



Developing Video Tutorials Based on Canva Application with Basic Competencies to Make *Digital Gamis* Patterns

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Abstract

This research is motivated by the need to improve the effectiveness of learning, considering that there are still many teachers who in teaching and learning activities use learning media that can be further developed to be more interactive and interesting, such as handouts and PowerPoint. The purpose of this research is to: 1) determine the feasibility of Canva application-based video tutorials on the basic competencies of making digital gamis in class XII students of the Fashion Management Department of SMKN 2 Jombang, 2) determine the response of students to the development of Canva application-based video tutorials on the basic competencies of making digital gamis patterns in Class XII students of the Fashion Management Department of SMKN 2 Jombang, 3) determine the learning outcomes of Class XII students of the Fashion Management Department of SMKN 2 Jombang who use Canva application-based learning media on the basic competencies of making digital gamis patterns. In addition, the response of students showed a percentage of 84%. The results showed that the Canva application-based learning media met the validity criteria based on the assessment of material experts, media experts and linguists. Based on the trial use of the media in learning, students show high interest in learning and easily understand the material provided. The conclusion of this study is that learning media based on the canva application can improve students' understanding so that they do not experience difficulties in practicum learning.

Keywords: Learning Media, Canva Application, Digital Gamis Patterns

Abstrak

Penelitian ini dilatarbelakangi oleh perlunya peningkatan efektivitas pembelajaran mengingat masih banyak guru yang dalam kegiatan belajar mengajar menggunakan media pembelajaran yang dapat dikembangkan lebih lanjut agar lebih interaktif dan menarik seperti handout dan powerpoint. Tujuan penelitian ini adalah untuk: 1) mengetahui kelayakan video tutorial berbasis aplikasi Canva pada kompetensi dasar membuat gamis digital pada siswa kelas XII Jurusan Manajemen Tata Busana SMKN 2 Jombang, 2) mengetahui respon siswa terhadap

pengembangan video tutorial berbasis aplikasi Canva pada kompetensi dasar membuat pola gamis digital pada siswa kelas XII Jurusan Manajemen Tata Busana SMKN 2 Jombang, 3) mengetahui hasil belajar siswa kelas XII Jurusan Manajemen Tata Busana SMKN 2 Jombang yang menggunakan media pembelajaran berbasis aplikasi Canva pada kompetensi dasar membuat pola gamis digital. Selain itu respon siswa menunjukkan presentase sebesar 84%. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis aplikasi Canva memenuhi kriteria validitas berdasarkan penilaian ahli materi, ahli media dan ahli bahasa. Berdasarkan uji coba penggunaan media dalam pembelajaran, siswa menunjukkan minat belajar yang tinggi dan mudah memahami materi yang diberikan. Kesimpulan dari penelitian ini adalah media pembelajaran berbasis aplikasi Canva dapat meningkatkan pemahaman siswa sehingga tidak mengalami kesulitan dalam pembelajaran praktik.

Kata kunci: Media Pembelajaran, Aplikasi Canva, Pola Digital Gamis

Introduction

SMK Negeri 2 Jombang is one of the state vocational schools in East Java located at Jl. Bupati RAA Soeroadiningrat Number 6 Kepanjen, Jombang District. The expertise programs at SMK Negeri 2 Jombang include Culinary Arts, Fashion Design, and Beauty Design. In the Fashion Design Expertise Program, one of the subjects taught is Industrial Clothing Making which is implemented in class XII, with one of the basic competencies being making digital gamis patterns. In making digital gamis patterns, there are many materials that must be mastered because there are various gamis models with different patterns, so it is important for students to master this material.

The results of initial observations that have been carried out by researchers in the field show that in the implementation of learning there are several obstacles faced. The biggest obstacle that is often faced is students who pay less attention to learning, especially in theoretical learning in the classroom, one of which is in learning the theory of basic competencies in making gamis. Students pay less attention to theoretical learning data in the classroom, so this makes it difficult when there are practical assignments.

Students' responses to learning are still passive, students do not understand the material presented by the teacher during learning, and students appear less enthusiastic about learning, so they are not focused on learning. During theoretical learning in class, students still find it difficult to understand the material presented. Learning media that still need to be developed to be more interesting for students is likely the cause of this. The media currently used include handouts and PowerPoint presentations. Teachers apply the Project-Based Learning (PjBL) learning model in delivering material, which emphasizes active student involvement in completing projects. This approach aims to improve student understanding through direct experience. Efforts to further optimize learning outcomes can be made by developing more innovative learning media and supporting the implementation of PjBL effectively.

