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ASSESSMENT OF THE CRAFT AND ENTREPRENEURSHIP MODULE WITH ONLINE MARKETING LEARNING FOR SENIOR HIGH SCHOOL

Winda Mildayani, Wiedy Murtini and Sudarno

Sebelas Maret University, Surakarta, Indonesia Sebelas Maret University, Surakarta, Indonesia

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ABSTRACT

This study aims to describe the results of the assessment of the craft and entrepreneurship module with online marketing learning made by researchers and then will be assessed by expert validators to determine the eligibility of the module. The feasibility of this media was assessed by two validators (media experts and material experts). In the data collection, the researcher used a product evaluation questionnaire instrument which is used by expert validators. The results show that the module with online marketing learning is good for craft and entrepreneurship learning media with the results of the media expert's assessment is 85%, the material expert's has a 85% and the total result of the media expert's and material expert's scored by 85.41%.

KEYWORDS: Module, Online Marketing Learning, Craft and Entrepreneurship

1. INTRODUCTION

Craft and entrepreneurship education is able to develop knowledge and art of technology-based skills since an early age, so with entrepreneurship learning that students can develop skills in opening a business by creating their products. Senior high school is one of the levels of formal education that appropriate to direct students to become entrepreneurs.

Craft and entrepreneurship learning requires students to utilize technology for marketing their products. Based on Senior high school of Walisongo Sragen conditions, students are only able to provide their products by offline marketing. Offline marketing is less effective because it creates limited buyers, furthermore the products cannot be marketed widely. Online marketing is needed to expand product marketing. The online marketing is a popular form of entrepreneurship that is currently popular in the world today with social media facilities such as Facebook, Instagram and online shopping platforms such as Shopee and Tokopedia. Moreover the online marketing will be maximized in terms of disseminating marketing information, both the services and goods offered (Awali & Rohmah, 2020: 3).

Teachers have limited understanding of material and skills related to online marketing, so to improve student learning outcomes, teachers need learning media that are effective and fun for students such

as guidebooks or modules as intermediaries for learning. Finally, the students can be easy to understand of online marketing material. The module is a form of teaching material that is made as a systematically, in which it contains a set of planned and designed learning experiences to help students to get a specific learning objectives (Mahadiraja & Syamsuarnis, 2020: 78). The application of the module has proven to be effective in increasing students' problem-solving abilities from very low to quite high levels (Amar, Suranto, & Sajidan : 2021).

Based on the observations, the researcher will develop modules to encourage students to be more motivated to use teaching materials independently, then students can practice their reasoning and analytical skills to improve student learning outcomes. The purpose of this assessment is to obtain appropriate learning modules to develop students' abilities.

LITERATURE REVIEW

a. Module

The module is a way of organizing subject learning that pays attention to the educational function (Iriani, Herlina, Irhasyuarna & Sanjaya, 2019: 56). The purpose of making modules is so that students more easily understand the subject learning taught by the teacher (Puspitasari, 2019: 18). The modules can be used to increase the students' ability of solving problems (Maghfiroh & Hardini, 2021: 274). According to Kustandi & Darmawan (2020: 6) The module is a tool that can help the teaching and learning process to clarify the meaning of the message conveyed so that the learning objectives become a better and more perfect. The module contains materials, methods, limitations of learning materials, instructions for learning activities, exercises and evaluation methods that are designed in an attractive way to achieve the expected competencies and can be used for independent learning (Fahrurrozi & Mohzana, 2020: 76). Tawalbeh (2020: 1) said the module is used as additional teaching material to increase student knowledge, the module is able to improve student learning outcomes (Merwe, Groenewald, Venter, Christian & Bolofo, 2020).

b. Online Marketing

Online marketing is a marketing communication activity using internet media (Purnaningrum, Masnuah & Hanifah, 2018: 9). The current marketing process is based on technology, especially social media which is currently widely used by entrepreneur (Rizky & Setiawati, 2020: 179). Through internet or other digital media, it can reach consumers in a wider and more intensive scope (Maulidasari & Damrus, 2020: 235). The marketplace platforms is one way to do online marketing (Jun, Yanzhou, Gonzalezc, Weiyi, Litao, Zang, 2021: 200). Online marketing can be used as an opportunity for business (Grabara, 2021: 1720).

