Multimedia Integration in Learning to Draw Women's Body Proportions: A Case Study of Class X Fashion Students at SMK Darussalam Banyuwangi

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Abstract

This study aims to apply integrated multimedia learning in drawing female body proportions to enhance student learning outcomes. This research is a form of classroom action research (PTK). The subjects of this study were class X students of Fashion Design SMK Darussalam Banyuwangi totaling 25 students. Data collection techniques use observation, questionnaires, and cognitive and psychomotor tests. Learning outcomes using Video Tutorials, Handouts, and LKPD showed an average score in cycle I of 3.5 and cycle II of 3.8, with good categories. Student responses to learning media received an assessment of 91%, which was categorized as good. The level of student engagement in the use of this media reached 91%, indicating excellent engagement. Student learning outcomes experience significant improvements in each cycle. The average affective completeness increased from 3.6 in cycle I to 3.8 in cycle II. Post-test cognitive completeness also rose from 81% in cycle I to 97% in cycle II. Overall post-test completeness increased from 78% in cycle I to 91% in cycle II. The application of Video Tutorials, Handouts, and LKPD media has proven effective in improving student learning outcomes, with excellent levels of engagement and learning outcomes. This research was stopped in cycle II because it had reached the Learning Objectives Attainment Criteria (KKTP).

Keywords: female body proportions, multimedia, learning outcomes

Introduction

Education plays a crucial role in ensuring the growth and sustainability of national culture (Sitorus, 2021). The Law of the Republic of Indonesia Number 20 of 2003, which focuses on the National Education System, emphasizes the importance of developing students' potential

to become individuals with strong moral values, good health, and extensive knowledge. Skills, have spiritual, emotional and intellectual intelligence and a steady and independent personality to realize a democratic society and educate the life of the nation" (Astuti &; Dewi, 2020). Fashion Drawing is one of the subjects contained in the class X Fashion Expertise Program at SMK Darussalam Banyuwangi. In this subject, there is learning material to draw female body proportions, which requires students not only to learn theoretical knowledge but also to demand skills (Lutfi, 2022).

The results of observations in the fashion class are some of the problems that students have in doing the task of drawing the proportions of the female body. The delivery of material that is only given a sample of proportions is not so helpful to students. The results of an interview with a teacher in August 2023 of class X students of Fashion Design SMK Darussalam Banyuwangi totaling 25 students in fashion drawing subjects, around 70% who have not reached the Minimum Completeness Criteria (KKM) are 70. The application of educational media in fashion drawing subjects at SMK Darussalam Banyuwangi is still minimal; no multimedia can explain the procedural stages of illustration of women's body proportions, this makes it difficult for teachers to teach the material (PurWanita & Dr. Widihastuti, 2019). Multimedia is the use of more than one medium to present information (Saverus, 2019). With the goal of enhancing student learning outcomes, a teacher is encouraged to use more appropriate and competency-based learning tools and multimedia (Nurlaela et al., 2023). Each student has a different capacity to understand the material in the female body proportion drawing lesson, so the speed at which each student draws depends on the student's comprehension. Therefore, there must be a representative educational media in order to facilitate students' comprehension and enhance their learning experience of the material presented. The media used can also include more than one media, such as video tutorials, Handouts, and LKPD (Suherman & Sudarwanto, 2020).

Researchers are motivated to use various learning media based on multimedia video tutorials, Handouts, and LKPD. In this case has a particular purpose, namely, Video tutorials to make learning more effective, efficient, and comfortable for students in various situations. They are utilizing technology that can be accessed from anywhere and anytime is essential in today's digital age (Halida Hanim et al., 2023). Thus, video tutorials can be an efficient choice for the use of learning materials in the mode of drawing lessons (Farida & Ratyaningrum, 2022). Video tutorials are multimedia that can be used as an alternative learning media (Qu, 2018). With video tutorial media can help a teacher in delivering material for making female body proportions. A teacher does not have to draw on the blackboard anymore it can shorten the time. The advantages of video tutorial media are a type of educational media that conveys information to students through audio and video and contains interactive learning materials so that students can learn independently and are not limited by time or location (Sa'adah & Suhartini, 2020).

