

Development of Monolid Eye Corrective Facial Makeup E-Module

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ABSTRACT

The development of the Monolid Eye Corrective Makeup E-Modul using Canva, which allows design creation and website link to export. The aim is to produce an E-Module that is feasible and practical for the Face Makeup Class. This Research and Development (R&D) study uses the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). Data were collected using questionnaires for validation by material and media experts and practicality tests by students. Data were analyzed using percentage-based categories. Validation by media experts reached 94.4% and by material experts 98.67%, both categorized as very valid. The one-to-one practicality test scored 88.79%, and the small group test scored 91.81%, both in the very practical category. Based on these results, the Monolid Eye Corrective Makeup E-Modul is considered highly feasible and practical as a learning media.

Keywords: *Development, E-Modul, Monolid Eye Corrective Makeup, Canva*

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INTRODUCTION

The development of technology in the 21st century is undeniably growing rapidly. Many new technologies are becoming increasingly sophisticated, and their presence is deeply integrated into daily life. This technological advancement is a result of the continuous progress of human civilization, leading to innovations that keep pace with these changes. Technology generates various types of information that provide knowledge and insights beneficial to humans as users. One example of technological development is the emergence of internet-based electronic devices, commonly known as gadgets. With the presence of these gadgets, it becomes easier for people to access and obtain various kinds of information and to communicate more easily without being limited by time and space (Setiawan, 2018, p. 69).

In the aspect of education, technology has an impact on the learning process. Learning is a process that occurs between teachers as educators and students as students who interact with learning resources. Learning is an activity that aims to acquire knowledge or knowledge. In the learning process, to achieve good learning outcomes, there are internal and external factors that support it (Ubabuddin, 2019:21).

Internal factors are those that originate from within the student, consisting of two aspects: the physiological aspect (the physical condition of the student) and the psychological aspect. Meanwhile, external factors are those that come from outside the student. According to Siregar and Nara (2010), external factors consist of the environment and learning devices. Learning media is one of the learning tools in the form of equipment used in the learning process, which can serve as a learning resource for students (Ananda & Hayati, 2020, p. 82; Moto, 2019, p. 23).

Learning media comes in various forms. The learning media that are generally used in the learning process are 2D and 3D learning media such as books, modules, pictures, and graphics.

Of course, in the use of this learning media, there are still many shortcomings and limitations that make students' interest and attention not maximized. This shortcoming is evidenced by research conducted by Kasrawati et al. which states that one of the factors that causes students' lack of interest in reading package books is because they are more interested if teachers present material using information technology-based learning media (IT) because it is considered less practical in its use because it is still limited in space and time.

Along with the rapid development of technology, learning media should begin to be integrated with technology so that the learning process becomes easier and is no longer limited by space and time. This is supported by research conducted by Maritsa et al., which states that the presence of educational technology greatly facilitates learning because there are no distance barriers, making information easy to access. One of the learning media integrated with technology is e-modules (2021). E-modules, or electronic modules, are learning media in the form of non-print modules consisting of materials presented through text, images, videos, or animations that can help students improve their skills and understanding (Laili et al., 2019, p. 308).

E-modules are digital-format learning media that can be accessed through electronic devices such as smartphones, tablets, laptops, or computers, allowing students to access learning materials anywhere, providing flexibility and practicality in the learning process. E-modules can combine several elements – text, images, audio, and video – making them more varied and engaging. They can also include interactive components, such as reflective questions and links to additional material resources, which enhance student engagement and understanding. However, not all educational institutions implement the use of e-modules in their learning process, including in the Facial Makeup course at the State University of Jakarta.