In line with the opinion of Setiawan, Suharjo & Syamsun (2018: 116) that the online marketing is a marketing method with online and internet-based media. Marketing by utilizing online media will provide benefits such as increasing product sales, being able to interact with consumers and expanding the market network (Rokhmah & Yahya, 2020: 25). Online marketing can provide progress in buying

and selling by allowing individuals to continue selling without face to face with other people (Putri, Aisyah, Pratama, Priambodo, Virginia, Dianti, & Natalia, 2021: 366). Online marketing can promote products and services through websites, blogs, emails, social media, forums and mobile applications (Fawzi, Iskandar, Erlangga, Nurjaya & Sunarsi, 2021: 80), overseas platforms such as ebay (Rangaswamy, Moch, Falten, Bruggen, Wieringa & Wirtz, 2020: 72).

The differences between online marketing and traditional marketing are:

Table 1 The Difference between Traditional Marketing and Online Marketing

Traditional marketing	Online marketing
It's hard to measure how many people see an advertise and take a profitable action when they see it.	it can be measured and find out the number of viewer an ad. The buyers can also be measured by looking at the number of transactions on online sites.
Promotion costs are less effective	Save on promotion costs
Less effective in making a brand	It faster and more efficient in brand building
In some ways, traditional marketing advertisements disrupt people activities such as television advertisements, billboards which distract the driver's focus	it Can present online advertisements according to their convenience and preferences

c. Crafts and Entrepreneurship Education

Craft is the process of working to produce a work or product. The intended craft products can be in the form of designs and models to be printed or produced (Fahrurrozi & Mispandi, 2021: 3). Literally the entrepreneurship comes from the word entrepreneur (Muchson, 2017: 13). Entrepreneurship is a disciplined and systematic process of applying creativity and innovation to market needs, problems and opportunities (Kurniawan, 2021: 4).

Craft and entrepreneurship subjects can be classified into transscience knowledge, moreover developing knowledge and training life skills based on arts, technology and economics (Suprihatiningsih, 2020: 2). In the learning process, the material taught is to train and develop expression to creative in increasing ideas (Muchson, 2017: 139). Craft and entrepreneurship learning,

the material taught needs to look at the school's potential because the nature of this lesson is to adapt to the school environment. This adjustment departs from economic, cultural, and sociological thoughts. The Economical, at the youth level, the student have to be equipped with entrepreneurial principles so after graduated they will become the entrepreneur. The Culture, due to the development of local wisdom materials through crafts. The Sociologically, traditional technology has the values of the collective intelligence of the Indonesian nation (Setiaji, Mulyono & Feriady, 2018: 271). Crafts and entrepreneurship learning has four focus that are craft, engineering, cultivation and processing (Muchson, 2017: 142).

In craft and entrepreneurship learning, students will carry out a learning process that places more emphasis on entrepreneurship simulations by utilizing the skills of seeing market opportunities, creative thinking, designing, producing, packaging and marketing simply. Learning activities also emphasize the ability to work in groups, so that students have the skills to work together (Werdhaningsih, Haryudanti, Jamrianti & Wirmas (2017).

According to Pradani, Wahjoedi, & Sunaryanto (2017) explained that the objectives of craft and entrepreneurship subjects are:

- 1) facilitating students to be able to think creatively through ergonomic, technological and economical work technique skills,
- 2) training skills in creating aesthetic, artistic, ecosystem-based works and technology,
- 3) training in utilizing media and materials for artistic and technological creations through ergonomic, hygienic, precise-quick, ecosystemic and metacognitive principles,
- 4) producing and appreciative works that are ready to be used in life, as well as insights and a basis for appropriative development to the latest technology.

