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DEVELOPMENT OF JOBSHEET-BASED E-MODULES IN FASHION  
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# DEVELOPMENT OF JOBSHEET-BASED E-MODULES IN FASHION BUSINESS MANAGEMENT COURSES

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## ABSTRACT

Limited time for the sewing process during learning is a significant obstacle, because you have to explain sewing procedures in theory and during practice. This causes students to not be able to absorb detailed and clear information on the steps for making clothing production. The aim is to 1) develop a module assisted by a job sheet and 2) a module suitable for use in learning, especially in fashion business management courses. The learning media for the module is assisted by job sheets using the research and development (R&D) method. The development model used is the Dick and Carey development model. Based on the assessment of material experts 93.9%, media experts 93%, small group student responses 68.6%, medium group 82.2% and trials in large groups 91% with the category very feasible so it can be used as learning media.

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## KEYWORDS

E-module, Fashion Business, Fashion Design, Jobsheet

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## CITATION

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## Introduction.

The Fashion Design Education Undergraduate Study Program is one of the higher education institutions that strives to improve the quality of learning in fashion design education. Students are prepared with a variety of knowledge, including students' readiness to open up business opportunities by taking lessons in fashion business management courses. Management aims to make changes to available resources so that they produce valuable results to achieve targets.

Management that is carried out well is the key to the success of a business, including the fashion business. In Arabic, management is defined as *idaarah*, which comes from the word *adaara*, which means to organize. Meanwhile, in the English-Indonesian dictionary written by Echols and Shadily (2019), management is said to come from the root word to manage, which means to lecture, organize, implement, manage and treat. This is in line with Susan (2019) in her article who also states that management comes from the word management (English) with the verb to manage which means to lecture. Management is translated into Indonesian as management or managing. Management itself, in the Indonesian Dictionary, is defined as the process of using resources effectively to achieve predetermined targets or using resources effectively to achieve targets (Hidayat & Wijaya, 2017). Management is a unique process that consists of actions, planning, organizing, directing and controlling which are carried out to determine and achieve predetermined targets through the use of human resources and other resources (Arum et al 2021).

Based on the opinions above, it can be concluded that management is related to systems that are prepared to achieve business goals by involving human resources through coordination which includes the processes of planning, organizing, determining, manpower, directing and supervising. Well-implemented management is the key. the success of a business or company. Business can be defined as activities carried out by people or

an organization regularly and continuously in the procurement of goods or services or other facilities for sale, exchange or lease with the aim of obtaining optimal profits (Nurhaeni, H. , 2018). So it can be formulated that management in the fashion business sector is an activity consisting of planning, organizing, implementing and controlling which is carried out systematically in the procurement of goods or services in the fashion sector for sale, rental and exchange in order to achieve business goals and obtain optimal profits.

Skills in business management can be learned by taking courses in fashion business management courses. It is hoped that students' readiness to start a business will grow after taking the fashion business management course. Formation and establishment of a business using capital, ideas, organization and management designed by oneself. After studying fashion business management courses, students are expected to be ready to start a business. The learning outcomes of Fashion Business Management can be seen from the competencies obtained by students, they understand the function, essence and principles, objectives and role of management in the fashion business sector. The results of learning Fashion Business Management are expected to benefit knowledge and business managerial abilities, so that this can be seen from changes in student behavior. Learning outcomes are essentially changes in a person's behavior as a result of the learning process. The learning outcomes obtained by students can provide information about students' abilities in understanding the learning material explained by the lecturer in the teaching and learning process (Irawati, I., et al 2021). Learning outcomes are student abilities obtained after learning activities (Nugraha, 2020). Learning outcomes can be interpreted as the results of the teaching and learning process, both cognitive, affective and psychomotor, with assessments that are in accordance with the curriculum (Biantoro, R. N. 2022)

