

Development Of Project Based Learning Prakarya Module Material Of Textile Handicrafts To Increase Results Learning Student Class VII SMP

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Abstract: The purpose of this research development is to: (1) produce a project based learning module based materials of fiber and textile craft to improve student results of class VII SMP; (2) Testing the effectiveness level of module materials. (3) Testing the efficiency level of module teaching materials; (4) Measure the attractiveness of module teaching materials. This research and development uses the steps of Borg and Gall. The research subjects were conducted at SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung, and SMP Negeri 12 Bandar Lampung. Data were collected using questionnaires and tests (pretest-postes). Conclusion of research and development of teaching materials product Modules obtained on field trials in the three schools on the module effectiveness results on learning by 0.77, the module efficiency level of the three schools received an average of 1.29 module attractiveness at a success rate of 88, 77%. The teaching material product Module can increase the average post-test value to the pre-test value (from the average of 73.7 to 88.2 there is an increase of post-test value against the average pre-test value of 14.5 and the value it is a very meaningful value for improving learners' outcomes (effect size) when learning to use project-based learning module based on learning material of fiber and textile crafts.

Keywords: *workshops, project based learning, crafts, modules, and fibertextiles*

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I. INTRODUCTION

Learning is a process of developing the potential and character building of each student as a result of the synergy between education taking place in schools, families and communities. The process provides opportunities for students to develop their potential to become an increasingly powerful capability in the spiritual and social attitudes, knowledge, and skills needed to live in a society, nation, and contribute to the well-being of mankind. According to Degeng (2013: 3) learning is affecting students to learn. The possible consequences of learning actions are that students will (1) learn something they will not learn without the act of learning, or (2) learn something in a more efficient way. Learning as an effort to membelajarkan students. Degeng argues (2013: 4) much effort is made to facilitate the internal processes that take place when a person learns. All of them refer to the process of learning to be more effective and efficient, namely to improve the quality of learning. The workshop prepares students to recognize the potential of the region, and can play an active role as citizens, citizens and citizens of the world to be responsible for developing Indonesian culture. The construction subjects in the 2013 SMP curriculum are grouped into four strands, namely strand craft, engineering strand, strand cultivation, and strand processing. Learning Prakarya requires students to create or create works to be a business opportunity. The learning elements of the workshop include creativity, the tenacity of turning failure into success (adversity) and the ability to solve problems thoroughly. The success of lessons learned is determined by factors such as teacher factors because teachers can directly influence, guide and improve intelligence and improve students' critical and creative thinking skills and skills. The role of educators in psychomotor ability that can foster, nurture, motivate and facilitate students to be able to think active, creative and innovative. Another factor that is very supportive of the success of learning the workshop is teaching materials. The present masterpiece material on the material is difficult to understand by students especially on the material of fiber and textile craft.

The junior high school textbooks that circulate in the field discuss more about theoretical matters and less equipped with practical matters adapted to the context of the needs and competencies of junior high school students. This is evidenced by the low student learning outcomes. The material of fiber and textile crafts requires the final result of craft products. The teaching materials used can not stimulate learners to learn independently. The wide range of fiber and textile handicraft materials is not worth the available study time of two hours each week. Besides, there are differences in the characteristics of students causing the practice of making textile fiber crafts in the class become less effective, there are students who deftly complete the task, but there are also students who are slow to do the task. This creates inequality in the learning of the workshop, resulting in students becoming less energized and less active in learning. Another limitation in every school is that it does not have a special practice room, so practice is implemented in the classroom.

Before the lesson ends it takes time to clean up the classroom so that the next lesson is ready, it greatly reduces the time of practice and leads to less effective and less efficient practices. This condition requires teachers to be able to solve problems that exist. One alternative to overcome the existing problems, the authors develop the module-shaped materials. The reasons that the authors point out are: (1) to provide instructional materials in accordance with the demands of the curriculum by taking into account the needs of learners, ie teaching materials that are in accordance with the characteristics and setting or social environment of the students; (2) assisting students in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain; (3) facilitate educators in carrying out learning and overcome the limitations of space and time. The module teaching materials are designed to assist teachers in providing a learning experience that involves mental and physical processes through interaction among participants at. Interaction of learners with educators, students with the environment, and student interaction with the community. The interaction is in the framework of achieving the expected competencies. The learning experience in question can be realized through the use of a scientific approach. Student-centered learning should be able to contain life skills (life skills) they will be able to master so that learners are able to compete in the business world and globalization. Therefore, in preparing or choosing teaching materials SMP Workshops should consider content that is capable of supporting the process of learning the workshop. The focus of Basic Competence (KD) in this research is KD 3.2 and KD 4.2, the reasons are: (1) description of the material of fiber and textile craft in textbook of workshop is too broad and difficult to be understood, (2) result of learning on material of fiber and textile craft still very low ie 75 in the previous year. The following descriptions of KD 3.2 and KD 4.2 are listed in Table 1.