Based on research from various sources, the use of video tutorials is one of the techniques for using educational technology in line with the acceleration of the pace of technological development as an effort to improve student learning outcomes (Laras Eka Yulianti & Marniati, 2021). A handout is one of the instructional materials or media consisting of sheets of paper used by a teacher or instructor to deliver a lesson material (Saniyyah & Marniati, 2023). Handouts in the procedural learning process are handy because they consist of teaching

materials taken from various sources related to the subject matter of core competencies and which are taught to students to facilitate the continuation of the learning process (Rizal & Yulistiana, 2021). Handouts have many benefits, including increasing students' interest in learning, their involvement in the learning process, their understanding of students' perspectives, their learning outcomes during the learning and teaching process, and reducing the verbosity of the material presented (Mensi & Setiawan, 2021). To improve more optimal learning outcomes, video tutorials and Handouts are equipped with LKPD.

Student Worksheets (LKPD) are teaching materials consisting of a series of Handouts that include subject matter, assessment rubrics, and instructions for the implementation of educational tasks in accordance with the Essential Competencies (EC) that must be achieved (Pertiwi & Fitrihidjati, 2019). LKPD is intended as a guideline for implementing practice-based learning activities and also includes a rubric for evaluating student performance (Khair et al., 2021). The sheets contain tasks that must be done by students, usually in the form of instructions and steps to complete a task that will be achieved (Nita R, 2023). Video tutorials, Handouts, and LKPD serve as guides for teachers to organize all student instructional activities, as guides for students during the practical learning process, and as tools to assess students' knowledge or skills (Amiruddin et al., 2021). The use of Video Tutorials, Handouts, and LKPD is very easy and practical, so it can be a choice of media for learning to draw fashion, especially in making women's body proportions (Hulu & Dwiningsih, 2021). The application of video tutorials, Handouts, and LKPD will reduce the material presented and increase students' active participation in the learning process, which is expected to ultimately improve student achievement in fashion drawing lessons (N. Safitri et al., 2022).

With the application of video tutorial media, Handouts, and LKPD, researchers will display an introduction in the form of an explanation of material to draw female body proportions with a proportion size of 9 x Head Height. In this case, the author wants to apply video tutorial media, Handouts, and LKPD to the learning in the hope that it can foster student learning motivation can help improve student learning outcomes. Based on the background description above, the author is encouraged to take the title "The Application of Multimedia Learning to Draw Female Body Proportions to Improve Student Learning Outcomes in Class X Fashion Drawing subjects Fashion Styling SMK Darussalam Banyuwangi." In this study, what will be applied are video tutorials, Handouts, and LKPD on the subjects of making female body proportions, which are presented step by step. Video tutorials, Handouts, and LKPD are expected to help teachers deliver material and implementation of mode drawing learning. In addition, video tutorials, Handouts, and LKPD are expected to improve student learning outcomes. So that students can understand and improve the achievement of competencies.

Literature Review

The implementation of learning activities carried out by researchers refers to the procurement technique of the class action research cycle (PTK). This is in accordance with the opinion (Viora et al., 2023) that what is meant by the cycle is repetition from the beginning to the beginning again from the planning stage, continued to the implementation stage at the same

time the observation stage occurs. Then, proceed to the stage of reflection. Meanwhile, the results of the implementation of learning activities are in accordance with the theory (Yuliandri Putra & Khadijah, 2020) that PTK aims to improve the learning process continuously and is carried out continuously where each cycle reflects an increase or improvement from the previous cycle to be used as a benchmark for the next cycle. So that better learning activities can be obtained. Meanwhile, the results of the implementation of the video tutorial obtained are in accordance with research conducted by (Oktavia Dhaniar et al., 2023).

The results showed an increase in learning, and video media was declared victorious. Because students can better understand the material, be excited, and be active during learning and influence learning outcomes. The results of the implementation of media handouts obtained in accordance with research conducted by (Rizal &; Yulistiana, 2021) in this study student learning outcomes after participating in this study showed an average result of 80.94 with 32 students declared complete and 3 students declared incomplete, achieving classical learning completeness of 91.4%. The application of the direct learning model with handout media drawing parts and shapes of clothing in class X Fashion Design 1 SMK Negeri 1 Jabon can be said to be successful. The results of the implementation of LKPD media obtained are in accordance with research conducted by (T. Safitri et al., 2020), which states an increase in student motivation and learning outcomes using learning LKPD media.