METHODS

This study uses a quantitative descriptive method. This study presents the results of the expert validator's assessment of the module before it is used in the learning process. Expert assessment consists of media experts and material experts. Data were obtained from a team of experts using a module questionnaire instrument, then the data were analyzed using a rating scale with Criteria Strongly Agree = 4, Agree = 3, Disagree = 2, Disagree = 1. Further analysis uses percentages which are then converted into so that reading research results becomes easy. The assessed data is then converted to a percentage using the following:

$$P = \frac{\sum}{N} \times 100\%$$

(Sugiyono, 2015)

Information:

P: percentage obtained from each validator

$\sum x$: the total score of each criterion obtained N: maximum total score

N: maximum total score

Table 2 Development Revision Decision Making

Achievement of Learning Objectives	Qualification	Information
81-100%	Very Good	Does not need revision
61-80%	Good	No need revision
41-60%	Enough	Revision
21-40%	Poor	Revision
0-20%	Very Poor	Revision

Source: Sugiyono (2015)

RESULTS AND DISCUSSION

Assessment of craft and entrepreneurship modules on online marketing materials is carried out using a questionnaire instrument that is validated by a team of experts to determine the percentage of product feasibility that will later be used in the learning process. Assessment of the feasibility of the product from the media aspect is carried out by teachers who are experienced in making modules using media expert validation instruments.

Table 3 Results of the Recapitulation of Media Expert Validation Assessment

No.	Assessment Indicators	$\sum ni$	$\sum N$	Value	Criteria
1.	Post View	15	16	93%	Very Good
2.	Image Display	13	16	81%	Very Good
3.	Module Function	14	16	87%	Very Good
4.	Module Benefits	13	16	81%	Very Good
Total Score		55	64	85%	Very Good

Source: 2023 Data Processing Results

Based on table 2 of the media expert validation assessment recapitulation, the results of the module assessment on the post view get a percentage of 93% with very good criteria, the aspect of image display gets a percentage of 81% with very good criteria, the module function gets a percentage of 87% with very good categories and the module benefits is on 81% in the very good category. the results of this assessment have a total score of 85% in very good criteria.

Table 4 Results of the Recapitulation of Material Expert Validation Assessment

No.	Assessment Indicators	$\sum ni$	$\sum N$	Value	Criteria
1.	Content Eligibility	14	16	87%	Very Good
2.	Material Presentation	37	44	84%	Very Good
4.	Language	17	20	85%	Very Good
Total Score		68	80	85%	Very Good

Source: 2023 Data Processing Results

Based on table 3 recapitulation of the material expert validation assessment, the results of the module assessment on the Content Eligibility get a percentage of 87% with very good criteria, aspects of material presentation get a percentage of 84% with very good criteria, and aspects of language is 85% with very good categories. the results of this assessment have a total score of 85% in very good criteria.

CONCLUSION

The results of the assessment of the media expert validation assessment of the craft and entrepreneurship module for 10th grade of senior's high school as a whole can be concluded as a good product that has passed the test and is suitable for use in the learning process. The results of the validation assessment of the two experts are as follows:

Table 5 Product Development Validation Decisions

No.	Assessment	$\sum n_i$	$\sum N$	Value	Conclusion
1.	Media Expert	55	64	85%	Very Good
2.	Material Expert	68	80	85%	Very Good
Total Score		123	144	85,41%	Very Good

Source: 2023 Data Processing Results

Based on table 5, product development validation decisions get a score from media experts of 85% with very good criteria. While the validation of material experts in a value of 85% with very good criteria. Moreover, the total validation value of the two experts is 85.41% with very good criteria, which means that the craft and entrepreneurship module is very good and worthy of being developed and used in the learning process.

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