DEVELOPMENT OF COMIC-BASED TEACHING BOOKS IN CHILDREN'S FASHION COURSE

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ABSTRACT

Interest in reading and literacy skills which are still relatively low are one of the problems that are felt in children's fashion lectures, both for theoretical and practical material. The level of understanding and psychomotor abilities that are different for each student also makes the learning process not fully optimal. The research conducted was research and development of teaching materials with the aim of developing comic-based teaching materials for the Children's Clothing course in the Fashion Design Education Study Program, Faculty of Engineering, Medan State University. The target of this research is to make comic-based textbooks, so as to produce products that can be used by students as a source of independent learning and can also be used by others. This research and development method uses the 4-D model development model which consists of 4 stages, namely; 1) Define (definition); 2) Design (design); 3) Development (development); and 4) Disseminate (spread). This research and development goes through the stages of validity testing, practicality testing and effectiveness testing. Data collection was carried out using a validity questionnaire sheet instrument and performance observation sheet. The results of the research on the validity test by material experts and media experts with a score of 91.5%, the aspects that are assessed are categorized as very clear or "Very valid". practicality test of 80% with the category "Practical". and the effectiveness test on aspects of student performance with a score of 80 with the criteria of "Good".

Keywords: Textbooks, Children's Clothing, Comic-Based

1. INTRODUCTION

The development of a country towards independence in life is determined by the success of education. among the indicators of the success of an education with the formation of creativity and independence by individuals through a learning process [1]. One of the learning processes referred to in this case is learning children's fashion in the fashion education study program. Students study theory and practice in children's fashion courses to provide creativity and independence to become skilled in making baby and children's clothing.

Having good skills, expertise and creativity as well as good characteristics will produce graduates who are able to compete in the current and future world of work, which can be achieved with a good education. As time progresses, teachers are required to be able to develop teaching materials that can be applied in class and outside the classroom by utilizing increasingly developing technology [2].

Children's clothing is everything worn by babies and children from head to toe, including accessories and millinery. Infants' ages range from 0-2 years and children's ages range from 5-12 years. Children's fashion has certain criteria that characterize clothing that is suitable for a child to wear. The choice of material needs to be considered so that it can provide comfort to babies and children. As well as choosing the right motif/pattern for babies and children so that it is beautiful to the eye.

In carrying out lectures on the theory and practice of children's clothing, students need a high level of understanding to be able to understand each step in making baby and children's clothing. Lack of interest in reading in studying the material provided by educators, causes the learning process to be hampered due to not achieving targets in implementation,

which has an impact on collecting assignments that do not meet the predetermined time limit.

Interest in reading and literacy skills which are still relatively low is one of the problems felt in children's fashion lectures for both theoretical and practical material. Meanwhile, according to Somadayo in [3] stated that the low interest in reading was due to the high price of books and limited library facilities, causing reading to no longer be a means of learning and entertainment for Indonesian people. But actually every aspect of life involves reading. Indonesian people prefer to buy televisions rather than books. The use of mobile phones also has less potential to be used for things that are more beneficial for education.

The lack of sewing skills and different understanding also has an impact on students' practicum results which are not optimal, because they are in a rush to complete assignments because the submission deadline has passed. Limited time for learning activities also has an impact on students in completing assignments on campus.

Because students cannot be guided directly considering the large number of lecture groups. There is also a lack of willingness to ask questions from students to lecturers and students tend to be lazy and less active in lectures. As stated by [4] It is hoped that active learning by starting with lots of reading will help improve students' ability to understand the subject matter. In active learning students solve problems themselves, find examples, try skills and perform tasks.

Based on the description above, it is felt that there is a need for learning media that can stimulate students' interest in reading. One of the textbooks that is directly related to the material studied in children's fashion courses is comic-based textbooks. As stated by [5] that, because it is possible that comics have a combination of the power of writing and images, which are connected in a pictorial storyline which makes information more easily absorbed. Text in word balloons makes it more understandable and the storyline makes it easier to see, follow and remember. The potential for interesting comics to influence student learning outcomes is due to their interest in teaching materials. The characters in comics can enliven students' enthusiasm for learning. For students, complex learning explanations related to learning topics will become easier and more fun with comics.

