

# Based Learning Media Model Website for Making Mood Boards Fashion at Vocational Education Institute

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**Abstract:** The research was conducted to design a learning media model that can be used online. The method in this study uses a 4D development model, a stage that is carried out only to the development stage. The application used to design learning media is Dreamweaver and then the qualification test is carried out by media experts and material experts and the trial test is done on 35 trainees in training institutions and courses. The resulting learning media model has qualifications in terms of usability, functionality, and visual communications aspects by media experts in highly qualified categories, and the qualification results by material experts in relation to learning design, material content, language, and communications things are obtained in the category Highly qualified, and evaluations by students of the results based on usability aspects in most of these applications are acceptable to students with highly satisfactory answers on components P1 to P10 with highly qualifying categories.

## INTRODUCTION

The term *mood board* can be defined as the feeling you bring when you are about to make a design, filled with colors and all images that support and relate to the storyboard (Agustin, 2011). According to Lam (2013), *the mood board* is also useful for translating ideas into images so that it is easier for fashion designers/designers to imagine the design sketches that will be made so that they have an important role in designing work. However, using a mood board requires precision and caution so that the results are as expected. Therefore, to be able to create of *a mood board* will be effective if it is done selectively based on the research results collected (Tatham & Seaman, 2011).

In the world of fashion, mood boards are one of the first steps in creating clothes. Stacey & Eckert (2022) also emphasizes the importance of mood boards to be able to communicate ideas and design ideas by designers to their clients regarding references to sources of inspiration that are made. Considering such an

important function of *the mood board*, it is also important for students in the field of fashion process of making and designing a mood board. Against this Lucero & Martens (2005) has warned that most designers agree that the mood board is an important design technique and has great value benefits. The main use of a mood board is to combine images and ideas into an aesthetic form and generate creative ideas for a specific purpose. From an academic point of view, mood boards are used for students to visually communicate their ideas (Freeman et al., 2017). The importance of understanding is also noted by Munk et al. (2020) that the purpose of having a mood board is as a means of communication from designers to clients or other parties who need a visual display to facilitate the achievement of a common understanding of an object.

As an application, the Mood board elements and standards layouts are various and varied. The elements that must be in the mood board according to Namas (2022) at least consist of a title, silhouette, theme, color range, and keywords. In addition, there are still elements that can add value to the mood board which will look even better, namely the presence of pieces of material or texture (Tatham & Seaman, 2011). Meanwhile, according to Edwards et al. (2009), a Mood boards have elements consisting of images, text, textures, fabrics, or whatever object samples are arranged according to the maker's wishes. Elements on the mood board can be in the form of magazine prints, fabric scraps, self-made drawings such as a pencil or paint strokes, and so on.

After the pictures that match the elements of making the mood board have been collected, they are complete, then start to enter the mood board layout. In that regard, Namas (2022) identified two types of mood board layouts that can be used by beginners, the first type of layout is paper landscape, the title element is at the top of the paper, continuing from the left edge of the paper to the right, namely, there are silhouette elements, themes, four detailed reference images and finally color range consisting of a maximum of five colors. Whereas for the second type of layout paper landscape, the location of the title, silhouette, and theme elements is still the same as the layout, but the difference is the number of images of detail reference elements, namely three images, and the location of the color range below the paper. Technically, making a mood board can be done in two ways, namely the conventional way, namely by entering pictures and color ideas onto a paper or board layout so that you can see the development of the design. Meanwhile, the second digital method is by entering images and ideas using digital media resources on a computer (Koch et al., 2020). 's view (2022); and Tatham & Seaman (2011), making mood boards methods digital makes mood boards look more attractive and look more professional.

In traditional schools such as vocational schools, mood boards are taught in fashion design subjects. According to Muhammad (2018,) in the curriculum structure in the field of fashion, fashion design subjects have the competence to draw clothes based on collages, often referred to as mood boards. From the results of interviews with graduates of Fashion Design Vocational Schools in Malang City, it was stated that learning fashion design for mood boards still uses conventional methods, and the reason for Vocational High School graduates taking further education at course institutions is to better understand the making and designing of mood boards. In line with the opinion of one of the Vocational School of Fashion