Research Method

This research is classroom action research (PTK) conducted in the context of Education (Viora et al., 2023). Classroom action research (PTK) is a research method carried out in the classroom. The goal is to improve the quality of learning through actions taken by researchers as a reflection on learning practices (Rakam, 2018). The subjects of this study were class X students of Fashion Design SMK Darussalam Banyuwangi totaling 25 students. Data is a collection of facts or information obtained through observation, experiment, or other information gathering. This data plays an essential role in research because it becomes the basis for analysis and conclusion-making (Dvorak et al., 2020). According to (Ruijer et al., 2020), Data sources refer to any information or material used to support research or analysis. The source of this research data is class X students of Fashion Design SMK Darussalam Banyuwangi. Research procedure Class action carried out in this study consists of 3 aspects, namely: 1) Preparatory stage (pre-preparation), 2) Preparing instruments and instrument validation, and Conducting research. The research design developed in this study is a spiral model of Kemmis and mc. taggart (Ngguna et al., 2023). This model has several stages of planning, acting, observing, and reflecting. According to (Rahman et al., 2020), classroom action research is carried out through complementary consisting of essential "momentum," namely planning, action, observation, and reflection.
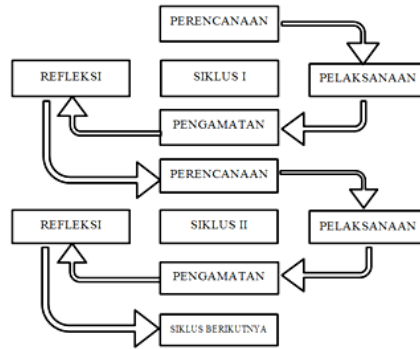
Figure 1. Siklus PTK model Kemmis & MC Taggart (Ngguna et al., 2023)

According to (Ngguna et al., 2023), what is meant by cycle is repetition from beginning to beginning again, namely from the planning stage, continued to the implementation stage, and observation at the same time, and continuing at the reflection stage. The learning research procedure is expected to be carried out with 2 cycles, namely cycle I and cycle II. The second cycle is the improvement of the weaknesses of cycle I. If cycle I has not been successful, then continued to cycle II has not been successful then continued at the next stage. If cycle II has reached classical completeness, then learning is stopped.

Result

The data obtained from the observation of this study was carried out by two observers, namely the civil service teacher of Clothing Management SMK Darussalam Banyuwangi and colleagues. The aspect observed during learning is the teacher's activity in implementing learning activities using Video Tutorials, Handouts, and LKPD media in each cycle. The calculation of observations uses the average formula.
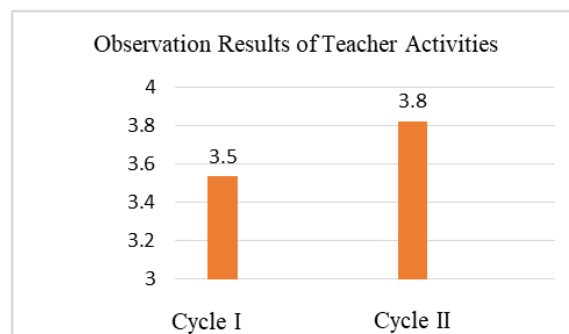

Figure 2. Data graph of learning outcomes on teacher activities

The results of the observation score showed that the average overall score of the implementation of learning activities on teacher activities was 3.8, with an excellent category. So, it can be concluded that the implementation of learning activities by applying multimedia learning to draw female body proportions to improve the learning outcomes of grade x students of fashion design at SMK Darussalam Banyuwangi can be declared to be running well. Student learning outcomes are taken from three domains, namely: affective domain, cognitive domain, and psychomotor realm which is carried out in class actions as many as two cycles. Affective

domain scores are obtained from the results of observing student attitudes during the learning process using Video Tutorials, Handouts, and LKPD drawing female body proportions. The calculation of the score of the observation results uses the average formula. The following are the results of the affective realm observation score presented in the form of a diagram:
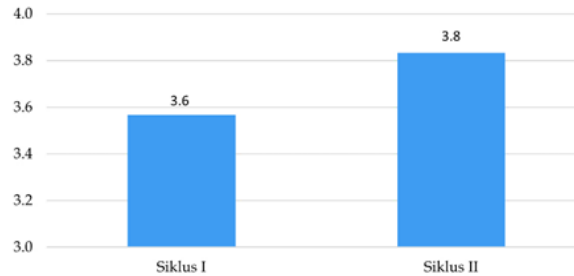

Figure 3. Diagram Hasil Belajar Siswa Ranah Afektif

It can be seen that there is an increase in maximum learning outcomes in the affective realm of 3.8 with a good category. Student learning outcomes in the cognitive realm and psychomotor realm can be taken from the results of pre-test and post-test tests. Students are first given a pre-test to find out the student's ability before applying the media Video Tutorials, Handouts, and LKPD to draw female body proportions. After learning activities with Video Tutorials, Handouts, and LKPD media have been implemented, students are given a post-test to determine student learning outcomes in cycles I and II. Students are declared complete if students get a score above the Minimum Completeness Criteria (KKM), which is 70.

