Development of A Video Tutorial for Making Digital Motif Designs in Class X Busana 1 SMKN 8 Surabaya

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Abstract

Video tutorials are teaching media that can facilitate student learning activities because of their effectiveness and efficiency. The research has the following objectives: 1). the feasibility level of digital motif design video tutorials 2). student learning outcomes after being shown a video tutorial on designing digital motifs. The study employs the ADDIE R&D (Analysis, Design, Development, Implementation, Evaluation) research approach, utilising a one-shot case study research design. The study was conducted from May to November 2023. the study involved 32 students from Clothing Class 1 at SMKN 8 Surabaya. These six students participated in a limited trial. The research also involved two media experts from Surabaya State University and two material experts from SMKN 8 Surabaya lecturers. Collection methods include level evaluation processes such as video tutorials and assignment grading. The form of conformity evaluation of assignment sheets and learning videos serves as a research tool. Using a descriptive data analysis method, the average effectiveness of learning video services and categorise the learning outcomes based on CTF. Results of this study stated: 1. The development of video tutorials for designing digital motifs was declared feasible to implement with a total score of 4.6. The average score of material experts is 4.4, and media experts 4.8 2. Based on the results of class tests, we can resolve using video tutorial media to create digital motif designs as learning.

Keywords: video tutorial, motif design, digital

Introduction

The world of education uses technology as an option because of the diversity of schools, demographics, stakeholders, and others. Education has become an obligation that must be carried out (Makarim, 2022: 1). Research on the use of technology in education is considered capable of producing educational concepts and practices that can significantly provide the position of the media as a source of learning. Technology is one of the dominant factors in the education system. Using technology will make the teaching and learning process efficient and effective (Pritandhari & Ratnawuri, 2015: 12). The quality of students can be developed using education in Indonesia. It can be held by educational units from elementary schools (SD) and even formal and informal institutions (Nurdin & Munzir, 2019). teaching media is audio-visual media that shows images and sounds; the application of video media is considered to be able to support student results rather than just image media (Mayer, 2009: 43). Implement the teaching and learning process with video teaching media so that students can increase motivation in learning, which will support student learning outcomes. High School (SMK) is a vocational secondary education aiming to foster life skills in formal education in Indonesia. SMK helps prepare students to become individuals who have the ability following some regions of expertise so that they are ready to work (Hasibuan et al., 2023). SMKN 8 Surabaya is an application from 2022.   As a learning structure, the Merdeka Curriculum aims to help students enjoy the learning process and bring out the natural potentials and talents they can develop during the learning process. (Situmorang et al, 2023:117).

SMKN 8 Surabaya has s rs of expertise: multimedia, culinary, beauty, hospitality, al, city and fashion The fashion department at SMKN 8 Surabaya in phase E class X subjects are called the basics of fashion skills (fashion), which are included in the scope of productive and vocational subjects in the fashion skills program and have elements and learning outcomes that are applied to several materials as the first step in supporting fashion making learning based on elements and CP phase E (class X) students will get the primary subjects of the program to see the fashion skills program, (1) Profile of technopreneur business opportunities and jobs/professions in the fashion field, (2) Industrial World and fashion development (DIPM), (3) Basic Branding and Marketing (DBM), (4) Fashion Drawing (MM), (5) Basic Fashion Design (DFD), (6) Fashion Production Process, (7) Technological developments in industry and the world of work as well as global issues in the fashion field, (8) Basic patterns and (9) Basic Sewing Techniques (TD . This research uses the subjects of Basics of Fashion Expertise 2 (DKB 2). Students learn the Basics of Fashion Design to explain the basics of design, including identifying shapes, understanding six basic styles and appearances, making collages to make designs, and analysing and developing styles and appearances. This study discusses Learning Objectives (TP) 2, "Students can find shapes into motifs well". Shape is a basic introduction to students to make a motif design after preparing various geometric shapes of circles (Dashtestani, 2020).

The material is in the form of theory and practice The theory uses handouts and explains how to find the shape of elements and design principles, as well as prepare the development of form into motif design After students read and understand the theory, it is continued by giving psychomotor tests to students in the form of practice of developing shapes into motif

designs manually in a circle template assignment book Students first draw sketches of various circle shapes, then outline and coloured them with coloured pencils Based on the acquisition of interviews with educators of basic design subjects obtained information in learning activities, educators provide material to students by commanding students to read the material in handouts and how to find shapes to be arranged into motif designs, but these handouts are not accompanied by examples of variations of form development resulting in students being less motivated and assigning assignments to the accompanying assignment book circle shape template Students are considered less creative because the results of assignments between students are less diverse; some students collect assignments past the deadline for submission, and the average grade completeness score is only 62% of 32 students Students can use mobile phones during learning to support learning with the teacher's permission (Hegarty & Thompson, 2019).

