Web Blog Media Development in Women's Fashion Lessons

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ABSTRAK

Sulitnya memahami materi pembuatan bustier hanya dari penjelasan guru membuat siswa lebih banyak mencari materi di internet agar bisa mengulang pembelajaran secara mandiri. Namun materi yang didapat tidak sesuai dengan sistematis pembuatan bustier yang benar. Selain itu, media pembelajaran pembuatan bustier yang mampu menampilkan materi secara konkrit masih sangat terbatas. Tujuan dari penelitian ini adalah mengembangkan media Web Blog dan menguji tingkat kelayakan media Web Blog pada mata pelajaran busana wanita. Jenis penelitian ini adalah penelitian Research and Development (R&D) dan penelitian ini menggunakan model pengembangan ADDIE. Validasi pengembangan media dilakukan oleh 3 orang ahli materi dan 3 orang ahli media. Analisis kebutuhan menunjukkan bahwa 94% siswa menyatakan setuju dengan pengembangan Web Blog. Hasil penilaian ahli materi pada aspek pembelajaran sebesar 89% dan aspek materi sebesar 92% dan rata-rata penilaian secara keseluruhan sebesar 90.5% dengan kategori Sangat Layak. Hasil penilaian ahli media pada aspek kegunaan sebesar 94% dan aspek desain media sebesar 96% dan secara keseluruhan diperoleh rata-rata sebesar 95% dengan kategori Sangat Layak. Hasil Uji coba terbatas yang dilakukan oleh 5 siswa memperoleh rata-rata 87.1% dengan kategori sangat baik. Uji coba lanjutan lapangan yang dilakukan oleh 36 siswa memperoleh penilaian rata-rata 89.5% dengan kategori sangat baik. Berdasarkan hasil validasi dan ujicoba media dapat disimpulkan bahwa media Web Blog yang dikembangkan sangat layak digunakan sebagai media pembelajaran pada materi pembuatan Bustier pada mata pelajaran Busana Wanita. Pengembangan media Web Blog dapat mempermudah penyampaian materi serta siswa lebih tertarik mengulang pembelajaran sehingga mampu meningkatkan pemahaman siswa terhadap pembuatan bustier yang benar.

ABSTRACT

The difficulty of understanding the material for making bustiers just from the teacher's explanation makes students look for more material on the internet so they can repeat the learning independently. However, the material obtained was not made in the correct systematic way. Apart from that, learning media for bustier making that is capable of presenting the material concretely is still very limited. This research aims to develop Web blog media and test the suitability of Web blog media for women's fashion subjects. This type of research is research and development (R&D) research, and this research uses the ADDIE development model. Media development validation was carried out by 3 material experts and 3 media experts. A needs analysis shows that 94% of students agree with the development of a web blog. The results of the material expert assessment on the learning aspect were 89%, the material aspect was 92%, and the overall average assessment was 90.5% in the Very Decent category. The results of the media expert's assessment of the usability aspect were 94%, the media design aspect was 96%, and overall, the average was 95% in the Very Appropriate category. The results of limited trials carried out by 5 students obtained an average of 87.1% in the very good category. Advanced field trials carried out by 36 students obtained an average rating of 89.5% in the very good category. Based on the results of validation and media testing, it can be concluded that the Web blog media developed is very suitable for use as a learning medium for bustier-making material in the women's clothing subject. The development of Web blog media can make it easier to deliver material and make students more interested in repeating learning so that it can increase students' understanding of the correct bustier making.