Based on initial observations of several lecturers and students in fashion business management courses at Medan State University, it is known that learning requires module media, this is due to the limited time to demonstrate the sewing process which is a significant obstacle, because you have to explain sewing procedures and fashion business theoretically. and during practice the lecturer also has to explain sewing procedures to management including the system of the clothing business and this results in obstacles to the learning process because students depend only on the lecturer's explanations. Students need to learn how to make fashion production properly and correctly because this will form the basis for the next stage in the fashion business sector. Through several relevant studies, the same obstacles or problems were found, namely 1) research developing hypercontent-based e-module media for learning fashion business development at the Interstudi Design College (Harahap., M., 2022) with the identification of the problem of not having a learning module that discusses regarding the fashion business, then there is a need for teaching materials such as modules to support independent learning. 2) Development of an Industrial Home Clothing Making Module at SMK Negeri 6 Yogyakarta (Astuti, N.D., et all., 2018). Through observations and interviews, it was found that 17% of students only chatted during learning and were unable to participate in learning, allegedly because learning was centered on the lecturer because delivery was too fast and there was no learning media available so learning became boring. Students also cannot repeat learning independently. It is felt that the delivery of material in class requires more interesting learning media in order to increase students' interest in learning. It is hoped that it can be further developed to be more varied, applicable and can be studied independently. 3) Development of an Industrial Clothing Making Module for Sewing Clothing for Class Xi Children Fashion Design at SMK Negeri 1 Beringin (Siregar, D. A. 2022)

Development is an effort carried out consciously, planned and directed to create or improve, so that it becomes a product that is increasingly useful for improving and supporting and improving quality as an effort to create better quality, (Yaumi., 2018). The development carried out in learning is media development. Learning media is anything that can be used to transmit messages (learning materials), so that it can stimulate students' attention, interests, thoughts and feelings in learning activities to achieve learning goals (Harahap, M. 2022).

The word media comes from the Latin "medius" which literally means "middle", "intermediary" or "introduction". According to Hasan, et all. (2021) learning media is anything that is used as an intermediary or liaison from the information provider to the information recipient with the aim of stimulating students to be motivated and able to participate in the learning process completely and meaningfully. According to Nurdyansyah (2019) learning media is anything that can be used to channel messages from a lecturer to students which can stimulate thoughts, feelings, attention and interest, so that the learning process occurs. According to Rusydiyah (2020) learning media is something that is used in learning to convey messages to students, and this something when used simultaneously can also stimulate interest in being interested in the content of the message. Based on the opinion above, it can be concluded that learning media is a tool used by lecturers to convey material so that students can easily understand and understand the material presented. The function of learning media according to Rusydiyah (2020), is as follows: a. Learning media functions to

minimize several obstacles to the learning process, obstacles can be in the form of limited space, time and size.

b. Learning media can also improve something that determines the success of the learning process, such as increasing interest or motivation, attracting students' attention, encouraging students to be active, and providing effective stimulation for students to continue learning. The function of learning media according to Nurdyansyah (2019) is as follows: a. Increasing the effectiveness and efficiency of learning. b. Increase enthusiasm for learning. c. Increase interest and motivation to learn. d. Students interact directly with reality. e. Addressing student learning modalities, which are diverse. f. Making the communication process effective in learning. g. Improving the quality of learning. Based on the function of learning media, it can be concluded that media is very necessary during the learning process.

Modules are media that can deliver messages to students, modules are media or learning tools that contain materials, methods, limitations of learning materials, instructions for learning activities, exercises and evaluation methods that are designed systematically and interestingly to achieve the expected competencies and are used systematically. independent (Harahap, M. 2022). According to Kosasih (2021), the module is an independent teaching material because it is equipped with instructions for self-study, where the module contains material, methods, limitations and ways of evaluating which are designed systematically and interestingly. According to Najuah, et all (2020) E-modules or what are called electronic modules are teaching materials that are arranged systematically and present the material sequentially so that it is easy to understand. In the e-module there are materials and practice questions that make it easier for students to study the material. Based on the opinion above, it can be concluded that e-modules or also called electronic modules are a learning media that is the same as modules, where this learning media contains materials, methods, limitations and practice questions that can make it easier for students to study the material independently, which is different. is an e-module which uses electronic media while the module uses printed teaching materials.