Researchers conducted interviews with several students and obtained results if students were less motivated in the material to find a form to find motives because the material on the handout was not enjoyable, there were no examples of shapes becoming motives, only theory, and the time to work on the task was limited because they had to repeat the shape and colour it repeatedly and had to be neat finally students continued the task outside of class hours which resultedsubmissionn of functions that do not match the specified task collection time Based on the decree of the Directorate General of Primary and Secondary Education (2017) No. 130 / D / KEP / KR / 2017 concerning the structure of the Vocational Secondary Education Curriculum to hold simulation subjects and digital communication, researchers are trying to make alternatives in the form of the use of technology-based teaching media that are expected to support the learning outcomes of students in making motif designs in providing examples of variations in geometric shape motifs, The results of various assignments are helped by copy paste tools and other tools, relatively shorter time and making motif designs digitally which are also to anticipate limited learning time This research is more focused on applying video tutorials to finding shapes when making motif designs The selection of video tutorial media is expected to help learning activities following the development of science and technology The learning objective is to apply how to find shapes in making motif designs Namely, students are expected to be able to apply how to find excellent and correct shapes The material provided to students includes how to find shapes from the arrangement of geometric shapes of circles using video tutorials on making motif designs from the development of circle shapes (Panta, 2022).

Based on the description above, it is known that there are problems in learning the essential elements of fashion design (DFD) in the material, such as applying shapes to make motif designs. The selection of video tutorial media was chosen because no video tutorial for making motif designs digitally on YouTube matches the criteria for learning achievement at SMKN 8 Surabaya. Researchers tried to develop teaching media through video tutorials on designing motifs digitally using the Ibis Paint X application because of the limited facilities available at SMKN 8 Surabaya. Technological developments make it easier to create a design work with technology digitally using applications such as smartphones (Surani et al., 2022: 38). Limited computer space at SMKN 8 Surabaya is an obstacle in conducting digital learning.

The computer room owned by SMKN 8 Surabaya only has five classes and 15 computers. The computer room is scheduled alternately for nine multimedia students' courses a week. Therefore, other majors do not get computer lab facilities. Class X Busana consists of 32 learners, and all students have androids that support them as learning tools.

In the description of the limited facilities at SMKN 8 Surabaya, researchers chose to use smartphones as a tool for learning. Researchers have used smartphone-based applications because they have passed internship courses in the industry and have experience making motif design and fashion design tasks. Storage space in this application does not require much memory. The sketchbook application can choose pen tools, but some tools cannot be used. If you want to use them, you must subscribe for a fee. The Ibis Paint X application has complete features and is not difficult for beginners to use, with a final result that is not inferior to the software on the computer. The Ibis Paint X app is a popular and versatile drawing app that has been downloaded more than 370 million times. The app provides more than 15,000 brushes. Ibi   Paint X is free to use and easy to operate, suitable for beginners who want to express themselves through drawing (Surani et al., 2022) This application can be used on various devices, including smartphones So, Ibis Paint X is the right choice for those who want to design on smartphones without the need for additional devices such as laptops ((Bestari et al., 2022:41) The Ibis Paint X application can make it easier for students to draw designs and channel creativity through the tools provided by Ibis Paint X (Neimar et al., 2022) Researchers decided to use the Ibis Paint X application as a medium to create smartphone-based digital motif designs to make it easier for students to create using available tools and assisted by video tutorials on using and making motif designs (Farida & Ratyaningrum, 2022) Based on the background described, researchers are interested in conducting research entitled "Development of Video Tutorials for Making Digital Motif Designs in Class X Clothing 1 SMKN 8 Surabaya.

Literature Review

Based on the results of a literature review of three studies conducted by Farida (Farida & Ratyaningrum, 2022)., (Abdillah Santosa et al., 2021), and (Bestari et al., 2022) it was found that video tutorial-based learning media, especially in the context of art and design learning, has shown its effectiveness. These studies confirm that video tutorials can support cultural arts learning, shape drawing learning, and costume design courses. Evaluating the feasibility and validity of learning products developed in these studies supports this conclusion.