Facial Makeup is one of the courses in the Cosmetology Education Study Program at the State University of Jakarta. One of the key topics in this course is monolid eye corrective makeup, which is characterized by uneven eyelids, no eye creases, and undefined eyebrow bones (Prillacaprienta et al., 2021, p. 97). In the Facial Makeup course, the goal of the monolid eye corrective makeup material is to enable students to transform monolid eyes – which are typically small, narrow, and lack a petal-like shape – into more ideal eyes that appear bigger, longer, and have a petal shape. This transformation can be achieved using specific makeup techniques. However, in practice, many students still face difficulties in applying these techniques effectively, preventing them from successfully correcting the shape of monolid eyes. These challenges are often due to the lack of adequate learning media that support the learning process.

Based on the results of a needs analysis survey of 13 students in the Cosmetology Education Study Program at the State University of Jakarta who took the Facial Makeup course, 84.6% of students reported difficulties in understanding the theory and practice of monolid eye corrective makeup. Additionally, 92.33% stated that the learning media used in the course were still limited to PowerPoint presentations, which were considered unattractive. As a result, students expressed the need for more engaging and practical learning media. The survey findings indicate that the current learning media are limited, lack variety, and are not effective in helping students understand the techniques for monolid eye corrective makeup. Furthermore, the media are seen as less appealing and impractical for independent learning.

Therefore, the researcher is interested in developing learning media in the form of an e-module for monolid eye corrective makeup. The development of this e-module is supported by the use of the Canva application, which simplifies the creation process and allows the final product to be accessed online. Canva also enables the integration of various engaging elements – such as visuals, animations, and multimedia features – that can increase student interest and participation in the learning process.

METHOD

This study uses the research and development method (*Research and Development*) with the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) development

model. This research is a research method that aims to create a certain product and test its effectiveness (Sugiyono, 2013:297). The purpose of this study is to create a learning medium in the form of an *e-module* for Monolid Eye Corrective Makeup that is interesting and practical so that it is suitable for use in the learning process. This research was conducted on students who are or have studied Facial Makeup courses in the Makeup Education Study Program at the Faculty of Engineering, State University of Jakarta. The research was carried out from October 2024 to July 2025. The initial stage of analysis was carried out on 13 students who are or have studied the Cosmetology course to find out the needs of *e-module* learning media. The tests used in this study are validity tests by media experts and material experts, as well as practicality tests for students. Both tests used a questionnaire with a *likert scale*. Data analysis from the test results uses qualitative and quantitative data analysis. From the test results, the percentage of validity and practicality will be obtained, as well as findings that will underlie the improvement of the developed product. In this study, it is only carried out up to the *development* stage because in accordance with the purpose of this research is only to develop a *feasible and practical e-module*.

FINDINGS AND DISCUSSION

Product Development Results

The product produced from this development research is the *Monolid Eye Corrective Facial Makeup E-Module*. The development of this *e-module* uses the help of the *Canva* application by meeting the criteria of the characteristics of the *e-module*. The *e-modules* developed are carried out through the stages of *analysis* (conducting needs analysis), *design* (designing the design of the *e-module* and collecting materials), *development* (developing the *e-module* and conducting validity and practicality tests).

Validity Test

To test the feasibility of the product, a validity test was carried out by media experts and material experts. The validity test by media experts, namely Mrs. Vina Oktaviani, S.Pd., M.T. as a media lecturer at the Electronics Engineering Study Program, State University of Jakarta. The validity test by media experts goes through two stages. In phase I, the feasibility percentage obtained was 76% and the findings for revision were in the form of simplifying the appearance of the material and adding animations to make it more attractive. Then after the *e-module* was revised, a validity test was carried out by the second stage of media experts which resulted in a feasibility percentage of 94.4%. So based on the validity test by the second stage of media experts, the *e-module* is very valid and suitable for use.

