



Application of Video Tutorials as Learning Media on the Practice of Making Basic Macrame in Class X SMK Negeri 1 Sooko Mojokerto

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Abstract

Video tutorials are effective learning media in helping students' learning process because of their easy and simple use. Learning media in video tutorials makes it easier for students to understand the material and can affect their learning outcomes. The media applied is media that comes from the YouTube platform. This research aims to (1) Know the feasibility level of video tutorials in making basic Macrame and (2) Assess the learning outcomes of grade X students majoring in Fashion Management at SMK Negeri 1 Sooko Mojokerto in the practice of making basic Macrame with the help of video tutorials. This study used descriptive quantitative methods and was conducted in the odd semester. The research subjects were 33 students of class X Fashion at SMK Negeri 1 Sooko Mojokerto. The data collection method includes a video tutorial feasibility assessment and learning outcomes assessment. The research instruments are video tutorial feasibility assessment sheets and learning outcomes assessment sheets. The validators consisted of two people, namely media validators and material validators. The data analysis method used was descriptive analysis, which calculated the average level of feasibility of video tutorials and categorized learning outcomes based on KKM. The results showed that: (1) The application of video tutorials in making basic Macrame is declared feasible and can be applied in class X SMK Negeri 1 Sooko Mojokerto with a total average of 3.24, and (2) The results of the knowledge and skills assessment tests of students in class X SMK Negeri 1 Sooko Mojokerto reached an average of 85 and 90, which met the standard percentage of completeness of 100%.

Keywords: Learning Media, Application of Media, Eligibility Level, Learning Outcomes, Video Tutorial, Making Basic Macrame

Introduction

According to the Law of the Republic of Indonesia No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere that allows students to develop their spiritual and intellectual potential and skills that benefit society, nation, and state. One of the education levels in this system is Vocational High School (SMK), referred to in Article 18, paragraph 3 as formal education at the secondary level that focuses on vocational education as a continuation of junior high school / MTs. SMK aims to prepare students to work in certain fields, including the Fashion Cosmetology Expertise program. The fashion studies program has various subjects, including Textile Materials Knowledge, which includes sub-materials such as Textile Fiber, Textile Materials, and Textile Materials Construction. Among these sub-materials, Textile Material Construction has a practicum nature, one of which is learning about Macrame. Macrame is important because it provides basic skills in making fashion decorations and crafts. In addition, learning macrame in grade X is also a provision for students to continue to higher competencies at the next level.

An interview with one of the teachers teaching the subject of Knowledge of Textile Materials at SMK Negeri 1 Sooko Mojokerto revealed that the learning objective of the Textile Material Construction sub-material is for students to apply and make Macrame. In previous learning, students were expected to understand macrame material and make one macrame craft. The learning media used are PPT and modules, with PPT containing material points about textile material construction, such as basic types of weaving and understanding of Macrame, along with examples of macrame work. The module also covers more detailed material. However, due to time constraints and busy school activities, the macrame material could not be taught optimally, and more focus was given to the types of basic weaving. As a result, students' understanding of Macrame has not been fully achieved, and their grades are incomplete. From the teaching teacher's expression, it can be concluded that the teacher expects students to continue learning macrame material and achieve complete learning results. For this reason, effective and easy-to-apply learning media are needed. Learning outcomes are measured through knowledge tests, such as questions given by the teacher, and skills tests, namely the task of making macrame craft products and submitting them on time. Given the problem of the previous time, learning needs to be focused on macrame material so that the selection of basic macrame material is appropriate and can be applied optimally.

The selection of basic macrame material is expected to be better understood by grade X students of SMK Tata Busana, focusing on the types of basic macrame knots and basic manufacturing techniques. The independent curriculum for grade XI will include textile experimentation and ornate design subjects, which are adapted to regional culture, and ornate designs that can be made by students and supported by school facilities. This basic macrame material is expected to be a provision for students to make fashion decoration designs in the future. Seeing the existing conditions, learning media is needed to increase students' understanding of basic macrame material so that learning can be applied properly and student learning outcomes become complete.

The application of video tutorial media is suitable to overcome the existing problems. The advantages of video media include adding insight and experience to the audience,

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providing useful information, fostering interest in learning, and helping the audience follow the learning process. Video can also overcome physical limitations, encourage problem-solving, and reveal and correct errors in learning. However, video media has limitations, such as expensive production costs (Pribadi, 2017). Video tutorials, in particular, have advantages in direct learning models, such as demonstrations, because teachers can show the process or stages that make it easier to explain the practicum material. In addition, students can replay the video if they do not understand the material, and interesting visuals can increase student focus on learning (Daryanto, 2011).

The advantages and limitations of video media are the main considerations for researchers when choosing the application of video media. The advantages of video media are that they are very suitable for overcoming problems in the learning process. However, one of the limitations is the expensive production costs. To overcome this, researchers utilized existing videos, which can be taken directly from various sources, such as the YouTube platform. The use of already available videos makes it easier for teachers to assist the learning process, overcome cost limitations, and save limited time to develop their own videos.