As expressed by [6] that in its presentation, comics have a simple nature as an advantage that comics have, they have story line elements that present large information or messages but are presented concisely and are easy to understand, and also with dialogic verbal language as a complement.

Comics function as teaching materials which contain messages or content that the writer or comic artist wants to convey to readers as recipients of the message and viewers. Therefore, comics with an educational genre must be created to change the future of the nation's children for the better.

2.   METHODE

Aas in the problem formulation explained above, the researcher will develop a product for children's fashion teaching materials in the form of comics, therefore the research method that will be used is development research. The research carried out is development research.

The media developed in this research is comic-based teaching materials taking into account students' interest in reading and various understandings in carrying out structured work processes in practicums in children's fashion courses. Comic-based teaching material media developed using the thiagrajan 4-d development model which goes through a series of development steps, namely the first step define, the second step design, the third step development, and the fourth step dissemintane (dissemination) by muchayat in [7].

At the define stage, researchers carried out several activities, first analyzing the RPS for children's clothing. Next, analyze the content of children's fashion material. Apart from that, researchers also analyzed the need for variations in learning media, analyzed user characteristics, and analyzed software and hardware needs.

From the results of the analysis that has been carried out on the five components which include analysis of how to teach children's fashion material, variations in the need for children's fashion teaching materials, the scope of children's fashion material, user characteristics and the needs of the equipment used. Therefore, researchers obtained initial data which became the basis for researchers to develop comic-based teaching materials in children's fashion courses.

At the design stage, researchers carried out several activities, including determining the storyline and characters in children's fashion comic-based teaching materials, compiling story scripts, making storyboards, determining

the applications used to design comic teaching materials and creating 2D visual requirements.

In the development stage, researchers carried out several stages, including creating children's fashion comic teaching material products, validating material experts regarding the suitability of learning materials and validating media experts regarding the language and appearance of teaching materials. After material experts and media experts validate the comic-based children's fashion teaching materials, and language experts and declare them valid, the teaching material products are ready to be tested to see the practicality and effectiveness of the teaching materials.

In the disseminate stage, after the comic-based teaching materials have been tested for validity, practicality and effectiveness, the teaching materials can be utilized by disseminating the teaching materials so that they can be used by others.

3.   RESULTS AND DISCUSSION

This comic-based children's fashion teaching material was developed to help the children's fashion learning process become more meaningful, where students play an active role in interacting with the learning teaching material. Learning is designed to make it easier for students to understand theoretical and practical material in children's fashion courses.

a. Definition stage

In the definition stage, researchers carried out several activities, including analyzing the RPS for the Children's Fashion course. Next, analyze the content for the material to be developed. After the material has been developed, the researcher then looks for reliable sources of material. Developing teaching materials for making children's clothing and determining materials that support children's clothing learning were the results of discussions, which were decided for this research.

This competency is a skill that needs to be mastered by students to assess students' abilities in making children's party clothing patterns. In this research, we developed teaching materials for making children's party clothes. The material developed regarding children's clothing is; 1) children's fashion concept; 2) children's clothing criteria; 3)

materials for children's clothing; 4) children's clothing patterns; and 5) sewing techniques for children's party clothes.

Next is analyzing software requirements. In designing digital comic learning media, researchers need supporting facilities to meet the needs in the manufacturing process. The software used includes Canva and Microsoft.

The next stage is hardware analysis, the aim is to support the software that will be used to develop teaching material products. The material design in comic-based teaching materials was obtained from various sources including books, articles, photos taken specifically by researchers and video tutorials which were also designed by the researchers themselves.

b. Design Stage

At the design stage the researcher carried out several activities including determining the storyline and characters of the children's fashion comic, compiling a story script, making a storyboard, determining the application used to design comic-based teaching materials and creating 2D visual requirements.

At the stage of determining the storyline and comic characters, it is adapted to the characteristics of children's fashion courses, where the material studied is related to the world of children. The characters created also take into account aspects of students who have different understandings of learning.

Adorable children's characters were created to give students enthusiasm in studying theory and practice in children's fashion courses. Children's characters also represent the souls of students who tend to be at a young age who like animated cartoons and anime.

