

## **ARTICULATE STORYLINE BASED E-MODULE ON FACIAL MAKEUP MATERIALS**

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### **ABSTRACT**

This research was conducted at Cosmetology Education Universitas Negeri Jakarta. The research aim to determine the properness of developing product, the Geriatric Makeup Electronic Module. The type of research is Research and Development (R&D) using ADDIE development model. In the ADDIE development model, there are 5 stage that must be passed by the researcher: (1)Analysis, (2)Design, (3)Development, (4)Implementation, (5)Evaluation. In the evaluation phase, the researcher do the product validation on an expert and collage students. Validation conducted by material expert, media expert, a linguist, and collage students of Cosmetology Education there are 35 students who get matter of geriatric makeup. The research result show Learning Geriatric Makeup Electronic Module has been worthy to serve as media learning of Makeup Courses. This is supported by material expert evaluation result 91%, with media expert result 88,8%, with linguist result 96%, result of small group 82,5%, and 94,3% with field test. This Geriatric Makeup Electronic Module can be a practical learning for Makeup Courses, Cosmetology Education, Universitas Negeri Jakarta. Furthermore, it is hoped that the development of learning media can be better and more perfect than before both in terms of function, visuals, and others.

***Keywords: Learning Makeup Electronic, Geriatric Makeup, Articulate Storyline***

### **INTRODUCTION**

Education is a process of learning and changing the attitude of an individual group in an environment. In the implementation of education, the learning process is an interaction between educators and students. The learning process can also be considered effective if an individual has made maximum use of the facilities. This facility does not only depend on teaching staff, but through available learning resources. One of the learning resources that can be used is learning media. With the existence of learning media, it becomes easier for educators to convey learning material. The development of learning media is currently marked by the emergence of modules, electronic modules, learning videos, learning websites, video tutorials, and others. The module is one of the learning media used by students during the learning process. In fact, a module is a type of planned learning activity unit and has been designed to help individual students achieve their learning goals (Sukiman, 2012: 131). In the digital era, learning media is currently experiencing development. One of them is the transformation of print modules into digital in the form of e-modules. E-module (electronic module) is a digital module consisting of text, images, or both which contains digital dissertation simulation electronic material and it suitable for use in learning (Herawati and Muhtadi, 2018: 182). E-modules can be in the form of software, web files, or files placed on hardware such as CDs, flash drives, hard drives, and so on. This e-modules has more advantages compared to printed form, which is easy to carry anywhere and accessible at any time (Romayanti, et al., 2020: 52).

Geriatric make-up is one of the materials in the make-up course in the cosmetology education, Universitas Negeri Jakarta. This 4 credits courses studies various materials on facial make-up, one of the materials is geriatric make-up. This course is passed by students with allotted time of 170 minutes for each meeting with demonstration activities and practice of

applying makeup. The sub-discussion chosen by the researcher is geriatric facial cosmetology. Geriatric makeup is facial makeup that is intended for old age. A person is said to be elderly, which is around the age of forty years and over. According to Martha Tilaar (2011: 58) quoted in Maheswari, et al (2021: 156) the geriatric makeup technique is a comprehensive corrective makeup technique, combination of several makeup techniques that aim to cover existing deficiencies and improve the shape of the face. Weaknesses that exist in the face of old age is showing signs of aging.

Learning outcomes in this material start from mastering the concepts, tools, materials, and cosmetics. After students gain knowledge, it is continued by practicing geriatric makeup and then applying it. The material to be discussed is the definition of geriatric make-up, gerontology, principles and techniques of geriatric make-up, and the SKKNI for sin beauty. The cosmetology course actually provides learning modules, it's just that a few modules discuss geriatric material in more detail. Feeling that the learning module is limited, the researcher wants to make learning media in the form of geriatric makeup e-module. The e module created by the researcher uses one of the supporting applications, it is Articulate Storyline 3. Articulate Storyline 3 is a computer software that is used a medium of communication and presentation (Pratama, 2018: 22). Articulate Storyline 3 can also be defined as a multimedia authoring tool used to create interactive learning experiences with content formed from a combination of text, images, graphics, sound, animation, and video.

The researcher chose Articulate Storyline 3 as an application for making learning media because this application has a similar appearance to Microsoft Powerpoint. In addition, some of the icons contained in this application also have the same function as Microsoft Powerpoint. The aim in making this research was to develop an e-module for geriatric make-up that was appropriate for make-up courses at the Cosmetology Education, Universitas Negeri Jakarta. The development of this e-module is expected to become a learning medium that is easy to understand, practical, so that it can attract student interest in reading. In addition, students are also expected to be able to access this e-module anywhere and anytime, so that it is not limited by space and time.

## **METHOD**

The method used in this research is the research and development method. According to Sugiyono (2015: 407) research and development methods are methods used to produce certain products and test the effectiveness of these products. The model used in this research is the ADDIE development. The ADDIE development model consist of 5 steps, namely: Analysis, Design, Development, Implementation, and Evaluation.

