

Module Development The Utilization Of Patchwork Fabric As Teaching Materials Crafts On The Subjects Of Craft And Entrepreneurship For High School Students

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Abstract: The research aimed at developing a Module for the Use of Patchwork as a teaching material for Handicrafts in Workshop and Entrepreneurship Subjects for High School Students. This research was conducted at SMA Negeri 1 Tanjung Raja. This research is Research Development or Research and Development (R & D), using a 4-D model. The technique of collecting data uses interviews, observation and documentation. The results of the study concluded 1) The module developed was declared valid with the assessment score of the module material validation is 4.50 and included in the classification very well; 2) Modules stated to be practical with the results of the questionnaire of trainee participants obtained a score of 4.52 and entered into a very good classification so that it is worthy of use; 3) Modules developed are categorized as effective, this is indicated by the results of student-made crafts better than before and can be of economic value.

Index Terms: Development, Crafts, Crafts and Entrepreneurship.

1 INTRODUCTION

The 2013 curriculum does not only equip intellectual intelligence of students to solve a problem, but also provides students with spiritual and social intelligence coupled with intelligence in understanding a theory to be applied in practice. Through the 2013 curriculum the students were formed to have spiritual, emotional, social, intellectual and conceptual intelligence to be able to create a craft and become an entrepreneur who not only benefits himself, but for others and for the Indonesian people (Tobari, et al. 2018) (Lian, et al. 2018) (Irmayani, et al. 2018) (Andriani, et al. 2018) (Renata, et al. 2018). Therefore, Craft and Entrepreneurship subject teachers must be able to develop Craft and Entrepreneurship learning to fit the 2013 curriculum and produce graduates who are ready to create a work that can boast the Indonesian people in the eyes of the world (Karlina, 2017: 45-54). Humaeroh (2017) presents Workshop and Entrepreneurship Subjects, which can be classified into knowledge of transience knowledge. Develop knowledge and practice arts and technology-based life skills and life skills. Learning begins with practicing creative expression-ability to express ideas and ideas to please others, and technologically rationalized so that these skills lead to an appreciation of renewable technology in utilizing the surrounding environment by paying attention to the impact of ecosystems, and local culture. This research was started from the results of Sukardi (2016) research which stated that the implementation of learning in the dimensions of Entrepreneurship in High School was not optimal, due to lack of attention to students' needs and creative economic potential in the dimension of local superiority as the substance. The results of the analysis of the needs of the skill industry products show the superiority of local products, such as local handicrafts as Craft and Entrepreneurial substances using a learning approach oriented to social reconstruction. Associated with Education Management this study also relates to managerial principals, based on Permendiknas Number 13 of 2007 concerning the standards of school principals including personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. One of the entrepreneurial competencies includes creating innovations that are useful for school

development; work hard to achieve school success as an effective learning organization; have a strong motivation for success in carrying out their main tasks and functions as school leaders; never give up and always find the best solution in facing the obstacles faced by the school; has an entrepreneurial instinct in managing school production or service activities as a learning resource for students (Yogaswara, 2010: 64-65). Furthermore, through preliminary observations at SMA Negeri 1 Tanjung Raja (Monday, February 26, 2018), the implementation of Craft Education and Entrepreneurship has not been implemented properly, there are still many teachers who teach workshops that are not in accordance with the learning objectives, and the products produced have not been adjusted to wisdom local people, so there are still many students who do not understand Craft and Entrepreneurship Education. From the study of documents on craft education and entrepreneurship guidebooks published by the Ministry of Education and Culture in 2017, the creativity and skills of students in producing handicraft products, engineering products, aquaculture products and food processing products are trained through Workshop Subjects. At high school, learning learning is synergized with entrepreneurial competence. Students will carry out the learning process which is more emphasized on the simulation of entrepreneurship by utilizing the skills of looking at market opportunities, thinking creatively, designing, producing, packaging and marketing in a simple way (Workshop and High School Entrepreneurship Books). According to Darmawan et al. (2015) the aim of national education in general is to improve the quality of Indonesian people, qualified human beings are expected to be able to understand science in certain fields, trained reasoning, critical thinking, solving problems to fill development so that they can finally face the increasingly competitive and also full of developments in science, technology and art (science and technology). National Education System Law No. 20 of 2003 explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Thus,

