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# DEVELOPMENT OF VIDEO TUTORIAL MEDIA ON HALF CIRCLE SKIRT MODEL

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Videos Learning, Media, Semicircle Skir, Women's Fashion.

## ABSTRACT

The aim of this research is: (1) Develop a video media tutorial for a semi-circle skirt model in women's basic fashion courses in the fashion study program (2) Knowing the feasibility and effectiveness of the semi-circle skirt model video tutorial learning media in the women's basic fashion course in the fashion study program.

This study uses the ADDIE development model. The results of this development research are in the form of a learning video product to make a semi-circle skirt. In this study, the feasibility test was carried out by 2 media experts and 2 material experts. The media effectiveness test was carried out in three stages, namely, a small-scale group test conducted by 8 students, a medium-scale group test conducted by 16 students and a large-scale group test conducted by 33 students. The results of the validity of the material experts obtained an average rating of 90.6% in the "very good" category. the results of the validity of media experts obtained an average rating of 94.2% in the "very good" category. small group trials by students got the "Good" category with an average of 80.7%. Medium group trials by students got the "Good" category with an average of 85%. large group trials by students got the "Good" category with an average of 87.4%.

The results of the research on the development of learning media based on video tutorials on semi-circular skirts were declared feasible and effective to be used as learning media in women's basic clothing courses in the material of making semi-circular skirts.

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## **INTRODUCTION.**

According to Nurdyansyah (2015) Education is developing a learning approach that is based on religious, cultural values and is responsive to the times that follow the progress of science and technology. Pandi (2017) said that education has always been in the spotlight of many people, the future of education will be a challenge that will continue to change in accordance with the standards of the development of science and technology.

During the COVID-19 pandemic, educators are material so that the creativity provided can be reached by students because in online lectures the interaction between students and lecturers is limited and students study independently. (Sholeh, Suraya, etc. 2021).

According to Mahnun (2012) the selection of media is done to facilitate students in learning activities and improve technological knowledge. Therefore, the selection of media must be in accordance with the principles and characteristics of the media to be used. The learning process becomes presented in abstract material and is outside the student's daily experience, so the material is difficult for educators to teach and understand by students. Visualization through learning media is one way that can be done to concretize something abstract. With the media that can visualize learning materials, it is expected to create active learning. students are able to dominate learning activities and actively use the brain, both using the main ideas of learning materials, solving problems, or applying what they have just learned in real-life problems. This method will usually make students feel a more pleasant atmosphere so that learning outcomes are maximized. Along with the development of an increasingly advanced and sophisticated era, humans are now required to always participate in the use of technology. Likewise in terms of education, learning must have adopted a modern scientific framework in order to pursue equality with humans in other parts of the world. Educators who are considered the only source of knowledge should be changed, namely by using a lot of various sources that can increase students' knowledge. One of them is that educators can also create learning media in accordance with existing and needed technological developments.

The basic women's fashion course is a compulsory course that must be followed by students of the Medan State University of fashion education in odd semesters. This course provides students with knowledge and skills in making women's home, casual and party wear using construction patterns. One of the competencies that must be achieved by students is making patterns and sewing types of skirt models such as semi-circle skirts even though the competency in sewing skirts in basic women's clothing courses is material that must be considered. Sewing various models of skirts is an important lesson that must be practiced by students because skirts are the bottom of women's clothing that is worn daily on various occasions.

Based on observations, the majority of women's basic clothing students are graduates from high school so that many students still experience difficulties following women's basic clothing courses, especially making semi-circle skirts. This can be seen from the results of the semi-circle skirt, which still has many mistakes and is not optimal. In making a semicircle skirt pattern, many students still divide  $\frac{1}{4}$  waist circumference as in the basic skirt pattern, even though to make a semicircle skirt pattern, students must divide  $\frac{1}{3}$  waist circumference. In terms of stitching, many are unable to sew the Japanese zipper. The seams are wrinkled and untidy and the sides of the skirt are longer than the front and back. The waist circumference is often wrinkled and the circumference becomes larger than the actual waist circumference. This happens because students do not understand sewing techniques properly. Students only rely on lecturers in learning and make lecturers the only main source of learning.