Table 1. Basic Competencies Craft Strand

Basic competencies	
Knowledge	Skills
3.2 Understanding knowledge about principles of designing, manufacturing, and presentation of handicraft products from fiber and textile materials creative and innovative	4.2 Designing, creating, and presenting products crafts from creative fiber / textile materials, innovative, in accordance with the potential of the local area (eg grass or weeds, cotton, fleece, bark, cloth, plastic rope and others

Research subjects were conducted in three schools, namely SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung, and SMP Negeri 12 Bandar Lampung. The reasons for choosing the three schools as a place of study are: 1) the three schools use the same print material, and the teaching materials are still difficult to understand by the learners. Teaching materials used in learning should be able to prepare students' activities independently and responsibly.

Therefore, it is necessary for teaching materials that are relevant to the characteristics of students and conditions in the field so that students have a lot of learning experience and students are able to cultivate creativity at the time of practice; (2) the achievement of student learning outcomes for fiber and textile craft materials is still low; (3) the ability to understand the material of fiber and textile crafts is still low, especially in the application of the practice of making the craft work required coaching one by one that makes the inefficiency of study time. Various obstacles that encourage authors to develop teaching materials that can be an alternative problem solving so as to improve the quality of learning and achieve the goal of optimal learning of the workshop. Developed teaching materials should be able to facilitate students in learning the material of fiber and textile crafts, complete and packaged attractively, and able to encourage students to learn independently. The selection of appropriate and specific modules for textile fiber craft materials is tailored to the principles of teaching resource selection, that is, relevance, and adequacy, this can affect the standard of learning process and the learning outcomes achieved. Module specifications required on fiber and textile handicraft materials are: 1) relevant modules between materials with the objectives of Core Competence, Basic Competence, and achievement indicators, 2) consistent modules, in accordance with the number of competencies to be

achieved with teaching materials; if the basic competence to be learned includes the craft of fiber and textiles, the material chosen and developed also includes the principles of designing the craft work, the selection of materials, tools, techniques of making the work of fiber and textiles, the stages of making the work of fiber and textile craft in accordance with the design and technique of presentation the work of fiber and textile craft based on local wisdom and able to overcome the differences that exist in individual learners, 3) the module is sufficient, the material taught should be sufficient in helping students master the basic competencies taught, able to encourage critical thinking, creative and innovative in creating ideas / ideas of current craft products, 4) the module is able to build self-reliance and attitude of student responsibility to the task given.

From the observation data shows the result of daily test of learner of material of fiber and textile handicraft is very low. The material of design principles of handicraft work and the selection of materials, tools and techniques of making fiber and textile works are shown in the aspect before being held remedial on all basic competencies of odd semester of 2017. The material of design principles of craft work and the selection of materials, tools and techniques of making fiber crafts and textile is shown on the aspect of knowledge (cognitive) with the average acquisition of learning outcomes of 59.79% while the average acquisition of learning outcomes on aspects of skills (psychomotor) of 56.4%. Learning is considered successful if the percentage of successful completeness of students reaches 65%. From the observation data shows the results of daily re-education participants of fiber and textile handicrafts are very low before held remedial on all basic competencies of odd semester of 2017. The material of design principles of craft work and the selection of materials, and technique of making the work of fiber and textile craft shown on the aspect of knowledge (cognitive) with the average acquisition of learning outcomes of 59.79% while the average acquisition of learning outcomes on aspects of skills (psychomotor) of 56.4%. Learning is successful if the percentage of successful completeness of students reaches 65%.