Previous research conducted by Wilujeng, Yulistiana, Nahari and Mayasari (2023) namely on the Development of Prezi Application-Based Learning Media on Basic Fantasy

Embroidery Competencies in Class XI of Dharma Wanita Gresik Vocational School, showed that producing Prezi application-based Learning Media products on basic fantasy embroidery competencies was good and feasible to use. The feasibility of Prezi application-based Learning Media based on the assessment of media experts got a percentage of 93.75% included in the very feasible category, from material experts got an average percentage of 100% included in the very feasible category, and student responses to Prezi application-based learning media on basic fantasy embroidery competencies got a percentage of 90.97% included in the very good category.

Therefore, the researcher conducted a study entitled "Development of Video Tutorials Based on the Canva Application on Basic Competencies for Making Digital Gamis Patterns in Class XII Fashion Design Department of SMKN 2 Jombang". This study aims to develop alternative modern learning media to make it easier for students and teachers in the learning process to overcome these problems. Modern learning media that can be presented to overcome these problems is by using the Canva Application. Where the material for making gamis will be presented with videos. It is hoped that with interesting learning media, students will be more enthusiastic and passionate in learning so that the delivery of information and knowledge from teachers can also be absorbed properly. The influence of this learning media can stimulate students' interest in learning.

Research Method

This study uses a research and development (R&D) approach. Sugiyono (2018) explains that R&D is a type of research that aims to create new products. Meanwhile, Borg & Gall (in Silalahi, 2017) stated that "Educational research and development (R&D) is a process that involves the development and validation of products in the field of education." The main focus of this study is on the development and validation of the resulting product. This study follows the ADDIE learning system design model. The ADDIE model was chosen because it has a systematic structure and is easy for researchers to apply in the media development process. In this study, the sample taken was students from class XII majoring in Fashion Design 4 at SMK Negeri 2 Jombang, totaling 34 students. In this study, the researcher applied a mixed methods approach, which combines quantitative and qualitative methods to obtain a deeper and more comprehensive understanding. The data collection technique used in this study was a questionnaire.

Results and Discussion

The validation process is carried out to ensure that the Canva application-based learning media meets quality standards and is ready to be used in the teaching and learning process. The assessment is carried out by three types of validators, namely material experts, media experts, and language experts. Before testing, the Canva application-based learning media that has been developed is validated by material experts. This process aims to ensure the quality of the

material, presentation methods, and appropriate use of language. Validators consist of Industrial Clothing subject teachers who have expertise in the material being developed.

The purpose of this validation is to collect criticism, suggestions, and relevant information to improve the quality of the learning media. The Canva application-based learning media on the basic competency of making digital gamis patterns in class XII of SMK Negeri 2 Jombang was tested for material feasibility by 2 validators, both validators are Fashion Design Teachers at SMKN 2 Jombang. This validation process is guided by 2 assessment aspects, namely, Material Content and Material Presentation which are equipped with 9 assessment indicators. The results of the validation can be seen in the diagram below:

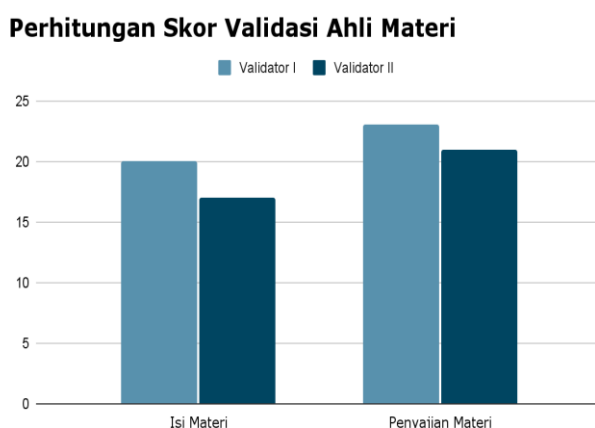


Figure 1. 1 Results of Material Expert Validation Score Calculation

Based on the diagram presented, the score obtained by validator I on the content aspect of the material is 20 out of a maximum score of 20, while validator II obtained a score of 17 out of a maximum score of 20. In the presentation aspect of the material, validator I gave a score of 23 out of a total maximum score of 25, while validator II gave a score of 21 out of 25. Thus, the total score obtained by validator I is 43 out of 45, which is equivalent to a percentage of 95.5%. The total score given by validator II is 38 out of 45, with a percentage of 84.44%.

