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Development of Morning and Night Facial Makeup Learning E-Modules in Facial Makeup Courses

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A B S T R A C T

This research aims to develop an e-module for Daily Makeup (Morning and Evening) as an additional learning resource for the Makeup course in the Makeup Education Study Program at Universitas Negeri Jakarta. Using the Research and Development (R&D) 4D model (Define, Design, Develop, Disseminate), the e-module was designed interactively with text, images, and simple navigation through the Canva application, accessible digitally. Research instruments included validation questionnaires for material experts, media experts, language experts, and practicality assessments from students. Validation results showed that the e-module was deemed "very feasible" as a learning medium. Student practicality tests also yielded positive evaluations regarding ease of use, visual appeal, and the material's benefit in supporting understanding of morning and evening makeup. This e-module proved effective, efficient, and engaging for both online and offline learning, and enhanced student learning independence. The final product is expected to be widely implemented in vocational makeup education.

Keywords: *E-Module, Makeup, Learning, R&D, 4D*
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INTRODUCTION

Learning and learning are fundamental processes that are very essential in human life. According to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, learning aims to change behavior through the improvement of knowledge, skills, attitudes, and positive values. The effectiveness of the learning process is greatly influenced by the design of activities that are systematic and relevant to the times.

The global development towards the digital era, which is accelerated by the COVID-19 pandemic, has driven significant changes in the world of education. According to Permendikbud No. 22 of 2016, learning media must be available innovatively and can be accessed flexibly, both online and offline. One form of media that meets this need is electronic modules or e-modules.

E-modules are defined as learning tools that contain materials, methods, limitations, and evaluation methods, arranged systematically and in an interesting electronic format (Imansari & Sunaryantiningsih, 2017). Its advantage lies in the ability to present interactive content in the form of text, images, audio, and video. This is able to increase the effectiveness of material absorption by up to 80–90%, much higher than reading ordinary texts which is only about 10% (Wibawanto, 2017).

In the Cosmetology Education Study Program, State University of Jakarta, the Cosmetology course is a mandatory practical course that covers various makeup techniques, including daily makeup (morning and night). However, the results of initial observations show that the available materials are not comprehensive and the variety of learning media is still limited. This condition emphasizes the need for alternative learning resources that are more innovative, interesting, and able to increase students' interest and independence in learning.

E-modules have superior characteristics, including self-instructional, self-contained, stand-alone, adaptive, and user-friendly (Ministry of National Education, 2008). With these advantages, e-modules become an efficient, flexible, and cost-effective learning medium. However, the challenge faced is limited accessibility, as the use of e-modules still requires digital devices and a stable internet connection.

In response to these problems, this research focuses on the development of e-modules learning about Everyday Makeup (Morning and Night) using the Canva application. This e-module is expected to function as an additional learning resource that is feasible and practical, as well as can help students improve their understanding of the material independently.

The main purpose of this research is to produce an e-module learning about Everyday Facial Makeup that meets the eligibility criteria through the validation of subject matter experts and media experts, and is proven to be practical in its use by students. The benefits of this research include expanding the researcher's knowledge about the development of e-modules, increasing student understanding, and providing independent learning resources that can be accessed anytime and anywhere.

This research uses the Research and Development (R&D) method, which is an approach that produces products that can be directly used by the community and can continue to be developed along with educational needs (Setyosari, 2016). From various R&D models, this study chose the 4D (Define, Design, Develop, Disseminate) model developed by Thiagarajan, Semmel, and Semmel (Sugiyono, 2019). This model was chosen because the steps are simple, systematic, and appropriate for the development of digital devices. Through the stages of needs analysis, design, expert assessment, trial, and dissemination, the 4D model supports the creation of e-modules for facial makeup that are feasible, practical, and effective for use in vocational learning.

METHOD

This research uses the Research and Development (R&D) method. The R&D method is a scientific way to research, design, manufacture, and test the validity of a product that has been produced (Sugiyono, 2019:396). The development model applied is the 4D (Define, Design, Develop, Disseminate) model by Thiagarajan, Semmel, and Semmel, which was chosen for its simple, detailed, procedural, and systematic steps in developing learning modules.

Research Time and Place

The research on the development of the e-module for learning Everyday Makeup in the Facial Makeup Course will be carried out at the State University of Jakarta, starting in January 2024.

Research Objectives and Subjects

The target product produced is an e-module learning about Daily Facial Makeup which can be accessed through digital devices (mobile phones or laptops) with the help of the internet. The subject of this research trial is a student of the Cosmetology study program at the State University of Jakarta who is or has taken a Facial Cosmetology course. The subject taking technique was carried out in stages, starting with a one-to-one trial to 3 students, followed by a small group trial to 15 students of the cosmetology education study program. All of these respondents were selected from the Cosmetology Education study program of the 2018 and 2019 batches who had taken the Cosmetology course.