So that the learning media in the form of E-modules given to students is interesting and more useful when studied, the E-modules need to be varied. Fashion Design, researchers developed learning media in the form of e-modules. According to Laili, et al (2019) E-modules can display text, images, animations and videos via electronic devices in the form of computers. According to Herawati and Muhtadi (2018) E-modules or electronic media are modules in digital form, which contain material accompanied by simulations that can and are suitable for use in the learning process. According to Puspitasari (2019), using electronic modules has advantages such as being able to be integrated with the internet, thereby saving printing costs, easy to use anytime and anywhere, simple and practical use. Based on the opinion above, the researcher developed learning media in the form of e-modules on material for making basic patterns for adult women because this e-module learning media can be used easily and practically via electronic devices such as cellphones, computers, laptops and tablets, as well as in e-learning media. -This module contains material and practice questions that can help students learn independently, so that it can increase student activity and motivation in the learning process

Apart from consisting of fashion business theory, the E-module material is also interesting if it includes material to support the practice of fashion produced in a predetermined fashion business in the form of a job sheet so that it can be used as a guide in learning. jobsheet, namely a step-by-step guide that provides structure in carrying out practicum (Azizah & Rusimamto, 2019) Jobsheet is a print-based learning media in the form of loose sheets of paper that is used to convey messages, stimulate students' thoughts, feelings, attention and will so that students can be encouraged involved in the learning process, in this case using sheets containing assignments that must be carried out by students, containing instructions and steps to complete a practical assignment. The unavailability of job sheets, modules, etc., during learning causes students not to have a copy of the material that has been delivered, which causes students to not be able to re-study the material at home, besides that students often forget the steps in making a product and delivery. Students often have different perceptions or understandings from one another, which has an impact on learning outcomes (Karima et al, 2018).

Through these descriptions, the development of a jobsheet-assisted learning module in the fashion business management course is focused on the convection fashion business. This business was chosen based on the production of shirts, this is because there are several important parts in this clothing that students must master to be able to make it. It is hoped that this learning jobsheet-assisted module will be more interesting and easy to understand so that students can better understand and comprehend the steps in making fashion production to running a fashion business and students will not easily get bored studying the jobsheet-assisted module media either together or independently.

### Methods.

Product development techniques use the Research and Development (R&D) method. Research and Development (R&D) is a development method for developing and evaluating learning programs, processes and learning products (Sugiyono, 2019). The development of learning modules uses the Dick and Carey development model. This development model was chosen because it uses a systems approach with regular and systematic development steps and can be used to design individual learning. The results of product development in this research are a fashion business management module. Development Stages In this research, the model used is the Dick and Carey development model, so the development design refers to the 9 steps of the Dick and Carey model stages.