Validation by linguists is done by submitting learning media products and validation forms to linguists. This validation form consists of eight statements divided into two aspects, namely readability aspects and writing technique aspects. The readability aspect includes the suitability of SPOK sentences in the learning media instructions, clarity of sentences that are easy to understand, accuracy of word choice, accuracy of sentence structure in each paragraph and standardization of terms. Meanwhile, the writing technique aspect includes accuracy of punctuation, accuracy of writing quantities, and accuracy of spelling. This validation process involves two validators, namely from the Lecturer of Fashion Design Education, Surabaya State University and the Fashion Design Teacher of SMKN 2 Jombang. The results of the linguist validation are presented in the following diagram:

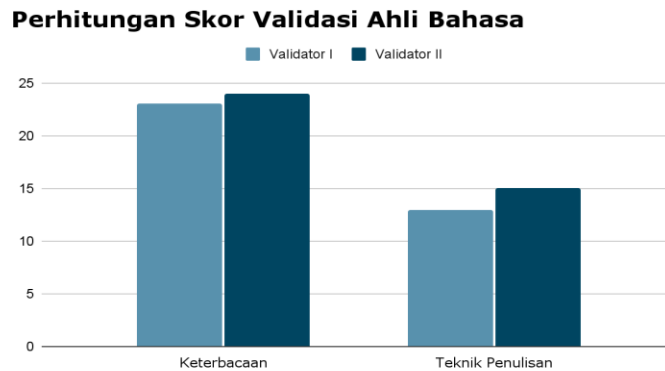


Figure 1. 2 Results of the Language Expert Validation Score Calculation

Based on the diagram presented, the score given by Validator I on the readability aspect is 23 out of a maximum score of 25, while Validator II gave a score of 24 out of 25. In the writing technique aspect, Validator I gave a score of 13 out of a maximum score of 15, while Validator II gave a perfect score, which is 15 out of 15. Overall, the total score obtained by Validator I is 36 out of 40, with a percentage of eligibility of 90%, while Validator II obtained a total score of 39 out of 40 with a percentage of 97.50%.

Based on the results of the calculations carried out by the researcher, it shows that Validator 1 gave a total score of 36 with a percentage of 90%, which is included in the "very valid" category. On the other hand, Validator 2 gave a total score of 39 with a percentage of 97.50%, also included in the "very valid" category. Overall, the validation results from linguists showed an average percentage score of 94%, which is also included in the "very valid" category. Thus, the Canva application-based learning media developed by the researcher is declared worthy of being tested in the field.

Media validation is carried out by providing a learning media product format in the form of a video and a questionnaire to measure the product validation of the learning media. This validation consists of three aspects, namely Display Quality, Software Engineering, and Implementation which are equipped with 9 assessment indicators. Media expert validation is aimed at two validators, namely from the Fashion Design Education Lecturer at Surabaya State University and the Fashion Design Teacher at SMKN 2 Jombang. The detailed scores of the media expert's feasibility analysis results are as follows:

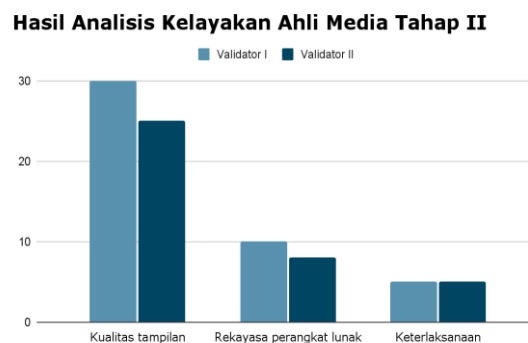


Figure 1. 3 Media Expert Feasibility Analysis Results

Based on the data displayed in the diagram, in terms of display quality, Validator I gave a score of 30 out of a maximum score of 30, while Validator II gave a score of 25 out of 30. In terms of software engineering, Validator I gave a full score of 10 out of 10, while Validator II gave a score of 9 out of 10. Furthermore, in terms of implementation, Validator I gave a score of 5 out of 5, while Validator II gave a score of 4 out of 5.

