

Development of Regional Sanggul Tutorial Video Media (Ukel Tekuk) on Student Learning Outcomes

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ABSTRACT;efforts to develop video media tutorials on regional bun tutorials (Ukel Tekuk) for the subject of Hair Styling and Buns, which can help students understand conceptuality and can practice custom to the concept. This research is a development research that uses models and procedures using a 4-D model (four-D model) consisting of define, design, develop and disseminate stages. At the define stage of curriculum analysis and student analysis. In the design stage, it is carried out using video learning media tutorials on regional bun tutorials (Ukel Tekuk) for Hair Styling and Bun subjects. At the stage of developing validated skills and trials are limited to students, to know the practicality and effectiveness of the video tutorial media developed. The deployment stage is not carried out. Researchers conduct media tests to see if the resulting media is valid, practical, and effective. The results of data analysis showed that the video media tutorial of regional buns (Ukel Tekuk) for Hair and Bun Styling subjects used three criteria: (1) 90.62% didactic conditions with very valid categories, (2) 88.28% construct requirements with very valid categories, (3) 95% technical requirements with very valid categories, an average percentage of 91.30% with very valid categories. This shows that the validity of the tutorial video media is in the very valid category. While the average practicality of the media according to the lecturer's assessment was 92.49%, based on the test of media use by students in small groups was 81.66% and based on the test of media use by all students was 94.59%. Based on the results of the practicality test, this media is in the very practical category. Based on the media effectiveness test, student activity increased by 86.10% while the percentage of student result success rate of 88.88% of students has reached a minimum of 75. This means that learning using video tutorial media is valid, practical and effective. It can be concluded that the use of video learning media tutorials on regional bun tutorials (Ukel Tekuk) for Hair Styling and Bun subjects can be used as learning media in Vocational High Schools (SMK).

Keyword : *Sanggul, tutorial, Ukel Tekuk*

INTRODUCTION

The learning process every year undergoes changes and can affect the quality of learning. This also affects the use of learning resources and learning media used in the learning process (Graduation and Sudarma, 2019). In learning the arrangement of regional buns (Ukel Tekuk) in the subject of hair styling and buns, the work steps in making regional buns are described in *job sheet* and also explained through demonstration methods (Hipij & Sulistyami, 2018; Rina Yuliani & Maspiyah, 2015). The media used during learning is only limited to *white board* media, *power points* and print media such as textbooks and job sheets (Kustandi, 2011). So that the learning process carried out using available media has not been able to optimize the student learning process. Students still have difficulty mastering the basic concepts of regional bun arrangement, determining tools, materials and cosmetics as well as the right accessories on the arrangement of regional buns, techniques in forming neat breeches and the formation of proper and neat bending buns and techniques in uniting the sunggar with buns formed with bony and spineless cypress (Lubis et al., 2019). This can be seen from the results of the bun of the Ukel Tekuk area which is not optimal and untidy. For hair styling and buns, especially in doing buns, neatness and accuracy are needed, because buns the main value is neatness (Sri Wahyuni and Merita, 2019).

Based on the observes conducted on teachers who teach and the results of researchers' observations when teaching hairdressing and bun subjects that have been carried out using PowerPoint learning media in delivering learning materials, with lectures, question and answer, and practicum methods. The lack of optimal and untidy results of the practice of arranging regional buns is caused because in learning that has been carried out using existing media such as power points, students still find it difficult to understand the concepts and techniques of regional bun formation. So that with the situation per lesson that has been carried out, students are still not right in applying the concepts and techniques of the regional bun being studied. This shows that there is a gap between the conformity of expectations and the process. Meanwhile, the concepts and techniques of making regional buns must be mastered by students before practicing per lesson. Then the learning material provided is less interesting because it does not display the stage of work using a power point slideshow and is only given a picture display while students must understand for themselves how to do it (Kartono et al, 2020). Meanwhile, in the formation of buns, the ukel bend area has certain stages of work, so students do not understand the right technique if the explanation is only through writing and pictures, which causes in the lesson incomprehension of students about the stage of work on the arrangement of the regional bun. Then students say that the learning that is carried out tends to be monotonous. Which causes a lack of interaction between lecturers and students because students do not understand the stages of working on regional buns (Oktasari et al., 2016). For this reason, it is necessary to improve learning by considering several factors that affect learning success.

In addition, multimedia learning in the form of video tutorials can not only be used

using a computer. This video tutorial can be saved on a *cellphone*, making it easier for students to learn whenever they want to open it (Utomo and Ratnawati, 2018). Taking into account the problems contained in the background, the purpose of this study is to produce a video tutorial on learning the arrangement of the bun of the Ukel Tekuk area in the subject of hair styling and buns that are suitable for use in the learning process. The urgency of research in designing learning video tutorials on hairdressing and bun subjects so that each process in making regional buns can be gradually understood by students with the aim of improving understanding and practical results.

