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Development of Video Tutorials on Drawing Female Body Anatomy for Students of Class X SMK Pembangunan Bagan Batu

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ABSTRACT

The teaching and learning process of body anatomy drawing material in the Class X Fashion Basics subject at SMK Pembangunan is not in accordance with the expected learning outcomes. Researchers offer alternative learning media in video tutorial development research on drawing female body anatomy which aims to: 1). Develop a video tutorial for drawing female body anatomy in comparison to 11 x head height. 2). Test the validity and practicality of video tutorials for drawing female body anatomy in comparison to 11 x head height. This study used the 4D model research and development (R&D) method, which consists of four stages: define, design, and development. The dissemination stage was not conducted due to the limited research. Data in this study were collected through observation, interview, and questionnaire. This study conducted a feasibility test with the results of the media expert validation test with a very valid category. Validation by material experts with a very valid category. The results of the practicality assessment of students in two large groups with very practical and small categories with very practical categories. So that video tutorials for drawing female body anatomy can be utilized in teaching and learning activities

KEYWORDS

Development
Video Tutorial
Anatomical Image

INTRODUCTION

Vocational High School is one type of formal education institution that provides vocational education at the secondary level as a continuation of junior high school (SMP) or MTS (Ministry of Education and Culture). Vocational skills are prioritized in vocational high schools. Therefore, there are several majors available in vocational education units, one of which is the Fashion Department. Along with the increasing public attention to fashion development, SMK Pembangunan is one of the many educational institutions spread throughout Indonesia.

The subject of Fashion Basics is studied by grade X students in (Phase E). In accordance with the Merdeka Curriculum, this Fashion Basics subject is divided into 9 elements. One of them is the fashion drawing element. Based on the Flow of Learning Objectives (ATP) in the fashion drawing element, one of the basic achievements that students are expected to master is being able to apply and make anatomical drawings. However, the problem found is that until now the results of anatomical drawing of students in class X phase E at SMK Pembangunan Bagan Batu are still not optimal. According to observations made by researchers during the learning fashion basics process,

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anatomical drawing material. It is known that learning uses the direct demonstration method on the blackboard. The learning media is a teaching module in which there are no steps for drawing anatomy of the body.

Furthermore, based on interviews conducted with the teacher teaching the Fashion Basics subject in the Fashion Drawing Element, it is known that students still cannot produce anatomical drawings optimally. There are still some mistakes that keep repeating. Some of these errors such as the length and width of the limbs are not correct, the ankle drawing is not good, until the drawing of body movements is still stiff. This is shown by the grades students receive for daily assignments involving anatomical drawings of the body, where many of them receive grades below the KKM (Minimum Completeness Criteria).

Based on the description of these problems, it is known that other learning media are needed to create diversity in learning media in the fashion expertise program at SMK Pembangunan Bagan Batu. Diverse media plays an important role in creating a learning atmosphere. Interesting educational media can have a positive impact on student motivation to learn. When students find what the teacher says interesting, they will be motivated to learn the learning material. (Panggabean & Shaleha, 2022)

The learning media offered in this research is in the form of video tutorials. Video tutorials are instructional learning videos (can be animated or live footage) which provide step-by-step guidance for specific activities (Tarquini & McDorman, 2019). One of the creative learning materials is video tutorials. Video tutorials can explain step by step drawing the anatomy of the female body comparing 11 x head height. With the development of this video media, it is hoped that it can be a substitute media used by students who study anatomical drawing material.

Learning media is a tool to disseminate information about learning materials with the aim of increasing students' interest, thinking ability and motivation to learn. (Shoffa Dkk, 2021:8). Based on the above definition, learning media is considered as an intermediary that connects educators (message sources) with students (message recipients). In addition, learning media helps teachers achieve learning goals (R. Fitria et al., 2019). All forms of efforts made by teachers to provide information related to learning are known as learning media so that they can stimulate students' thoughts, feelings and interests in learning activities (Anwar F & Pajarianto, 2022).

Some of these points of view lead us to the conclusion that learning media is a very important tool for educators. Learning media provides a number of information and knowledge related to learning so that it can stimulate students' minds and interests in learning activities.