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1. INTRODUCTION

One of the benchmarks for the success of a country's development is the success of education. Education will give birth to the next generation who are intellectually and emotionally intelligent, skilled, and independent to achieve the development of this nation (Barlian et al., 2022; Davies et al., 2017; Fadilah et al., 2022). After the COVID-19 pandemic, most schools have reopened across the world but education is still recovering (Indrawati, 2020; Rindarti, 2021; Warsito et al., 2022). This pandemic has affected more than 1.5 billion students and young people. UNESCO's Education Sector works closely with ministries of education, public and private partners and civil society to ensure sustainable learning for all children and young people. In connection with these developments, the Ministry of Education and Culture also adopted a policy as a guide for dealing with this disease at the education unit level. Recommend online learning alternatives (in networks) and create educational applications and media that schools and tertiary institutions can use to carry out remote learning (Basilaia & Kvavadze, 2020; Erawati et al., 2021). Distance education as a form of planned learning that usually takes place in a different place than teaching and, as a result, requires special techniques, special designs, special learning techniques, special methods of communication with electronics, and other technologies, as well as organizational arrangements and special administration (Bojović et al., 2020; Sari et al., 2020; Uygarer & Uzunboylu, 2017). The implementation of learning has obstacles/constraints both from the aspect of human resources and facilities and infrastructure. Network limitations, lack of training, lack of awareness and interest were stated as the main challenges faced (Fikri et al., 2021; Wahyon et al., 2020). This is a challenge for teachers to maximize the online learning process (distance) and a challenge for students to understand the material and assignments given during online learning.

The Fashion Design study program at SMK Negeri 2 Sibolga has productive subjects, one of which is the subject of making women's clothing. In the 2013 curriculum, one of the subject matters in the subject of making women's clothing is the making of bustiers. Bustiers are widely used for the construction of dresses, both evening dresses and wedding dresses (Astuti, 2005; Yi & Choi, 2017). By using Bustier, the body looks slimmer, straighter, and neater. A bustier is part of a woman's underwear patterned after a bra (Astuti, 2005). Bustiers are also used as clothing in kebaya or as a substitute for kemben. Currently, Bustier is experiencing changes in material and accessories and is popular as outerwear. Based on data from study teachers in the 2019/2020 academic year 2020, it is known that the daily scores of 29 students still score <70 (low) with a percentage of 55.17%, scores 70-79 with a percentage of 27.58% (enough), scores 80-89 get a percentage of 17.24% (good), and a value of 90-100 (very good) with a percentage of 0%.

The learning results show that 55.17% of students have not achieved competence, and only 17.24% of students have achieved competence. According to the results of the interviews, making a bustier is quite a difficult material. In making a bustier, students must be able to understand how to take measurements, develop patterns, and sew techniques for a bustier, especially the difficulties in making bustiers and the process of installing cups. According to (*McKeen, 2016.*, n.d.), the use of bra cups on a bustier must match the shape of the wearer's breasts. Making requires precision and repeated practice, but in reality, students only learn to make bustiers at school and do not repeat learning at home. One of the reasons put forward by students is that no media helps students study at home. Most students do not understand the process of making bustiers correctly (Choirunnisya' & Sudira, 2021; Khusniyah & Hakim, 2019). This is caused by the lack of proper understanding and clear learning media in conveying the correct bustier making process.

Media is needed that displays material concretely so that students can follow the steps of making a bustier independently. Many learning media are available on the internet, but they are only limited to tutorials that do not meet the learning objectives, so many students cannot follow the learning stages given (Rahmatika et al., 2021). Even though the internet can be used as an alternative for learning information in the current technological era. The several studies have shown that the existence of technology has many positive influences on learning (Khusniyah & Hakim, 2019; Rachmijati, 2019). The internet has been integrated into a tool used to complement learning activities (Kristiani & Pradnyadewi, 2021; Martins, 2015). The internet is an alternative way to find the information needed by teachers and students. Not limited by space and time, and learning becomes more flexible (Prasetyo & Nurhidayah, 2021; Ryu et al., 2021). Teachers and students can arrange regular study schedules. In addition, at this time, students are very familiar with technology. Many students find that they bring their gadgets into the classroom and use them for their own business when the teacher is explaining something (Azizah et al., 2017; Bashir et al., 2016; Karwono et al., 2019). Therefore, teachers must be creative in empowering internet technology to become an alternative media to improve the teaching and learning process (Hamidah & Yanuarmawan, 2018; Samsudin et al., 2019). To support the learning process in making Bustier in more detail and clearer, of course, alternative media are needed that can help students

understand learning in detail, not be boring, and form independence, namely, web blog media, which can reduce difficult times and make the learning process maximal, interesting, and arouse student enthusiasm for learning. Media that is easily accessible and forms independent learning in making Bustier.