Next, compiling the teaching material components, the components of the comic-based children's clothing teaching materials developed include; main page as cover, foreword, table of contents for learning topics, learning materials, questions as practice, list of references as references and contains author's data as the final page. Learning material was obtained from several sources, both books and journals. Meanwhile, the images and videos are designed more specifically so that the teaching materials developed by the

author are newer than other teaching materials.

Apart from that, 2D visual requirements are also created by considering the selection of appropriate colors so that the teaching materials attract the interest and attention of users. This is in line with what was stated by [8] That, color selection is very important because it will affect the image and readability value. Color can affect the visual image of a work if the colors chosen do not match one another.

Therefore, choosing good colors is very important so that people who see or read feel at home looking at the work and add to the attraction for those who see it. The comic-based teaching material designs that have been designed are then developed into real media products through several processes carried out using software and hardware.

c. Development Stage

For the development stage, researchers have determined experts to test the validity of previously designed products. The experts/validators selected are those who are competent in their fields. The next stage of development is validation of the comic-based teaching materials that have been developed by material experts, media experts and language experts

Validation questionnaire sheets are given to validators to assess the comic-based teaching material products being developed. Next, the validator fills out a questionnaire sheet according to his or her expertise. To be suitable for testing, validation is carried out until the resulting media is declared valid. Revisions have been carried out in accordance with the assessments and input expressed by each expert in order to obtain teaching materials that are suitable for testing.

The validation results carried out by each expert cover several aspects in developing comic-based teaching materials. The assessment scale in the analysis uses a validation questionnaire with assessment aspects; Strongly Agree (SS) with a score of 4: Agree (S), with a score of 3: Disagree (TS), with a score of 2: Strongly Disagree (STS), with a score of 1.

The assessment from material experts was 91.5% in the Very Valid category, from media experts it was 80.00%

categorized as Very Valid and from language experts 80% was categorized as Very Valid.

From the results of the assessment above, showing the validity value seen in all aspects assessed, it was found that each of the aspects assessed, namely the suitability of the material being taught, aspects of comic characteristics in teaching materials, aspects of the appearance of writing style and linguistic aspects in teaching materials were obtained by very valid criteria.

BSNP Regulations (2014) in [9] It was conveyed that in relation to correct spelling, well-organized words, well-organized sentences and correct terms, it shows the accuracy of the assessment in the language aspect. Thus, from the aspect of assessing the linguistic suitability of the comic-based teaching materials that have been developed, they are suitable for use in learning children's fashion

Furthermore, as stated by [10] In producing learning media, it is very necessary to design the structure, content and appearance in accordance with the specified competencies.

For the implementation stage, the assessment of the practicality of comic-based teaching materials is seen from two different points of view, including the point of view of lecturers as educators and students as learners. The assessment from lecturers is 80.00% in the Very Good category and from students it is 80.00% in the Practical category. Assessment of the practical aspects of comic-based teaching materials using a practicality questionnaire. This questionnaire was used to determine the response of lecturers and students to the ease of using comic-based teaching materials. This practicality questionnaire sheet was given to lecturers and students after using the comic-based children's clothing teaching materials that were developed.

The use of comic-based children's clothing teaching materials is directed at student performance activities to assess the effectiveness of teaching materials. Work performance is assessed using an observation sheet given to observers by observing the work process of making children's party clothes.

The observers in this activity were two fashion design lecturers. The assessment scale on the observation sheet uses a Likert Scale with criteria; (can do, score 4); (performs with little help, score 3);

(performed with a lot of help score 2); and (unable to do, score 1).

At the implementation stage, the practicality assessment is taken from two different points of view, including the point of view of lecturers as educators and students as students. The assessment from lecturers is 80.00% in the "Very Good" category and from students it is 80.00% in the "Practical" category. The practicality aspect assessment uses a practicality questionnaire to determine student responses to the ease of use of comic-based teaching materials. Practicality questionnaire sheets are given after lecturers and students use comic-based teaching materials.