II. MATERIALS AND METHODS

The above learning conditions become a challenge for writers to be more creative in designing instructional materials that are developed and in implementing learning so that the learning process becomes more effective, efficient, and fun so as to be able to change the paradigm of boring workshop materials into interesting and fun subjects. important in planning is a statement of goals that must be achieved on the product to be developed. (3) Developing early product types includes: preparation of learning materials, module preparation, and evaluation tools. (4) Undertake early-stage testing, ie evaluating from learning design experts, content specialists, and media experts. (5) Revise the main product, based on inputs, and suggestions from the learning design / expert, expert / content expert / materials, and media experts / experts in early-stage trials. (6) Conduct field trials, used to obtain evaluation of the product. Questionnaires were made to get feedback from learners who were study samples. (7) Revise operational products based on inputs and suggestions from field test results and education practitioners. The subjects of this study were students of SMP Class VII in Bandar Lampung City, which is represented by three schools, namely: SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung, and SMP Negeri 12 Bandar Lampung. The study was conducted in the odd semester of the academic year 2017/2018, between October and December 2017. Determination of test subjects at each stage of the study refers to development research procedures and tailored to the needs of each research stage.

Trial of teaching materials on research subjects by: 1) One-One Limited Trial. One-one limited trials involve 3 (three) students individually from SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung and SMP Negeri 12 Bandar Lampung. Students selected 3 persons with 1 (one) person low ability, 1 (one) person of medium ability and 1 (one) person high ability. The purpose of this evaluation is to identify the deficiencies contained in the instructional material of the Instructional learning module. In one-on-one tests performed effectiveness, efficiency and attractiveness tests on module teaching materials. Students are given learning treatment with the module then the students are also given a questionnaire to know the attractiveness of the module, ease of use, and the role of the module in learning. The results of the data from the questionnaire are the inputs to the revision step; 2) Small Group Limited Trial. The small group trial was conducted on students of SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung, SMP Negeri 12 Bandar Lampung amounted to 9 (nine) people. The placement of 9 subjects was random sampling, ie 3 (three) persons for low ability, 3 (three) medium ability and 3 (three) persons of high ability. In the small group test carried out the same test with the one-one test of effectiveness, efficiency and attractiveness of teaching materials learning module Workshop; 3) Classroom Limited Trial. The initial product that has been tested is limited to a small group, tested again through a class-limited trial. The subjects of each class were 15 students with the details of 15 subjects of limited class test from SMP Negeri 23 Bandar Lampung, 15 students of SMP Negeri 9 Bandar Lampung and 15 students from SMP Negeri 12 Bandar Lampung.

Descriptive statistics are statistics used to analyze data by way of describing or describing data that has been collected as is without intending to make conclusions that apply to the public or generalization (Sugiyono, 2013: 207). The determination of the category of this module using the measurement scale is Likert Scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The data obtained from the Likert scale measurement is a number. The numbers are then interpreted in a quantitative sense (Sugiyono, 2013: 134). Quantitative data obtained from pretest and postes. Trial of teaching materials on research subjects by: 1) One-One Limited Trial. One-one limited trials involve 3 (three) students individually from SMP Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung and SMP Negeri 12 Bandar Lampung. Students selected 3 persons with 1 (one) person low ability, 1 (one) person of medium ability and 1 (one) person high ability. The purpose of this evaluation is to identify the deficiencies contained in the instructional material of the Instructional learning module. In one-on-one tests performed effectiveness, efficiency and attractiveness tests on module teaching materials. Students are given learning treatment with the module then the students are also given a questionnaire to know the attractiveness of the module, ease of use, and the role of the module in learning. The results of the data from the questionnaire are the inputs to the revision step; 2) Small Group Limited Trial. The small group trial was conducted on junior high school students Negeri 23 Bandar Lampung, SMP Negeri 9 Bandar Lampung, SMP Negeri 12 Bandar Lampung is 9 (nine) people. The placement of 9 subjects was random sampling, ie 3 (three) persons for low ability, 3 (three) medium ability and 3 (three) persons of high ability. In the small group test carried out the same test with the one-one test of effectiveness, efficiency and attractiveness of teaching materials learning module Workshop; 3) Classroom Limited Trial. The initial product that has been tested is limited to a small group, tested again through a class-limited trial. The subjects of each class were 15 students with the details of 15 subjects of limited class test from SMP Negeri 23 Bandar Lampung, 15 students of SMP Negeri 9 Bandar Lampung and 15 students from SMP Negeri 12 Bandar Lampung. Each consisted of 5 students with high ability, 5 students with medium ability and 5 students with low ability; 4) Field Test conducted on 32 students of class VII from the three schools, which are 32 research subjects from SMP Negeri 23 Bandar Lampung, 32 students from SMP Negeri 9 Bandar Lampung. The teaching material is said to be effective if the average value after following the learning with the module is higher than the average value before the learning process with the module. On that basis calculated the percentage of students who scored after following the learning with the module.