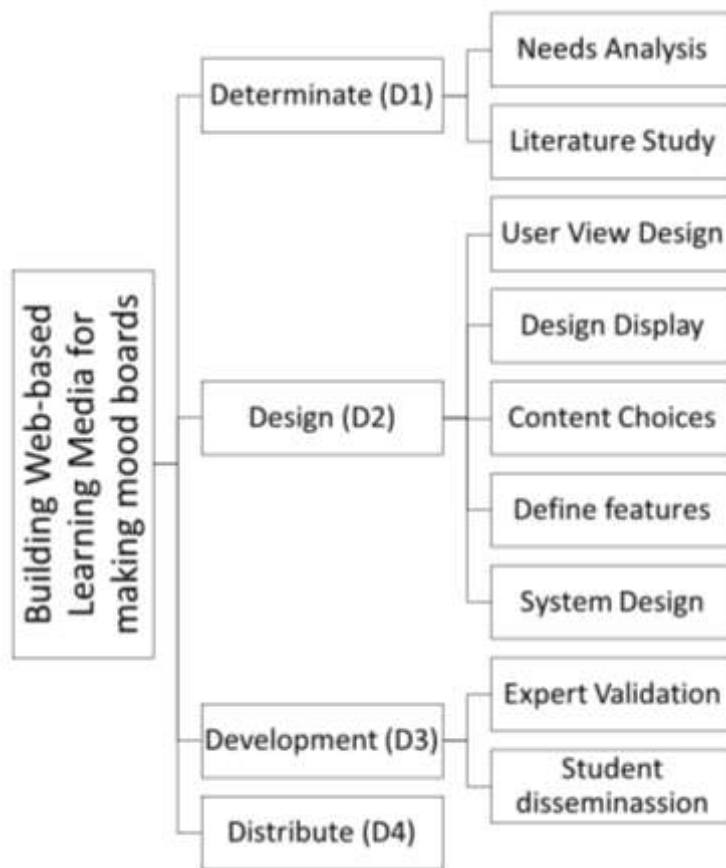
teachers, in learning mood boards they still use conventional methods, so there are difficulties faced by teachers, namely that there is not enough learning time for making and designing mood boards, besides that the source of material regarding the mood board used by the teacher is incomplete and not updating.

Seeing these problems, innovation should be needed in learning fashion design, especially mood boards with learning media that makes it easier for teachers and allows students to accept, understand and understand mood boards. Of course, this cannot be separated from the demands of technological change which continues to develop and penetrates various aspects of life, including the world of fashion, especially fashion design which will always experience changes and follow trends (Bertha, 2011; Brown, 1999). In that context, making mood boards will be even better if you switch to digital by creating a website in every learning process (Rizal et al., 2009) inside and outside the classroom. -based learning media website by itself will make electronic-based learning with learning facilities the form of internet technology (Batubara, 2021). In the view of Davidson-Shivers et al. (2018), the website is part of e-learning and its teaching and learning activities utilize internet networks and websites. Using a website will be able to improve students' ability to understand the subject matter better as evidenced by an increase in learning outcomes achieved (Wijaya, 2014).

This study aims to offer a website for Vocational High School students in the field of Fashion Design so that they can adapt their current and future abilities as actors in fashion. In addition, fashion is also part of the creative industry which should always develop innovations and creations (Shihab, 2021) to deal with the dynamics of development of the fashion nationally and internationally.

## **METHOD**

This research uses development research with the model used, namely the four-D model. This model has four stages, define, design, develop, and disseminate (Al-Tabany, 2017). This research was carried out only up to the development stage because this research was only to find out about the feasibility of the learning media being developed. Meanwhile, the dissemination stage is only carried out by uploading research journals. The stages carried out in this study can be seen in Figure 1 below.



**Figure 1.** The paths of research

Stages the determination stage is an analysis stage that focuses on analyzing teacher needs, student characteristics, and the materials being taught. At this stage determine the requirements for making learning media by analyzing the goals and limitations that will be used. Research activity starts from formulating problems that arise as a reference for formulating research objectives. The formulation of research objectives is intended so that the research is directed and clear. After being formulated, a literature study is carried out which is intended to support research from a scientific point of view. subjects fashion design that teaches about mood boards. Conventional learning about mood boards is still not optimally accepted by students because this material requires complex visual concepts in making mood boards. In addition, teachers have difficulty teaching mood boards with conventional systems due to limited learning time, while teaching materials require several stages, such as finding images, printing images, and cutting and pasting images.

The design stage has the goal of designing a new system that can solve the problems encountered and selecting the best alternative (Ladjamudin, 2005). At this stage, the researcher designed a prototype material mood board. -based learning media Web in this study uses software-based web which contains learning content which includes: titles, objectives, learning materials, learning videos, student worksheets, and evaluations. The design of this media has steps for preparing

assessment references, selecting media, selecting formats, and initial design of learning media.

The development stage is the stage where the learning media that has been designed will be consulted with media experts to be improved and developed according to the objectives of this research. Then there is an expert assessment or validation step, obtained from media expert validation, material expert validation, and trials on students.