The results of Lathifah & Hidayati's Research (2023), "Development of Video Tutorials for Drawing Skirt Designs Digitally in Class X Clothing I SMK Negeri 2 Tuban", obtained the results of video development declared suitable for use by receiving an average of 4.07 and the average class test results were 78.5% which met at 86%.   he results of research conducted by Surani and colleagues in 2022 entitled "Development of Video Tutorials on Fashion Design Based on the Ibis Paint X Application in Fashion Design Technology Courses at STKIP Pangeran Antasari" shows that the video tutorial developed for designing party clothes using the Ibis Paint X application is considered feasible with an average percentage of 89.08% in the

excellent category In addition, the group trial also got a rate of 91.51% in the same category. The investigation's findings on the efficacy of product use revealed that using learning media in video tutorials was effective.

Research Method

This research uses research and development methods (Research and Development). The resulting product development study consists of video learning media on the material used to make motif designs. The time for implementing this research is in the even semester of learning 2022/2023. ay – November 2023. His research was conducted at SMKN 8 Surabaya, Jl. Cambodia No. 18, Ketabang, Kec. Genteng, Surabaya, East Java 60272. The research subjects were 32 students following the Basic Fashion Skills 2 (DKB 2) subject. The research uses the ADDIE research model, which uses five stages, namely (1) AnalysAnalyse Design, (3) Development, (4) Implementation, and (5) Evaluation. The ADDIE model was developed by Dick and Cary in 1996 to create a learning system (Mulyatingingsih, 2016).
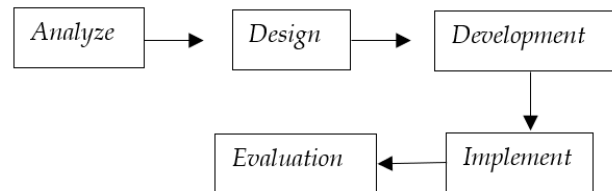

Figure 1. tahapan ADDIE ((Sumber: (Sugiyono, 2014:200)*)*

The ADDIE development model offers the benefits of a systematic work approach that performs continuous reviews and modifications at every step passed. A structured method for creating educational resources that can be utilised for both face-to-face and online learning is provided by the ADDIE model, a learning design paradigm (Ramadani, 2021: 26).

Result/Findings

Feasibility Level Results of Digital Motif-Making Video Tutorials

At this stage, the development stage was completed by applying video tutorials to find the feasibility results. Two material experts and media experts carried out feasibility tests, which are used to assess the quality of video tutorial development.

The calculation results from the two media experts are described as follows:

Table 1 Media Member Qualification Table

No	Aspects	Ahli Media 1	Ahli Media 2	Average
1.	Application introduction	20	20	5
2.	Display Recognition	64	64	4,9
3.	End of view	4	5	4,5
4.	Principles of Multimedia Design	12	15	4,5
	Total number	100	104	

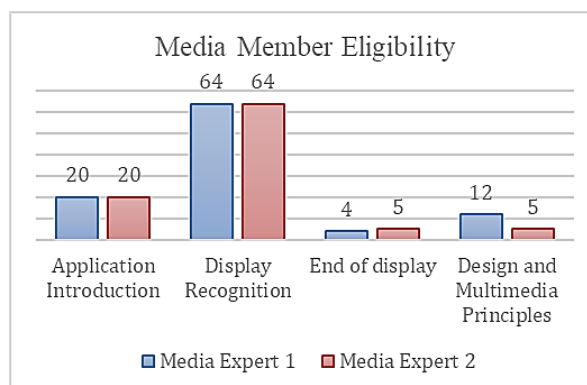|	204	
Average Value		4,8

Figure 2 Media Member Eligibility

Material Eligibility Level

The feasibility results of the material on the learning video media make motif designs digitally consist of 11 questions and three aspects assessed by material experts. The aspects evaluated are (1) introduction, (2) contents, and (3) cover.