Intrument effectiveness test is a matter of pre-test and post test in the form of material problems of fiber and textile craft, while for the test of attraction the author uses questionnaire. Learning is said to be effective if the value of learners after learning scores above KKM is 75 to 65% of the number of research subjects in each school. For efficiency test is done by comparing the time required with the time used learners in learning. The determination of efficiency of module usage is focused on time aspect. Efficiency in this study is if the ratio of the time between the time required by learners on learning using the module compared with the amount of time that students use to achieve that goal. The quantitative data analysis was obtained from the students' pretest and posttest values then tested using the Normalized Gain formula and the Likert Scale. The actual average gain is the difference in post test scores on the average pretest score, according to the gain or g-factor. Effectiveness of the use of instructional materials module seen from the normal average size of the gain. The average average gain is calculated by the following equation:

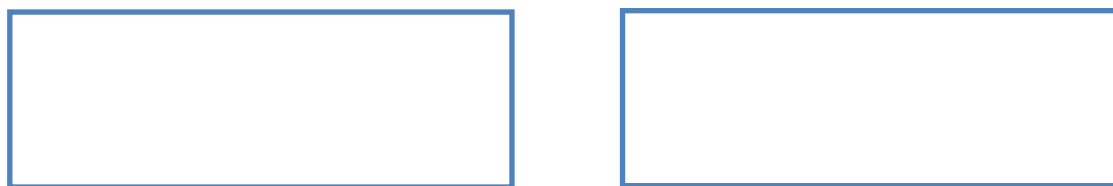
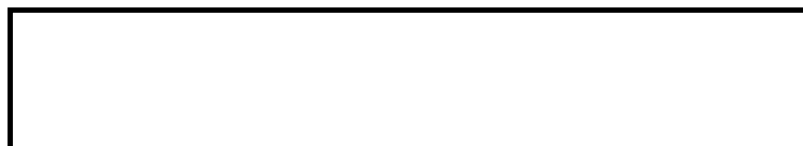


Table 2. Mean Normalized Gain Value and Classification

Average Gain Normalized	Classification	Effectiveness Level
$\langle g \rangle \geq 0,70$	High	Effective
$0,30 \leq \langle g \rangle < 0,70$	Medium	Effective Enough
$\langle g \rangle < 0,30$	Low	Less

(Source: Elice, 2012:66)

The efficiency analysis of module usage is focused on the time aspect needed in the learning process so that the ratio of the comparison result is obtained. The persamaam to calculate the efficiency as follows:



A. PRAKARYA

The Instructional Learning emphasizes creativity in making various types of craft, processing, cultivation and engineering products that are determined based on community needs and the availability of local resources. Furthermore, the learning of the Workshop is intended to develop the product of workmanship in unit scale into larger scale product and have economic value. Based on these characteristics, the assessment of the results of learning Workshops conducted to determine the level of mastery of competence on aspects of attitude, knowledge, and skills. The assessment process is done periodically and continuously. Benefits The workshop in general according to the Curriculum 2013 is to provide a foundation for optimizing the potential of learners to become qualified Indonesians. The benefit of educational institutions is to strengthen local culture (local genius and local wisdom), character values as local potential redevelopment, balanced utilization of natural resources and the basis of entrepreneurial development and creative economy, so as to build the image and identity of the nation, economic and social benefits. (Kemdikbud, 2016:2). The Teacher Lessons for teachers encourage them to develop a balance between the achievement of mastery of knowledge, skills and spiritual and social attitudes by functioning as facilitators, motivators and as evaluators. The learning process of Handicraft Workshops is done through scientific approach, interactive, inspirational, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to talents, interests, and physical and psychological development. learners. The success of the practice of fiber and textile crafts is determined by many factors, one of which is the teaching material factor.

