Implementation of Video Tutorial Creation Home Clothing on Practical Elements Manufacturing Clothes and House Fabrics Class XI at SMKN 1 Jabon

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Abstract

This research aims to 1.) determine the implementation of home clothing-making learning by applying video tutorials, 2.) assess student learning outcomes on home clothing-making material, and 3.) and student responses to applying home clothing tutorial video media on the practical elements of making clothes. Clothing and household linen. This type of research uses pre-experimentation with patterns *One Shoot Case Study*. The research subjects were 36 class XI Fashion Design students at SMK Negeri 1 Jabon. The data collection method uses observation, student learning outcomes tests, and student response questionnaires, and the data analysis technique used is quantitative descriptive data analysis. The results of implementing learning using video tutorial media obtained a score of 86.20%, which is in the excellent category. Student learning outcomes using video tutorial media were declared complete in KKM with a class average of 84.2% and a classical average of 89%. The student response questionnaire results were 875% in the excellent category. The findings of this research can help students understand the material so that they achieve completeness with a score that exceeds the KKM.

Introduction

Education is an activity carried out in various environments, such as at school and other places outside school, to prepare students for the future.(Neolaka & Amalia, 2017). Many learning activities are carried out during education, and each type is a combination of

interactions between educators, students and learning resources. Learning in vocational high schools today is not only based on skills competitions that can equip students to be ready for the world of business or industry but also to achieve the goal of vocational high schools, namely the creation of graduates who meet targets without forgetting technological or digital advances.

School vocational ones own one of the fashion design skills study programs is SMK Negeri 1 Jabon. This study program has abilities and skills that are applied with various competencies as a first step to support fashion making. This study program has several materials such as pattern making, fashion design, fashion production practices, and decorations. The fashion expertise program has learning outcomes to support students in making clothes that have been regulated in the independent curriculum. The element of making household clothing and linens has learning outcomes so that students can complete making home clothing, starting from understanding the various types of home clothing, details of home clothing, preparation for making home clothing, the process of making home clothing, and completion of home clothing. (Kemdikbud, 2022)

The results of the interview conducted by researchers on August 5, 2022, with the teacher of the home clothing-making subject at SMK Negeri 1 Jabon showed that the teacher explained the material for making home clothing using learning media in the form of power point; this learning media is distributed by the teacher through the application WhatsApp group when starting class, then this material is presented during learning using a projector/LCD. Afterward, the teacher divided the class into several groups and guided each group in making home clothes. The results of interviews conducted by researchers with several students showed that the students did not understand the material presented by the teacher because there are no detailed stages of the manufacturing process in PowerPoint. It only contains general material and pictorial stages. Even though teachers have used this learning media, students still have difficulty understanding the learning material that has been presented through this media. This can be seen from the student learning outcomes data; 23 out of 36 students with scores still below the KKM (score 75), and 80% of students are late submitting assignments. Learning using this media makes it difficult for teachers to explain the material repeatedly, so learning becomes less effective.

Based on the data above, it can be concluded that there are learning media that must be improved, learning media with PowerPoint It is felt that it is less effective if it only contains general material and illustrated stages for practical learning. The right way to overcome this problem is to implement video tutorials. Video tutorial media can make it easier to deliver material in class, and students can use it to repeat the material independently because video tutorials can be used anytime, anywhere and by anyone.

The application of video tutorial learning media successfully improves student learning outcomes. This can be proven in previous research from Handayani & Marniati (2018), which states that using video learning media in productive subjects can help students optimize their learning outcomes. Learning media can also help teachers manage the class better and help them improve classroom learning.

Literature Review

Video tutorials in learning are a digital-based learning media used to stimulate students' thoughts, feelings and willingness to learn through audio-visual presentation of ideas, messages and information. This media presents audio and visuals containing learning messages, including concepts, principles, procedures, and theories of knowledge to help students understand learning material (Riyana, 2017). Video tutorial learning media can help simplify the learning process for students and educators. Learning media is applied to channel information from educators to students and stimulate students' thoughts, feelings, attention and interests. Thus, educators do not need to explain the material repeatedly. This will make learning more enjoyable, efficient, and effective (Muthiah & Asiatun, 2018). Based on research conducted by Minarizma proves that the application of learning using video tutorial media results in an average score for teacher activities of 3.70 and student activities of 3.74, which is in the excellent category.

The researcher has identified and tried to solve existing problems based on theoretical studies. Under the background of the issues that have been explained, the researcher will apply video tutorial media to learn to make home clothes in class XI SMKN 1 Jabon. The researcher will conduct research titled " Application of Home Clothing Making Tutorial Videos to the Practical Elements of Making Household Clothes and Linen for Class XI at SMKN 1 Jabon."