Video media is a recording of real images accompanied by sound that can be displayed using a projection screen and other devices. therefore, video media is included in audio-visual media. (Alti et al., 2022). Video media can show moving images, then accompanied by video media that can present moving visuals, and audio that can be heard (Fitriyani, 2018). Video tutorial media is an instructional learning video (can be animated or live footage) which provides a step-by-step guide to performing a specific activity (Tarquini & McDorman, 2019). Video media can help independent learning. Students can watch video tutorials anytime and anywhere, so they can learn at their own pace (Suci et al., 2023). Based on this description, it can be concluded that the definition of video tutorial learning is a learning video in the form of audio and moving images showing a series of instructional activities in the form of step-by-step guidance on a specific activity related to learning material.

An anatomical drawing is the relationship between the body and its various components as a whole, such as the length and width dimensions of the head, chest, upper body, waist, pelvis, hands, and feet (Mustika, 2020). The body comparison drawing for fashion design, which is 8 1/2 times the head height and the comparison according to the fashion design drawing is 9 times the head height, 10 times the head height to 11 times the head height (Mustika, 2020). Drawing body proportions is done with comparisons, and line equations to assist in drawing. Therefore, the proportions of the human body are calculated precisely to produce an ideal or proportional anatomical illustration (Ys & Nelmira, 2019).

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METHOD

This study used the Research and development (R&D) method. The 4D approach, developed by Thiagarajan in 1974, consists of four stages: defining, designing, developing, and disseminating. However, in this study, the research stage that can be carried out only reaches the development stage due to research limitations. The type of data consists of primary data.

1. Validity Test Analysis

The Likert scale was used to describe the data analysis on the validity of learning through video tutorials. Measurement with a Likert scale places a position on a continuum of objects that range from very negative to very positive. The weight of the validity statement modified from Riduwan (2012) is as follows:

Table 1. Weight of Validity Questionnaire Statement

Statement	Question Weight
Strongly Agree	5
Agree	4
Agree Enough	3
Disagree	2
Strongly disagree	1

Source: Modified from Riduwan (2012)

The next step is to calculate the validity of the video tutorial media using the formula:

$$\text{Validity Value} = \frac{Number\ of\ score\ obtained}{Maximum\ Number\ of\ Scores} x\ 100\ \%$$

After the calculation, the calculation score is calculated using the following criteria:

Table 2: Criteria for Feasibility Value of Teaching Materials

Achievement Level	Criteria
81% - 100%	very valid
61% - 80 %	Valid
41% - 60 %	Valid Enough
21% - 40%	less valid
0 % - 20%	Invalid

Source: Modified from Riduwan (2012)

2. Practicality Test Analysis

A Likert scale with modified statement weights from Riduwan (2012) was used in measuring media practicality as follows:

Table 3. Weight of Practicality Questionnaire Statement

Statement	Question Weight
Strongly Agree	5
Agree	4
Agree Enough	3
Disagree	2
Strongly Disagree	1

Source: Modified from Riduwan (2012)

Furthermore, the practicality questionnaire was filled in by the teacher and students using the following formula (Riduwan (2012):

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$$Practicality\ Score = \frac{Number\ of\ score\ obtained}{Maximum\ Number\ of\ Scores} x\ 100\ \%$$

After the calculation, the criteria for the practicality of video media are as follows:

Table 4. Criteria for Feasibility Score of Teaching Materials

Achievement Level	Criteria
81% - 100%	Very Practical
61% - 80 %	Praktical
41% - 60 %	Practical Enough
21% - 40%	Less Practical
0 % - 20%	impractical

Source: Modified from Riduwan (2012).

RESULT AND DISCUSSION

Researchers developed learning media for Class X students of Bagan Batu Development Vocational School in the form of video tutorials for drawing female body anatomy in the Basics of Fashion Phase E Elements of Fashion Drawing subject. The research method used the 4-D Model by S. Thiagarajan et al (1974) which consists of defining, designing, developing and disseminating. However, simplifications were made during the development of this video tutorial; specifically, the defining, designing and developing stages were reduced from four to three steps. This is because the research objectives were limited to explaining the development process and determining the results of the feasibility test of the development product.

1. Define

At this stage the researcher analyzes the problems in the learning process of body drawing material. based on the results of interviews with teachers teaching Basic Fashion subjects in class X at SMK Pembangunan Bagan Batu. The direct demonstration method using the blackboard and the use of teaching module media has not been able to complete the expected learning outcomes. Therefore, creating instructional material in the form of video lessons is very important to maximize student learning outcomes. Furthermore, based on student analysis, it is known that the character of students tends to want other learning media to make the teaching-learning process more varied. Concept analysis is organized methodically and through conversations with the teaching teacher, so that the material for drawing the anatomy of the body will be explained through video tutorial media. Video media was chosen because video media is more practical and can be used anywhere. In accordance with a study by (Rahayu & Nelmira, 2023) As non-print teaching materials, video media are useful because they are in the form of soft files that can be stored on laptops, flash drives, or internet storage, and can be played at any time. For the analysis of achievement goals, this video tutorial media is designed to be offered to SMK Pembangunan Bagan Batu as one of the learning media.