education is a process of developing the potential of students as a whole so that the potential possessed is beneficial and brings progress in the field of education. The results of Anih's research (2015) at the high school or MA level, the workshops have been integrated with entrepreneurship, so that the subjects become Workshop Subjects and Entrepreneurship. At this high school / MA level, craft activities have been integrated with entrepreneurship. Students have been required to be able to develop business plans, production processes, business results analysis, and so on. The results of the Pamungkas study (2015) state that the obstacles that arise in the Workshop and Entrepreneurship learning activities in SMA Negeri 1 Teras are factors that are incomplete references and tools used in performance activities. This can cause a lack of time available because they have to use practicum equipment alternately. In addition, the unavailability of a place to carry out performance activities can result in practicum activities not being carried out optimally or disrupting other class learning activities. This constraint is also common in other schools as revealed by the Judge (in Pamungkas, 2015) that the lack of support for facilities and infrastructure from the school resulted in entrepreneurial learning in high school still superficial and not yet touching the actual substance.) Pembelajaran Prakarya dan Kewirausahaan yang dilaksanakan di SMA Negeri 1 Tanjung Raja mencakup bidang kerajinan dan pengolahan makanan, mengingat bahwa sumber daya (guru) dan sarana prasarana yang ada pada lingkungan sekolah hanya dapat mendukung pembelajaran bidang tersebut. Kegiatan pembelajaran ditempuh selama 2 (dua) semester oleh tiap siswa di kelas X, XI, dan XII yang dilaksanakan dengan alokasi waktu selama 90 menit/minggu. (Workshop and Entrepreneurship learning carried out at SMA Negeri 1 Tanjung Raja covers the fields of handicrafts and food processing, bearing in mind that the resources (teachers) and infrastructure available in the school environment can only support the learning of these fields. Learning activities are taken for 2 (two) semesters by each student in class X, XI, and XII which is carried out with a time allocation of 90 minutes / week. The practice of Crafting and Entrepreneurship learning has not yet run well. Given that learning objectives are expected to foster entrepreneurial attitudes, conditions in the field show that there are still students who do not have an entrepreneurial attitude. This is intended as students who do not have a creative attitude in processing the sources of material in the environment such as patchwork (Observation, 28 February 2018). Based on preliminary observations on February 28, 2018, Workshop and Entrepreneurship Learning uses teaching materials in the form of textbooks of the type and the number is very limited so that the learning resources for Craft Subjects and Entrepreneurship are felt to be inadequate. For textbooks, in SMA Negeri 1 Tanjung Raja only relies on textbooks from the government which are very limited in number. The books available in the library are not proportional to the number of students. According to Nurbidah et al (2017) in craft learning there are various forms of learning strategies both methods and learning models that can be applied by a teacher. In addition to this, a teacher must be able to provide a number of services and good and attractive treatment to students so that their students can do the learning process well, be enthusiastic, happy and be able to obtain learning outcomes that are in line with expectations. This learning process will produce active learning. Active learning means learning that is able to encourage students to be

physically, socially, and mentally active to understand and develop life skills towards independent learning, or learning that emphasizes the activeness of students to experience themselves, practice, move on using thinking, emotional, and his skills. In this case a teacher has a very important role, because the teacher makes the planning, preparation of materials, learning resources and other supporting factors. The Module for Utilizing Patchwork as a Learning Material for Crafts in Workshop Subjects and Entrepreneurship is important to be made to support Craft Learning and Entrepreneurship for High School Students.