A web blog is an internet page that can add discussion from one discussion to several discussions (Darussalam, 2015; Gusnira & Wikarya, 2022). Furthermore, a web blog is a particular format for publishing articles that are usually relatively short on websites (Bruns, 2017; Irmayanti & Nugroho, 2016). The advantage of using a web blog is that it can be accessed anywhere, has unlimited time, and has no space limitations. The advantage of using a web blog is that it can be accessed anywhere and at any time and does not have limited space (Irmayanti & Nugroho, 2016; Simangunsong & Irvan, 2023). Students can learn more complete material, take longer, and have a more pleasant atmosphere. There are several reasons why web blog media can be used as learning media, namely, a web blog is a website that is practical in its use, the use of web blogs is e-learning-based learning, which delivers learning in a broad range, the policy of the government to implement digital-based learning is one of the urgency of using weblogs as learning media, the use of web blogs that are appropriate and suitable for students can increase learning motivation (Amalia & Brata, 2018; Lestari & Siskandar, 2020). The use of blogs as learning media can support movements to reduce paper use, and the use of web blogs that are easy and multifunctional can be used by all groups.

The research results show that web-based learning media in fashion design subjects is very suitable to be used to help improve student learning outcomes (Ahsan et al., 2023). This web-based learning media is highly recommended for development and application in educational and training institutions in the fashion sector. The results concluded that the use of Web blog media can increase student learning motivation (Arman et al., 2020; Darussalam, 2015). The results of the research analysis show that the use of web blogs in learning shows that it is easy to strengthen understanding of concepts, learning is flexible and can be accessed repeatedly, it takes a short time to provide material and assignments, and it motivates students to use gadgets positively (Gusnira & Wikarya, 2022; Simangunsong & Irvan, 2023). From previous research, it can be seen that web blog-based learning media helps improve learning outcomes, but this research still only measures knowledge. Therefore, this research aims to develop web blog-based women's fashion learning media with material on making bustiers to produce appropriate media that can measure students' knowledge, skills, and abilities in making bustiers. This means that the media developed not only helps increase students' knowledge of bustier material but is also able to help students improve their skills in sewing bustiers.

2. METHOD

This study uses the ADDIE development model. The ADDIE model uses a systems approach, namely dividing the learning planning process into several steps: analysis, Analysis, Design, Development, Implementation, and Evaluation (Rayanto, 2020). The subjects of this study were students of class XII Fashion Design 2 at SMK Negeri 2 Sibolga. The object of research is web blog media with material for bustier making. Research and development procedures in research are used to produce certain products and determine the level of feasibility of developing Web Blog Media in Bustier Making, namely: 1) Analysis (curriculum, student needs, and subjects); 2) Design (compile material, formulate storyboards, formulating the appearance of Web Blog pages, and compiling instrument grids); 3) Development (producing Web Blog products, validating material and media experts, improving materials and media); 4) Application (applying media to schools); and 5) Evaluation (test formative and summative).

The methods used to collect data are interviews, questionnaires, and observation. The instrument used in this study is a questionnaire. The questionnaire used in this study was: 1) a questionnaire for analyzing student needs; 2) a questionnaire validator for material experts; and 3) a questionnaire validator for media experts to determine the feasibility of web blog media in making women's fashion subjects bustier. The questionnaire grid is presented in Table 1, Table 2, and Table 3.