Development is the activity of making and testing products. Implementation is an activity using the product that was developed. Evaluation is an activity to assess whether each step of the activity and product that has been made is in accordance with the specifications or not. This stage is a feasibility test of the product being developed and assessing whether the e-module being developed is feasible or not.

## **Respondent of The Research**

Respondent in this study were experts and student. Material expert will validate the learning material contained in the e-module, media expert will validate the visuals of the e-module, and linguist will assess the feasibility of using language in the e-module. Students as users will assess whether this e-module is suitable for use or not. The data obtained from the questionnaire based on the results of the trial will be used as validation and revision of this learning media.

### **Instruments**

The instrument used in this research is a questionnaire. This questionnaire technique is carried out by providing a set of questions addressed to the respondent to be answered. The data obtained from the questionnaire based on the trial results will be used as validation and revision of this learning.

### **Data Analysis Techniques**

The data collection technique used in this study is the distribution of questionnaires. The form of this questionnaire is closed so that respondents can answer quickly the choice that have been provided. This questionnaire was given to the reviewers, namely material expert, media expert, and language expert, as well as students as users. The measurement that will be used by researchers is the Likert scale. According to Sugiyono (2019: 165) the answers to each instrument item using the Likert scale have a gradation from very positive to very negative, which can be in the form of words including:

Table 1 Likert Scale

<b>Scale</b>	<b>Description</b>
5	Very good
4	Good
3	Pretty good
2	Not good
1	Very not good

In this study, data analysis techniques can be identified through questionnaires given to expert and respondents. The data that has been obtained is then analyzed into qualitative and quantitative data. Qualitative data were obtained from the assessment of material experts, linguists, media expert, and students in the form of corrections and input. This data is then analyzed by the researcher as a reference for product revisions that have been developed. Meanwhile, quantitative data was obtained through the result of a questionnaire that was filled in by experts and students. This data is then analyzed based on predetermined score. The final result that have been obtained from the calculation are converted based on the interpretation of the feasibility assessment of the module. If the learning media obtains a percentage value of 61-100%, then the developed media is feasible and can be used in learning.

Table 2 Interpretation of Feasibility Assessment Module

<b>No.</b>	<b>Score intervals</b>	<b>Interpretation</b>
1.	0 – 20 %	Very unworthy
2.	21 – 40 %	Not worth it
3.	41 – 60 %	Decent enough

4.	61 – 80 %	Feasible
5.	81 – 100 %	Very feasible

## RESULT

At the analysis stage, it was found the problem of limited learning media that discussed geriatric makeup in detail. In addition, in cosmetology education study program there still a lack of variations in learning media, especially in cosmetology courses. Then the researcher collects various information in the field as material for product planning. The next stage is the design stage, the stage where the researchers design the product to be develop.

The e-module developed is entitled “Electronic Learning Module of Geriatric Makeup”. The



researcher begins by designing an e-module framework in the form of a flowchart as the e module’s travel path and continues with making a storyboard. This storyboard is a picture of the slides on each page along with the duration. The researcher also designed the screen display design of the learning media, the looked for the source of the material. The materials for writing the e-module were collected by researchers through several books. Apart from books, researchers also collect pictures through official sources or personal documentation. The e-module development production process is carried out Articulate Storyline 3 as an

application to create designs. Elements such as text, images, sounds, and others are combined into learning media using the application. Starting from drafting writing, creating page layouts, and the editing process is carried out by utilizing the tools in this application.



Figure 2 Display Cover and Menu on the E-Module

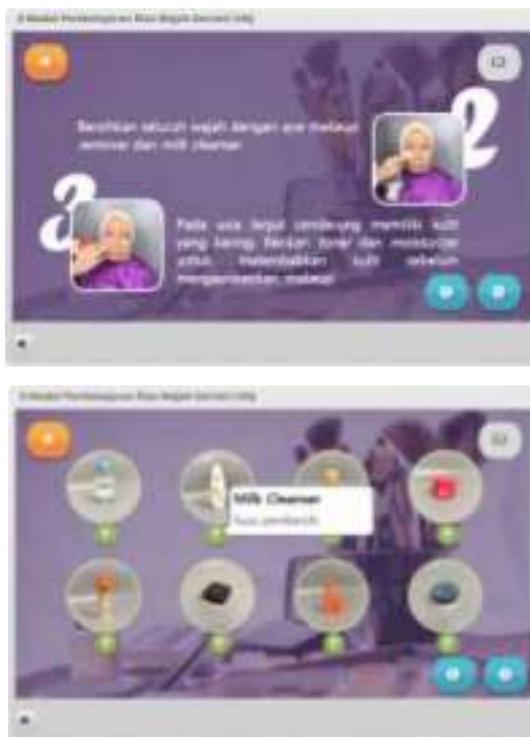


figure 3 Material Display in E-Module

The product implementation is carried out by expert and students. The use of this e-module aims to determine the performance and then validate it. Validation of the e-module will determine its feasibility and practicality to be used as a learning medium during the learning process. This validation was carried out through trials by media experts, material experts, linguists, and students of the Cosmetology Education who had received material on geriatric makeup. The results of the trial will be evaluated and revised by researchers to achieve learning media that are suitable for use.