The limited time for demonstrating the sewing process is a significant obstacle, because they have to explain sewing procedures in theory and in practice educators also have to explain sewing procedures. This resulted in the learning process being less effective because students depended on the lecturer's explanation process. During learning, the lecturer gives directions on how to complete a practicum, prototype results, and by giving directions to students who experience difficulties in the practicum learning process. This method is considered ineffective because not all students can understand the sewing process just by looking at examples of practical results, especially since some students come from high school graduates. Students also have to practice making patterns and sewing at home so that the results of making semi-circle skirts can be maximized, but there is no learning media available that can help students make students rely only on lecturers and only study on campus. Therefore, learning media are needed that can help students study independently at home.

Students need learning media that can visualize the sewing process. Especially the material in the manufacture of skirt components. The components of the skirt include the selection of materials, installation of zippers, pockets, waist circumference, the location of the skirt on the body and in this case students need to understand how to make skirts properly and correctly because this will be the basis for the next stage. This causes students to be unable to absorb detailed and clear information on the steps for making a semi-circle skirt. Therefore, learning media is needed that can demonstrate subject matter that involves motion and is able to motivate students to learn. The learning process does not only rely on books but with video visualization so that the teacher no longer has difficulty explaining the material and makes it easier for students to understand the process of making skirts in detail because the video media is played repeatedly to support independent learning.

According to Sari, et al (2022) Learning media is a means of delivering information to students to generate interest in student learning. Video-based learning is widely recognised as a powerful pedagogical tool in online teaching activities (Tarquini & McDorman, 2019). According to Wangi (2001) video tutorial media can be used as independent learning media for students. Video tutorials are designed to support motivation which measures self-efficacy which can be defined as one's expectation to succeed in new tasks (Bandura, 1997). In line with that, the research findings of van der Meij and van der Meij (2016a) also explain that increased motivation is the most powerful in conditions of improving learning success. Chen (2018) in the results of his research explains that video tutorials are an effective method to be introduced to novice students. Video tutorials are very suitable for learning skills because they can make it easier for students to understand the material quickly, students can follow the teacher's process of delivering material in stages and video tutorials can also motivate student learning (Nasir, 2017). Henderson, Selwyn & Aston (2017) explain that video tutorials can display material in an authentic context, allowing students to repeat material that was missed during demonstrations in face-to-face learning.

Tutorial media can be used for practical lessons. This is in accordance with the results of research from Handayani with her research Development of Learning Media Based on Digestive System Practicum Tutorials at SMAN 1 Ungaran which showed the results that learning could be declared feasible for science learning for grade IV SD and could explain concrete material with a percentage of 93.6%.

In line with the opinion above, the research of Mamin & Arif (2021) states that the learning outcomes after using video tutorial-based learning media are said to be quite good, this shows that video tutorial-based media are effectively used in learning.

These problems make researchers interested in developing audio-visual-based learning media. In the form of a learning video to sew a semi-circle skirt. The implementation of practice on this material, namely the results of research will be used to make it easier for students to understand the practice of sewing semi-circle skirts and contribute to the development of knowledge of fashion science, especially about the use of media. Through learning video media that is more interesting and easy to understand, it is hoped that students can better understand and understand the steps in making skirts and students are not easily bored studying the learning video media. Based on this, researchers are interested in developing a video learning media tutorial for the semi-circle skirt model in the basic women's clothing course in the fashion study program. Based on this, the researcher is interested in developing a video learning media tutorial for the semi-circle skirt model in women's basic fashion courses in the fashion study program.