Table 1. Questionnaire Grid for Student Needs

Assessment Aspect	Indicator
Initial Understanding	1. Responses to Web Blog Media 2. Popularity of Web Blog Media
learning media needs	1. Suitability of material to learning competencies 2. Suitability of the material to the learning objectives 3. Availability of instructions for using Web Blog media 4. Web Blog Media attracts students' interest in learning 5. Web Blog Media eliminates students' boredom in learning

Assessment Aspect	Indicator
	6. Web Blog learning media provides a download feature to make it easier for students to save files
	7. Web Blog learning media can be used as an alternative in the learning process
	8. There is a need to develop Internet-based teaching materials for varied learning
Appearance	1. Attractive color display
	2. Clarity of presentation letters
	3. Availability of menus and icons to help students learn
	4. Availability of images, videos and animations on the media
	5. Language that is easy to understand in the media applied

Table 2. Grids for Material Expert Validation Questionnaire

Assessment Aspects	Indicator
Learning	1. Suitability of material to basic competencies in the curriculum
	2. Clarity of instructions for using media programs
	3. Consistency of evaluation of learning objectives
	4. Conformity of the test with teaching theory
	5. Coverage of exercises used in learning
	6. Student interactivity
Material	1. Material with appropriate learning objectives
	2. Update of material
	3. Description of the concept or theory
	4. Complete quality of study material assistance
	5. Systematic presentation of material
	6. Use terms and formulas that are easy to understand
	7. Suitability of time duration to material
	8. Use of grammar in presenting material

Table 3. Grids for Media Expert Validation Questionnaire

Assessment Aspects	Indicator
Expediency	1. Help with learning activities
	2. Make learning activities easier
	3. Attract students' interest
Display Design Media	1. Display the menu on the media
	2. Menu facilities on the media
	3. Writing form and text size
	4. Writing format
	5. Image color composition and screen resolution
	6. Color composition of text on the background
	7. Interactive Layout (navigation icons, navigation consistency, previous, next, exit and user control button consistency)
	8. Suitability of the object/video/animation with the material
	9. Quality of interaction

Measuring using a Likert scale that is used in measuring the attitudes and opinions of a person or group about social events. The answers to each item use a Likert scale ranging from positive (+) to negative (-), which can be in the form of words, and then these answers can be given a score. Media eligibility is obtained from the validation results for the validator. Feasibility of data in the form of quantitative data or numbers. then analyzed again with descriptive data. Descriptive data is the calculation of data that is used as a description of the data that has been collected, which presents data in the form of tables, diagrams, calculations of mode, median, and presentation of percentages (Sugiyono, 2015). The techniques used in analyzing the data are: the questionnaire was first validated by media and

material validators; collecting data that has been filled into tables; and calculating the feasibility score of the student's questionnaire.

3. RESULT AND DISCUSSION

Result

Media development is carried out using the ADDIE model development procedure with the stages of analysis, design, development, implementation, and evaluation. At the analysis stage, observations were made to analyze the curriculum and student needs. The needs of students and teachers are carried out to find out how much media is needed to help the teaching and learning process. The analysis of student needs was carried out by distributing questionnaires to students of class XII Fashion Design 2, with as many as 29 students in Making a Bustier showing the results of the instrument analysis of student needs regarding web blog media carried out for students of class XII Fashion Design 2 SMK Negeri 2 Sibolga obtaining a percentage of eligibility from the aspect of understanding, the initial 96% strongly agree, then the aspect of learning media needs with a percentage of 94% the category strongly agrees, and the display aspect obtains a percentage of 95% the category strongly agrees. The overall percentage of students who need questionnaires is 94% in the strongly agree category. The teacher needs analysis; 95% strongly agree. According to the results of the needs analysis, students need media that can help them understand the easy stages of making a bustier. A bustier is an undergarment that covers the chest without shoulders and is equipped with a cup and bones. Making a bustier requires long and difficult stages, and one must pay attention to making the correct pattern, the firmness of the stitching results, the location of the cup, the installation of interfacing and lining, the installation of zippers, and the finishing of the bustier, which is the quality of the bustier, so students need to repeat and practice making a bustier to get bustier results. quality. Therefore, we need a web blog media that is easy for students to understand and can be accessed at any time so that students can repeat and practice their skills independently.