Figure 1. SMA Negeri 1 Tanjung Raja

MODULE

According to Rosa (2015), in the learning process media is needed to attract attention and curiosity of students towards learning, one of the media that can be developed is in the form of modules because students can use it for independent learning. Especially as an ingredient for independent learning, the development of this module supports the implementation of the 2013 curriculum, where teachers are required to guide students to be more active in learning. The 2013 curriculum emphasizes student activities, so the module development is one of the supporters of the 2013 curriculum implementation. Modules are one type of teaching material that is relatively complete, which includes the content of material, methods and evaluations carried out independently. Modules can systematically contain characters from learning so it is very possible to apply local wisdom in the elements in it. The development of teaching materials in the form of modules based on local wisdom is expected to overcome the obstacles that have existed because the module allows for completeness starting from the strategy, material, assignment and evaluation. Students can also learn independently and can learn more actively and can overcome differences in abilities between students so that learning can run more effectively and efficiently (Astuti and Ismadi: 2012). Based on the module preparation technique (Middle School Development Directorate, 2008) To produce modules that are able to increase learning motivation, module development must pay attention to the characteristics needed as modules, namely (1) Self Instruction, an important characteristic in the module with that character allows one to learn independent; (2) Self Contained, the module is said to be self contained if all required learning material is contained in the module; (3) Stand Alone or stand alone, is a characteristic of modules that do not depend on other teaching materials or do not have to be used together with other teaching materials. By using

modules, students do not need other teaching materials to study and or do assignments in the module; (4) Adaptive, the module should have a high adaptability to the development of science and technology. Adaptive is said if the module can adjust the development of science and technology, and is flexible to be used in various hardware; (5) User Friendly, the module should also meet the rules of user friendliness or friendship with the user. Every instruction and information displayed is helpful and friendly to the wearer, including the ease of the user in responding and accessing as desired. The use of language that is simple, easy to understand, and uses terms commonly used, is one form of user friendly.

UTILIZATION OF PATCHWORK

Patchwork is an inorganic waste produced by the convection industry, in the form of small pieces of used pieces. The waste becomes an environmental problem because of the quantity and the danger of disturbing the survival of living things. Therefore, using waste into reusable goods can help reduce environmental pollution. The creativity of using plastic and patchwork waste into handicrafts is a good enough solution to turn waste into a useful item again, even has a selling value and can be created into goods that have aesthetic value. In this service, waste plastic and patchwork are processed into handicrafts, namely craft (bross) and headpiece. The reason for choosing the use of plastic and patchwork waste into crafts is that today, human civilization is increasingly advanced, including in the field of fashion. In all parts of the world, it is very well known for its unique and interesting hijab techniques. In the process, accessories are needed that will enhance the appearance, such as bross (Anindita et al., 2017: 174). Patchwork is a waste material from the clothing industry in the form of remaining pieces of cloth that can be transformed into items that are useful and of economic value through creativity and innovation in processing products. Patchwork has a variety of patterns and textures and can be combined into useful creations including complementary elements of the home interior, such as curtains, curtain ties (tassel), pillowcases, bed sheets, blankets, lamp shades, magazine places, placemats, glass mats, tissue holder, dirty clothes, versatile hanging bags, etc. (Indahyani: 2010). According to Septiawati, et al. (2018) Patchwork fabric is a piece of cloth that is left unused but can be utilized. Tailors usually throw away the rest of the patchwork because they mostly do not know and feel bothered to use the patchwork. Utilizing patchwork waste as an alternative business opportunity, by recycling patchwork waste into useful products can benefit and add economic value to the craft products produced.