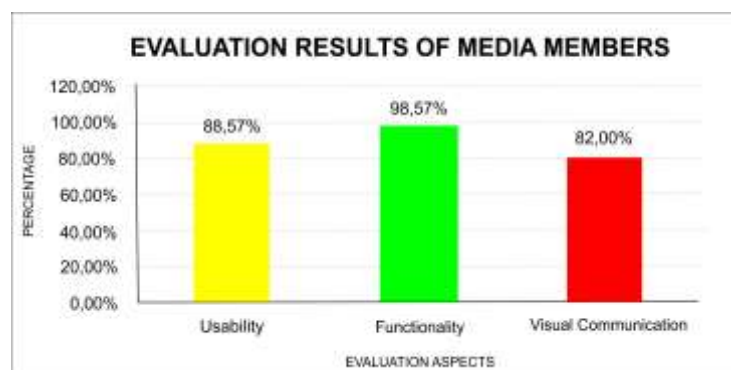
For validation by media experts involving two media experts and involving two material experts (Sugiyono, 2017) as well as for trials on students in this study (Saldana, 2011) were trainees at training institutions and the Two Sides Fashion Studio course. The trial subjects consisted of 35 trainees and were accompanied by an instructor in fashion design skills. For trials carried out by implementing the web when teaching and learning activities take place. Participants study independently by accessing material content and worksheets in the learning media. The participants then made a mood board in the learning media followed by a mood board by the students, so that the teacher could give value to the participants' work and understand the concept of the mood board the participants were given practice questions. The practice questions consist of two different types of questions before and after using the web. The result of this trial is the participant's exercise value.

To observe the results of the participants' training using conventional learning methods and using the web, information will be presented in the form of graphs of participant values. Meanwhile, to find out the response of participants to the web that has been used is to give questionnaires to participants so that various responses are obtained from each participant.

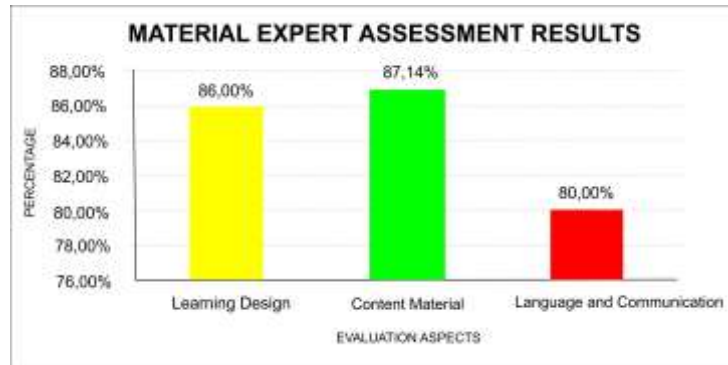
## RESULT AND DISCUSSION

### Findings

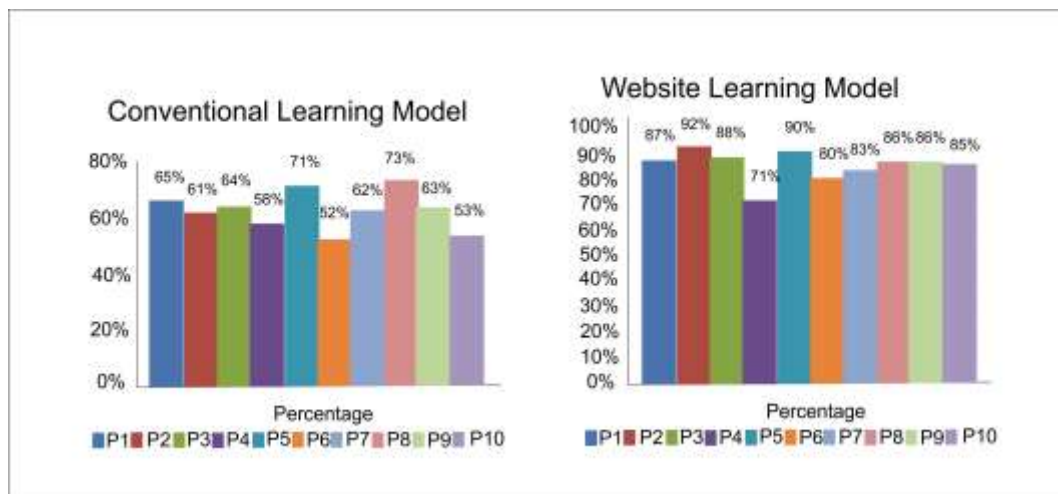
The assessment of experts regarding the media developed through this research is about the feasibility of the media products produced. Arsyad (2013), the feasibility of the developed media is seen from the feasibility of quality which includes Usability, Functionality, and Communication visuals. Learning media trial data were obtained by validation from media experts, material experts, and trials on students. Based on the results of the analysis of the test data, the data graph can be displayed as follows.