Development Procedure

The development procedure for this e-module follows the stages of a 4D model (Define, Design, Develop, Disseminate) which has been adapted according to the needs of the research. The following is a design scheme for the development of the e-module for learning about Daily Facial Cosmetology (Morning and Night).

E-Module Learning Everyday Makeup (Morning & Night)

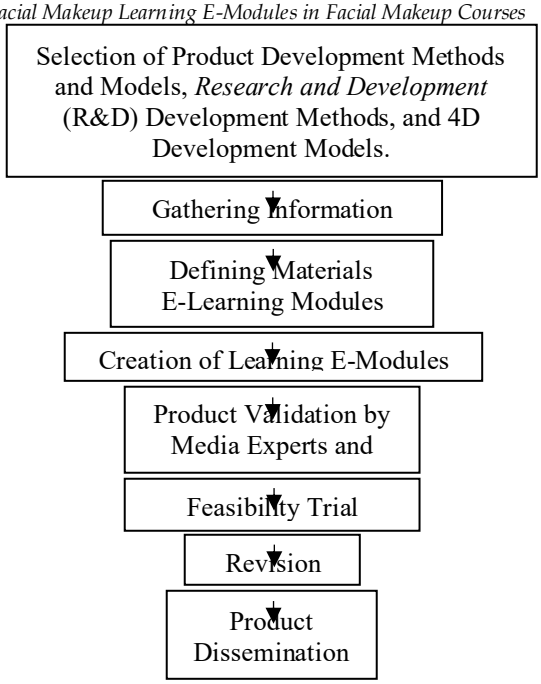


Figure 1. Scheme of E-Module Learning Everyday Makeup (Morning & Night)

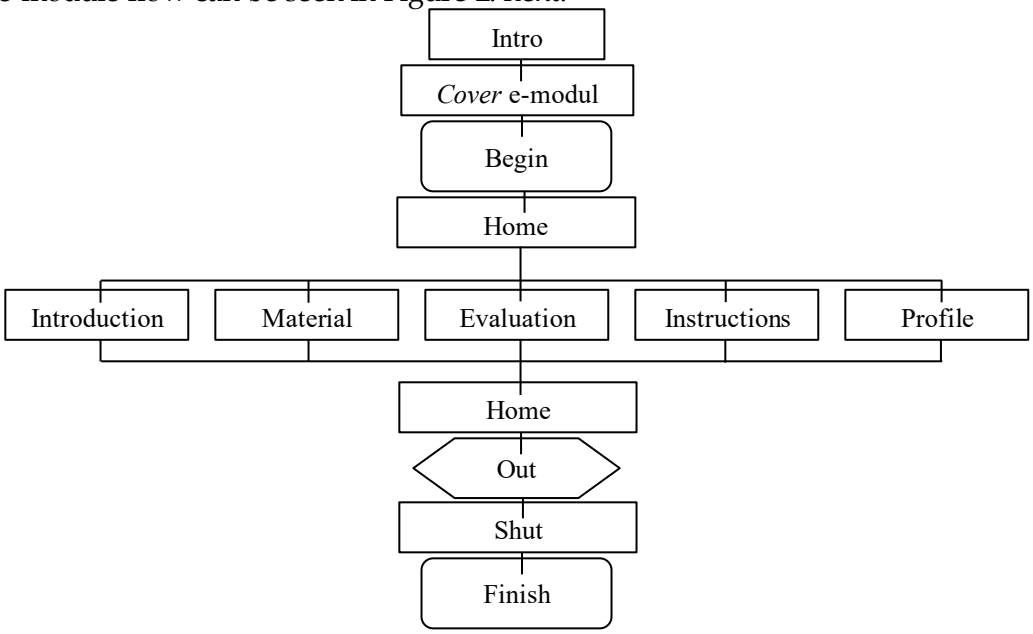
Define Stage

At this stage, the researcher conducts problem analysis and initial information collection in the surrounding environment. The information collected became the basis of the research. The researcher distributed a questionnaire in the form of a questionnaire of initial needs to respondents (students) to identify problems and analyze needs. The results of the questionnaire from 20 respondents (students of the 2018 and 2019 Cosmetology Education study program) showed that 89% of students needed a daily facial makeup e-module (morning and night).

Design Stage

This stage involves planning the e-learning module. Planning begins with the creation of a detailed e-module concept in the form of *flowcharts* and *storyboards* to facilitate the production process.