2. *Design*

Design is a stage to determine the design of a development product. At this stage the researcher will develop the media, choose the format to be used, and make a preliminary design (Riani Johan et al., 2023). This stage aims to prepare the tools that will be used in teaching activities. This preparation will clearly explain the initial design of the development product (Rahmi & ., 2021).

In its application, the initial design of the video tutorial development product begins with designing the Outline of Media Content (GBIM) and Outline of Media Description Content (GJBIM). After that, what needs to be done is to compile a tutorial learning video script. The next stage is the direct editing process by explaining the steps of drawing the anatomy of the female body. After shooting, the next stage is editing the tutorial video to make it interesting by providing animated images, supporting music, dubbing, and sound effects. After going through the production and

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editing process, the following is the framework of the learning video media tutorial for drawing the anatomy of the female body.

a. Opening Video Tutorial

The opening section begins with an overview of the subject. The opening of the Information video is in the form of a video title, agency identity, and learning objectives and is equipped with transition effects, animated images, dubbing, and video accompaniment music.

Figure 1: Opening view of the video tutorial

b. Introduction to Video Tutorial Material

The introductory presentation aims to explain the material to the audience. Exposure of explanations related to the material drawing the anatomy of the female body.

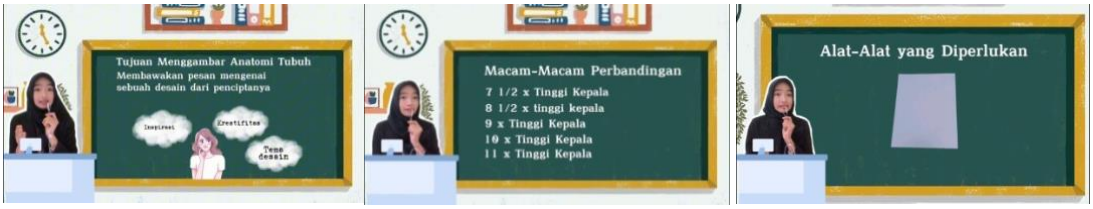

Figure 2: Opening view of the video tutorial

c. Tutorial Video Content

The content of this tutorial learning video explains the steps in drawing the anatomy of the female body in comparison to 11 times the height of the head. In the video is presented caption text, dubbing, and backsound music to attract students' attention.

Figure 3: Display of Tutorial Video Content

d. Video Tutorial Cover

In the closing part of the video, it displays a "thank you for watching" greeting and displays an assignment to the audience. Assignments are made to provide opportunities for students to learn to practice step by step what has been presented in the video tutorial.

3. *Development*

The development stage is developing a modified product based on expert feedback (Syafrina & Nelmira, 2019). Product validation was carried out with 2 material experts and one media expert. After validation activities, changes were made based on recommendations from material and media experts. After the product is revised according to the validator's suggestions, then the small-scale practicality test, large-scale practicality test and teacher response test can be carried out using a questionnaire using a Likert scale.

a. Validity Test Stage

The purpose of the validation step is to ensure that all the tools, systems, equipment, activities, processes, and materials are used to produce the results (Fadhillah & Efi, 2022). At this stage, the

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assessment is differentiated from the aspects of material feasibility and media feasibility modified by Dewi Jayanti (2012). Media validity data is collected through a questionnaire. The questionnaire will be distributed and distributed to a media validator to be assessed.

Table 5. Material Expert Validation Results

Assessment Aspect	Validation Result	Category
Material quality aspect	92.6%	Very Valid
Aspects of material usefulness	88.5%	Very Valid
Average Number		90.6 %

Primer Source: Primary Data Processing Results

Based on the results of the material expert validation, it is known that the average score for the material quality aspect scored 92.6%. Furthermore, in the aspect of the usefulness of the material obtained a score of 88.5%. Based on the average score of the two aspects, the score obtained is 90.6%.

