experiences and apperception materials to understand the concept of science in their local (ethnic) culture. Thus, the students will be able to realize the potential of Indonesia's cultural diversity to achieve a more solid, economically resilient future and a manifestation of the mental revolution that has been launched by the government through creative activities using local cultural sources. Therefore, it is expected to preserve a local culture that is part of Indonesian culture on an ongoing basis. The development of modules based on local Balinese culture is one of the implementation efforts and community participation, especially in education, to maintain and develop the characteristics of local culture as Indonesian culture so as not to be eroded by foreign cultural invasions.

5 Conclusion

Based on the results of the conducted study, it can be concluded that the module development for making children's clothing based on local Balinese culture has been done using the ADDIE model. The module for making children's clothing based on local Balinese culture was very feasible in terms of material validation and feasible in terms of media validation based on responses from validators.

Based on these conclusions, it can be suggested to educators in the Fashion Design Education Study Program to make local Balinese culture especially as a source of learning in producing creative fashion works to support innovative learning. Further research needs to be done to refine this module by conducting a field implementation test phase and continuing to the deployment phase to be more useful for the wider community.

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