B. BASED PROJECT BASED LEARNING

Project based learning is a learning that provides an opportunity for teachers to manage learning in the classroom by involving project work. The learning of project based learning begins by raising questions to students in a collaborative project that integrates the various materials in the curriculum. At the time the question is answered, students can directly see the various main elements as well as the various principles in a discipline that is being studied.

Table 3. Project Based Learning Based Project Workshops Syntax

Stage Learning	Learning Activities
<i>Start With the Essential Question</i>	The teacher explores the essential questions that are exploratory knowledge that has been possessed by learners based on the learning experience that leads to the assignment of learners in doing an activity.
<i>Design a Plan for the Project</i>	Educators organize learners of heterogeneous groups (4-5) people. The educator facilitates each group to determine the chairperson and secretary democratically, and describes each group member's tasks. Educators and learners discuss the rules of the game to be mutually agreed upon in the project completion process. Matters agreed: selection of activities, planned maximum time, sanctions imposed on violations of the rules of the game, place of project implementation, matters reported, and accessible tools and materials to assist in project completion.
<i>Monitor the Students and the Progress of the Project</i>	Complete the project with teacher facilitated and monitored, ie searching for or collecting data or materials and then processing it to compile / manifest part by part until the final product is produced. Educators facilitate students in making reports, including reporting on the ongoing project tasks and narrating obstacles in working on project tasks as a form of reflection.
<i>Assess the Outcome</i>	Presenting / publishing project results, presenting products in the form of presentations, discussions, exhibitions, or publications (in wall or internet magazines) to get feedback from other students, teachers, and even t the community.
<i>Evaluate the Experience</i>	Teachers and learners make an efflecion of the activities and results of projects that have been run. The reflection process is done individuallylor groups.

C. MODULE

The module is a self-contained, self-contained unit comprising a set of learning activities designed to help learners achieve a number of clearly defined and specific objectives (Nasution, 2010: 205). This is similarly presented by Russell (Reed, 2001:60) "A module is an instructional package dealing with a single conceptual unit of subject matter. It is an attempt to individualize learning by enabling the student to master one

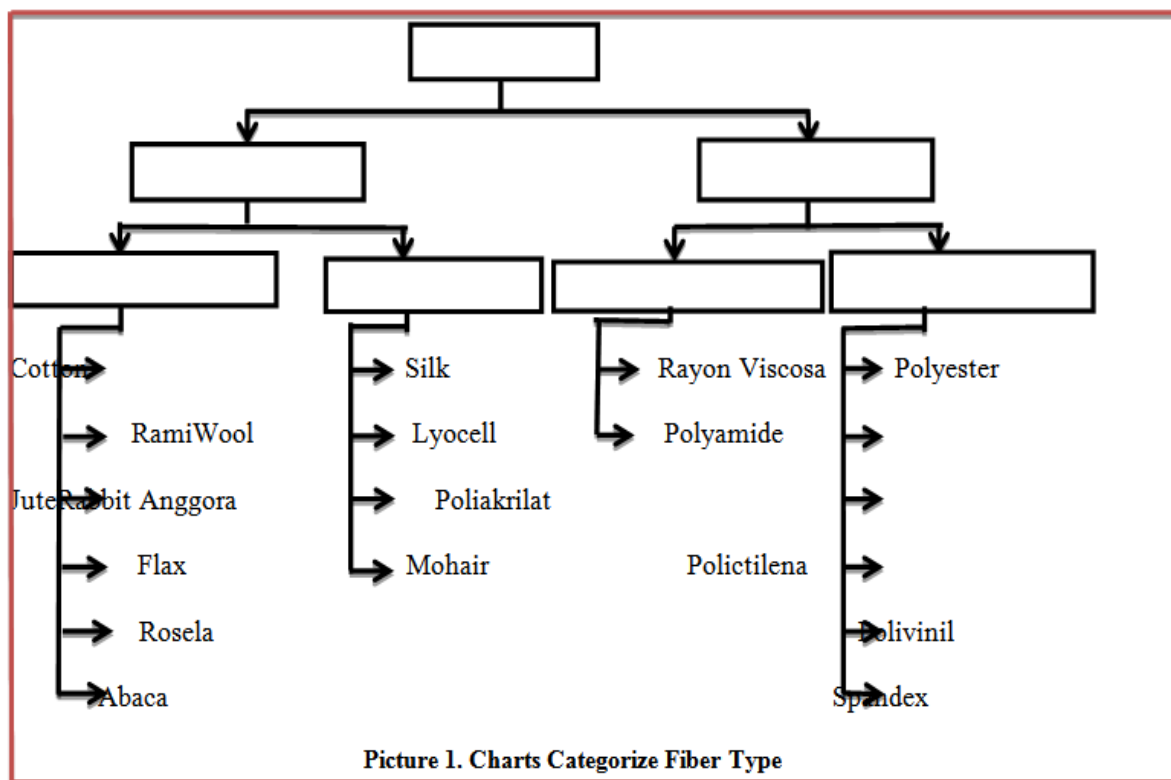
unit of content before moving to another ". According to Jerry & William (1972:38) "Learning module it's a packet of teaching materials consisting of behavioral objectives, a sequence of learning activities and provisions for evaluation". The reason for the development of module teaching materials in this study is the reason that the module is a teaching material that can be used by students to learn independently because the module already has instructions, the module is user friendly, the module is adaptive, and the students are not limited in time to learn it.