The total score obtained by Validator I was 45 out of a maximum score of 45 with a percentage of 100%, which is included in the category of "Very feasible". Meanwhile, the total score given by Validator II was 38 out of 45, with a percentage of 84.40%, which is also included in the category of "Very feasible".

In order to find out about the responses of class XII Fashion Design students of SMK Negeri 2 Jombang to the Canva Application-Based Learning Media on the Basic Competence of Making Digital Gamis Patterns, the researcher used a student response questionnaire media that was distributed. The questionnaire was filled out by 34 fashion design students, and contained 12 questions about the benefits of using Canva digital media and presenting material in video. The results of the questionnaire are presented in the following diagram:



Figure 1. 4 Student Response Questionnaire Results

Based on the diagram, data obtained that the student response scores vary between the lowest score of 35 to the highest score of 47. The scores most often obtained by students are scores of 41 and 43, each with 9 participants or 26% of the total respondents. This shows that most participants gave a high response to the indicators measured in the questionnaire.

Psychomotor assessment is a way to measure a person's skills in performing physical movements or actions. In using this learning media, students are given group assignments to prepare the tools and materials needed to make digital gamis patterns, determine the sizes needed, make digital gamis patterns, and make finished patterns equipped with pattern marks. So that the results of this psychomotor assessment can describe the ability of students in carrying out the practice of making digital gamis patterns based on the theory that has been presented. Based on the assessment results of 34 class XII Fashion 4 students, the total scores obtained ranged from 85 to 95, with an average of 91.38.



Figure 1. 5 Presentation of the value of the finished product of making digital gamis patterns

The number of students in class XII majoring in Fashion Design 4 SMKN 2 Jombang is 34 people. The KKTP for the industrial fashion subject in the basic competency of making digital gamis patterns is 85. Based on the value diagram above, it can be seen that there are 100% or 34 students who have completed it by obtaining a score above the KKTP, with a maximum score obtained by students of 95 and a minimum score obtained by students of 85. Based on the analysis that has been carried out, the learning outcomes of 34 students after using the video media for learning how to make basic gamis patterns according to the design show that 100% of students have completed it based on the applicable KKM with a total average percentage score of 91.38%.

Based on the results of the study, it is explained that the Canva application-based learning media developed by the researcher is declared feasible to be tested in the field. The results of the study are supported by research conducted by (Wilujeng, Yulistiana, & Nahari, 2023) which states that Based on the feasibility test carried out, it obtained a score of 4 which means it falls into the criteria of very good or very feasible to use. The results of this study are also in line with the results of research conducted by (Syamsul and Kharnolis, 2022) which states that the use of the video learning method is effective to use and apply in the teaching and learning process because it increases students' understanding of the learning material provided, and students' learning motivation when compared to textbook and lecture methods alone.

Conclusion

The results of the validation of the material from 2 validators showed an average score of 89.99% with very valid criteria. Furthermore, based on the feasibility of the media aspect, the results of the study showed that the Canva application-based learning media was declared feasible for field trials after one revision. In terms of assessment, the average percentage score obtained from the 2 validators was 92.2% with the Very Feasible assessment criteria without revision. The validation process of this learning media was analyzed from various perspectives, including display quality, software engineering, and implementation. Then based on the feasibility of the language aspect, the results of the study showed that the total validation score by 2 language expert validators reached 94%, which was included in the "very valid" category.

So based on the validity test by the validator, the Canva application-based learning media developed by the researcher was declared feasible for field trials.

The student response test to the Canva application-based learning media for the basic competency of making digital gamis patterns was carried out at SMKN 2 Jombang involving 34 students from class XII Busana 4. This response assessment was carried out by filling out an instrument in the form of a questionnaire sheet that covered two main aspects, namely the benefits and presentation of material in the learning media. The results of the questionnaire sheet showed that students' responses were greatly influenced by the presence of images or photos, which could increase their motivation to learn. The results obtained stated that the learning media based on the Canva application received a positive response from students. Based on the results of the practicum assessment that had been carried out, the average score of students in class XII Fashion Design was 91.38%. Where the average student got a score of more than 85.

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