

## Development of media animated video to improve learning outcomes of Sunda siger bridal makeup

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### ARTICLE INFO

#### Article History

Received:

1 August 2022;

Revised:

6 January 2023;

Accepted:

15 February 2023;

Available online:

3 March 2023

#### Keywords

Animation;

Development of media;

Makeup;

Sunda siger;

Video;

Vocational education

### ABSTRACT

The teaching and learning process for cosmetology education students needs to be developed to provide meaningful experiences in the learning process both in theory and practice, as well as being able to provide solutions to the problems found to improve learning outcomes and creativity, one of which is in the Sunda siger bridal makeup learning material. The development model refers to Research and development (R&D) and the Borg & Gall model. The development research results show that video-based learning media exists in the Indonesian bridal makeup course, especially in the Sunda Siger bridal makeup learning material, with an average feasibility level based on the expert judgment of 80.15% declared feasible. A small and wide class trial is carried out with the same score of 80,4% declared eligible. The feasibility results obtained from experts and trials analyzed for data, the acquisition of the control class scores with the results of the pretest 64% and posttest 75.67%, in the experimental class, the value of the pretest was 71.57%, and the posttest was 88.33%, from the results of the use value. This video media is suitable for learning about Sunda siger bridal makeup. The results of the media being accepted or rejected can be seen from the value of the t-test where the learning video media obtained tcount 24.54 and t-table 2,086, with the acquisition of t-count greater than t-table then H1 accepted video media in the development of video media in learning Sunda siger bridal makeup.



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### How to cite:

Wahida, S., Tobing, M., & Sitompul, A. (2023). Development of media animated video to improve learning outcomes of Sunda siger bridal makeup. *Jurnal Pendidikan Vokasi*, 13(1), 12-18.

<https://doi.org/10.21831/jpv.v13i1.52322>

### INTRODUCTION

Technological advances are growing, one of which is the use of media technology such as computers and smartphones with software and hardware to assist the learning process using digital-based technology systems (Farista & Ali, 2018). The development of technology using learning media, such as animation, video, design, and analysis, has been widely used as a tool in the delivery of materials, messages, information, or references used by teachers (Khoerunnisa & Aqwal, 2020). What is meant by media is: "Information-carrying technology that can be used for teaching learning media, then stands for reacher," where media is a technology that can be useful in providing information that can be disseminated to find the knowledge that has not been conveyed orally (Rasyid et al., 2016).

The use of media in the learning process is more efficient and effective and helps to absorb the subject matter deeper and completely the subject matter. The media is a determinant of student learning success. The media can stimulate students' thoughts, concerns, feelings, and abilities or skills so that they encourage learning activities that can improve student learning outcomes (R. M.

Sari et al., 2017). Each type of media has characteristics and capabilities for presenting messages and information. Media also needs to be considered with the characteristics of different abilities in their use. Video media has become a significant concern in recent years, with the perception of "video easy to understand" (S. L. Sari et al., 2017).

The criteria for a good learning media are: (1) clear and neat, (2) clean and attractive, (3) Suitable for the target, (4) Relevant to the topic presented, (5) Following the learning objectives, (6) Practical, flexible and resistant, (7) Good quality, and (8) The size is following the learning environment. With the criteria of the video, the "video" media ranks 3rd in the teaching process, scoring 74% in 2017-2018 (Patel et al., 2020). Animated videos can enrich students because they gain experience and competence (Yusuf et al., 2017). Instructional media animation video tutorials must be designed to overcome the problems in schools so that learning becomes more effective (Kusuma et al., 2015). Using video learning media, teachers deliver lessons to students more efficiently for the subject matter (Tasmalina & Prabowo, 2018).

Video media presents audio and visuals with good learning messages that contain concepts, principles, procedures, and theories to help understand teaching (Pratama et al., 2017). The use of video in the teaching and learning process is feasible for several reasons, namely: (1) more efficient use of time, (2) more active learning opportunities, (3) videos can help in the learning process when not in class, (4) all aspects of the material are met in the video, and (5) reduce the burden on teachers in conducting lecture models (Kurniawan et al., 2018). This can be proven by several studies or articles that have been done previously. This research produces computer-based interactive multimedia learning application products (John-Leader et al., 2008).