METHOD

This research is a *research and development* that aims to produce products in the form of video tutorial learning media on the subject of Hair Styling and sanggul. This research develops multimedia using a 4-D development model, with stages, namely: *define, design, develop* and *disseminate* (Thiagarajan, et al, in Trianto, (2009: 189). The last stage, namely the *disseminate stage*, was not carried out because considering the various limitations of researchers. The Four-D model, at each stage of development contains activities that indicate the presence of a sequence of activity steps. Thus the Four-D model can generally be viewed as a *model for instructional development*.

The Four-D Model design proposed by Thiagarajan, Semmel (1974) which is used for the flow of learning device development (*instructional development*), is basically intended for lecturer training (*training teachers*) and its emphasis on the development of teaching materials (*material development*).

The indicator of the achievement of this research is the creation of effective and efficient learning media to improve creativity and student practice results in regional bun arrangements.

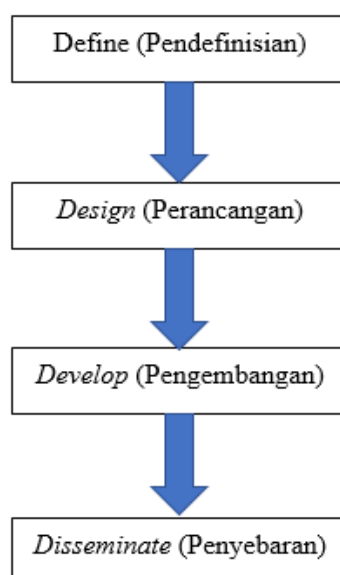


Figure 1. Four-D Model Design

RESULTS AND DISCUSSION

Based on the problems raised in the background, the learning media was designed using video tutorials for Hairdressing and Bun subjects. The tutorial video media designed is carried out validation tests, practicality tests and effectiveness tests in order to obtain valid, practical and effective learning media.

Table 1.Video Media Tutorial Validation Test Results Data

No	Requirement	Validation Stage (%)	
		Stage 1	Level II
1.	didactic terms	88,54	90,62
2.	Construction Requirements	84,37	88,28
3.	Technical Terms	95	95

Based on the validation test results, the average percentage of the assessment score of the Hair Styling and Bun Phase I video tutorial is: (1) The didactic conditions obtained are 88.54% with a very valid category, (2) The construction conditions are obtained 84.37% with a very valid category, (3) 95% technical conditions with a valid category. After the validation of phase I, then revisions were made to the video tutorial learning media.

In the results of the phase II validation test, the average percentage results of the media were obtained based on three criteria, namely: (1) didactic conditions obtained a percentage of 90.62% with a very valid category, (2) the constituency conditions obtained 88.28% with a very valid category, (3) 95% technical conditions with a very valid category. Based on the four validators, the average percentage of phase II tutorial video media is 91.30% with a very valid category.

Table 2.Data on Practicality Test Results of Video Media Tutorials by Lecturers

No	Reviewed From	Percentage (%)
1.	Ease of Use	95,83
2.	Time Used	83,33
3.	Ease of Interperformance	87,50
4.	Equivalence Value	95,83
5.	Attraction	100
	Average	92,49

Data on media practicality was taken through a lecturer practicality questionnaire filled by 3 lecturers of the Department of Cosmetology and Beauty. The results of filling in the

video tutorial media practicality instrument by the lecturer are: in terms of ease of use, namely 95.83% (very practical), in terms of the time used 83.33% (practical), in terms of ease of interpretation, namely 87.50% (practical), in terms of having the same equivalence, namely 95.83% (very practical), in terms of attractiveness, namely 100% (very practical). Obtained an average of 92.49% with very practical catering.

Table 3.Video Media Usage Data tutorials by Students

No	Reviewed From	Percentage (%)
1.	Ease of Use	92,75
2.	Implementation Time	94,00
3.	Attraction	97
Average		94,58

Data on the use of video learning media tutorials on Hair Styling and Buns was obtained from the responses of students who were taking the Hair Styling and Bun subjects. Based on the assessment of the use of video tutorial media by students who are taking the subject of Hair Styling and Buns in the July-December 2022 semester, 18 students were taken with *random sampling* techniques, judging from the ease of use of video tutorial media That is 92.75% with a very practical category, judging from the time of learning implementation by 94% of the category is very practical, while judging from the attractiveness of the media by 97%. The average percentage of media as a whole is 94.58% with a very practical category.