TEACHING MATERIALS

According to the National Center for Vocational Education Research Ltd / National Center for Competency Based Training (in Nugraha, et al. 2013), teaching materials are all forms of materials used to help teachers / instructors in carrying out teaching and learning activities in the classroom. The types of teaching materials according to Tocharman (in Nugraha et al. 2013) in the SMA training by the Ministry of National Education include: (1) Visual teaching materials consisting of printed materials such as handouts, books, modules, sheets student work, brochures, leaflets, wallcharts, photos / images, and non-print (non printed), such as models / models; (2) Hearing materials (audio) such as cassettes, radios, LPs, and compact disk audio; (3) Learning viewing

materials (audio visual) such as compact disk videos, films; (4) Interactive multimedia teaching materials such as CAI (Computer Assisted Instruction), compact disk (CD) interactive learning multimedia, and web based learning materials. According to Suparmin and Pujiastuti (in Aisyi, et al: 2017) Teaching materials are components that play an important role in the teaching and learning process. The existence of teaching materials will help educators to achieve learning goals and fulfill basic competencies. Teaching materials are one component of the learning system that plays an important role in helping students achieve Competency and Basic Competency Standards or predetermined learning goals. Teaching materials are tools and media that provide opportunities for students to gain learning experience. By using available teaching materials, learners will practice practicing assessing and developing ideas, solving problems, acquiring skills, and fostering and developing mental attitudes and appreciative and creative abilities (Nurjaya, 2012).

HANDY CRAFTS

According to Prasetya and Sukardi (2016: 159), handicrafts are a type of art that produces various artistic, decorative or other items of furniture, made of wood, metal, gold, silver, ivory, and so on. Making handicraft products, hand skills must be accompanied by thoroughness, sincerity, and patience in carrying out procedures or stages of product work so that good and quality products can be produced. The process of making handicraft products involves a group of people who work together with tolerance, and a spirit of togetherness. General crafts are produced from material that is typical of the area. Handicraft products are products that are produced through hand skills and thinking skills in managing a material or material so as to produce aesthetics or beauty of certain functions. Craft products have a high value because they require the ability to work using hand skills, both without using tools or using simple tools. According to Hornby U.S. (in Rochaya, 2011) handicraft or handicraft is an activity such as sewing or weaving, done with ones hand and requiring artistic skills. Handicraft is an activity such as sewing or weaving done by hand and requires artistic skills. Furthermore, Raharjo (2011) added that Craft is a valuable thing as alternative creativity, an item produced through hand skills. Generally, many handicraft items are associated with elements of art which are then called craft arts.

WORK AND ENTREPRENEURSHIP

The workshop is one of the new subjects in the 2013 curriculum, these subjects were held as an impact of the elimination of ICT subjects, PLKJ and Mulok (Catering, Clothing and Commerce Services). The Craft Aspect consists of 4 aspects, namely: 1) Craft, in the form of handicrafts by using natural ingredients around us. For example making ceramics from clay. 2) Processing, is an existing subject, namely subjects of Catering. This aspect might be the choice of the teacher in the school because of making and processing food and drinks. 3) Cultivation, adapted to the surrounding environment. For example, fish farming, chicken farming, or farming. 4) Engineering, subjects related to electronics. For example making electrical circuits or making bells (Ahmadi, in Kompasiana: 2015). Craft and Entrepreneurship Education in the 2013 curriculum is taught to all high school, MA and SMK students. The aim is, among others, to foster an entrepreneurial spirit from an early age. Antonius Tanan,