## **METHOD.**

This research is a Research and Development research. Research and Development is an effort to develop and produce products in the form of materials, media, tools and learning strategies, used to complete learning in the classroom/laboratory, and not for theory exams (Ardhana, 2002) (Seels & Richey, 1994) (Borg & Gall 1983). The semicircle skirt tutorial video learning media development model uses ADDIE. The ADDIE model is one of the models used in the field of instructional design to produce effective designs (Aldoobie, 2015). It has been used to develop curricula in areas such as library instruction (Reinbold, 2013) and online continuing education (Hsu et al, 2014). The ADDIE model goes through 5 stages, namely Analysis, Design, Development, Implementation and Evaluation (Cahyadi, 2019). This research was conducted on 33 odd semester students of the 2022/2023 school year.

The population in this study were all students who took women's basic fashion courses in odd semesters, which consisted of 2 fashion classes, namely 33 students of fashion class A and 32 students

of class B. The sampling technique used is random sampling technique with a sample of fashion class A totaling 33 people.

The first stage in developing the ADDIE model is needs analysis. needs analysis is carried out by field observation, namely by looking at the conditions that occur in the classroom and looking at the learning curriculum and learning media used by lecturers in learning. Interviews were conducted by 4 lecturers in the Women's Basic Fashion course. Data analysis of the need for video tutorial media was carried out by distributing questionnaires to 33 students.

At the design stage, the initial design of the semi-circle skirt tutorial video media is made. at this stage media development is carried out by making media drafts, making media program outlines, making media programming frameworks and block diagrams, the next stage is the media production process. The media stages include: compiling materials according to the syllabus, making semi-circle skirt tutorial videos, and developing media.

The third stage is the development stage. At this stage, product development is carried out in the form of video tutorial media which is validated by 2 media experts and 2 material experts. validation results will be used as a reference for media improvement. The fourth stage is the implementation stage. At this stage, the media that has been validated by media experts and material experts is then tested on students. The trial was carried out in three stages, namely, a small-scale trial with 8 students, a medium group trial with 16 students, and a large group trial with 33 students. the fifth stage is evaluation. At this stage, a product evaluation is carried out with formative and summative tests conducted by students.

The data analysis technique in this development research uses quantitative descriptive analysis, the results are averaged and used to assess the quality of learning media. According to Sugiyono (2016) the questionnaire assessment criteria will be converted into Likert scale values which are analyzed descriptively by percentage. The results of the assessment scores are then searched for the average of a number of test sample subjects and converted to an assessment.

$$X = \frac{\text{total score obtained}}{\text{the total number of ideal scores of all items}} \times 100\%$$

Ket: X = Eligibility Percentage

The formula above is used to see the quality of video tutorial media from material experts and media experts which are then removed based on the range of proportions and due diligence criteria that can be applied in the following table:

Table 1. Value Intervals.

No	Interval Class	Category	Scor
1	85%-100%	Very good	4
2	69%-84%	Well	3
3	53%-68%	Pretty good	2
4	37%-52%	Not good	1

Source: Sugiyono (2017)

## **RESULTS AND DISCUSSION.**

The first process in this development activity is to conduct a needs analysis. Needs analysis data is obtained from distributing questionnaires to students and lecturers who teach basic women's clothing courses. After the data is collected, it is then analyzed. Needs analysis is carried out to obtain what information is needed by students and lecturers in developing media to achieve learning objectives. data from the media needs questionnaire was used as the basis for developing learning video media for making a semi-circle skirt pattern on women's basic clothing. The data above is data from a questionnaire distributed by 2 lecturers and 33 students. Based on needs analysis data by lecturers and

students, it was concluded that 90% and 78.2% stated that lecturers and students needed video media for learning to make semi-circle skirts in the process of learning women's basic clothing.

Table 2. Data questionnaires of the Needs of Fashion Education Students Medan State University.