D. CRAFT

Crafts or handicrafts can be understood as a product that demands hand skill. Kusnadi explained, Kunt Nijverheid in Dutch can be translated or interpreted "art" Kunt who was born by the diligent nature, Ijver from humans. Furthermore, it is explained that crafting arts is not born of diligent nature in the sense of Ijver (opposite of lazy), but born of the skillful nature or the crookedness of the human hand. The meaning of diligent in accordance with the art of craft in a neat sense, skilled based on work experience that produces expertise or proficiency of work in a particular profession. (Kusnadi, 1983:11). The term craft art is defined as work done by hand and requires certain skills. Craft art is a kind of art that produces various furniture items, ornaments or other artistic items, made of wood, metal, gold, silver, ivory, and so on. . Crafts are generally produced from materials typical of the area. Craft products are products produced through hand skill and thinking skills in managing a material or material to produce aesthetics or beauty as well as certain functions. Craft products have a high value because it demands the ability to work using hand skills, either without the use of tools or using simple tools.

E. FIBER AND TEXTILE

Fiber according to Noerati (2013: 1) is a raw material used in the manufacture of yarns and fabrics. Fiber is known by the name of textile fibers. Textile fibers are made from raw materials sourced from nature or from manufactured products, also called synthetic fibers. All fibers have innate traits and their respective properties are diverse that can not be separated and have various properties. Textile fibers can be classified according to their source or the structure of their constituent molecules. Classification of textile fibers based on the source is divided into two groups, namely natural fibers and artificial fibers. Classification based on the molecular structure of constituents is known by the term cellulose fibers, protein fibers and artificial polymer fibers. The fiber grading diagram can be seen in Figure 1 below.



Fiber comes from natural and artificial (synthetic) materials. According to Noerati (2013: 2) Natural fibers are materials that grow in nature, for example cotton, flax, silk, wool. Artificial fibers are fibers that are created by humans in technology. Artificial fibers are synonymous with the synthesis of chemicals, such as petroleum, nitrogen, hydrogen and carbon. Synthetic fibers can be grouped according to the characteristics and suitability of the fiber chemically.

IV. RESULTS AND DISCUSSION

A. TEST RESULTS LIMITED ONE-ONE

One-One limited trials were conducted by taking samples of 3 sample samples at three schools. Small group trial results are used to measure the effectiveness, efficiency and attractiveness of project based learning based modules on materials of fiber and textile craft materials. Data obtained by the researcher by giving a questionnaire on the samples The test results of the effectiveness of normalized gain values in the one-to-one test showed that the effective learning based learning project based learning module was used.