President of Ciputra Entrepreneurship University (quoted from Ester in Kompas: 2013), said that the introduction of formal entrepreneurship education in schools was a good step to prepare for the birth of more entrepreneurs in Indonesia. According to Antonius, entrepreneurship education is pedagogically challenging because entrepreneurship education can succeed if it is not just a theory. Entrepreneurship education is not only learning theory but must be experienced by students. Antonius added, Entrepreneurship Education is not just students who can trade but students must be able to develop innovation and creativity in order to be able to develop products that are not on the market that can be profitable, and directed to create innovative and creative entrepreneurs. If you look at the core competencies and the basis of craft subjects and entrepreneurship education in the 2013 curriculum that circulates among teachers, education is more emphasized on mere craft. The workshops learned at the secondary education level include crafts, engineering, cultivation, and processing (Esther, in Kompas: 2013). The 2013 curriculum provides a change in the learning eye sector. One of them is the presence of new subjects for class X high school students, namely craft subjects and entrepreneurship. The purpose of the existence of craft subjects and entrepreneurship is to provide an overview to high school students about the importance of entrepreneurship. The more developed the era, the more demanded a good number of workers. But the availability of very few jobs makes a lot of unemployment in Indonesia. Therefore, it is expected that the presence of craft subjects and entrepreneurship in high school will produce entrepreneurial souls among students. So that the possibility of the emergence of entrepreneurial seeds will increase and can create new jobs in the future which will result in reduced unemployment (Pamungkas and Sutrisno, 2014). According to Abidin (2013) Craft and Entrepreneurship Education is taught to all high school, MA and Vocational students as stated in the 2013 curriculum. The provision of this material, among others, to foster an entrepreneurial spirit early on and is a good step to prepare more entrepreneurs. in Indonesia. Entrepreneurship is not theoretical learning and then tested. In fact, entrepreneurship education must be experienced by students. Entrepreneurship education is now directed at creating innovative and creative entrepreneurs. Furthermore, Abidin (2013) added that workshops have an understanding of skills, works, or also called crafts, or hand skills. Workshop materials do not have to refer to the guidebook issued by the Ministry of Education and Culture. Teachers can use anything as a source of learning material. Crafting and Entrepreneurship Education is also a vast opportunity for schools to innovate and create by paying attention to teacher resources and the potential of the environment around the school.

RESEARCH METHODS

This research is a development research or called Research and Development (R & D). According to Sugiyono (in Haryati 2013) research and development methods are research methods used to produce certain products, and test the effectiveness of these products. To be able to produce a particular product, it is used research that is needs analysis, namely survey or qualitative methods and to test the effectiveness of these products in order to function in the wider community, research is needed to test the effectiveness of these products using the experimental method. Furthermore

Borg and Gall (in Haryati, 2013) stated that for needs analysis research so that it can produce hypothetical products often used basic research methods. Furthermore, products that are still hypothetical, will be tested using experiments or action research. After the product has been tested, it can be applied. Research and development aims to find, develop and validate a product (Haryati, 2013). Development research is the systematic study of the process of designing, developing and evaluating models, programs, teaching-learning strategies and their tools, products, and systems as a solution to complex problems in practical education, and also aims to increase knowledge about the characteristics of the model, programs, learning strategies and tools, products, and systems (Haviz, 2016). Research and development in research is to produce a product that is in the form of the Development of Modules for the Use of Patchwork as a Crafting Learning Material in Workshop Subjects and Entrepreneurship for High School Students. This research was conducted in senior high schools in one of the Ogan Ilir Regencies, namely SMA Negeri 1 Tanjung Raja in class XI Academic Year 2018/2019. The collection or measurement instruments in this study are: 1) Interview, 2) Documentation, and 3) Questionnaire.

DEVELOPMENT AND DISCUSSION RESULTS

Based on the results of the development research that has been described, Module development is carried out through the following steps (1) Define, namely by analyzing the needs of SMA Negeri 1 Tanjung Raja students to Module Utilization of Patchwork as Craft Learning Materials in Workshop Subjects and Entrepreneurship for High School Students; (2) Design, namely module design to meet the needs of the research subjects in this study are SMA Negeri 1 Tanjung Raja students, the module design made is the Module of the Use of Patchwork as a Crafting Learning Material in Craft and Entrepreneurship Subjects for High School Students containing ways to make handicraft products using patchwork in the environment around the school; (3) Development (development), namely modules that have been designed to be validated by expert media experts and material experts then revised according to the advice of the validator and supervisor; (4) Disseminate, which is the last stage in the development of the 4D model, the dissemination of its objectives is to test the practicality and effectiveness of the module on the research subject. From the series of development processes that have been carried out, a Module for the Use of Patchwork Fabrics is produced as a Learning Materials for Crafts in Craft and Entrepreneurship Subjects for High School Students who are declared to meet valid, practical, and effective qualities.