No	Statement	Total score	%
1	Limited practice time on campus makes students unable to complete the results of the practice of making half circle skirts to the fullest	108	81
2	Students do not practice making patterns and sewing at home because there is no media provided by the lecturer to be able to practice independently at home	100	76
3	Students still do not understand the steps for making a half circle skirt pattern and the correct sewing technique	104	78
4	Lecturers teach by showing ready-made fragments and assisted with PPT	110	83
5	The media used so far makes the learning process of making half circle skirts effective	82	66
6	The teaching materials used so far have an attractive appearance.	87	66
7	Students have computers/laptops/smartphones at home	108	81
8	Students tend to be less active during lectures explains the procedure for making a half circle skirt by showing pictures and fragments	106	80
9	Students have never seen lecturers use video tutorial media in making half circle skirts	110	83
10	The use of video media featuring audio visuals makes students more interested in participating in learning	110	83
11	I need media that can help me practice making patterns and sewing independently	112	85
<b>Average</b>			<b>78,2%</b>

Based on the data above, it was obtained that 78.2% were included in the category requiring video tutorial media to help students train in making patterns and sewing semi-circular skirts. In addition, a questionnaire was also given to lecturers who teach basic women's clothing courses, especially in the material for making semi-circle skirts to find out how far video tutorials are needed in making semi-circle skirts.

Tabel 3. Data Analisis Kebutuhan dosen Pendidikan Tata Busana Universitas Negeri Medan.

No	Statement	Total score	%
1	Students experience difficulties in understanding material about making half circle skirts	8	100
2	Students' grades on materials for making half circle skirts tend to be low	7	87
3	Students have handbooks as materials for making half circle skirts	6	75
4	Lecturers use other references besides handbooks as a complement to other learning resources in explaining the making of half circle skirts	6	75
5	The use of learning media in teaching and learning activities is very important	7	87
6	Lecturers need to develop media that can support learning to make half circle skirts	8	100
7	Lecturers need media that can support the delivery of materials for making half circle skirts	8	100
8	Video learning media has never been used in semi-circle skirt making lessons	8	100
9	Video learning media can increase student motivation in learning to make half circle skirts	7	87
10	The teacher has a laptop that can be used in teaching and learning activities in making a half circle skirt pattern	7	87
<b>Average</b>			<b>90</b>

From the data above, it can be seen that the use of video media has never been done by lecturers who teach material on making semi-circle skirts. The results of the analysis of the needs of the lecturers were obtained by 90 % of the lecturers who really needed video tutorial media for learning to make half circle skirts.

From the questionnaire data on the needs of students and lecturers, it is known that learning media is needed in basic women's clothing courses, especially semi-circle skirts. During this lesson, the teacher only relies on demonstrating the sewing process and explaining the correct sewing procedure and only practicing it in class. In fact, in order to make the stitches neat and comfortable to wear, repeated exercises are needed in making patterns and sewing, but the limited time for practice makes students have to repeat learning at home. Besides that, the media is limited in the basic women's fashion course. The previous media that existed was only in the form of ppt and the steps for sewing were not clearly visible because the media was only in the form of pictures and descriptions. practical learning requires media that is able to display material in an authentic context and allows students to repeat material independently. Therefore students After conducting a needs analysis using a questionnaire, the next step is product design by developing the initial product, namely the learning video media for semi-circular skirt models in learning to make basic women's clothing. In general, the initial product design stages are (Grafinger, 1988): 1) Reviewing the curriculum, the basic subject of women's clothing is making home clothes and clothing for college opportunities to make clothes including the clothing section which consists of blouses and skirts by analyzing models and developing patterns base. 2) Material identification. Through the results of the discussion, the researcher took a semi-circular skirt model that was applied to home clothes and clothing for college opportunities. These video tutorials are designed to encourage student engagement through formats such as music, sound effects, spoken text, voice instructors, and narration (Kizilcec et al., 2015; Mayer, 2014).

