

Case Study-Based Marketing Modules on Segmenting, Targeting, and Positioning Strategy Materials for Class X in Vocational High Schools

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Abstract

This development research aims to develop teaching materials for marketing modules based on case studies of BDP class X segmenting, targeting, and positioning strategies. In addition, this study aims to determine the feasibility of the modules based on expert validator assessments, determine the level of practicality, student responses and module effectiveness. which was developed after the trial phase. Thiagarajan's 4-D development model (Define-Design-Develop-Disseminate) was used in the development of this module. This research was tested on 20 students of the BDP skill program class X marketing subjects for segmenting, targeting, and positioning strategies. The results of the development research show that the learning outcomes of experimental class students who use case study-based marketing modules on segmenting, targeting, and positioning strategies are higher than those of the control class.

Keywords: Development, Module, and Case Study Method.

Abstrak

Penelitian pengembangan ini bertujuan untuk mengembangkan bahan ajar modul pemasaran berdasarkan studi kasus strategi segmentasi, targeting, dan positioning BDP kelas X. Selain itu, penelitian ini bertujuan untuk mengetahui kelayakan modul berdasarkan penilaian validator ahli, mengetahui tingkat kepraktisan, respon siswa dan keefektifan modul. yang dikembangkan setelah tahap uji coba. Model pengembangan 4-D Thiagarajan (Define-Design-Develop-Disseminate) digunakan dalam pengembangan modul ini. Penelitian ini diujicobakan pada 20 siswa program keahlian BDP kelas X mata pelajaran pemasaran untuk strategi segmentasi, targeting, dan positioning. Hasil penelitian pengembangan menunjukkan bahwa hasil belajar siswa kelas eksperimen yang menggunakan modul pemasaran berbasis studi kasus pada strategi segmentasi, targeting, dan positioning lebih tinggi dibandingkan dengan kelas kontrol.

Kata kunci: Pengembangan, Modul, dan Metode Studi Kasus.

Introduction

The quality of education is a relatively prominent problem in efforts to improve the quality of national education. However, various efforts have been made to overcome these educational problems. Efforts are being made to cover all components of education including curriculum discussions, improving the quality of teachers, as well as other efforts related to improving the quality of education. In Law Number 20 of 2003 concerning the National Education System where education is one manifestation of a dynamic culture that will continue to develop. Changes to improve education must be carried out continuously at all levels of education as a form of anticipation for future interests.

This is in line with research conducted by Azizah et al (2020), Boafo (2016) and Tian et al. (2021) that education needs to be developed by considering the readiness and needs of students, the suitability of the content, and the learning evaluation process. The concept of education feels increasingly important when someone has entered the world of work or lives in society, then he must be able to solve the problems faced by applying the teaching obtained from education.

Entering the life of the 21st century, the challenges faced by the national education system are increasingly complex to prepare quality human resources (HR) so that they can compete in the future era. According to Zekri et al (2020) and Colombo et al. (2020) in this century, changes occur very quickly and are impossible to predict in all parts of life including the fields of transportation, economy, education, technology, communication, information, and others. Changes that occur very quickly can provide a good opportunity if used properly, but can also be fatal if it is not anticipated in a structured, systematic, and measurable manner.

Currently the teacher functions as a facilitator for students to understand various learning resources and teaching materials. This is in line with research (Wiro'i & Sulistyowati, 2021; Hulla et al., 2019) that teachers as learning facilitators must be able to create a learning environment where students actively participate in learning activities and encourage them to grow the concept of learning from what they have learned. According to Ambayon (2020) the existence of inadequate learning resources during learning can be overcome by the procurement of effective teaching materials. This is in line with research Khalil et al. (2020) and Zheng & Xuang (2021) that one of the efforts that can be made as a solution to these problems is the development of teaching materials. Teaching materials are defined as a set of tools/facilities used in learning which contain materials, methods, limitations and ways of evaluating learning that are arranged in an interesting and systematic manner (Widodo & Jasmadi, 2008; Sinkus, 2020). Teaching materials are needed by the teacher as a guide to deliver the material and to assist students in understanding the material during the learning process. Based on this information, efforts are needed to find solutions related to existing problems.