The use of comic-based teaching materials is directed through student performance in assessing the effectiveness of teaching materials. Demonstrate work using an observation sheet given to observers by observing the work process of making children's party clothes to be assessed. The observers in this activity were two fashion design lecturers. The observation sheet uses a Likert scale with a score of 4 (can do); score 3 (performs with little help); score 2 (performs with lots of help); and score 1 (unable to do).

Overall, the assessment of student performance results regarding learning using comic-based teaching materials obtained an average of 90 with a score of 80. Thus, the effectiveness of using comic-based teaching materials is in the "Good" criteria when viewed from the results of student performance.

d. Deployment Stage

The Disseminate step or disseminating products that have been developed is carried out by disseminating products that have been tested for their validity, practicality and effectiveness. Then the dissemination of comic-based teaching materials is also carried out by registering the ISBN of comic-based teaching materials so that they can reach a wider audience and so that they can also be used by other people.

Research and development (R&D) is a series of steps used in developing an existing product or improving it, as well as developing new products and of course can be accounted for. On this occasion, researchers conducted research and development by creating comic-based children's fashion teaching materials

that are valid/appropriate, practical/easy to use and effective/appropriate for the learning process.

a. Validation of Teaching Materials
  1. Validation results from material experts and media experts

One of the validators in this research consisted of three people, one of whom was a fashion education lecturer as an expert on children's clothing. Testing the validity of Comic-Based Children's Fashion Teaching Materials was carried out by administering validation questionnaires to material experts, media experts and language experts. Based on the validity assessment that has been carried out by experts, the valid/feasibility value is 91.5%, so the aspect assessed is within the criteria of very feasible or very valid. Thus, according to material experts, media experts and language experts, conclusions can be drawn regarding the teaching materials that have been developed and are suitable for application in children's fashion learning.

b. Practicality of Teaching Materials

To find out the practicality of using Comic-Based Children's Fashion Teaching Material products, the practicality of the teaching materials developed was carried out to see the ease of use. This was carried out by administering a practicality questionnaire after using the teaching materials which was filled in by 30 students.

Based on the results of the practicality questionnaire, Comic-Based Children's Fashion Teaching Materials were developed practically for use in children's fashion learning. This shows that the media produced meets the 80% percentage in the Practical category.

c. Effectiveness of Teaching Materials

To find out whether the use of Comic-Based Children's Clothing Teaching Material products is effective, the product effectiveness test was carried out by performing work on making children's party clothes. The effectiveness of teaching materials is aimed at factor analysis of performance results obtained by providing observation sheets.

Based on the results of students' performance in learning using comic-

based teaching materials, the Good criteria were obtained with an average of 90 with a score of 80. Thus, it provides an overview of the teaching materials developed that are effective for use in learning children's fashion.

In this regard, referring to what was stated by [11] that if the teaching material meets the criteria of good or very good, it can be categorized as valid learning media. If the use of media and student responses in learning are classified as good, then it can be categorized as practical, and if the media used is able to teach students and encourage learning outcomes, then it can be categorized as effective.

4. CONCLUSIONS AND SUGGESTIONS

On the basis of the problem formulation, research objectives as well as the results and discussion of the research and development of Comic-Based Children's Fashion Teaching Materials which have been described above, the following are the conclusions that can be drawn, namely:
 a. The validity of Comic-Based Children's Fashion Teaching Materials has been obtained, valid and suitable for use as a learning medium. Based on value data from material expert validators and learning media expert validators, results with very valid criteria have been obtained.
 b. Practical criteria for using comic-based children's fashion teaching materials have been obtained in the learning process. The performance results of students who were taught with Comic-Based Children's Fashion Teaching Materials were higher than the learning outcomes of students who were not taught with the developed teaching materials.
 c. The effectiveness of using Comic-Based Children's Clothing Teaching Materials has been obtained which is in the effective category in the learning process. This is shown by the results of the students' work in making children's party clothes.

Developing comic-based teaching materials on other materials related to practical learning is highly recommended so that they can be integrated into the learning process. in order to improve and provide new nuances in studying material in lectures so that students are interested in reading and learning. the

hope is that the development of comic-based teaching materials as teaching materials in learning can be a motivation for educators to innovate continuously in the teaching and learning process. it is hoped that in the future a work for the world of education will be produced well.

THANK-YOU NOTE

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