The video tutorial media for the semi-circle skirt model was then validated by 2 experts in the field of fashion as material experts and 2 experts in the field of learning design and technology as media experts. The media is then revised according to suggestions from media experts and materials experts.



*Figure 1. Cover video tutorial.*

Cover video is made as an intro before entering the content of the learning video. cover describes the content of the video, which is a picture of making a semi-circle skirt pattern and the finished semi-circle skirt which is commonly used in everyday life.



*Figure 2. Opening of the video tutorial.*

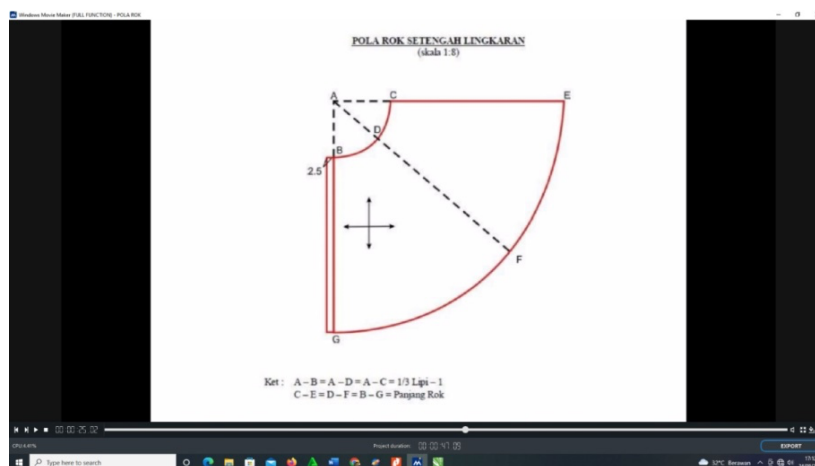


The opening video tutorial contains an explanation of the semi-circle skirt and its use in everyday life. In the opening it is also explained what we need when making patterns and sewing a semi-circle skirt.



*Figure 3. Explanation of material content.*

The contents of the learning materials begin with the introduction of semi-circular skirts and the use of semi-circular skirts on various occasions, then proceed with making patterns, laying materials, cutting skirt materials and sewing semi-circular skirts and applying semi-circular skirts to home clothing.



*Figure 4. Material of a semi-circle skirt.*

Material validation aims to find out the opinion of material experts about the suitability of the content of the material with the curriculum. so that the resulting media is suitable for use in learning. The material expert in this study is a lecturer who teaches women's clothing in the fashion design study program.

*Table 2. Media Validity Test Results by Material Experts.*

No	Aspect	Percentage (%)	Criteria
1	Eligibility of material content	90	Very good
2	Material presentation	91,07	Very good
	Average	90,62	Very good

The aspect of material assessment is based on the content of the material and the presentation of video media material. The results of the feasibility test of material content with a percentage of 90% and presentation of material with a percentage of 90.6%. The total average value of all aspects of 90.62% is in the good category and is suitable for use

Media expert assessment is carried out to obtain information that will be used to improve the quality of the developed video. media expert validation is carried out by 2 people who are experts in instructional media design.

Table 3. Media Validity Test Results by Media Experts.

No	Aspect	Percentage (%)	Criteria
1	Program display	92,5	Very good
2	Media efficiency	100	Very good
3	Visual presentation	90,3	Very good
	Average	94,2	Very good

The feasibility test by media experts includes aspects of program display, media efficiency, visual presentation with a total number of aspects with a percentage of 94.2% entering the criteria very good or suitable for use.

The results of validation by material experts on average 90.62% in the very good category and media experts on average 94.2% with very good categories are the final results that have gone through media revisions based on suggestions from media experts and material experts. based on the validation assessment of media experts and material experts, it can be stated that the semi-circle skirt model video tutorial media is feasible to use in learning. The media that has been validated is then tested by students on a small, medium and large scale.