A module is defined as a form of teaching material in which there is a set of learning experiences that are planned, completely and systematically arranged and designed to help achieve learning objectives effectively and efficiently (Daryanto, 2013; Wu et al., 2022). Then according to Hamdani (2011) the module is a learning tool that contains material limitations, methods, exercises, activity instructions, and evaluation methods that are structured and made interesting in order to be able to learn independently and be able to achieve the required competencies. The general characteristics possessed by teaching materials in the form of modules, namely; there is a statement related to learning objectives/achievements in the introduction, the knowledge/materials provided in the module are arranged in such a way that students actively participate in learning, there is an assessment system based on mastery, materials and assignments are arranged in full, providing an opportunity to achieve complete learning objectives for students. every student (Parmin, 2009; Low & Ng, 2018).

The use of modules in the learning process has several advantages, including being flexible, increasing students' sense of responsibility for learning, assessments

can be carried out throughout learning, providing feedback from learning, and providing opportunities to re-learn the material in the module (VidalRodeiro & Nádas, 2012; Mulyasa, 2012). This is in line with Ambayon's research (2020) with module-based learning that can provide exercises to stimulate and increase student curiosity and allow students to learn independently. So modules help maximize student engagement in class by completing assigned tasks through material which is presented in the form of modules, students can develop their learning based on their respective abilities and knowledge.

Marketing is one of the basic subjects of the expertise program (C2) contained in the Online Business and Marketing department in class X, There are several basic competencies in marketing subjects, one of which is Basic Competence 3.5 Analyzing segmenting, targeting, and positioning strategies and 4.5 Performing strategies segmenting, targeting, and positioning. In the material of segmenting, targeting, and positioning strategies, students are expected to be able to foster curiosity, develop conceptual understanding and be able to solve problems related to segmenting, targeting, and positioning strategies as well as the surrounding environment.

Efforts to improve the quality of marketing learning are seeking real learning experiences for students. Lessons that are separated from experiences or real everyday cases will make a lot of lessons only accepted as memorized knowledge. Learning experiences that come from everyday life or cases can help students quickly understand the meaning of the concept being given. Thus, the concept of marketing in the material of segmenting, targeting, and positioning strategies is no longer understood as an abstract concept. Alternatives developed include the case study method. According to Saftina et al (2019) the focus of this method is on scientific efforts in thinking why and how to solve the cases or problems presented or can be said to be learning that starts from the case. The teacher implements this method using solvable cases as lesson material.

Teaching materials are in the form of modules with case study methods that can be used as student learning materials for independent study and help make it easier for students to master the material in a more real way so that students can understand the material in the module more deeply in accordance with the demands and needs of the curriculum at school. The case in question can use cases contained in textbooks or other sources, even from events that actually occurred in the environment around students (Sanjaya, 2006). This is in line with the research of Saftina et al (2019) showing that the development of teaching materials based on the integrated case study method of Islamic values is considered very feasible to be used as a source of student learning in Madrasah Aliyah.

Observations carried out at the Bangkalan State 1 Vocational High School Class X Online Business and Marketing (hereinafter referred to as BDP) in January 2022 resulted that the implementation of learning in marketing subjects for segmenting, targeting, and positioning strategy materials for class X BDP students, several problems were found, including the availability of The number of textbooks used by the Vocational High School 1 Bangkalan is limited so that the opportunity for students to learn is not optimal because the textbooks provided by the library can only be borrowed during marketing hours. then the textbooks used are still textbooks that are narrative in nature and do not show real problems such as case studies so that students

do not master and understand, especially on the material of segmenting, targeting, and positioning strategies. In addition, the value of student learning outcomes on the material is less than optimal and most of the scores are still low.