Research Method

This research uses pre-experimental research (Pre Experimental Design). (Arikunto, 2013). This research uses a "One-Shot Case Study" design to determine the increase in students' learning competence in the cognitive and psychomotor domains. The design of this research is to give a group treatment/behavior that is thought to have an influence. In this research, students will learn how to make home clothes using the video tutorial media for making home clothes (X), and then the results will be observed (O). Research instruments were obtained through validation sheets for assessing learning implementation, learning outcome tests, and student responses. Data analysis techniques were used to evaluate the quality of learning by applying video tutorial media using a Likert scale. To assess learning outcomes, the technique of adding up the results of cognitive and psychomotor tests was used, as well as analysis of student responses using Yes and No answers, which were analyzed using descriptive methods.

Result and Discussion

Results implementation of learning

The results of the assessment of learning implementation using video tutorial media from the two observers can be seen in the following bar table :

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| Type	Validator Result 1	Validator 2 Results	Rate-rate
Introduction	14	14	77,80%
Phase 1	7	8	93,75%
Phase 2	6	6	75%
Phase 3	3	4	87,50%
Phase 4	4	4	100%
Phase 5	4	4	100%
Phase 6	7	7	87,50%
Closing	7	8	93,75%
Overall results			86,20%

Based on the table from the results of the Implementation Assessment, it can be seen that aspect 1 of the preliminary activities, which consisted of starting learning activities, remembering previous material and providing motivation, obtained an average rating of 77.80% in the excellent category. In aspect 2, phase 1, essential questions, which provided material and questions and answers, received an average rating of 93.75% in the outstanding category. In aspect 3, phase 2, project planning, which consists of project grouping and planning activities, received an average rating of 75% in the excellent category. In aspect 4, phase 3, preparing a schedule consisting of activities for preparing project work strategies received an average rating of 87.50% in the outstanding category. Aspect 5, phase 4: monitoring, which consists of project implementation activities, received an average rating of 100% in the excellent category. In aspect 6, phase 5: project assessment, which consists of project assessment activities, the average rating was 100% in the exceptional category. In aspect 7, phase 6: evaluation, which consists of reflection and question and answer activities, the average rating was 87.50% in the excellent category. In aspect 8, closing activities received an average rating of 93.75% in the exceptional category.

Based on the results of this assessment it is in line with the theory that video tutorials attract students' attention to the lesson (Zahro, 2022). The application of video tutorial media makes it easier for teachers to directly guide students in practical learning when videos are shown during learning so that it is more effective and conducive in conveying material to students. This aligns with the opinion (Pritandhari & Ratnawuri, 2015) that video tutorials make it easier for teachers to provide direct teaching and allow teachers to observe students closely so that their time is more efficient. This is supported by the research results of Ratnasari (2013) that with the help of video materials, the implementation of practical learning can be more affordable thereby improving the quality of valuable results. Therefore, applying video tutorial media during practical learning can help teachers manage the class optimally and help teachers improve classroom learning to make it more conducive.

Learning outcomes

Successful learning outcomes in making home clothes are obtained from all students' cognitive test scores and psychomotor test results. Learning outcomes can be achieved if they exceed the minimum completeness criteria (KKM). The KKM applied to the home clothing-

making subject is 75, following the SMK Negeri 1 Jabon value. Data on student learning outcomes can be seen in the following bar diagram:
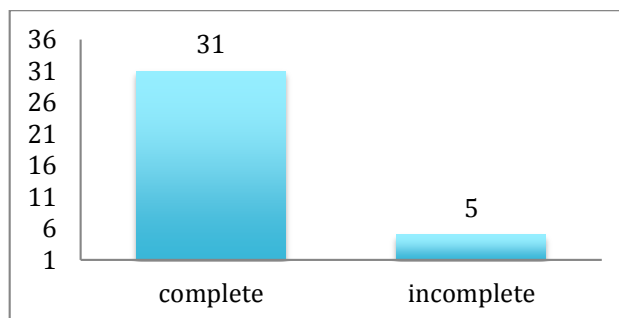
Based on the data above, it is known that there are 31 students with complete grades and five students with incomplete grades. The student's final score is obtained from 40% of the cognitive score plus 60% of the psychomotor score. The class average is obtained from the final score of all students' learning outcomes divided by the number of students who took the test. The class average obtained is 84.2 and can be declared as having completed the KKM.