Flowchart Creation: This flowchart illustrates the process of interactive learning media. The developed e-module flow can be seen in Figure 2. next:



Gambar 2. Bagan Flowchart

The flowchart shows the process of interactive learning media, starting from the intro (e-module cover with the title "Daily Facial Makeup (Morning and Night)"), the main page

(containing competencies, materials, evaluations, instructions, and profiles), to the material page which is divided into four parts:

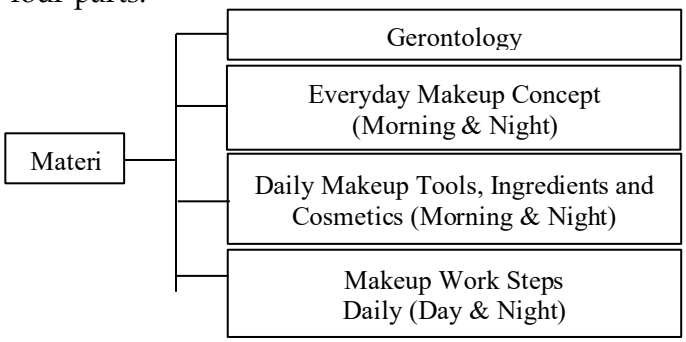


Figure 3. Learning Material Chart

Storyboarding: An overview description of the creation of learning media that details each screen, content description, and duration.
Collection of Materials, Evaluation Questions, and Answers: The material is arranged in a sequential and easy-to-understand manner, equipped with evaluation questions to measure students' understanding.
Collection of Photos/Images, Audio, Button Design, and More: Photos are taken from the results of the researcher's morning and evening makeup practice, as well as images from relevant sources. Instrumental audio is added to increase interest in learning. All of these components are processed using Canva.

Develop Stage

At this stage, the researcher produces an e-module based on the planning that has been made. Components such as flowcharts, apps, photos/images, audio, and subject matter are collected and integrated using Canva to create interactive learning media. After the initial production, validation tests were carried out by material experts and media experts to assess the feasibility of the e-module. Subject matter experts assess the suitability of the material with the RPS and the benefits of the e-module, while media experts assess the *cover* design, content, and ease of use. After validation, a *one-to-one test was carried out* for 3 students, then *a small group* of 15 students to find out the practicality of the e-module in use. The results of this trial were analyzed and became the basis for revision.

Disseminate Stage

This stage aims to disseminate e-module products that have been developed and tested so that they can be accepted and used by users individually, in groups, or in the learning system at the Cosmetology Education Study Program, State University of Jakarta.

Data Collection Instruments and Techniques

The research instrument used was a questionnaire, containing a set of questions or written statements addressed to the respondents to be answered. This questionnaire is used to measure the feasibility of the e-modules developed. Measurements using the Likert scale with gradations from very good to very bad (Sugiyono, 2019:165). The questionnaire was given to:

Subject Matter Expert: Validate learning content in e-modules.
Media Expert: Validate the visual and design aspects of the e-module.
Students: Assess the feasibility and practicality of e-modules as users.

Data Analysis Techniques

The data collected from the questionnaire was analyzed using two approaches:

Qualitative Data Analysis Qualitative data is obtained from assessment, correction, and input from material experts, media experts, linguists, and students. This data is analyzed to be a reference for the revision of the developed product.

Quantitative Data Analysis Quantitative data is obtained from questionnaire scores filled out by experts and students. This score is calculated using the following percentage formula:

$$P = \frac{Skor\ Pengumpulan\ Data}{Skor\ Ideal}\ x\ 100\%$$

Information:

P = Percentage number
Data collection score = Total respondent assessment score
ideal score = Highest score of each item × number of respondents × number of items

The percentage results are then converted based on the interpretation of the module's feasibility assessment. E-modules are declared feasible and can be used in learning if they obtain a percentage score of 61-100% (Arikunto and West Java, 2018). The interpretation of the module eligibility assessment is presented in the following table:

Table 1. Interpretation of the Module Feasibility Assessment

No.	Score Interval	Interpretasi
1.	0 – 20 %	Very Unworthy
2.	21 – 40 %	Less Worthy
3.	41 – 60 %	Quite Decent
4.	61 – 80 %	Proper
5.	81 – 100 %	Highly Worth It

Source: Arikunto and West Java (2018).

FINDINGS AND DISCUSSION

The development of the Morning and Night Makeup learning e-module is carried out through the 4D model stage (*Define, Design, Develop, Disseminate*). In the *Design stage*, the researcher made an initial design of the e-module using the Canva application. This design includes the creation *of the cover*, the preparation of the main page, instructions for use, the identity of the e-module, the introduction, as well as learning activity materials I (Morning Facial Makeup) and learning activities II (Night Facial Makeup), to evaluation and closing. This e-module is designed to be interactive with text, images, audio, and video, and includes quizzes to measure user understanding.