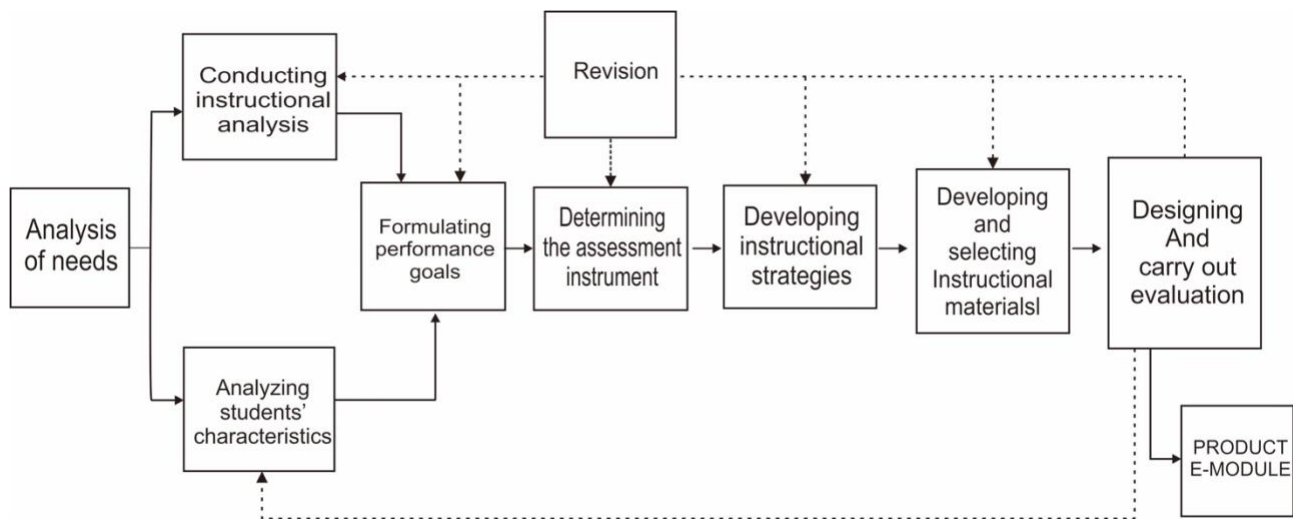


Fig. 1. Research diagram

The following is an explanation of the steps in developing Dick and Carey that researchers took. a. Needs Analysis At this stage the researcher first analyzes the state of learning at Medan State University. Here the researcher looks at the needs needed based on the existence of a real situation in the actual field. At this stage, based on the needs analysis, the researcher knows what problems exist and solutions to problem solving. At this stage the researcher analyzes the needs found in convection business materials b. Carrying out Instructional Analysis The next step is to carry out an Instructional analysis or what can be called a teaching system analysis. At this stage the researcher analyzes the teaching process between lecturers and students. starting from the teaching methods used by lecturers, the tools and media used as well as the learning resources used during the teaching process. c. Analyzing Student Characteristics This student character analysis was carried out to see students' attitudes towards the learning process. From observations made by researchers regarding learning about fashion business management using convection material, they often encounter obstacles and are not enthusiastic during the learning process. d. Formulating Performance Goals Formulating performance goals is an effort to improve the problem, after analyzing the needs, teaching process and student characteristics, the problem can be identified so that it is necessary to solve the problem with a solution using varied learning media which aims to help students overcome problems in the learning process. e. Determining the Assessment Instrument The next stage is determining the instrument to measure the product or design device being developed. instruments related to the product device or design being developed can be questionnaire or checklist. At this stage the researcher chose to use an assessment instrument in the form of a questionnaire f. Developing Instructional Strategies. The researcher first determines the varied learning media that will be developed, here the researcher chooses to use electronic-based learning media, namely e-modules, with the aim of helping students learn independently with conventional materials.

The researcher created an e-module based learning media, at this stage the module structure and content framework of the module was designed which included: 1) Designing the e-module cover 2) Designing the type of written text that would be used 3) Choosing the colors that would be used 4) Designing learning outcomes 5) Designing the content and closing sections. h. Designing and Implementing an Assessment After the learning media has been created, the next stage is to design an assessment which functions to collect data

related to the strengths and weaknesses of creating the media and learning materials. After the assessment design is complete, an assessment will be carried out on material experts, media experts, students and lecturers.

The data collection technique is to analyze all data from all respondents or other data sources that have been collected. The questionnaire data obtained will be analyzed using the following steps: 1. The questionnaire that has been filled in by the respondent is checked for completeness of the answers and then arranged according to the respondent's method. 2. Quantitative questions by giving scores according to predetermined weights. 3. Tabulate the data 4. Calculate the percentage of each sub-variable using the following formula:

$$X = \frac{\text{Total Score}}{\text{Scale} \times \text{Respondent}} \times 100\%$$

### Result and Discussion.

Product Development Results, with product development test subjects with a total of 30 students. The process of carrying out research and developing e-module learning media assisted by job sheets on fashion convection material.