The cognitive test's lowest student learning result score was 60, and the highest was 95. 32 of the 36 students completed their learning results with scores above the KKM, and four were declared incomplete on the cognitive test. The lowest score for student learning outcomes on the psychomotor test was 70, and the highest was 95. 32 students out of 36 students completed their studies with scores above the KKM, and four were declared incomplete on the psychomotor test. It is known that 89% of students were declared complete in the excellent category, and it is known that 11% were declared incomplete in the learning achievement of making home clothes.

With these results, the learning video media for making home clothes is considered suitable for learning. Most students feel more satisfied and understand the application of learning video media. This aligns with research conducted by Habibie et al. (2022), which states that using learning videos has a good impact, as shown by the average student learning outcome score of 81.3. Apart from that, this is also in line with research conducted by (Usman & Hidayati, 2022), which stated that student learning outcomes after implementing video tutorials achieved 91.7% learning completeness exceeding classical standards. This aligns with research by Dewi et al. (2023) that video tutorials are effectively used as a practice-based learning media because they can influence students' cognitive, affective and psychomotor skills.

Student responses

The video tutorial media assessment results were also obtained from student responses, which were assessed using a questionnaire completed by all students who participated in the learning activities. The number of students participating in the lesson was 36 in class XI Fashion Design at SMK Negeri 1 Jabon. The results of student response data can be seen in the following diagram:
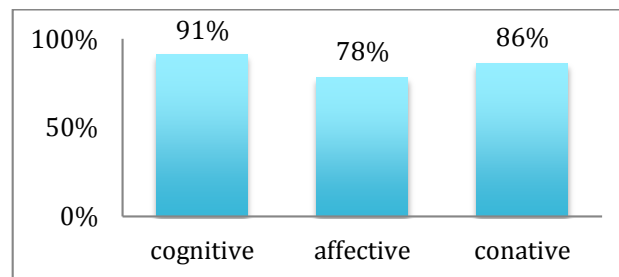
Based on the results of previous calculations, of the three assessment criteria, the cognitive response had the highest average, reaching 91%. The mental response related to understanding the material, increasing knowledge, and suitability of appearance received a perfect score. Attractive media displays can help deliver material so that the material will be easy to understand and the results obtained by students will be the same. (Adilah et al., 2023)

The affective response related to a person's interests, emotions, attitudes and assessment of something received 78% in the excellent category. This is in line with the opinion of Wacana & Hidayati (2021), who state that using video media as teaching material in class can stimulate students' interest in learning so that students can learn more independently by utilizing learning video media provided by the teacher.

The conative response consists of 2 statements: asking and answering a question. They obtained a percentage of 86% in the outstanding category. Puspitasari & Widiyanto (2016) explain that using learning media can increase student activity, as indicated by the number of students who actively ask questions and dare to express their opinions or answers.

The overall average percentage of student response questionnaire results was 87% and included in the "excellent" category. So, it can be concluded that the video tutorial media for making home clothes is suitable for use as a learning medium in making home clothes.

Conclusion

Based on the results of the analysis and discussion "Application of Home Clothing Making Tutorial Videos to the Practical Elements of Making Household Clothing and Linen Class XI at SMK Negeri 1 Jabon". Conclusions can be drawn, including (1) Implementing the learning process by implementing video tutorials got a score on aspect 1 of the preliminary activities, getting an average rating of 77.80% in the excellent category. In aspect 2, phase 1, essential questions obtained an average rating of 93.75% in the excellent category. In aspect 3, phase 2: project planning, the average rating was 75% in the excellent category. In aspect 4, phase 3, preparing the schedule, obtained an average rating of 87.50% in the excellent category. In aspect 5, phase 4: monitoring, obtained an average rating of 100% in the excellent category. In aspect 6, phase 5: project assessment, the project received an average rating of 100% in the excellent category. In aspect 7, phase 6: evaluation, an average rating of 87.50% was obtained in the outstanding category. In aspect 8, closing activities received an average rating of 93.75% in the exceptional category. Based on the assessment results of 2 observers, an average of 86% was obtained, so the implementation of this video tutorial can be declared very good. (2) 36

Class XI Busana students assessed student learning outcomes at SMKN 1 Jabon through cognitive and psychomotor tests. It is known that 31 students completed this study and the overall average percentage of students was 86 and was included in the "good" category. Meanwhile, the percentage of student learning completeness reached 89%. This shows that learning video media can be used and is suitable for classroom learning. (3) Student responses were obtained from 36 students of class good. The overall score got an average percentage of 87% in the "outstanding" category. Thus, it can be concluded that the application of video tutorials for making home clothes has received a good response from students.

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