Table 4.Data on The Results of The Effectiveness Test of Video Media Tutorials by Students

No	Aspects	Percentage (%)
1.	Students pay attention to the lecturer's explanation	97,22
2.	Students actively respond	69,44
3.	Student use in learning	83,33
4.	Students doing Exercises/assignments	86,10
5.	Students present work	80,55
6.	Students practice	100
Average		86,10

Based on the test of the effectiveness of activity media by students after using video tutorial learning media seen from: the aspect of students diligently paying attention to the lecturer's explanation, 97.22%, the aspect of students actively responding (asking questions, expressing opinions) 69.44%. The aspect of students using media in learning is 83.33%. Students did 86.10% of the exercises/assignments. The student aspect of presenting the assignment is 80.55%. The student aspect does practice by 100%. The average percentage of student activity is 86.10%.

Based on student learning outcomes, it was seen that 80.88% of students managed to obtain a KKM score (75). Only 2 students have not been able to achieve the KKM score (75). This is because the student does not do assignments, does not use video tutorial media during learning. The acquisition of student learning outcomes, there was a decrease in the percentage of the number of students who obtained a score below KKM 75, from 72.22% to 11.11% and vice versa the learning outcomes of students who managed to obtain a KKM score (75) increased from 27.78% to 88.88% (very good). This means that learning using video tutorials on Hairdressing and Bun subjects is very effective for improving student learning outcomes.

According to the opinion of Arsyad (2011) that video tutorial learning media can make learning more interesting, students become more active and learning outcomes increase, the length of learning time can be shortened, learning can be given anytime and anywhere so that it can be used as an independent learning medium.

CONCLUSION

Based on the results of media development research that has been carried out, it is concluded that the specifications of learning media using video tutorials for Hair Styling and Bun subjects are packaged in the form of soft files / CDs uploaded on Youtube then can be played directly on *cellphones*, computer / laptop and can be accessed and downloaded for free, so that it can be used by students and teachers when teaching class using LCD Projector and can be used by students as an independent learning medium.

The validity of learning media using video tutorials designed has been assessed by validators from various fields of study with three criteria, namely: didactic requirements of 90.62% (very valid), constituency requirements of 88.28% (very valid), technical requirements of 95% (very valid). Media validation is carried out through 2 stages. Based on the four validators, the average percentage of phase II tutorial video media was obtained, which was 91.30% with a very valid category. Based on these data, it can be concluded that the resulting Hair and Bun Arrangement video learning media is very valid and can be used judging from didactic requirements, construct requirements and technical requirements.

The practicality of video tutorial learning media can be seen from the practicality test of lecturers and the use of video tutorial media (response) students in small groups (5 students) and all students (18 students) who are participating in hair and bun styling

learning. Judging from the practicality of media by lecturers, the percentage of practicality was obtained, namely 92.49% (very practical), judging from the use of video tutorial media (response) students in small groups, namely 81.66% (practical) and while judging from the overall students, 94.58% (very practical) were obtained. In general, students and lecturers like the video tutorial media developed because this tutorial video is very practical judging from the ease of use, time used, the attractiveness of the media.

Based on the results of the test of the effectiveness of video learning media tutorials on Hairdressing and Bun subjects seen from student activities in teaching labels seen from the aspect of diligently paying attention to the explanations of lecturers, actively responding, students using media in learning, doing assignments, presenting assignments, students doing practice. From all aspects of student learning activities after learning using video tutorial learning media of 86.10%.

Referring to the data above, learning media using video tutorials is very good for increasing student learning activities. Meanwhile, judging from the student learning results obtained the average test score (30%), assignment score (30%), performance score (40%) with KKM 75. Based on student learning outcomes after learning using video tutorial media, the number of students who managed to obtain a KKM score (75) became 88.88% (very good).

Based on the test of the effectiveness of learning media using video tutorials, it can be concluded that video tutorial media has been effective in improving student activities and learning outcomes and can be used in Hair Styling and Bun subjects.

The development of learning media using video tutorials on Hair Styling and Bun subjects is recommended to be expanded again so that students better understand the entire material in the Hair and Bun Styling subjects and can improve the learning process. Students are advised to familiarize themselves with using technology-based learning media in order to maximize the learning process.

For teachers, it is recommended to be able to take advantage of video learning media tutorials on Hair Styling and Bun subjects so that the learning process is more effective. For SMK students majoring in Beauty Management to take advantage of the use of video tutorial media as an independent learning medium. For researchers themselves, in order to be able to develop learning media using video tutorials with wider material so that they can help students in learning.

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