Based on the results of the analysis of the needs of 89.3% of students and 90.8% of lecturers, it can be concluded that the use of media during the learning process has so far been less innovative, problems also occur in the learning process carried out by lecturers who have not utilized current technology, so that learning is conventional. so that some students are less enthusiastic about the learning process

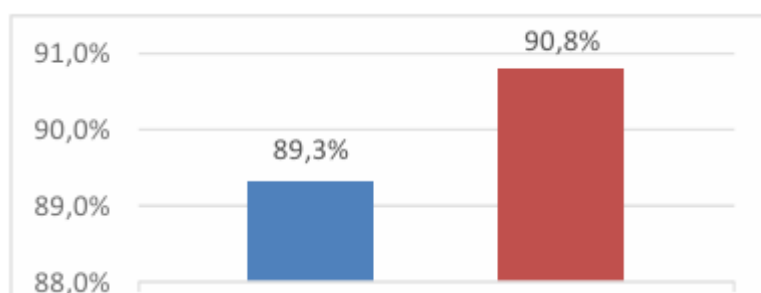


Fig. 2. Average percentage of lecturer and student needs analysis questionnaire results

Phase I Feasibility Test Results Data (Validation by Material Experts and Media Experts) Validation here aims to find out the opinions of material experts and media experts regarding the suitability of learning media. The following are the results from experts. 1). Validation Result Data. Material Expert Validation of material experts on the development of e-module learning media was carried out by 3 material experts. Based on the validation results from material experts, the e-module is suitable for use. This can be seen from the assessment aspects, namely learning materials, quality of content and objectives, as well as language with 16 indicators rated "Very Good" and 6 indicators rated "Good". Overall, the feasibility aspect of the material received an average score of 93.9% in the category "Very Good" and suitable for use in the learning process.

Media Expert Validation Result Data Media expert validation of the development of e-module learning media was carried out by 2 media experts. Based on the results of media expert validation, the e-module learning media is suitable for use. This can be seen from the assessment aspects in the form of e-module size, cover, typography and e-module design with 17 indicators rated "Very Good" and 3 indicators rated "Good" overall the media suitability aspect received an average score of 93% with the "Very Good" category and is suitable for use in the learning process.

Phase II Feasibility Test Results Data Small scale test results data were carried out on 8 students, who were selected according to their level of achievement, namely high, medium, low. A small-scale test was carried out to determine the attractiveness and identify shortcomings of e-module learning media products. 68.6%. Medium scale tests were carried out on 15 medium scale tests to determine the attractiveness and identify shortcomings of e-module learning media products 82.2%. A large-scale test was carried out on all Stambuk 22 Fashion Design students with a total of 30 students. A large-scale test was carried out to determine the feasibility of jobsheet-assisted e-module learning media in fashion business management courses with convection material, namely 91%.

Based on the results of a large-scale test conducted on 30 students with a percentage of 91%, it was stated that there were no suggestions or comments for improvements to the jobsheet-assisted e-module learning media product in the fashion business management course with convection material. Small scale test 68.6% Fairly Good, Medium scale test 82.2% Good, Large scale test 91% Very Good Based on the percentage results of small scale tests, medium scale tests and large scale tests there is an increase in value. From the small scale test to the medium scale test the value increased by 13.6% and from the medium scale test to the large scale test the value increased by 8.8%.

Table 1.  
Percentage feasibility test table

No.	Aspect	Percentage	Criteria
1	Small Scale Test	68,6	Good
2	Medium Scale Test	82,2	Quite good
3	Large Scale Test	91	Very good