Figure 2. Craft Learning Activities in SMA Negeri 1 Tanjung Raja

Modules of Utilization of Patchwork as Learning Materials for Crafts in Workshop and Entrepreneurship Subjects for High School Students are declared valid with evidenced from the results of module validation by experts in media experts and material experts. The results of the assessment carried out by media experts, material experts, and training instructors who collaborated with researchers as material experts as well as media experts, the developed modules were declared valid because they met the minimum good classification. The average score given for the assessment of module material is 4.50 with very good classification. The average score given for the assessment of module forms is 4.57 with very good classification. The average score given for module motivation assessment is 4.28 with very good classification. The average score given for language assessment and module readability is 4.08 with very good classification. The results of the respondents' questionnaire given to training participants and training instructors, Modules were declared practical because they met the minimum good classification. The average score given through the results of the training instructor respondents questionnaire is 4.55 so that the Module is classified as very good. While the average score given through the questionnaire results of the trainees is 4.52 so that the Modules are classified as very good. The results of the tests conducted at the end of the study, the modules developed were categorized as effective. This is indicated by the percentage of coaching learning completeness of 93.75% so that the learning completeness of coaching participants is in a very good classification. There are still 6.25% of coaching participants who have not been completed because the participants find it difficult to understand language that is too deep to understand. The practice of making products is also done at the end of the research, the modules developed are categorized as effective. This is indicated by the results of students' craft products before and after training there are significant differences, before the training in making products, the results of student craft products are not attractive and do not meet entrepreneurial product criteria, while craft products produced by students meet the criteria for useful craft products. and economic value. The Effectiveness of Patchwork Fabric Modules as Craft Teaching Materials in Workshop and Entrepreneurship Subjects for High School Students is also supported by the skills of Craft and Entrepreneurship subject teachers at SMA Negeri 1 Tanjung Raja in using this module in accordance with the results of Sugiarta et al (2015) research, namely teachers play a very important role in achieving educational goals, in this study Crafts and Entrepreneurship subject teachers in SMA Negeri 1 Tanjung Raja run their roles in accordance with the module instructions, so that in the learning process can motivate students to actively participate in the entire set of learning activities in the module. Evidence of effectiveness is also known through direct observation during the learning process. On average the previous respondents have not been able to apply the entrepreneurial principle and make craft products by utilizing the materials around them. With the training in making handicraft products by using patchwork, respondents were able to apply what was not known before through the modules that had been made by the researchers. The Effectiveness of Patchwork Fabric Modules as Craft Teaching Materials in Workshop and Entrepreneurship Subjects for High School Students is stated to be relevant to the results of Prasetya and Sukardi's research (2016) that

researchers focus on process-based modules, in the research process to test the effectiveness of the module students towards the module so that in the final process of learning found differences in the results of student craft products before and after studying the module. Furthermore, the effectiveness of the Patchwork Fabric Module as a Teaching Material for Crafts in Craft and Entrepreneurship Subjects for High School Students is also relevant to the results of research by Darmiati et al (2017), namely the creation of teaching materials for craft materials and Entrepreneurship in addition to appropriate government textbooks. with the surrounding conditions in this case the subject of the research is the environment around SMA Negeri 1 Tanjung Raja. The results of the study were also supported through the results of respondents' questionnaires to participants who found that 19 of the 32 participants strongly agreed, 11 other participants agreed and 2 participants said they agreed enough that the Module for Using Patchwork as a Crafting Material for Craft and Entrepreneurship for Students High school makes it easy for students to learn to apply entrepreneurial character to everyday life. Furthermore, 22 of the 32 coaching participants stated strongly agree and the other 10 participants agreed that the use of Patchwork Fabric Modules as Craft Learning Materials in Workshop and Entrepreneurship Subjects for High School Students can motivate students to learn to apply entrepreneurial character. Furthermore, 11 out of 32 participants stated strongly in agreement and 22 other participants agreed that the use of Patchwork Fabric Modules as Craft Learning Materials in Workshop and Entrepreneurship Subjects for High School Students can make the stages of learning carried out by researchers more clearly. Furthermore, 15 of the 30 participants agreed strongly, 14 other participants agreed and 1 participant stated that they agreed enough that the Module for Using Patchwork as a Crafting Learning Material in Workshop and Entrepreneurship Subjects for High School Students could make the learning stage more regular. Furthermore, 17 of the 30 coaching participants stated strongly in agreement and 13 other participants agreed that the Module on the Use of Patchwork as a Crafting Learning Material in Workshop and Entrepreneurship Subjects for High School Students can find out the benefits of applying entrepreneurial character.