The YouTube platform provides various videos, from information, entertainment, movies, songs, and tutorials to learning. To overcome the existing problems, video tutorials on YouTube are chosen as suitable learning media. The application of video tutorials from YouTube has advantages and disadvantages. According to (Astuti, 2023), the advantages of YouTube videos as learning media include practical and easy access, attracting students' attention with interesting videos, and flexibility because they can be accessed anytime and anywhere. In addition, YouTube videos can be played repeatedly, helping learners better understand the material. For teachers, the advantages include access to diverse materials according to the topic being taught and the ability to visualize concepts that are difficult to explain in words.

The videos selected from YouTube also have disadvantages, including the fact that not all videos follow the curriculum being taught, so the videos must be selected carefully. In addition, access to YouTube requires an internet connection and a device that supports it (Astuti, 2023). Nevertheless, the advantages of YouTube videos are that they can overcome the problems that exist in schools. To overcome these shortcomings, the selected videos will undergo a selection and validation process by validators, who ensure that the videos are suitable and feasible for students and support the learning process. In addition, the teacher will accompany the students' learning process using the direct learning method in this study.

Research conducted by (Rachmawati & Russanti, 2020) concluded that the use of learning video media can improve student learning outcomes in practical subjects, with an average value of 78.52%, which is included in the effective category. Videos can also increase students' creativity, skills, reasoning power, interest in learning, and curiosity in practical subjects such as pattern making, design, sewing technology, and draping. In addition, (Arfika & Chalid 2017) research showed that the application of video tutorial-based media significantly improved student learning outcomes. In cycle I, 94.29% of students achieved a complete score, which exceeded the 75% learning completeness standard. Based on the explanation above,

researchers want to focus on applying video tutorial learning media to make basic Macrame. So, a study is needed to apply video tutorials to Textile Material Construction material, namely making Basic Macrame.

Literature Review

Research conducted by (Ningsih et al., 2023) with the title Application of Learning Video Media on Basic Pattern Making Body Construction Technique Class X Fashion Management SMK Negeri 1 Jabon shows positive results. First, learning with the application of learning video media in making basic body patterns is well implemented, with an average score of 92.5%. Second, the results of learning completeness reached 94% after learning to use video media in making basic body patterns. In addition, there is research that has been conducted (Ereje, 2020) entitled Learning Outcomes In Basic Sewing Through Instructional Videos, which shows that a researcher-made achievement test is used which consists of 30 test items that measure students' abilities in basic sewing tools and materials, materials, hand stitching, and the topic of making environmentally friendly bags. The achievement test was designed to measure student learning outcomes.

The students' pretest and post-test results in the Achievement Test formed the basis for evaluating the effectiveness of the two teaching approaches. The results showed that improvement in students' performance in Basic Sewing was evident after the implementation of the intervention in each group; however, the group under Instructional Video instruction showed a great improvement in the achievement test compared to the performance of the Lecture-Demonstration method group. Considering the study's results, the use of instructional videos proved to be effective in improving students' basic sewing performance. Next research (Gunawan et al., 2024) entitled Application of Video Tutorial Media on Basic Pattern Making Elements of the Body to Student Learning Outcomes in Class X Fashion Management SMK Negeri 3 Kediri states that The results showed: 1) The use of video tutorial media in the implementation of the learning process is categorized as very good so that it is very effective in teaching students; 2) The results of the student response questionnaire show that the average student response is interested in using video tutorials as learning media; 3) The learning outcomes of students who use video tutorial media increase significantly so that they are in the complete category. The findings of this study were able to help students understand the material so that it reached the criteria for completeness in the KKTP (Learning Achievement Criteria). In addition, video media can not only be applied at school, but students can also use video tutorials anywhere and anytime; therefore, video tutorial media is stated to be very well applied to learning.

Research Method

This research uses a quantitative descriptive method, which is based on the philosophy of positivism and aims to collect data from certain populations or samples using research instruments with quantitative data analysis (Sugiyono, 2019). The research design applied is

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One-shot Case Study, which is used to determine the application of video tutorial media to student learning outcomes in basic Macrame-making practices. After applying video tutorial media, this study measured video feasibility and student learning outcomes. The data were analyzed by classifying the video feasibility results into very feasible, feasible, less feasible, and not feasible, as well as student learning outcomes categorized as complete and incomplete (Sugiyono, 2016). Data was collected through a questionnaire to assess the feasibility of video tutorials, which were validated by two validators: subject teachers and fashion education lecturers. In addition, tests were used to measure students' knowledge and skills through essay questions and product assessment sheets. Data analysis was carried out using descriptive techniques to process the results of video media feasibility and student learning outcomes, with the results categorized in the criteria of very feasible, feasible, less feasible, and not feasible, as well as the percentage of student learning outcomes completeness.