Based on the problems described above, these problems can be minimized by the development of teaching materials in the form of modules with case study methods that can be used as learning materials for students to study independently and help facilitate students in mastering the material in a more real way so that students can understand the material in the module in more depth in accordance with the demands and needs of the curriculum at school. From this method, it is hoped that students can understand the teacher's explanation in full in order to improve the quality of learning and learning outcomes. Farihah et al. (2021) stated that the development of the module must consider the problems of the teacher and the existing needs so that the resulting module is suitable for use by the teacher.

Research like this has been done by several researchers before. One example is the research of Zekri et al. (2020) showed the results that there was an increase in students' collaboration skills with project-based simulation learning modules and digital communication in good categories. This is in line with the research by Setiyadi et al. (2017) which showed that the development of scientific-based biology learning modules received a good response from students and teachers as well as being practical, valid, and effective. Then supported by research by Saftina et al (2019) showing that the development of teaching materials based on the integrated case study method of Islamic values is considered very feasible to be used as a learning resource for students in Madrasah Aliyah.

This development research was carried out at the Bangkalan 1 Vocational High School because there were no teaching materials such as modules by adopting a case study-based approach to support learning activities so that they could support improving learning outcomes as well as training students' independence in learning in marketing subjects for segmenting, targeting, and targeting strategies. BDP class X positioning. In accordance with the background that has been formulated, the solution offered by the researcher is to develop teaching materials, namely case study-based learning modules.

Method

The type of research in this module development research is the type of research and development Research and Development (R&D). This development research adheres to the development model of Thiagarajan (1974) namely 4D. This development model consists of 4 stages, namely define, design, develop, and disseminate (Al-tabany, 2017). The research design used is Non Equivalent Control Group Design. The subjects in this research include field tests, these trials will be carried out on students from class X BDP 1 and X BDP 3 as many as 40 people at Vocational High School 1 Bangkalan. Where these 40 students were used as a test group. The test subjects to measure the effectiveness of the module were 20 students in class X DBP 1 as the experimental class and class X BDP 2 with 20 students as the control class. The data in this study uses qualitative and quantitative data.

Result And Discussion

Development of Case Study-Based Marketing Modules on Segmenting, Targeting, and Positioning Strategy Materials at Bangkalan 1 State Vocational High School After it was Developed

In the development of this stage, there are several stages in its implementation, the implementation of these stages is described in the following paragraph:

a. Define Stage

The define stage is carried out with the aim of knowing and determining the needs needed in making a product. The define stage contains 5 steps, first an initial analysis so that it is known that the availability of textbooks used by the Bangkalan 1 Vocational High School has a limited number so that the opportunity for students to learn is not optimal because the textbooks provided by the library can only be borrowed during marketing hours. This causes students to be unable to learn except with the teacher and students also only receive an explanation from the teacher. then the textbooks used are still textbooks that are narrative in nature and do not show real problems such as case studies so that students do not master and understand, especially on the material of segmenting, targeting, and positioning strategies. In addition, the value of student learning outcomes on the material is less than optimal and most of the scores are still low. From this analysis, the teacher needs a marketing module based on case studies of segmenting, targeting, and positioning strategies and easy to use by students.

The second step is the analysis of students, this analysis was carried out and obtained the results that the target of the class X BDP 1 Vocational High School 1 Bangkalan has various characters. Students in class X BDP 1 Vocational High School 1 Bangkalan have heterogeneous cognitive abilities, this happens because the available textbooks have several shortcomings, causing students to lack interest in learning marketing.

The third step is task analysis, researchers use the curriculum as a guide in preparing assignments in the teaching module. In each chapter in the marketing module, the material for segmenting, targeting, and positioning strategies has activities that are presented in the form of case studies. Where the task is formed in groups consisting of 5 groups. This group assignment aims to train teamwork and foster a sense of integrity, responsibility, and communication between students. In addition to case study activities, there are evaluation questions at the end of each chapter. This evaluation question consists of 10 multiple choice questions aimed at knowing the students' understanding of the material they have learned.