The effectiveness test result at one-to-one limited test at SMPN 23 Bandar Lampung shows a normalized gain level of 0.8% which means the module is in effective level. SMPN 9 Bandar Lampung with a normalized gain of 0.76% and SMPN 12 of 0, 74% indicates that the effectiveness of project based learning module for use in crafting study on fiber and textile materials on the indicator to make handicraft products with fiber and textile materials. fiber and textiles on the indicator to make handicraft products with fiber and textile materials. Thus, the effectiveness of the use of the Module is effective because the r gain is normalized > 0.5

The efficiency level on the one-to-one test shows the figure of 1.33 at SMPN 23 Bandar Lampung and SMPN 9 Bandar Lampung sebesar 1.24 and SMPN 12 Bandar Lampung at 1.33. Efficiency test shows that learners success in time based on time table in more than one category then the use of Project Based Learning based learning module to make handicraft work of fiber and textile material is declared efficient because the value of r gain normalized > 1

The result of the module of interest test based on the one-one limited test with the average number of percentage of SMPN 23 Bandar Lampung 88,75%, SMPN 9 Bandar Lampung 89,58% and SMPN 12 Bandar Lampung by 90% it can be concluded that project-based Module based learning is very interesting with score criteria $> 81\%$

B. TEST RESULTS LIMITED SMALL GROUP

Small group limited trials were conducted by taking samples of 6 samples in three schools. Small group trial results are used to measure the effectiveness, efficiency and attractiveness of project based learning based modules on materials of fiber and textile craft materials. Data obtained by researchers by giving a questionnaire on the sample. The effectiveness test result on the small group limited test at SMPN 23 Bandar Lampung shows a normalized gain level of 0.81% which means the module is in effective level. SMPN 9 Bandar Lampung with a normalized gain of 0.76% and SMPN 12 of 0, 74% indicates that the effectiveness of project based learning module for use in crafting study on fiber and textile materials on the indicator to make handicraft products with fiber and textile materials. fiber and textiles on the indicator to make handicraft products with fiber and textile materials. Thus, the effectiveness of the use of the Module is effective because the r gain is normalized > 0.5 . Efficiency level of module using normalized gain data at SMPN 23 Bandar Lampung is 1.31, SMPN 9 Bandar Lampung is 1.25 and SMPN 12 Bandar Lampung is 1.26. Thus the efficiency level of use of the Module is effective because the r gain is normalized > 1 . The results of the module attractiveness test in small group limited test at SMPN 23 Bandar Lampung is 91.45%, SMPN 9 Bandar Lampung is 91.87% and SMPN 12 Bandar Lampung is 91.20%, The percentage shows the level of attractiveness Module in very interesting category to be used in the learning of craft materials material fiber and textiles. It was concluded that project based learning module is very interesting with score criterion $> 81\%$. Classroom Restated Trial Results

Class-limited trials were conducted by researchers in the same way in one-to-one trials and small-group trials. Class-limited trials were conducted by taking samples in each school of each of the 15 samples with high, moderate, and low ability in different learners.

The effectiveness test result of module shows the normalized gain value on the implementation of pretest and postes of 0.85% at SMPN 23 Bandar Lampung, 0.75% at SMPN 9 Bandar Lampung and 0.73% at SMPN 12 Bandar Lampung. The data shows that the normalized gain is > 0.5 then it can be said that the effectiveness of the use of project based learning Module on craft material from fiber and textile material is effective.

C. TEST RESULT OF CLASS LIMITED GROUP

Efficiency level of module using normalized gain data at SMPN 23 Bandar Lampung is 1.26, SMPN 9 Bandar Lampung is 1.20 and SMPN 12 Bandar Lampung is 1.14. Thus the efficiency level of use of the Module is effective because the r gain is normalized > 1

Level of attractiveness The module on a class-limited test is carried out with a population of 15 samples per school. Data obtained from the questionnaire scores that have been filled by all samples with varying capabilities, ie high, medium, and low categories. The attractiveness level will be grouped by percentage. If the percentage amount > 81% category is very interesting. Percentages > 61% - 80% Interesting category, percentage > 41 - 60% category interesting enough and > 21% - 40 categories less interesting. The results of the module attractiveness test on the small group limited test at SMPN 23 Bandar Lampung 86.45%, SMPN 9 Bandar Lampung 86.30% and SMPN 12 Bandar Lampung 87.68%, The percentage indicates the level of attractiveness Module in the category is very interesting to be used in the learning of craft materials material fiber and textil.