A small group trial was conducted at the State University of Medan as many as 8 students of fashion were randomly selected. The purpose of this small group trial is to identify product deficiencies and responses to products that have been developed. The assessment of this trial is about students' perceptions of the products that have been developed. The test results are in the form of an assessment score of media development products that are tested in small groups with an average assessment result of 80.72%.

Table 4. Small Group Test Data.

Aspect	Percentage (%)	Criteria
The animation used is interesting	78.52	Good
Clear and attractive image display	80.54	Good
Clear font size	82.50	Good
Voice clarity in learning media	80.43	Good
Material clarity on media	81.62	Good
Average	80.72	Good

The small group tryout was conducted by 8 students with five aspects, namely The animation used is interesting an average of 78.52% with good category. The aspect of clear and attractive image display is an average of 80.54% with good category. Aspect clear font size average 82.50% with good category. Aspects of voice clarity in learning media an average of 80.43% with a good category. Aspect material clarity on media aspect is 81.62% in good category. The average assessment of the overall aspects is 80.72% with a good category. Thus the learning media is declared feasible to be used for learning and can be continued in the next trial.

Group trials are being conducted on 16 students with poor, moderate, and clever abilities. The group trial data is being carried out to re-examine students' perceptions of the videos that have been developed and have been revised from the weaknesses that emerged after individual testing.

Results Based on the analysis of the medium group trial of 16 students who took the basic course of Women's Dressing, the overall average aspect was 85% after revisions were made with some suggestions and product improvements.

Table 5. Medium scale trial.

<b>Aspect</b>	<b>Percentage (%)</b>	<b>Criteria</b>
The animation used is interesting	81.50	Very good
Clear and attractive image display	83.50	Very good
Clear font size	86.25	Very good
Voice clarity in learning media	86.50	Very good
Material clarity on media	87.75	Very good
Average	85	Very good

From the test data on the medium scale, an average rating of 85% was obtained in the very good category, with details of the assessment of aspect animation used is interesting an average of 81.50% with very good category. The aspect of clear and attractive image display is an average of 83.50% with very good category. Aspect clear font size average 86.25% with very good category. Aspects of voice clarity in learning media an average of 86.50% with a very good category. Aspect material clarity on media aspect is 87.75% in good category. From this data, it can be concluded that the semi-circle skirt tutorial video media is suitable for use in learning.

A large-scale trial was conducted by 33 students. Large-scale trials produce data that will later be used to find out how the product benefits users. The results of the developed video. The large-scale trial stated that the video developed was suitable for use in learning with an average of 87.4% in the very good category. Thus, there are no revisions in the large-scale pilot stage, which also means the video is ready to be tested for effectiveness.

The effectiveness test was conducted on 33 students. This is done to see the effectiveness of the media in learning before and after using the media. The results of the student effectiveness assessment are 93.1% on very good criteria so that it can be stated that the learning media video tutorials of the semi-circle skirt model in the women's basic fashion course, the fashion study program is effective to use the research results of Meij and Meij (2015) also explain that the use of video tutorials is better and can be a more effective learning media. Video tutorials can increase learning interest and are effectively used anytime and anywhere because video tutorials have the same content as lectures in class, but are delivered at a slower pace, step by step and students can replay segments and stop or skip topic segments students already understand (Brecht, 2012).

## **CONCLUSION.**

1. This research produces learning media in the form of a video tutorial for a semi-circle skirt model in women's basic clothing courses.
2. The video-based media tutorial for the semi-circle skirt model is suitable for use as a medium of learning in women's basic fashion courses using videos more effectively can improve learning outcomes in women's basic clothing courses.
3. The video tutorial media is effectively used in learning women's basic clothing courses based on the findings that have been described in the conclusions of the research results, the following are proposed:
  1. It can be suggested that students also use more applicable videos that can help students understand the learning material.
  2. Considering that the conclusions in this study are still influenced by factors that have not been able to be controlled, it is still necessary to do further research on a larger and wider sample.

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