

turnitin unesa1

337 Similarity



Document Details

Submission ID

trn:oid:::3618:153263337

Submission Date

Sep 29, 2026, 10:34 PM GMT+7

Download Date

Sep 29, 2026, 10:41 PM GMT+7

File Name

337 Production_removed.pdf

File Size

350.1 KB

1 Page**591 Words****3,426 Characters**

2% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Bibliography

Exclusions

- 3 Excluded Matches

Match Groups

-  **1 Not Cited or Quoted 2%**
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**
Matches that are still very similar to source material
-  **0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 2%  Internet sources
- 0%  Publications
- 0%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 
1 Not Cited or Quoted 2%
 Matches with neither in-text citation nor quotation marks
- 
0 Missing Quotations 0%
 Matches that are still very similar to source material
- 
0 Missing Citation 0%
 Matches that have quotation marks, but no in-text citation
- 
0 Cited and Quoted 0%
 Matches with in-text citation present, but no quotation marks

Top Sources

- 2%  Internet sources
- 0%  Publications
- 0%  Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1

Internet

anantamias.com 2%



Designing Project-Based Multimedia for Vocational Fashion Education: Component-Level Validation and Student Creativity in Support of Sustainable Development Goals

Tri Mutmainnah*, Marniati, Ratna Suhartini

State University of Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.3.4.337>

Sections Info

Article history:

Submitted: March 8, 2026

Final Revised: August 21, 2026

Accepted: August 31, 2026

First Available Online: September 29, 2026

Publication Date: December 27, 2027

Keywords:

Multimedia Design;

Project-Based Learning;

Student Creativity;

Sustainable Development Goals;

Vocational Fashion Education.

ABSTRACT

Objective: To design and validate a three-component project-based multimedia package for children's-wear sewing in vocational fashion education, and examined its component-level feasibility, classroom practicality, implementation fidelity, and student creativity. **Method:** An ADDIE design-and-development study was conducted with Grade XI fashion students at two state vocational schools in Pamekasan, Indonesia. Five experts rated the video tutorial, the e-module, and the interactive presentation separately; three observers scored 23 implementation indicators across the six PjBL phases; 180 students and three practitioners rated practicality; creativity was assessed through fluency, flexibility, originality, and elaboration in the finished garment; and learning outcomes were measured in a one-group pretest-posttest design ($n = 120$). **Results:** Component ratings were uniformly very feasible but not identical: e-module 3.96, video tutorial 3.92, and interactive presentation 3.80 on a four-point scale. All 23 indicators were observed in all six phases. Students rated the package 3.62 of 4.00 and practitioners 91.67%. Creativity was high for 70.83% of students ($M = 90.00$). Cognitive mastery rose from 15% to 90%, $t(119) = -44.90$, $p < .001$, with an N-gain of 0.81. **Novelty:** Validate each medium separately rather than as an undifferentiated package, showing that the three media carry distinct instructional loads across the project cycle, and positions vocational fashion multimedia explicitly within SDG 4 Target.

INTRODUCTION

Vocational fashion education asks students to do three things at once: understand design principles, translate an idea into a workable plan, and execute that plan with a needle, a machine, and a length of fabric. A garment is judged not by what the student knows but by what the student has made. This makes the subject unusually demanding to teach. Explanation alone leaves students unable to execute; unguided practice leaves them unable to plan, diagnose a fault, or justify a design decision. The instructional problem is therefore not whether to add technology, but how to arrange technology, project work, and feedback so that each carries the part of the task it is best suited to.

This is also a sustainability question. Sustainable Development Goal (SDG) 4 commits states to inclusive and equitable quality education, and Target 4.4 specifies an increase in the number of young people holding relevant technical and vocational skills for employment and decent work. Indonesian vocational secondary schools are the main institutional route to that target in the garment sector, yet the quality of instruction inside them varies widely with teacher expertise, workshop facilities, and the media available in the classroom (Hiim, 2023; Kamaludin et al., 2022; Lewis, 2025). Improving the instructional resources of these schools is one of the more direct levers available for Target 4.4.

Project-Based Learning (PjBL) is a plausible structure for this kind of teaching because it organises knowledge around an extended task that ends in a product.