Result

The results of this study indicate the feasibility level of video tutorial media based on material and media aspects. The validation process was carried out by two validators, namely a lecturer in Fashion Management at Surabaya State University and a teacher at SMK Negeri 1 Sooko Mojokerto:

- a) Media expert validation results: Assessment of the aspects of making, managing, and rules of video tutorial media resulted in an average score of 3.06 from media expert 1 and 3.5 from media expert 2, with an overall average of 3.28. This shows that video tutorial media is included in the category of very feasible content.
- b) Material expert validation results: Assessment of the relevance of the material and the benefits of video tutorial media resulted in an average score of 2.75 from material expert 1 and 3.65 from material expert 2, with an overall average score of 3.2, which is included in the feasible category.

Student learning outcomes in this study showed significant success after applying video tutorial media in basic macrame making. Students were tested through knowledge tests in the form of essay questions and skills tests in the form of basic Macrame-making product assessments. As a result, all 33 students achieved KKM completeness with an average knowledge score of 85 and a skill score of 90. With a percentage of 100% completeness, student learning outcomes can be categorized as very good because all students were declared complete in both knowledge and skills assessments in the basic Macrame-making trial and skills assessment on the basic Macrame-making test assessment.

Discussion

Feasibility Level of Learning Video Media

- a) The feasibility level of basic Macrame-making video tutorial media assessed based on media aspects shows an average score of 3.28, which is very feasible. Validators assessed

that the applied video had met the criteria of learning media, with a good appearance and material that focuses on basic Macrame making. According to (Riyana, 2007), effective video media must focus on three main aspects: video creation, organization, and rules to convey messages or learning materials well. Previous research also supports these results, such as the research of (Setyowati et al., 2023), which obtained a score of 3.73, and the research of (Lathifah & Hidayati, 2023), which received a validation score of 4.07, stating that digital skirt design tutorial videos are suitable for use.

- b) The feasibility level of basic Macrame making video tutorial media based on material aspects obtained an average score of 3.2, which is included in the feasible category. The validator gave input that during the lesson, it was hoped that the teacher would continue to accompany the students. In addition, the teacher can explain the material a little along with the video shown. According to (Riyana, 2007), the material in video media must be relevant to the topic discussed and useful for students. (Rohani, 2019) also, good learning media must convey material that is in accordance with the learning objectives and is useful to help students understand the message conveyed. In addition, (Handayani, 2018) added that video tutorial learning media is ideal to be applied in this digital era because it can facilitate the delivery of material clearly, interestingly, and efficiently in terms of time compared to oral explanation techniques and direct practice (demo).

Application of video tutorial media to the learning outcomes of making basic Macrame

- a) The application of video tutorial media in learning basic macrame making has proven effective in improving student learning outcomes. Based on the data presented, all students of class X Fashion Management of SMK Negeri 1 Sooko Mojokerto were declared complete with a percentage of 100%. These learning outcomes were obtained from knowledge and skills tests. The knowledge test was obtained through an essay test with 5 questions. The skills test was obtained through a product assessment test by making 6 types of basic Macrame and 2 types of derivative knots to make a total of 8 types of knots. At the first meeting, students were shown a video tutorial, followed by teacher assistance explaining the material so that students could write, remember, reason, and practice the material directly. In the second meeting, students were tested with knowledge and skills tests.
- b) The learning results showed that students' skills had a higher average score than knowledge. This follows the theory (Daryanto, 2013), which states that learning video media is very suitable for practical subjects. Video tutorials are an effective tool for teachers (Miftah, 2022). The application of video tutorials also motivates students, who are more interested and not easily bored following the basic Macrame-making procedures. According to (Warsita, 2011), video tutorials are very appropriate to apply to practical materials that involve steps or procedures and affect the cognitive, affective, and psychomotor domains. In line with research by (Nur Amanah & Yulistiana, 2022), learning video media can improve student learning outcomes, making them more enthusiastic and involved in the material. Research by (Desvianasari & Prasetyaningtyas, 2022) also showed that video media allows students to learn independently, provides flexibility in time and place, and motivates them to continue learning.

Conclusion

Based on research on the application of video tutorial media that has been carried out in class X SMK Negeri 1 Sooko Mojokerto, it can be concluded as follows: (1) The feasibility level of video tutorial media to make basic Macrame is reviewed from 2 aspects, namely the media aspect and the material aspect by obtaining the results of the video media feasibility validation assessment of 3.24 in the feasible category. Therefore, it can be concluded that the basic macrame video tutorial media applied can be used in learning. (2) Student learning outcomes in making basic Macrame obtained a percentage value of learning completeness of 100% in the aspects of knowledge and skills so that it was included in the excellent category after the learning process was carried out with the application of video tutorial media.

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