## **DISCUSSION**

In the material expert trial, the product developed by the researcher underwent heavy revisions. This revision starts with a revision of the material that is not in accordance with the CPMK material for Geriatric Facial Makeup. In addition, the completeness of the material is considered not to be explained in full and in detail. On the material page menu, the researcher changes from 6 sub-chapters to 4 sub-chapters in accordance with CPMK. Simultaneously, the researcher added material to complete the e-module to suit the subject matter of Geriatric Facial Makeup. In addition, the researcher changed the make-up technique pages into geriatric make-up work steps and were more detailed, starting from making the work area preparation pages, personal preparation, make-up techniques, and finally tidying up the work area. Completing photos and pictures to make it easier to understand in learning. Based on the results of data collection, it was obtained that the percentage of the e-module for learning geriatric makeup according to material expert in the first stage was 79% and the second stage was 91%. It can be concluded that after going through the e-module revision process it's very feasible to be used as a learning medium during the learning process.

Figure 4 Graph of E-Module Feasibility Results by Material Experts



Figure 5 Revision on The Material Expert Trial

The appearance of the learning media that was tested on media expert, the revisions made were changing the CPMK page in writing, so that it would be better and legible. Media expert suggest attaching videos so that the learning media becomes intact and more interesting. In addition, the researcher also completes the material so that it's in accordance with the characteristics of the module, namely stand alone. Based on the results of data collection, the percentage according to media experts in the first stage was 74.4% and the second stage was 88.8%. It can be concluded that the geriatric makeup learning e-module is very feasible to be used as a learning medium during the learning process

Figure 6 Graph of E-Module Feasibility Results by Media Experts



Revisions to the Media Expert Trial

Figure 7

The use of language tested on linguist shows that the use of punctuation in e-modules still needs to be improved. In addition, the citation displayed must clearly state the source. Therefore, the researchers improved the use of language and sentences in the e-module. Based on the results of data collection, the percentage in the first stage was 90% and the second stage was 96%. It can be conclude that the geriatric makeup learning e-module is very appropriate to be used as a learning medium during the learning process.

Figure 8 Graph of E-Module Feasibility Results by Linguist



Figure 9 Revision on Linguist Trial

The small group trial that was conducted on 5 students of the Cosmetology Education Study Program found that the font size in the learning media was still too small and looked incoherent with the background on several pages. Therefore the researcher enlarged the font size, changed it to bold, and made the background darker so that the writing was easy to read. Another finding is the use of several buttons that take a long time to respond, so the researcher change the image resolution to be smaller so that the size of the e-module becomes lighter. Based on the results of data collection, the small group try obtained a percentage of 82.5%. It can be concluded that the geriatric make-up learning e-module is very feasible to be used as an alternative learning media during the learning process.

Field test were conducted by researchers on 30 students of the Cosmetology Education Study Program who had attended cosmetology courses. Based on the completed questionnaire, the total score obtained is 3114. Then the researchers performed calculations to find out the practicality of the product being develop and obtained a percentage of 94.3%. It can be concluded that the geriatric makeup learning e-module is very appropriate to be used as an alternative learning media during the learning process.

## CONCLUSION

Research on the development of the geriatric make-up learning e-module was carried out by analyzing the existing problems in the field. After the discovery of these potentials and problems, researchers began to design product followed by the design and production stages. After the developed has been completed, the researcher proceeds with the trial phase. Based on the results of the trial, the feasibility score in the first stage was 79% and the second stage was 91% from the material experts. The media expert trial obtained a feasibility value in the first stage of 74,4% and 88.8% in the second stage. The linguist trial obtained a feasibility score in the first stage of 90% and 96% in the second stage. Meanwhile, the small group trials obtained a feasibility value of 82,5% and field trials obtained a feasibility value of 94,3%. Therefore, it can be concluded that the e-module for learning geriatric makeup is very suitable for use in the learning process. This e-module can also be a practical learning medium in cosmetology courses, Cosmetology Education Study Program, Universitas Negeri Jakarta.

Based on the findings during the research, suggestions for future researchers to able to develop learning e-modules in cosmetology courses better than the previous ones. The e module developed in this study is in online, so users must have good internet access. The e module can be accessed online with a note that all files use in the e-module must be transferred to the user's device. This of course requires a larger memory capacity, so that it can be used as a reference for further

researcher.

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