The results of the assessment of teaching materials product instruments Module by material experts, media experts and design experts after validated the module's physical appearance gets a total value of 95%. Discussion on the contents of the module is related to the core competence and basic competence of the average feasibility of 97.13%, the assessment of the size and shape of the letter display by 92% and the overall indicator of achievement of 94%. Research conducted at SMPN 23 Bandar Lampung, SMPN 9 Bandar Lampung, SMPN 12 Bandar Lampung, indicates that the results of research and development of teaching materials module received a response attractiveness / attraction is very positive. Based on the data, it is found that the workshop and project based learning module can increase the average post-test value against the pretest value (from 73.7 to 88.2 average there is an average posttest increase on average pretest value of 14, 5 and the value is a very meaningful value for the improvement of learning outcomes learners (effect size) when learning to use teaching materials Modules are proven to improve student learning outcomes of grade VII SMP Kota Bandar Lampung.

V. CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

Recapitulation of effectiveness of Field Test of normalized gain value of each school of SMPN 23 Bandar Lampung obtained data of 0.82, SMPN 9 Bandar Lampung of 0.74 and n-gain SMPN 12 Bandar Lampung of 0.75. The amount of normalized n-gain value > 0.5 indicates that the teaching materials of the effective Learning Practice Module can be used as teaching material.

Efficiency level usage Module according to normalized gain data at SMPN 23 Bandar Lampung for 1.35 SMPN 9 Bandar Lampung equal to 1,26 and SMPN 12 Bandar Lampung equal to 1,26. Thus the efficiency level of use of the Module is effective because the r gain is normalized > 1. The results of the module attractiveness test in the small group limited test at SMPN 23 Bandar Lampung amounted to 87.45%, SMPN 9 Bandar Lampung 90% and SMPN 12 Bandar Lampung 87.68%, The percentage indicates the level of attractiveness Module in the category is very interesting to be able used in the learning of craft materials material fiber and textiles.

The results of the assessment of teaching materials product instruments Module by material experts, media experts and design experts after validated the module's physical appearance gets a total value of 95%. Discussion on the contents of the module is related to the core competence and basic competence of the average feasibility of 97.13%, the assessment of the size and shape of the letter display of 92% and the overall indicator of achievement of 94%. The research conducted at SMPN 23 Bandar Lampung, SMPN 9 Bandar Lampung, SMPN 12 Bandar Lampung, showed that the results of research and development of module teaching materials received a very positive attraction / attraction with an average of 93.14%. Based on the data obtained, it is found that the workshop module and project based learning are able to increase the average post-test value to the pre-test value (from 73.7 to 88.2) there is an increase of post-test average to mean pre-test value of 14, 5 and the value is a very meaningful value for the improvement of learning outcomes learners (effect size) when learning to use project-based learning module based learning material fiber and textile craft is proven to improve student learning outcomes of class VII SMP Kota Bandar Lampung. Product learning module based on project based learning material of fiber and textile handicraft can overcome the limitations of time, space, interesting, improving learners' learning outcomes, and can improve the independence of learners in learning. The quality of the module in terms of content feasibility aspects, language and image aspects get positive and feasible

responses with very good category. Based on the results of data analysis of learners response to the learning module, it is known that the learning module in the category of Very Good. When viewed from the value of skewness the data distribution is normal with the slope of being left or negative, so the module must be maintained and used as one source of teaching materials because it is easily understood and accepted by learners. Based on the data analysis, the application of module in learning in general can be done. This is evidenced by the results of the implementation of the lesson plan either at the first meeting, second, third or fourth reach the percentage of the implementation of 100%.

The learning module improves the mean score of students' understanding (effect size = 14.5) and 87%. Students achieve learning completeness and improvement of learning outcomes calculated using gain score in the medium category of 0.62

B. SUGGESTION

This generated module can be used as one of the supporting material that already exist. This module should be maintained and used because it is based on the learners 'excellent response and learners' learning outcomes are improved after using the module. Implementation of learning modules need to be developed again, so that learners can achieve the expected competence. For, especially the educator of the junior high school students are expected to utilize and develop other teaching materials as an alternative so that learners can be actively involved in learning as well as can more easily understand the learning materials.

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