The various interfaces of the developed e-module can be seen in the collage which includes *the Front Cover* , Main Menu, Instructions for Use, Morning Makeup Material Page, Night Makeup Material Page, and Evaluation Page as follows:

Figure 4. E-Module Learning Facial Makeup (Morning & Night)

In the *Develop stage*, the e-module is validated by material experts and media experts, then tested for practicality to students.

Results of E-module Qualification By Material Experts

The e-module was assessed by Mrs. Titin Supiani, M.Pd. as a material expert. In the first feasibility test, the e-module obtained a percentage of 86.7%. After revision based on expert input (addition of relevance and revision of learning activity materials), the percentage value increased to 91% in the second stage of validity test. This shows that e-modules are very feasible to use in learning from the material aspect.

E-Module Qualification Results By Media Members

The assessment of media experts was carried out by Mr. Muhammad Riansyah Lubis, S.Kom. The results of the media expert's assessment showed a percentage of 81.1%. Although

there is no major revision, suggestions to increase the size of the text on the main menu have been accommodated. These results indicate that e-modules are very feasible to use in learning from the media aspect.

Test the Practicality of Learning E-Modules

The practicality test is carried out in two stages:

One-to-One Trial: Conducted to 3 students of the Cosmetology study program. The results of the assessment showed a percentage of 86.7%, which was included in the category of "Very Practical". Students provide input for improving the module to be more effective.

Small Group Trial: Involving 15 students of the Cosmetology study program. The assessment results showed an average percentage of 89.9%, which is also included in the "Very Practical" category.

Overall, the results of the practicality test show that the Morning and Night Makeup learning e-module is very practical to use as a learning medium in Facial Makeup courses, especially Daily Makeup material. This confirms that the e-module has met the characteristics and requirements of a good learning medium.

Discussion

The results of the study consistently show that the e-module learning Everyday Facial Makeup (Morning and Night) developed has a high level of feasibility and practicality. "Very feasible" assessments from subject matter experts (91%) and media experts (81.1%) confirm that the content and design of the e-module have met the necessary academic and visual standards. The revisions made based on expert input, although minor, show an iterative development process that is responsive to feedback, in accordance with the principles of the 4D model.

The high percentage of practicality from students, both in the trial *one-to-one* (86.7%) or *small group* (89.9%), indicating that this e-module is easy to use, visually appealing, and effective in supporting the understanding of morning and evening makeup materials. This achievement directly answers the research goal of developing a viable and practical e-module. This success is also in line with the concept of e-modules as an efficient and effective independent learning medium (Hidayatulloh, 2023), as well as being able to increase the effectiveness of material absorption through interactive design (Wibawanto, 2017:11).

This e-module has several significant advantages:

In the form of a web, it facilitates accessibility via the internet.

Can be used anytime and anywhere, supporting learning flexibility.

It is interactive with integration of text, images, audio, and video.

Equipped with music, reducing boredom while studying.

There are quizzes to measure user understanding.

Nonetheless, the main drawback of this e-module is its reliance on the internet network, which is an inherent consequence of web-based media. Despite these limitations, the findings of the study show that e-modules can be an effective, efficient, and interesting alternative learning medium, both in online and offline learning, and have the potential to increase students' learning independence in the field of cosmetology. This final product is expected to be widely implemented in vocational learning.

CONCLUSIONS

This development research has successfully created an e-module learning Everyday Makeup (Morning and Night) using Canva's web-based 4D (Define, Design, Develop, Disseminate) model. This e-module was developed as an additional learning resource for the Facial Makeup course at the Makeup Education Study Program, State University of Jakarta. Based on the results of validation by material experts and media experts, this e-module was declared suitable for use in learning. The assessment from media experts showed a feasibility percentage of 81.1%, while material experts gave a score of 91%. The consistency of the high ratings of the two experts confirms the quality of the content and design of the e-module. Furthermore, the test of the practicality of the e-module to students showed very practical

results. The one-to-one trial on 3 students produced a percentage of 86.7%, and the small group trial on 15 students reached 89.9%. This high level of practicality indicates that e-modules are easily accessible, interactive, and effective in supporting students' understanding of morning and evening makeup materials.

Overall, the e-module learning Everyday Facial Makeup (Morning and Night) has proven to be a valid and practical alternative learning media for cosmetology students. This product is expected to increase learning independence and become a comprehensive source of information. For further development, it is suggested that this e-module can be enriched with the addition of more diverse animations or learning videos to increase the attractiveness and effectiveness of learning.

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