The next stage is design. At this stage, the initial design of the web blog media product is carried out in the form of making materials, practice questions, and answer keys, as well as the initial storyboard in designing the media, which includes home pages, guide menus, competencies, theoretical materials, practical materials, and quizzes. The initial stage of making this media is preparing email and having an internet connection, then installing the WordPress application, which can be viewed directly from a web browser by entering the link http://wordpress.com if you want to speak English, and in Indonesian by entering the link http://id.wordpress.com. Then fill in the email address, then select the blog domain name and blog theme design. Then design the menus that will be included on the blog web page. The next stage is the development stage. At this stage, the design is developed into a web blog and then validated by material experts and media experts. Material experts consist of three people who are experts in their fields, namely lecturers and teachers who are experts in making bustier patterns. Media experts consist of lecturers who are experts in the field of educational media. Material and media validation is carried out to determine the feasibility of learning materials and media on the web blog. The development results are presented in Figure 1.
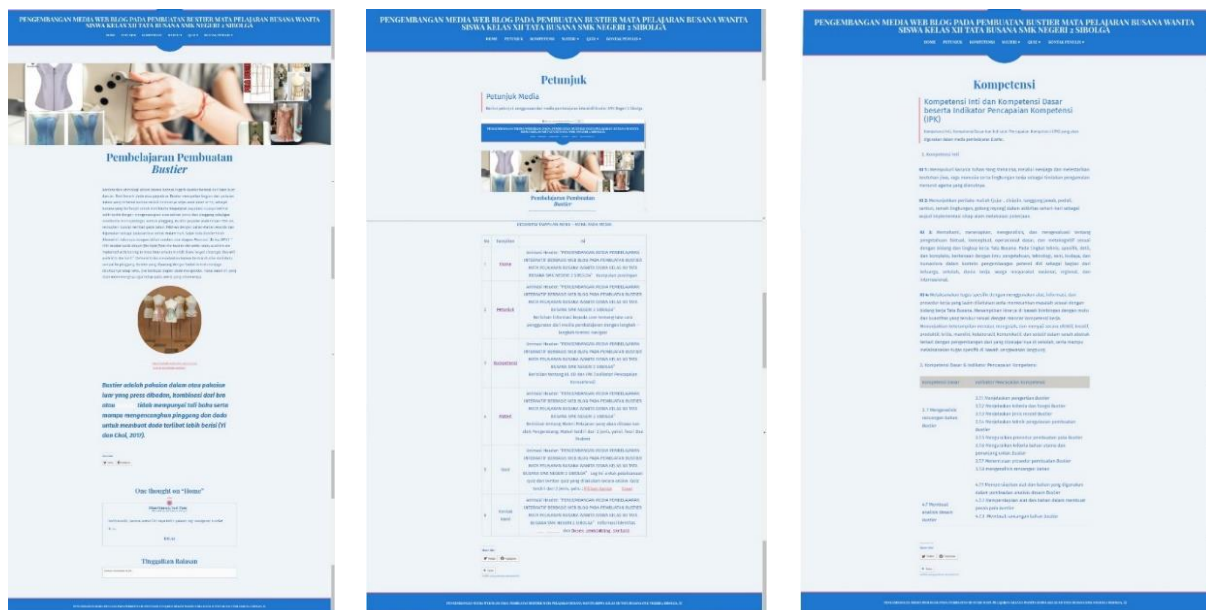
Figure 1. Media Development Results

The results of the material validation show the results obtained in the learning aspect, with a percentage of 89% in the Very Eligible category. From the data analysis, it can be seen that the material assessment on the learning aspect obtained an average of 26.7 with a feasibility percentage of 89%. Assessment is carried out with six indicators, namely the suitability of the material, the clarity of study instructions, the consistency of the evaluation, the appropriateness of the test, the adequacy of training, and student interactivity. Material expert validation on the material aspect obtained a percentage of 92% in the very feasible category. Based on data analysis, the assessment of the material aspects assessed from the 8 indicators obtained an average of 36.9 with a feasibility percentage of 92% in the feasible category. Overall Data on Material Feasibility by Material Expert Validators showed in Table 4.