**Figure 2.** Media expert assessment results



**Figure 3.** Material expert assessment results



**Figure 4.** The results of the trials on students

As for the results of the questionnaire after the use of website-based learning media which was tested on participants, it can be stated that in the majority this application was acceptable to participants with very satisfactory answers through an indication of an average percentage above 80% in components P1 to P10. While the assessment of P4 only reached around 71%. Web-based learning media can be categorized as "Very Eligible". So, it was concluded that web-based learning media in the subject of Fashion Design is feasible and can be used as a learning medium. From the results of the trial on the participants above, there is a difference in learning the mood board. The results of the task of making and designing mood boards carried out by participants were assessed by visual assessment. This visual assessment was carried out because the results of the mood board are very complex, according to the opinion of Adisusilo (2013); and Gagne (1984) that learning is defined as a process in which an organism changes its behavior due to an experience. In this study, participants who had studied web-based mood boards had good learning outcomes and could easily understand how to visualize their mood boards.





## Discussion

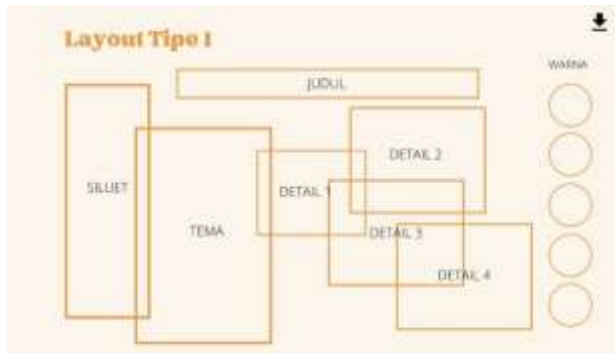
Concerning the research findings above, the researcher seeks to make media products to suit the needs of the field/school and the expert's assessment. In this regard, the learning media that has been compiled as a functional requirement can be used to log in for training participants who have registered, and the application can be used to store uploaded work process data. While the non-functional requirements for security include a user, password, and telephone number for validating statements, there is information for materials that can be downloaded and video tutorials for making mood boards. For display, use Indonesian which is easy to understand and does not have too many features. In this application, performance will also be built responsively so that it can be accessed on all platforms.

The design of this application uses a diagram consisting of two actors. The first actor is an instructor who can assess participant work uploaded on the web and interact with the system. The second factor is a participant who can register and work on a mood board and upload their work. This application has a start page design, layer [Create Mood board], [material and video tutorial] page, [example reference] page, [mood board], and [hints] page. Table 1 below is a summary of the explanations of the board prepared by the researcher.

**Table 1.** Mood board Media Summary

| Page Type         | Design Drawing   | Description   |
|-------------------|--|---|
| Home              |  | Page This page will appear the first time when accessed at the address for mood board.co.id. contains a menu about learning needs for making a mood board |
| Create Mood Board |  | Page This page will appear when the Create Mood Board is selected and will display the layout mood board you want to use.                                 |

Worksheet  
page Mood  
Board type 1



This page will appear after selecting the type of layout you want to use. There is also an option to download the work in JPEG format.

Materials Page  
and Video  
Tutorials



This page has downloadable files for the e-book and video materials in files MP4

Reference  
Example



Page This page is used to view examples of the mood board.

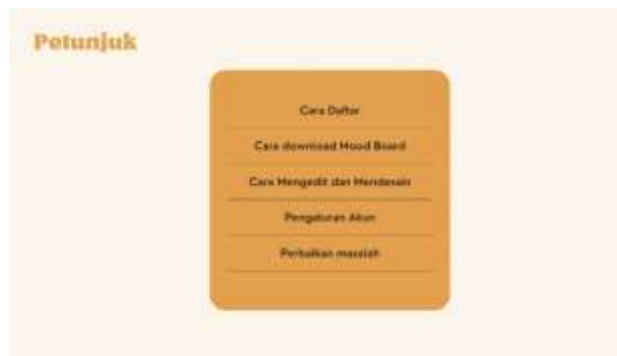
Page My Mood  
Board



The page that will appear when students have done the mood board on the create a mood board will automatically be saved in your project section, and students can upload the mood board.



Instructions



Page This page helps students to find out things that are not yet known.

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## CONCLUSION

Based on the design of web-based learning media in fashion design subjects it is very feasible to be used to support web-based learning media models in making and designing mood boards. So, it can be concluded that this media model is recommended to be developed and applied in educational/training institutions in the field of Fashion. To support the use of this learning media model, the teacher must explain in advance the procedures for using this learning media so that it can be used independently outside the classroom. Preparation for implementation must also be ensured that participants have the appropriate smartphone or laptop. In addition, it is also necessary to promote and socialize how to use the application to participants to facilitate learning.

## SUGGESTION

Educational institutions with a design major study should be involving technology such as this mood board and train teachers to be skilled in using technology to support design work. For academics, it can be material to be developed in subsequent studies.

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