ASSESSMENT MODEL IN CASE-METHODS LEARNING AS A REALISTIC STRATEGY FOR INCREASING HOTS AND GLOBAL COMPETITIVENESS OF FASHION EDUCATION STUDENTS

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ABSTRACT

This research aims to produce an assessment model that is feasible and suitable for application in case-methods learning in all fashion courses as a realistic strategy for increasing HOTs and global competitiveness of Fashion Education students, equipped with a set of assessments and implementation guidelines in case-methods learning.

This research is a type of R&D (Research and Development) research with the Thiagarajan development model including 4D (Define, Design, Development, Dissemination). The define and design stage includes: a) needs analysis, curriculum, CPL, CPMK S1 PT Busana, learning concepts, and assessment case methods, formulating model development objectives, designing models, designing learning tools and assessment instruments, preparing Draft-I (Prototype -1) assessment model. The development stage includes a) FGD review and validation and revision of Draft-I of the assessment model, learning tools, assessment instruments, rubrics, model implementation guide, and production of a Draft that is ready to be tested (Draft-II). The dissemination stage includes: seminars, publications, socialization and limited implementation of the assessment model developed. The trial sample was 80 undergraduate students at PT Busana PTBB FT UNY who took the Textile Material Knowledge course. The technique for collecting model feasibility data is (1) Focus Group Discussion (FGD) of 20 lecturers with an instrument in the form of a validation sheet; (2) Assignment and test techniques to measure students' achievement of HOTS abilities and global competitiveness. The instrument's validity is proven by content validity, while reliability is estimated by the Interclass Correlation Coefficient (ICC). Data analysis techniques are quantitative and qualitative descriptive statistics.

The research results show that: 1) The conceptual and procedural assessment models in fashion case-methods learning that were developed have met the feasibility test based on the raters' assessments with results that are very suitable for application in foam case-methods learning; (2) the assessment model developed is in the form of a conceptual and procedural model with specifications and characteristics: HOTS-based with a case-method approach in PBL, team-based project and PjBL, assessment for learning, collaborative learning, equipped with learning tools, assessment instruments, and implementation guide; 3) the results of content validation show that the quality of the model has been proven to be very feasible and suitable for application in case-method learning in the field of fashion in higher education; and 4) the assessment model developed is proven to be effective in increasing HOTs and global competitiveness of Fashion Design Education students.

Kata Kunci: *Assessment Model, Learning Case Methods, Higher Education, Clothing*