Meanwhile, students are declared incomplete if students have not received scores above the Minimum Completeness Criteria (KKM), which is 70. Student learning outcomes are added and calculated by the formula for the number of completeness of all students in percentage form. Here is a diagram of the scores of pre-test and post-test outcomes of student learning assessments I and II:
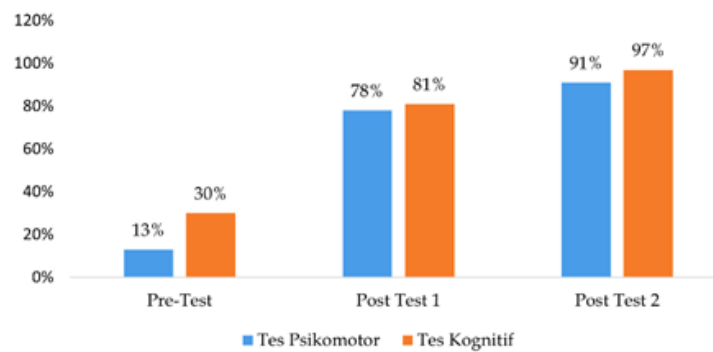

Figure 4. Grafik Data Hasil Belajar Siswa Ranah Kognitif Dan Ranah Psikomotor

Based on the results of the data above, the application of Video Tutorial media, Handouts, and LKPD drawing female body proportions was declared victorious. Based on 37 students, there was an increase in maximum learning outcomes in the affective realm of 3.8, with a good category. In the cognitive realm of 91% and the psychomotor realm of 97% completed above KKM. With a level of media involvement of Video Tutorials and handouts, LKPD of 91% in

the application of material and practice with excellent categories. So, the research action is stopped in the second cycle because it has reached the desired target (KKM).

Discussion

Implementation of multimedia learning activities to draw female body proportions with Video Tutorials, Handouts, LKPD media

Grade x fashion design students at SMK Darussalam Banyuwangi enhance their learning results through the implementation of multimedia learning to depict female body proportions. This research was assisted by colleagues and teachers of the fashion service in making observational observations on learning activities. The implementation of learning activities refers to the class action method (PTK), which is carried out in as many as II cycles. In the first cycle of activities, teacher activities received an average score of 3.5 in the excellent category. The score has reached the desired target, which is 3. In the second cycle of activities, teacher activities received an average score of 3.8 in the excellent category. The score has reached the target and there is an increase from the score in the previous cycle.

Based on observations, the score obtained that the overall score shows the average score of the implementation of learning activities on teacher activities of 3.8 with a perfect category. So, it can be concluded that the implementation of learning activities by applying multimedia learning to draw female body proportions to improve the learning outcomes of grade x students of fashion design at SMK Darussalam Banyuwangi can be declared to be running well.

The implementation of learning activities carried out by researchers refers to the procurement technique of the class action research cycle (PTK). This is in accordance with the opinion (Viora et al., 2023) that what is meant by the cycle is repetition from the beginning to the beginning again from the planning stage, continued to the implementation stage at the same time the observation stage occurs. Then, proceed to the stage of reflection. Meanwhile, the results of the implementation of learning activities are in accordance with the theory (Yuliandri Putra & Khadijah, 2020) that PTK aims to improve the learning process continuously and is carried out continuously where each cycle reflects an increase or improvement from the previous cycle to be used as a benchmark for the next cycle. So that better learning activities can be obtained.

Meanwhile, the results of the implementation of the video tutorial obtained are in accordance with research conducted by (Oktavia Dhaniar et al., 2023). The results showed an increase in learning, and video media was declared victorious. Because students can better understand the material, be excited, and be active during learning and influence learning outcomes. The results of the implementation of media handouts obtained in accordance with research conducted by (Rizal &; Yulistiana, 2021) in this study student learning outcomes after participating in this study showed an average result of 80.94 with 32 students declared complete and 3 students declared incomplete, achieving classical learning completeness of 91.4%. The direct learning model's implementation using handout media drawing parts and shapes of clothing in class X Fashion Design 1 SMK Negeri 1 Jabon can be said to be successful. The

results of the implementation of LKPD media obtained are in accordance with research conducted by (T. Safitri et al., 2020), which states an increase in student motivation and learning outcomes using learning LKPD media.