Table 4. Overall Data on Material Feasibility by Material Expert Validators

Aspect	Percentage (%)	Category
Learning	89%	Very Decent
Material	92%	Very Decent
Eligibility Percentage (P)	90,5%	Very Decent

Based on the results of the validation by the expert, the acquisition of material feasibility data as a whole obtained a percentage of 90.5% in the Very Eligible category. The use of media means teachers must master the content of the material on core competencies as well as basic competencies so that it will have a good impact on students in understanding the content of the material, so that web media is very appropriate to use for Bustier making materials (Hidayah et al., 2016). After obtaining the results of material validation, further validation is carried out by media experts. The use of validating media aims to determine the suitability of learning media for the needs of web blog media. Media validation was carried out by three experts in their field. This activity refers to the evaluation aspects of the utilization aspect and the media design aspect.

The results of media expert validation show the results obtained in the aspect of expediency, with a percentage of 94% in the Very Eligible category. The evaluation of the usability aspect by media experts was carried out using three indicators, namely the use of the media in assisting the teaching and learning process and the ease and attractiveness of the media. The validation results obtained an average of 14.2, with a feasibility percentage of 94%. The results of the validation by media experts show the results obtained in the aspect of media design, with a percentage of 96% in the Very Eligible category. Overall Data on Media Eligibility by Media Expert Validators showed in Table 5.

Table 5. Overall Data on Media Eligibility by Media Expert Validators

Aspect	Percentage (%)	Category
Benefits	94%	Very Decent
Media Design	96%	Very Decent
Eligibility Percentage (P)	95%	Very Decent

Based on the validation results of media experts, the acquisition of media feasibility data as a whole obtained a percentage of 95% in the Very Eligible category. A media that is said to be very feasible is one that provides good aspects of the benefits and functions of the media (Mawaddah et al., 2019). The results of material and media validation on media products are carried out after going through revisions. Revisions were made based on the validator's suggestions for improvement. In the material, improvements are made in the order of learning objectives for irregular learning materials; years of citation sources for the material still use old publications; image sizes are not enlarged enough; and material designs and prices for making the bustier must be made. In the explanation of the material, the history of the bustier is not explained. Improvements to the media, namely the web header added a cover or cover image that is by the Bustier subject. The home menu, which previously was a quiz display, should be replaced with busier material. Writing on web blogs uses the Arial and Calibri formats for material and titles using the Times New Roman format, the curriculum menu changed to a competency menu, and navigation buttons were added to the media.

After media validation, the implementation stage is carried out. At this stage, what was done was test the media on class XII students of fashion design at SMK Negeri 2 Sibolga. Before the learning media is shown to students, the researcher first prepares tools to support the learning process, such as LCD

projectors. Then web blog media can be accessed properly via the link address https://belajarbuatbustier.wordpress.com, which can be opened with a laptop or mobile phone with the internet network provided by the school. The implementation phase was carried out. Limited trials were carried out by 5 students, with an average of 87.1% in the very good category. Follow-up trials in the field were carried out by 36 students, obtaining an assessment of 89.5% in the very good category. The results of the study can conclude that the developed Web blog media is very feasible to use as a learning medium in the material for making bustiers on the subject of women's clothing. The evaluation stage is carried out to find out whether the media that the researcher has developed meets the requirements or not. Formative evaluations are obtained at each stage, with a view to revision. While summative evaluation occurs at the final stage of development, at the summative stage, validity activities were carried out, which stated that the media was very suitable for use in learning.

Discussion

Technological developments and the progress of the times require teachers to always be active and creative in making learning media so that they can help improve student learning outcomes (Safaruddin et al., 2020; Saputra et al., 2021; Wijayanti & Ghofur, 2021). In addition, the use of the internet can also help students find information while learning (Armawi & Wahidin, 2020; Azizah et al., 2017; Karwono et al., 2019). Learning to be bustier in the subject of women's clothing is a subject that is quite difficult. This can be seen from the learning outcomes of students who are lacking in making bustier patterns and sewing bustiers. Bustier is a woman's underwear that is tight to shape the body and reduce the waist while making the breasts fuller (Astuti, 2005; Yi & Choi, 2017). Making a bustier requires long and difficult stages, and one must pay attention to making the correct pattern, the firmness of the stitching results, the location of the cup, the installation of interfacing and lining, the installation of zippers, and the finishing of the bustier, which is the quality of the bustier, so students need to repeat and practice making a bustier to get bustier results. quality. In addition, the learning so far carried out by the teacher is conventional; the teacher only explains with the help of printed books and job sheets. This also tends to make students less interested in learning to be a bustier. Therefore, students need concrete media that can help them understand the stages of making a bustier. Web blog media is expected to provide innovations as a medium that can help bustier learning.