Learning about Indonesia's bridal makeup requires a medium to increase knowledge in the learning process, whereas learning about Indonesia's bridal makeup requires theory and practice. Sunda siger bridal makeup is a type of bridal makeup originating from West Java which was formerly known as the Priangan residency area. In ancient times, Sunda siger makeup was only used at wedding receptions among royalty and nobility (Desiana & Dienaputra, 2019). One of the characteristics of the bride is the siger crown, which is a kind of headdress as a symbol of sacred honorable status. The process of Sunda siger bridal makeup has several stages and stages that could be clearer. In this case, the Sunda siger bridal makeup learning process needs to be repeated to increase practice knowledge (Pangesti & Sabardila, 2020).

From the results of the explanation of the background above, it can be concluded that it is necessary to research the development of animated video media on Sunda siger bridal makeup learning materials to improve student learning outcomes of the Cosmetology Education Study Program, Faculty of Engineering, Universitas Negeri Medan.

## **RESEARCH METHOD**

This research was conducted at the Universitas Negeri Medan on even-semester cosmetology education students in 2021/2022 by applying the research and development (R&D) system. Sugiyono (2017) explains that research and development is a method used to produce specific products and test their effectiveness of these products. This research Borg and Gall (1983) model in the use of video learning media, such as for compatibility in using this method in the learning process (Agustini & Ngarti, 2020). The Borg and Gall (1983) research and development model consists of ten implementation steps, including (1) research and data collection (research and information collection), (2) planning, (3) product draft development (develop a preliminary form of product), (4) field trial, (5) initial product improvement, (6) field trial, (7) improve the product of field test results, (8) field implementation test, (9) final product refinement, and (10) dissemination and implementation (Hamdani, 2017).

Implementation is done by product testing, data collection, and data analysis. Experts validate media products by validating media quality, materials, learning, and product trials. This is done to obtain appropriate media to develop the teaching and learning process. The control and experimental classes then analyzed the results of the media through the pretest and posttest processes to obtain a feasibility value with categories of strongly agree, agree, and disagree, at the percentage

level of 60% - 100%, as for the t-value of the assessment test to see whether the significance of the use of media (H0) rejected or accepted (H1) significance level t-table 0.05.

## FINDINGS AND DISCUSSION

### Validator Rating

Validator assessment saw the results of questionnaires given to media experts, material experts, and learning experts to get advice and input on the video media development process. The results obtained are shown in Table 1 and Figure 1. The value obtained from the validator with an average of 80.15% taken is from the results of the media expert validator 77.60%, material expert 80.65%, and learning expert 82.20%, from the assessment, results obtained from learning media can be used in the Sunda siger bridal makeup learning process, and can continue to be for the trial process for small classes and large classes.

Table 1. Expert Validator Assessment

No.	Validator	Score%
1	Media Expert	77.60%
2	Material Expert	80.65%
3	Learning Expert	82.20%
	Amount	240.45%
	Average	80.15%

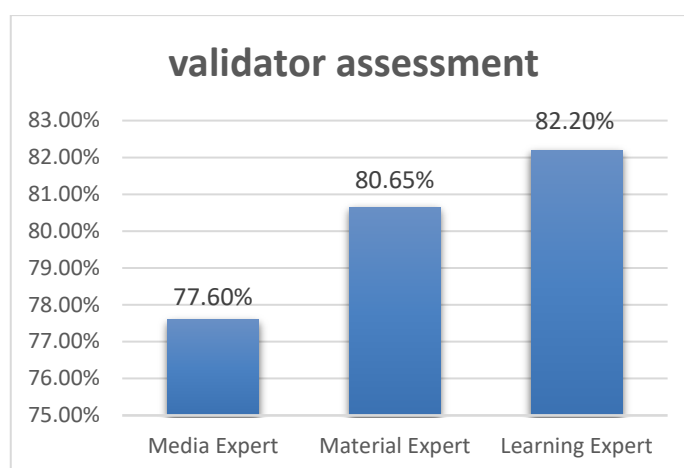


Figure 1. Validator Assessment

### Trials

The results of media validation were then tested on a small group of 5 students, and a large group of 15 students, the implementation of this product trial was to see the use of media on students, in which the results of the effectiveness of the media would be used for data collection.