Figure 3. Results of Student Patchwork SMA Negeri 1 Tanjung Raja

Furthermore, 18 of the 32 participants stated strongly agree and 14 other participants agreed that the learning material offered in the module was in accordance with the needs of students. Furthermore, 15 of the 32 participants stated strongly

in agreement and 17 other participants agreed that the techniques offered in the module made the implementation of learning easier for students to understand. Furthermore, 22 of the 32 participants stated strongly in agreement and the other 10 participants agreed that the Module on the Use of Patchwork as Craft Learning Materials in Workshop and Entrepreneurship Subjects for High School Students was interesting to follow and subsequently, 23 out of 32 participants stated strongly in agreement and 9 participants Others stated that they agreed that with the module Utilizing Patchwork as a Crafting Learning Material in Workshop and Entrepreneurship Subjects for High School Students, information was obtained about how to apply entrepreneurial character. The results of this study indicate that the modules developed can be used appropriately and varied, such as to increase motivation and enthusiasm for learning, develop the ability to interact directly with the environment and other learning resources that enable students or coaching independent learning according to their abilities and interests; and allows students or learning to measure or evaluate their own learning (Kemendikbud, 2017). Furthermore, the preparation of Patchwork Fabric Modules as Craft Learning Materials in Craft and Entrepreneurship Subjects for High School Students is in accordance with the module preparation technique suggested by the technical guidance of the Middle School Development Directorate (2008) so that modules can be developed to increase learning motivation. as a Learning Materials for Crafts in Workshop and Entrepreneurship Subjects for High School Students also fulfill the characteristics of the module, namely (1) Students are able to learn independently; (2) All Craft and Entrepreneurship subject matter in the field of Crafts using patchwork are contained in the module; (3) Modules do not depend on other teaching materials so students do not need other teaching materials to study and or do assignments in the module; (4) Instructions and information displayed in modules such as simple and easy to understand languages make it easier for students to use modules. Thus, the module was developed by researchers and supported by the intensity of the use of patchwork in the environment around the school, skills in the field of Science and technology that can continue to improve the ability and understanding, application, planting in everyday life, especially regarding the principles of entrepreneurship as an important factor in Craft and Entrepreneurship education.

CONCLUSION

Development of Module Utilization of Patchwork As a Learning Material for Crafting in Workshop Subjects and Entrepreneurship has an impact on the application of student learning in utilizing surrounding materials. Student craft products become more attractive, varied and economically valuable. Students become interested in innovating and practicing creativity in making various kinds of patchwork products by studying the material in the module. Patchwork is easy to find and can be obtained for free because it is only thrown away by tailors so students are interested in using it as a useful new product because it does not require a lot of money. This module can provide insight and skills to help students in utilizing, implementing, instilling entrepreneurial habits in doing any activity in shaping the character of students. Suggestions that can be proposed are as follows: (1) For Teachers, it is recommended to be able to use the Modules developed in this study so that they can apply the

entrepreneurial character to students through Education and Entrepreneurship; (2) For researchers, this module is expected to be used as a reference to be able to conduct module research and development with a better level of material content; (3) Further researchers can also conduct research by comparing the learning outcomes of this module by using facilitators and module learning outcomes without a facilitator; (4) In general, the results of the study are expected to be theoretically capable of contributing to Craft and Entrepreneurship learning activities, especially in the formation of entrepreneurial character. Given the importance of character education and its considerable role for students in terms of skills to find personal and identity in their lives.

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