Product results that have gone through revisions and trials can be accessed on the https://belajarbuatbustier.wordpress.com page. Web blog media development products have characteristics, namely: (1) the presentation of learning material is presented textually and audio-visually in a concrete manner so that students are expected to understand the material for making bustiers more quickly. More concrete learning media will be easier for students to understand (Suprianti, 2020; Wulandari et al., 2020). (2) Making feedback material aims to stimulate students in learning activities such as expressing opinions, asking questions, and so on, which can foster the character of critical and creative thinking (Dewi et al., 2019; Dewi & Sujana, 2021; Rofiq et al., 2019). Students with high creativity scores tend to have more outstanding learning achievements than passive students (Premana et al., 2021; Siregar & Kurniati, 2022). (3) Interactive multimedia displays containing text, images, videos, animations, and navigation buttons that attract students' attention (Oktarina et al., 2021; Riwu et al., 2018). If students are interested in paying attention to learning material, it can generate learning motivation to achieve learning goals. (4) There is an interactive quiz. (5) Students can use media anytime and anywhere according to the speed of each student's abilities so that they can learn independently. Independent learning can foster responsibility, solve problems, make decisions, think creatively and critically, and grow self-confidence (Maggio et al., 2012; Syahroni et al., 2016). (6) Linkable, namely web-based blog media that has access to tens of millions of people who visit the blogosphere. That way, interaction can be created with everyone, not only students but also other visitors who can also give their opinions.

Thus, it can be concluded from the results of the study that the Web blog media developed is very feasible to use as a learning medium in the material for Making Bustiers in the subject of women's clothing. Learning media can become an independent learning media for students and can attract students' interest in learning. Thus, web blog media can help improve learning outcomes. The results of this study are reinforced by other research states that learning using web-based blog-based e-learning media is quite effective in improving student learning outcomes (Muhajir et al., 2019; Rumahorbo & Nurfajriani, 2022). Learning media using web blogs can increase student understanding. In line with that, the research stated that the use of web-based media in schools has a beneficial effect on student learning outcomes and is suitable for application in the digital era (Fuad et al., 2020; Khusnul et al., 2022; Yuliandra et al., 2023).

Web blogs are a powerful tool for disseminating information to recipients, and many educational institutions have used web-based learning blogs (Arman et al., 2020; Darussalam, 2015). Learning to use

the web is a way of distributing subject matter that is quite flexible to apply, especially to encourage the development of students independently. Blog-based web media is very easy and practical to use in learning (Gusnira & Wikarya, 2022). Web-based learning blogs are also able to make students more active in learning and increase learning motivation (Irmayanti & Nugroho, 2016; Simangunsong & Irvan, 2023). Thus, web blog-based learning media can provide benefits to increase learning outcomes and can be used as one of the learning media in schools. In the background described above, web blogs are considered very useful as learning media, can become an alternative media for distance learning, and can be used independently by students. Therefore, the development of web blog media on the subject of women's clothing, especially material for making bustiers, can be used as learning media in schools or independently. Product specifications in the form of Web blog learning media contain the subject matter of making a bustier, including the history of bustier, definition of bustier, types of bustier, characteristics of bustier, selection of bustier materials, preparation of tools and materials, techniques for taking measurements for bustier making, bustier design analysis, and implementation of manufacturing procedures for bustier pattern.

4. CONCLUSION

The results of data analysis show that web blog-based learning media for learning women's fashion with bustier-making material received very good qualifications from experts. It was concluded that web blog-based learning media for learning women's fashion with bustier-making material is suitable for use in learning. The development of Web blog media can make it easier to deliver material, and students will be more interested in repeating learning so that it can increase students' understanding of the correct bustier making.

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