Table 2. Small Group Trial

No.	Theory	Score %
1	Video simplicity	82%
2	Video clarity	78%
3	Video understanding	80%
4	Educational videos	82%
5	Appeal of using video	85%
	Amount	407%
	Average	81.40%

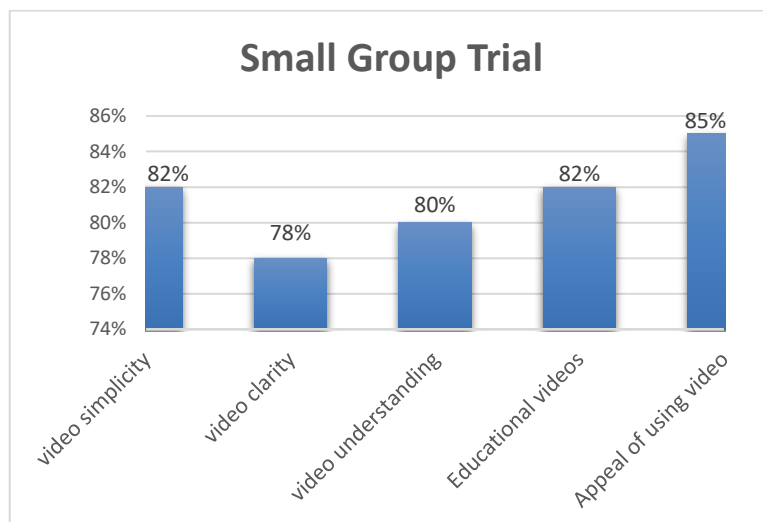


Figure 2. Small Group Trial

The score obtained from the small group test results where the assessment of video simplicity is 82%, video clarity 78%, video understanding 80%, education video 82%, and appeal of using video 85%, with an average number of 81.4%.

Table 3. Broad Group Trial

No.	Theory	Score %
1	Video simplicity	80%
2	Video clarity	78%
3	Video understanding	78%
4	Educational videos	80%
5	Appeal of using video	77%
	Amount	407%
	Average	81.40%

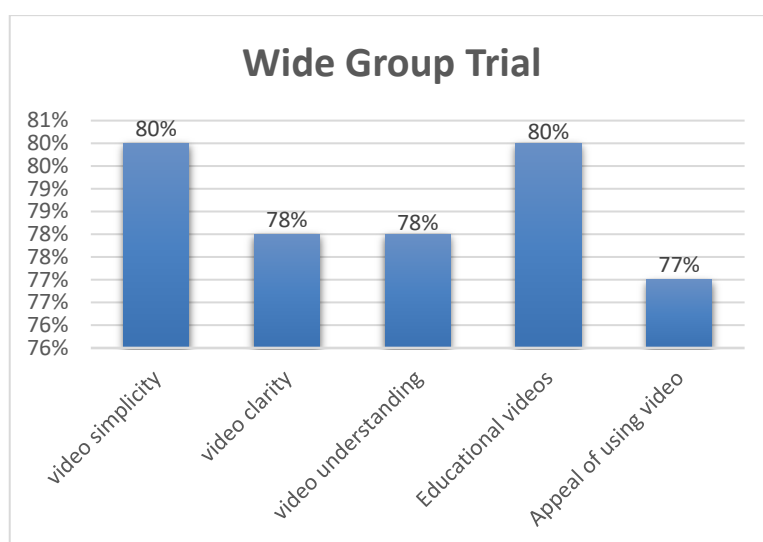


Figure 3. Board Group Trial

The broad group percentage scores with video simplicity at 80%, video clarity at 78%, video understanding at 78%, education video at 80%, and appeal of using video at 77, with an average of 81.4%. The results of the trial show the exact percentage assessment, which is 81.4%, that the

conclusions drawn from the product trial can already be used in the data analysis process on the use of video learning media, where the results of the media can be continued in the data analysis process.