The fourth step is concept analysis, in the marketing module based on case studies of material or KD used in accordance with the marketing syllabus which contains 1 (one) KD in semester 1, namely segmenting, targeting, and positioning strategies. The last step is the specification of learning objectives using case study-based marketing teaching modules that are adjusted to indicators of competency achievement.

b. Design Stage

At the design stage, it consists of the preparation of teaching modules based on the Basic Competencies of the odd semester. the selection of formats and media, the format used as a reference is the teaching module format adapted from Ristekdikti 2017. The media chosen in developing this teaching module is print media in the form of a module with a size of B5 (182 mm x 257 mm) in accordance with ISO standards. The design or design of the teaching module consists of four parts, namely the outside of the book, the beginning of the teaching module (preliminaries), the inside of the teaching module, and the end of the teaching module (postliminaries). The outside of the module contains a front cover and a back cover. The initial part of the teaching module (preliminaries) contains the title page of the introduction, table of contents, and a map of the module position. The part in the teaching module contains an introduction consisting of a general description, prerequisites and instructions for using the module, the final goal, Core Competencies (KI) and Basic Competencies (KD). Then the presentation consists of cover of learning chapters, learning objectives, concept maps, material descriptions as well as additional focus features, economic info, marketing info, exploring information, and did you know, summaries, and group activities in the form of case studies. Furthermore, the closing consists of formative tests. The final part of the teaching module (postliminaries) contains a summative test, assessment rubric, answer key, glossary, bibliography, and author profile.

c. Stage of develop

The Develop phase consists of validation of teaching modules, revisions, and trials. The validation of the teaching module is carried out to obtain suggestions, ideas, and input so that the errors contained in the teaching module can be corrected immediately before being tested on students. Suggestions, ideas, and input from material experts include: group activities in the form of case studies adapted to the lesson plans by adding work steps, a glossary adjusted in alphabetical order, and providing sources for each image. Inputs and suggestions from language experts in writing words and punctuation according to PEUBI such as the word is, images must be adapted to the material, and provide examples of national or international companies according to the material, namely determining industrial and international market segmentation. Inputs and suggestions from graphic experts include the map of the position of the arrow module must be integrated with Basic Competencies and colors in marketing writing, KD 3.5 and material must be in one color so that it is easy to understand, writing should not use the bullet library, title spacing must be adjusted, at the beginning of the chapter add images and introductions, and all images must be colored.

d. Disseminate Stage

The dissemination stage or the dissemination stage in class X BDP 3 Vocational High School 1 Bangkalan is carried out in the learning process using a marketing module based on a case study of segmenting, targeting, and positioning strategies, then students are asked to fill out a practicality sheet containing 17 questions. The results of the practicality sheet obtained a score of 1448 with a percentage of 85.17%.

So it can be concluded that the marketing module based on a case study of segmenting, targeting, and positioning strategies can be said to be very suitable for use in the economics teaching and learning process in class X BDP 3 Vocational High School 1 Bangkalan. Furthermore, students are asked to fill out a response to the marketing module based on a case study of segmenting, targeting, and positioning strategies which contains 15 questions. The results of the practicality sheet obtained a score of 1254 with a percentage of 83.6%. So it can be concluded that the marketing module based on a case study of segmenting, targeting, and positioning strategies can be said to be very suitable for use in the economics teaching and learning process in class X BDP 3 Vocational High School 1 Bangkalan.

Feasibility of Case Study Based Marketing Module on Segmenting, Targeting, and Positioning Strategy Materials in Class X BDP State Vocational High School 1 Bangkalan After Development

The feasibility of a marketing module based on a case study of segmenting, targeting, and positioning strategies developed based on the validation of the validators, namely material experts, linguists, and graphic experts. The validation assessment is in the form of a questionnaire filled out by the validator, the grid of the validation questionnaire sheet is adjusted to the 2014 BNSP which contains the feasibility of content, presentation feasibility, linguistic feasibility, and graphic feasibility. This is supported by research from A'yun (2013) which in his research also uses several components of the feasibility of the BSNP, namely material feasibility, language feasibility, graphic feasibility. The results of the validation questionnaire sheet are calculated using the percentage formula, then the percentage results are categorized into the criteria for interpretation of the teaching module validation scores. So that the results of the feasibility of marketing modules based on case studies of segmenting, targeting, and positioning strategies are obtained as follows:

Table 1. Results of Marketing Module Validation Based on Case Studies of Segmenting, Targeting, and Positioning Strategies

No	Component	Percentage	Criteria
1	Theory	90%	Very Worthy
2	Language	84%	Very Worthy
3	Graphic	90,5%	Very Worthy

Source: Data processed by researchers (2022)

Based on the results of the marketing module validation based on case studies of segmenting, targeting, and positioning strategies, it can be seen that from the material feasibility component, a percentage of 90% is obtained. According to Riduwan (2015) the eligibility criteria for a product can be called feasible if it reaches a percentage of 61% and is said to be very feasible if it reaches a percentage > 81%. Based on this, the marketing module based on the case study strategy of segmenting, targeting, and positioning got a percentage of 90% and was declared "Very Eligible". This is based on a material expert validation sheet which shows that the teaching module developed is in accordance with basic competencies, the accuracy of facts with

the material, the accuracy of the material with the development of science, obedience to laws and regulations, and skills in each activity in the teaching module.

The results of the language feasibility analysis obtained from linguists get a percentage of 84% so that it is declared "Very Eligible", this is based on the linguist's validation sheet which shows the language used is in accordance with the development of students, readability, ability to motivate, straightforwardness, coherence and coherence, usage terms and symbols, with the Indonesian language rules are appropriate. The results of the analysis of the feasibility of graphics from graphic experts obtained a percentage of 90.5% and was declared "Very Eligible". This is based on a graphic expert validation sheet which shows that the cover design, content, illustrations, and color of the teaching module are appropriate.

Based on the overall results of the validation analysis from marketing module experts based on case studies of segmenting, targeting, and positioning strategies, an average of 88.6% was obtained with the "Very Eligible" criteria. So it can be concluded that the marketing module based on case studies of segmenting, targeting, and positioning strategies developed by researchers is very feasible to be used as supporting teaching materials. This is supported by research by Fadilah et al (2016) regarding the development of research-based evolutionary textbooks which in the validation process were declared very suitable for use by undergraduate biology education students. In addition, the research conducted by Ratih & Hakim (2018) in developing a textbook based on a scientific approach is categorized as very feasible with a percentage of 85% for use by students of Vocational High School with Islamic banking expertise.

Practicality of Case Study-Based Marketing Module on Segmenting, Targeting, and Positioning Strategy Materials in Class X BDP State Vocational High School 1 Bangkalan After Development

The practicality of the marketing module based on a case study of segmenting, targeting, and positioning strategies was carried out in class X BDP 1 Vocational High School 1 Bangkalan with a trial target of 20 students. Practicality is carried out by giving a closed questionnaire containing 17 question items. Practicality scored 1,493 out of a maximum score of 1,700. Based on the results of the practicality questionnaire above, a percentage of 87.82% was obtained with the "Very Eligible" criteria, meaning that the marketing module based on case studies of segmenting, targeting, and positioning strategies is very practical to use. This is supported by Astiting's research (2018) in the development of encyclopedia-based textbooks that obtain very practical criteria and the textbooks developed are very easy to apply in the learning process. So it can be concluded that the marketing module based on case studies of segmenting, targeting, and positioning strategies is stated to be very good and very practical to use in the learning process.

Student Responses of Class X BDP State Vocational High School 1 Bangkalan to Case Study-Based Marketing Modules on Segmenting, Targeting, and Positioning Strategy Materials After being Developed

Student responses to the marketing module based on case studies of segmenting, targeting, and positioning strategies were carried out in class X BDP 1 Vocational High School 1 Bangkalan with a trial target of 20 students. During the

limited trial, the researchers distributed the developed teaching modules to students. After that, students read, and observe the case study-based module of segmenting, targeting, and positioning strategies. At the same time, researchers implement the use of teaching modules that have been developed. When the lesson was over, the researcher distributed the questionnaire responses to the teaching modules that had been used. Student responses are categorized as good or very good if the results of student responses get an assessment of 61%.