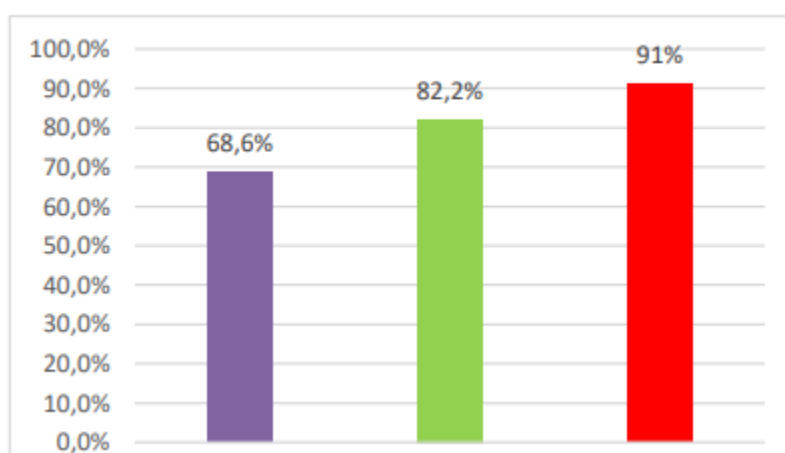


Fig. 3. Small group test, medium group and large group

Based on relevant research in research Through several relevant studies, the same obstacles or problems were found, namely 1) research on developing hypercontent-based e-module media for learning fashion business development at the Inter-studies Design College (Harahap., M., 2022) with identification The problem is that there is no learning module that discusses the fashion business, then there is a need for teaching materials such as modules to support independent learning. 2) Development of an Industrial Home Clothing Making Module at SMK Negeri 6 Yogyakarta (Astuti, N.D., et al., 2018). Produces modules designed for industrial home clothing production processes. The contents of the module are printed in full color, there are design illustrations, photos explaining the production process, the module contains learning activities, accompanied by clear assignments and summaries, at the end of the module there are practice/evaluation questions. Through observations and interviews, it was found that 17% of students only chatted during learning and were unable to participate in learning, allegedly because learning was centered on the lecturer because delivery was too fast and there was no learning media available so learning became boring. Students also cannot repeat learning independently. It is felt that the delivery of material in class requires more interesting learning media in order to increase students' interest in learning. It is hoped that it can be further developed to be more varied, applicable and can be studied independently. 3) Development of the Industrial Clothing Making Module Sewing Children's Clothing Class 3 groups, each consisting of 9 students in the small group, 17 students in the medium group and 32 students in the large group. The results of the development stated that, based on the assessment of 3 media experts, an average score was obtained for the media graphic feasibility aspect of 89.29% "very good", while the feasibility aspect it is stated that the media module developed is declared valid and further suitable for testing in the field with revisions. Based on the results of the small group trial, the average was 87.62% "very good", in the medium group the average was 88.57% "very good", while in the large group the average was 87.59% "very good". (Siregar, D. A. 2022).

This e-module is tailored to student needs. The learning e-module created has also been able to broaden students' insight into the fashion business. This means that the modules prepared are in accordance with achievement indicators, general learning objectives and specific learning objectives. The availability of jobsheet-assisted learning E-modules is complemented by the fashion production process which can improve these skills because it supports learning achievement. The use of job sheets in learning is as a practice guide that can be seen repeatedly when students have difficulty doing assignments (Marniati, M., 2021; A.A Rizqiani., 2015). One of the conveniences of using jobsheet media is that the lecturer only needs to deliver the material once, then students can practice independently using the jobsheet guide (Marniati, M., 2021; Aprillia., 2016).

Job sheets can be used as a reference for the skills of each person or individual, who is able to quickly absorb learning, there are also those who need time to practice their abilities. Skills that can be implemented should be realized and developed so as to produce achievements. Skills are usually born from habits that are often done repeatedly, and something that is liked or a hobby (Hasriadi., 2022). Creating innovative e-modules really requires a preparation method that can develop the module to be interesting and fun so that it can motivate students to learn and foster students' interest in learning (Sunantri et al., 216). The presence of innovative modules such as this jobsheet-assisted module can be said to simplify the learning process, especially in fashion business management courses.

### Conclusions.

This research was conducted on a sample of 30 students, the development used was the Research and Development method, with the Dick and Carey development model. The result of research and development is to produce learning media products in the form of learning e-modules, especially in fashion business management courses with the help of job sheets which can be accessed easily, by clicking on the link which will be shared via social media (WhatsApp, Facebook, Email or Facebook), learning media This can also be downloaded in PDF (Portable Document Format). The feasibility of e-module learning media is based on the results of the material expert assessment of 93.9% with the criteria "Very Good" and the results of the media expert assessment of 93% with the criteria "Very Good". The results of the large-scale test assessment on students were 91% with the criteria "Very Good".

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