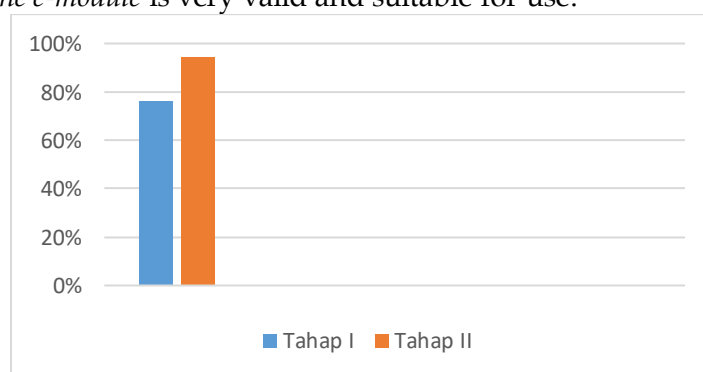
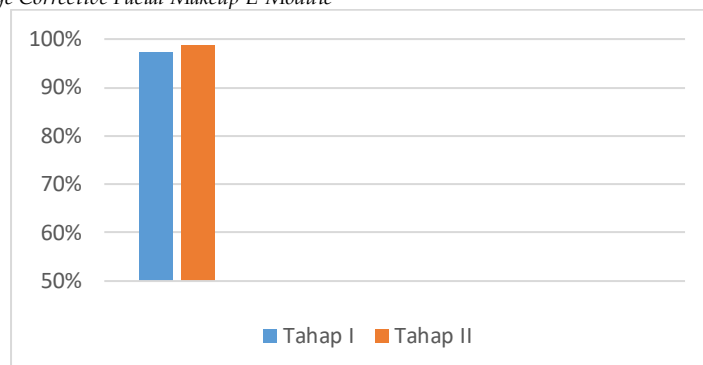


Figure 1 Graph of the Results of the E-Module Validity Test by Media Experts

The validity test by the material expert was carried out by Mrs. Dyah Novita Eka Santi, S.Pd. M.H. as the owner and lecturer of Gayatri Academy Singapore. Validity test by subject matter experts through two stages. In phase I, the feasibility percentage obtained was 97.3% and the findings for revision were in the form of changing the shape of the video to make it look bigger. Then after the *e-module* is revised, a validity test is carried out by the second stage of material experts which results in a feasibility percentage of 98.67%. So based on the validity test by the second stage of material experts, the *e-module* is very valid and suitable for use.

Figure 2 Graph of E-Module Validity Test Results *by* Material Experts

Practicality Test

To test the practicality of the e-module, it is carried out by conducting a practical test for students who are or have studied the Facial Makeup course. The initial practicality test was carried out on a one-to-one basis with 3 students who obtained a feasibility percentage of 88.79%. From the one-to-one practicality trial, findings were obtained for revision in the form of adding buttons to the previous menu. After the e-module was revised, a small group practicality test was carried out on 15 students. In the small group practicality trial, the feasibility percentage was obtained at 91.81%. So based on the practical test of small groups, the e-module is very practical to use.

Discussion

In the development of the Monolid Eye Corrective Facial Makeup E-Module, several factors supported the development process, namely the availability of material resources in the form of books and journals related to the topic, the Canva application with access to pro features, and the availability of models who met the criteria. However, the researcher also encountered several obstacles, such as delays in data collection due to it being conducted remotely (online) and the slow pace of e-module development, as it consisted of three learning activity materials.

The e-Module developed is feasible and practical because it has several advantages, including an attractive design, a well-organized layout, and easy-to-read content. The e-Module presents material on monolid eye corrective makeup arrangement in a complete and comprehensive manner. It includes photos and videos that explain each step of the makeup process, as well as engaging animations on each slide. The e-Module is presented in the form of a website, making it accessible anytime and anywhere using various devices.

CONCLUSION

This research was successful in developing the Monolid Eye Corrective Facial Makeup E-Module with the ADDIE development model for the Facial Makeup course. Based on the validity test by experts, the feasibility percentage was obtained of 94.4% by media experts and 98.67% by material experts. For the one to one and small group practicality tests, the feasibility percentages were obtained of 88.79% (one to one) and 91.81% (small group). This shows that the Monolid Eye Corrective Facial Makeup E-Module developed is feasible and practical for use in learning.

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