Table 6: Media Expert Validation Results

Assessment Aspect	Validation Result	Category
Media Quality Aspects	98.1%	Very Valid
Aspects of Language Use	95%	Very Valid
Media Layout Aspect	100%	Very Valid
Average Number	97.7%	Very Valid

Source: Primary Data Processing Results

According to the results of the material expert validation, the average score was 92.6%. In addition, the usefulness factor of the material received an average score of 88.5%. By considering the average score of the two aspects, the resulting score is 90.6%. After the validation activities were completed, the validation results from the media experts and material experts were combined. As a result, the video tutorial drawing the anatomy of the female body with a head height of 11 times the head height received a percentage of 94.1%.

After the implementation of the validation activities is complete, the results of the validation with media experts and material experts are summed up, so that the video tutorial for drawing the anatomy of the female body comparing 11 x head height reaches a percentage of 94.1% with a very valid category.

b. Revision Stage

Before it is used as teaching material, it must change the product based on feedback and recommendations from validators. Product revisions made to the video tutorial product for drawing the anatomy of the female body were carried out to correct some of the deficiencies that the validator found in the video tutorial.

c. Practicality Test Stage

The next stage is the video media practicality test. In the implementation of practicality, a small-scale practicality test was first carried out consisting of 10 students in class X Cosmetology at SMK

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Pembangunan Bagan Batu. The following is a data analysis of the results of the small-scale practicality test of video tutorials for drawing the anatomy of the female body.

Table 7. Small Scale Practicality Results

Assessment Aspect	Practicality Results	Category
Display	92.5%	Very Practical
Operation	93.3%	Vey Practical
Expediency	95.5 %	Very Practical
Average Number	93.7 %	Very Practical

Source: Results of primary data processing

From the results of small-scale practicality, it is known that the display aspect resulted in a score of 92.5%. The operation aspect scored 93.3% and the third aspect of usefulness scored 95.5%. Overall, the results of the practicality of the video tutorial received responses with an average of 93.7% when categorized into very practical criteria.

Table 8. Large Scale Practicality Results

Assessment Aspect	Practicality Results	Category
Operation View	90.6%	Very Practical
Operation	89.9 %	Very Practical
Expediency	92.6 %	Very Practical
Average Number	91.1%	Very Practical

Source: Primary Data Processing Results

Based on the table, it can be seen that the response of students in the implementation of the practicality test. on the display aspect the score is 90.6%. In the aspect of operation the score is 89.9%. In the aspect of usefulness score 92.6%. Based on the score of each aspect of the assessment, the overall score of large-scale practicality obtained a score of 91.9% with a very practical category.

Based on the discussion, it is known that the validators approved or evaluated the product design using a questionnaire. There are two validators for media experts and material experts. The learning media designed to meet the needs of students during this validation process. Based on the results of the validation of media experts and material experts, the video tutorial describing the anatomy of the female body compared to the height of the head 11 times its height received an average score of 94.15%, which indicates a very valid category.

According to Riduwan (2012: 22), "The value range of 81%-100% is included in the very valid category." Just like previous research conducted by Raisa Ikhlas in 2023 with the title "Development of Learning Video for Making Kulot Industrial Fashion Subjects for Class XII Fashion Students of SMKN 3 Payakumbuh", which has an average validity value of 94.09% and is included in the very valid category. Therefore, the findings indicate that the tutorial learning media describing the anatomy of the female body is included in the very valid category.

The practicality test was conducted with two groups: a small group and a large group, and a teacher who teaches Basic Fashion Phase E element of Fashion Drawing. The small group consisted of 10 students, and the large group consisted of 46 students from class X Fashion 1 and 2. The result

of the small group practicality test was 93.7%, categorized as very practical. While in the large group practicality trial, the value was 93.7%. In the implementation of the teacher's practicality, the teacher was also asked to fill out a questionnaire to find out the teacher's response to the teaching and learning process using video turtorial media. The results showed a teacher response score of 92.1%, which was in the very practical category.

CONCLUSIONS

Based on this explanation, it is known that this research was shortened only through 3 stages, namely the define, design and development stages. Due to research limitations, the disseminate stage could not be carried out. In addition, this development research did not find whether the product development of video tutorials showing the anatomy of the female body was successful. Therefore, this research can be used as a foundation for future researchers to test the effectiveness of development research products. The development video link can be accessed through the youtube channel with the title "Video Tutorial Drawing Anatomy of the Female Body Comparison 11 x Head Height" on Ara Aulia's Youtube account.

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