**Analysis Process**

The data analysis used a sample of 21 students of the Universitas Negeri Medan Cosmetology Education Study Program for the 2021/2022 academic year through pretest and posttest in the control and experimental classes. Based on the results obtained in the control class with an average pretest value of 64% and an average posttest value of 75.67%, while the results of the experimental class pretest 71.57% and posttest 88.33%, from the pretest and posttest results, obtained show that the experimental class is better than the control class, with an assessment difference of 12.66%, this indicates that the use of video learning media in Sunda siger bridal makeup can improve student learning outcomes of cosmetology education students for the 2021/2022 academic year Faculty of Engineering, Universitas Negeri Medan. The results of the feasibility data analysis were then tested for significance using the t-test.

Table 4. Data Analysis Results

No.	Resonden	Pretes	Postes
1	Control class	64%	75.67%
2	Experiment class	71.57%	88.33%

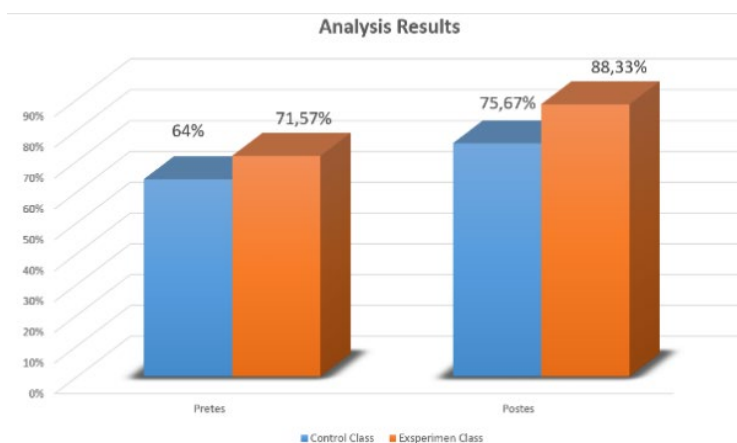


Figure 4. Data Analysis Results

**T-test**

The t-test was conducted to see the significance of the process of developing video learning media which was seen from the count and table tests with a level of 0.05. As for the assessment, if the t-count value was less than the t-table, then the H0 assessment was accepted, and H1 was rejected. Table 5 shows that the results  $t\text{-count} \geq t\text{-table}$  equals  $24,54 \geq 2,086$ . From the results obtained, H1 is accepted. The development of Sunda siger bridal makeup learning video media can be used and is feasible in the teaching and learning process to improve student learning outcomes and creativity. Cosmetology education students, Faculty of Engineering, Universitas Negeri Medan, the academic year 2021/2022.

This is in line with the research results of Setyowati and Fida (2021), which state that the animated video tutorial is very feasible (90.73) to improve the development of students in all of the X grades at vocational high schools. The learning outcomes have increased from an average pre-test to post-test results and the acquisition of understanding with an N-Gain test of 0.52 in moderate criteria. The conclusion is obtained that the improvement of e-learning through the animate.

This research is used with the opinion of Nurharini and Yuyarti (2017), which states that animated video media for learning arts and crafts and media that attract students' attention to study hard.

Table 5. T-test Results

No.	Evaluation	Control	Experiment
1	average value	76.61	86.67
2	Standart Deviasi	1.08	1.62
3	Varians	23.73	52.53
4	Samples	21	21
5	Hige Score	82	100
6	Low Score	65	75
	t-count	24,54	
	t-table	2,086	

## CONCLUSION

Based on the results of the research conducted, it can concluded that learning media video of the Sunda siger bridel makeup is feasible to use for the teaching and learning process, where the post-test score in the control class is 75.67% and the experimental class is 88.33% with a difference of 12.66% increase, while from the results of the t-test carried out there is acceptance in the use of learning media that  $t_{count} \geq t_{table}$  which is equal to  $24,54 \geq 2,086$ , with the result that  $H_0$  is rejected and  $H_1$  is accepted, in this case it is necessary to use other media to improve the quality of students and teachers in the teaching and learning process.

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