The student response questionnaire sheet contains 15 questions covering the assessment of content components, presentation components, linguistic components, and graphic components. Student responses scored 1,270 out of a maximum score of 1,500. Based on the results of the student response questionnaire above, a percentage of 84.6% was obtained with the "Very Eligible" criteria, meaning that the marketing module based on case studies of segmenting, targeting, and positioning strategies received a very good response from students of class X BDP 1. This development research in line with the research conducted by Millah (2012) which stated that the developed textbooks received positive responses from students with 93% gains and students easily understood the material presented. And also research conducted by Sholahuddin (2011) which states that the textbooks developed have received very good responses from students.

The Effectiveness of Case Study Based Marketing Module on Segmenting, Targeting, and Positioning Strategy Materials in Class X BDP State Vocational High School 1 Bangkalan After it was Developed

The experimental class and control class test is an effectiveness test before being given treatment, namely in the pretest first to determine the pretest knowledge ability before being treated using a case study-based marketing module on segmenting, targeting, and positioning strategies. Based on the test results, the results of the t-test on the pretest results of students in the experimental class and control class were 3.051 with a significance level of 0.004 (0.004) and a df of 38, while the ttable with a 95% confidence level ($\alpha=0.05$) was 2,024. Referring to the table, it can be seen that t-test <0.05 , namely $0.004 < 0.05$ and $t_{count} (2.822) > t_{table} (2.093)$ so as the basis for decision making in the independent sample t-test test, it can be said that H_0 is rejected and H_a is accepted. Thus, it can be concluded that the case study-based marketing module on the material of segmenting, targeting, and positioning strategies is effective in improving student learning outcomes..

Then the results of the gain score test, the average for the experimental class in the pre-test value of 49.75 and the post-test value of 79.25 so that the difference from the average is 29.5. While in the control class the average pre-test score was 44.25 and the post-test average was 68.25 so that the average difference was 24.25. Based on these data, the t-test analysis for the value of N-gain score with $t_{count} 2,991$ with a sig level of 0.005 while the t-table with $=0.05$ is 2.024. From this value, it can be said that the marketing module based on case studies is effective in improving student learning outcomes.

Learning is said to be effective if it reaches the desired target, both in terms of learning objectives and maximum student achievement. Judging from the final data analysis using the t test, it was found that the learning outcomes of students in the

experimental class (X DBP 1) using a case study-based marketing module for segmenting, targeting, and positioning strategies were better than students who received conventional learning in the control class (X BDP 2) in marketing learning on the material of segmenting, targeting, and positioning strategies. This can be seen from the activeness and enthusiasm of students during the learning process and students can also understand the material and solve problems with case study methods related to segmenting, targeting, and positioning strategies so that student learning outcomes increase because their understanding increases.

The results of this study are supported by the results of previous research conducted by Agustina (2017) showing that the experimental class and control class came from the normal population and had the same variance (homogeneous). From the analysis obtained $t_{count} = 1.752$ and t_{table} obtained from the distribution table of students with a significant level of 5% and $dk = 38+36-2 = 72$ obtained $t_{table} = 1.68$ because $t_{count} > t_{table}$ then H_0 is rejected so that it can be said the average class value the experiment is better than the average value of the control class.

Conclusion

Marketing module research based on case studies of segmenting, targeting, and positioning strategies for class X Online Business and Marketing adopts the development of the 4D model, namely define, design, develop, and disseminate. Based on the results of the scores that have been given by the experts and the comments of the students, that the case study-based marketing of segmenting, targeting, and positioning strategy materials that have been developed has obtained a very feasible category to be used in the learning process marketing based on case studies of segmenting, targeting, and positioning strategies. The module developed was proven to be valid by the validator expert through a series of tests from the validator, namely the expert also obtained positive scores from the students, and was effectively used as a learning resource based on the results of the hypothesis test assessment (t test) and the gain score which stated that there was a difference between before students use case study-based module products and after using.

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