Table 2 Mastery Member Eligibility

No	Aspects	Material Expert 1	Material Expert 2	Average
1	Introduction	9	10	4,7
2	Others	35	34	4,3
3	Cover	5	5	5
	Total number	49	49	
	Mean all			4,4

In the table above, it is obtained that the feasibility of the video tutorial in the introductory aspect obtained an average score of 4.7 with a very decent category, the content aspect obtained an average value of 4.3 (very feasible), and the closing element got an average value of 5 (very doable) The overall average of the two material experts obtained a score of 4.4 with a very decent category The results of both subject matter experts are described as follows:

Based on the results of due diligence by the two material experts, it is known that media feasibility 4.4 is included in the very feasible category. Here's a bar chart from both media experts:
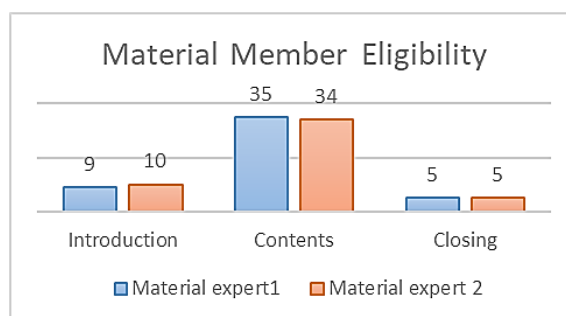

Figure 3. kelayakan ahli materi

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Total assessment scores from all four material and media experts:

Table 3. of Average Feasibility Results of Digital Motif Design Video Tutorial

Types of Eligibility	Presented
Eligibility of media members	4,8
Materialist qualification	4,4
Hasil Rata-Rata	4,6

Based on the table of video media feasibility test level results, the average score obtained for video tutorial media for making motif designs digitally from the four experts was 4.6, including the category of very feasible to be used as an alternative learning media.

Student Learning Outcomes After Applying Video Tutorials on Making Motif Designs Digitally

After the video tutorial, media on the material for making motif designs was displayed to 32 students in class X clothing I, and the assignment was given to assess their Learning outcomes, which can be said to be achieved if they exceed the Learning Objectives Attainment Criteria (KKTP). KKTP applied to subjects looking for a form, namely 75, following those stipulated at SMKN 8 Surabaya. There are 29 students with complete scores and three students with completed scores. scoresverage class scored 88.2, which can be declared complete according to the KTP. Table 4.3 shows that as many as 29 students get the whole category. Our students are total because they can meet the value above KKTP, above the value of 75 Me, while three students were categorised as incomplete. After all, they did not meet the minimum KKTP limit. It was scored that 90.6% of students were declared complete with the outstanding category, and 8.4% were declared incomplete in making forms to make motifs. The percentage diagram of completeness of learning outcomes is as follows:
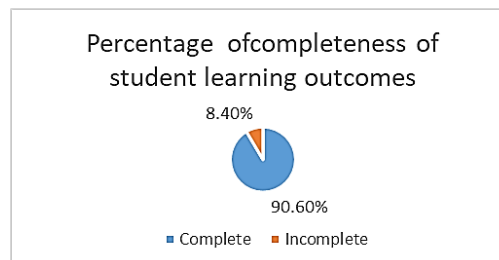

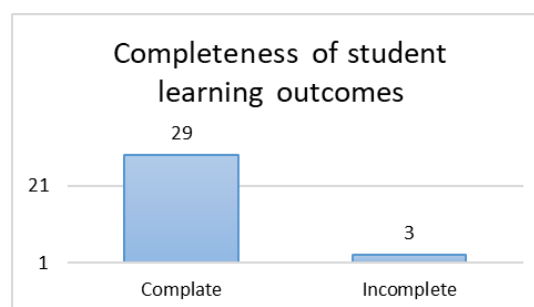*Figure 4 Student Completeness Percentage Figure*

Figure 5 Completeness of Student Learning Outcomes

Conclusion

Research on the development of video tutorials on making solid digital motif designs improves the learning outcomes of students in class x clothing 1 SMKN 8Surabaya; the following conclusions can be drawn:

Video tutorial learning media-making motifs digitally using the Ibis Paint X application in this study has been tested for the feasibility level of video tutorial media by media experts 4.8 and material experts 4.4 The total number of scores obtained from 4 experts for the feasibility of digital motif design tutorial videos 4.6 is included in the very feasible category that can be used an ing medium. Learning media to make digital motifs is declared suitable for use at SMKN 8 Surabaya.

The results of the completeness of learning students of class X clothing 1 SMKN 8 Surabaya in making motifs digitally using the Ibis Paint X application through the help of video tutorials, as many as 29 students were complete, and three students were enrolled. The percentage of classical completeness of 90.6% means that the category is outstanding, and 8.4% is incomplete. It was concluded that with the existence of video tutorial learning media, making motives digitally affects the level of achievement of student learning outcomes.

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