What students thought of the LKPD, video tutorials, and handouts

What we found after looking at the data from the student survey on the application media for education, including video tutorials, Handouts, and LKPD media, received positive responses. The percentage value obtained from the questionnaire response data is 91%, so the category of student response results to the media Video Tutorials, Handouts, and LKPD learning to draw female body proportions is included in the perfect category, as revealed (Desvianasari & Prasetyaningtyas, 2022) Video tutorials on making fashion designs with MP4 format videos are suitable for use as an independent learning aid. Likewise, the application of handout media expressed by handouts based on a contextual approach is one of the teaching materials that can activate students to understand the material. Assisted by the implementation of the LKPD media as revealed by (Nabila, 2023), LKPD is deemed successful in enhancing the results of student learning, according to pre-test and post-test results with high criteria and effective categories.

Student learning outcomes on the application of Video Tutorials, Handouts, LKPD media

According to the findings of the pre-and post-test data analysis cycles I and II, it is known that there is an effect of increasing learning outcomes after the implementation of Video Tutorials, Handouts, and LKPD media drawing women's body proportions to improve learning outcomes. The application of Video Tutorials, Handouts, and LKPD media affects student learning outcomes in the affective, cognitive, and psychomotor domains, which show an increase in each cycle. Video Tutorials, Handouts, and LKPD media have succeeded in attracting students' attention in learning activities, so that students pay more attention to the material being explained. Students also have the opportunity to repeat material that has not been understood independently.

Based on the results of research data that have been obtained, the application of Video Tutorials, Handouts, and LKPD media has succeeded in improving student learning outcomes. According to the diagram that has been described, the application of Video Tutorials, Handouts, and LKPD media can increase learning outcomes in the cognitive realm score by 97% and the psychomotor realm by 91%. With a total percentage of Video Tutorials, Handouts, and LKPD media of 91% in the application of material and practice with outstanding categories. As stated (by Apriliani & Zulkifli, 2021), "the factors that affect learning outcomes are schools, the higher students' learning abilities and the quality of teaching at school, the higher student learning outcomes." This is supported by research (Miftakhul Jannah, 2019) there is a significant increase in learning outcomes in students before and after being given video tutorial media feasible and effective use in learning. The results of media handout research are supported by research (Rizal & Yulistiana, 2021). Student learning outcomes after participating in learning show significant results after the implementation of media handouts, achieving a classical learning completeness of 91.4%. Furthermore, LKPD media supported by research

(T. Safitri et al., 2020) stated that there was a significant increase in learning outcomes after the implementation of LKPD-based learning media, with a very well-categorized percentage.

Conclusion

The implementation of learning activities by applying Video Tutorials, Handouts, and LKPD class X Fashion Design media at SMK Darussalam Banyuwangi with the average score results in the first cycle, teachers obtained a score of 3.5 in the excellent category. In the second cycle, a score of 3.8 was obtained in the superb category. So it can be concluded that the implementation of learning has been carried out well. Student responses to Video Tutorials, Handouts, and LKPD media drew the proportion of women's bodies getting questionnaire scores with aspects assessed (1) learning media design and (2) the quality of learning media in the form of a percentage of 91% which was stated in the excellent category, (3) with the level of involvement in the application of Video Tutorial, Handout, LKPD media by 91% in the application of material and practice with perfect categories.

The learning outcomes of class X Fashion Design students at SMK Darussalam Banyuwangi on drawing women's body proportions using Video Tutorials, Handouts, and LKPD media increase with each cycle. The average results of completeness of the affective realm of cycle I got an average score of 3.6 in cycle II of 3.8, with the final result being categorized as good. While the results of completeness in the post-test cognitive realm cycle I got a score of 81%, cycle II was 97%. In the results of post-test completeness, cycle I amounted to 78%, and cycle II 91%. So that with this, it can be concluded that student learning outcomes increase significantly in each cycle after the application of multimedia learning with the use of three media at once, namely Video Tutorial media, Handouts, and LKPD in the affective realm, cognitive domain and psychomotor realm can be categorized very well.

Based on the results of the study, the application of Video Tutorials, Handouts, and LKPD media to draw the proportions of women's bodies was declared victorious. Based on 37 students, there was an increase in maximum learning outcomes in the affective realm of 3.8, with a good category. In the cognitive realm of 91% and the psychomotor realm of 97% completed above KKM. With a level of media involvement of Video Tutorials and handouts, LKPD of 91% in the application of material and practice with perfect categories. So, the research action is stopped in the second cycle because it has reached the desired Learning Objectives Achievement Criteria (KKTP).

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