



Original Article

Implementation of Digital Children's Fashion Design Video Tutorials Based on the Sketchbook Application for Fashion Design Skills Students at MAN 3 Tulungagung Phase F Program

Akmalia Afanita^{1✉}, Mita Yuniati², Marniati³

Universitas Negeri Surabaya

Correspondence Author: akmalia.22138@mhs.unesa.ac.id[✉]

Abstract:

This study aims to determine the application of digital children's fashion design tutorial videos based on the sketchbook application for phase F students of the fashion design skills program at MAN 3 Tulungagung. This study uses a qualitative descriptive approach with a pre-experimental type (one shot case study). The research subjects consisted of 18 grade XI students of Phase F of the Fashion Design Skills Program. Data were obtained through validation by media experts and material experts, as well as assessment of student design results. Data analysis included analysis of media feasibility based on validation results, and analysis of psychomotor learning outcomes. The results showed that the results of validation of the media aspect by three validators obtained an average of 85.4% and the material aspect was 89.4%, both of which were included in the very good category. The video was assessed to meet the criteria for appearance, audio, visuals, and relevance of learning materials. The application of this media showed complete student learning outcomes, with a percentage of 100% on the cognitive test and 89% on the psychomotor test. Thus, the Sketchbook-based video tutorial is feasible and effective for use as a digital fashion design learning medium.

Keywords: Video Tutorial, Children's Fashion Digital Design, Sketchbook Application, Fashion Design

Introduction

Today's developments demand high-quality human resources to compete with other developed countries. Education plays a crucial role in creating high-quality human resources. Quality education will impact progress in various fields. (Prihatmoko et al., 2023) Education is the maturation of students so that they can develop their talents, potential, and skills in living life (Fatayan & Sifa Islami Auliah, 2022).

MAN 3 Tulungagung is a State Islamic Senior High School located in Rejotangan, Tulungagung Regency, East Java, precisely on Jalan Supriyadi, Tanen



<https://jurnal.usk.ac.id/riwayat>

Village. Although located in the village, MAN 3 Tulungagung continues to experience development until 2020 MAN 3 Tulungagung has become a Skills MAN. The types of skills at MAN 3 Tulungagung are graphic design, robotics, culinary arts, batik crafts, motorcycles, make-up and fashion design. Fashion design skills are skills that study all things related to fashion starting from determining the theme, making designs, patterns, to the finished product of clothing.

Fashion design skills is a program that provides knowledge, attitudes, and skills to become proficient in making clothes, making raw materials from textiles that will be used, making decorations to be combined with clothes and controlling the quality of clothes ([Hakima & Hidayati, 2020](#)). Therefore, fashion design skills programs must maximize learning. One way to achieve this is by using the Sketchbook application, a digital design software that allows users to create detailed fashion sketches with various creative features.

The application of technology such as the Sketchbook app in fashion design learning opens up significant opportunities for students to enhance their artistic and technical abilities. With this app, students can explore a variety of design ideas and concepts without the constraints of physical materials or tools, allowing their creativity to develop optimally ([Irawan et al., 2025](#)). In addition, the use of digital technology also fosters students' interest and motivation to learn, because the learning process becomes more interactive, interesting, and in line with the learning styles of today's young generation ([Azzahra & Prasetyo, 2024](#)).

However, in practice, various obstacles remain in the digital design learning process in schools, particularly at the madrasah level. Many students are unfamiliar with the use of digital design applications due to limited access, resources, and support during the learning process ([Vebryanti, 2025](#)). On the other hand, teachers also need to develop effective learning strategies so that the use of digital technology can truly have a positive impact on student learning outcomes. Therefore, a learning approach is needed that can facilitate students' understanding of digital design in a more accessible and enjoyable way.

One innovation that can be implemented is the use of video tutorials as a learning medium. Learning media is a crucial component used by teachers in the teaching process, or a tool used to convey learning materials so that students develop interest or attraction to the material ([Chairani & Afrila, 2024](#)). The existence of learning media plays an important role in improving the quality and effectiveness of the teaching and learning process, especially in the field of practical skills ([Meilina et al., 2025](#)). Therefore, appropriate learning media is crucial for supporting student learning, aimed at achieving learning outcomes.

The use of video tutorials can support and facilitate the online learning process for students and teachers, because this media is able to present learning steps visually, in a structured manner, and can be accessed at any time. ([Ilma AINU Sofa, 2024](#)). A video tutorial is a series of live images that can convey information provided by an expert or tutor to a group of people so that they are able to understand the process or increase their knowledge just by watching the video ([Marifah et al., 2024](#)). With video tutorials, students can relearn material they don't understand independently without always having to rely on the presence of a teacher ([Mahfudzoh & Suhartiningsih, 2021](#)). This strongly supports the principle of self-directed learning, which is an essential part of 21st-century

learning.

The application of Sketchbook-based video tutorials in children's fashion design instruction is expected to be a solution for improving students' digital skills. Through this medium, students can follow the fashion design process, from basic sketches and coloring to arranging style elements, with greater ease of understanding. Video tutorials also allow teachers to explain design techniques systematically and engagingly, thus motivating students to practice more outside of class ([Anriyana et al., 2025](#)).

Students in the skills program at MAN 3 Tulungagung have implemented the Merdeka curriculum, and therefore their learning outcomes have undergone significant changes, including the introduction of the term "element." One such element is the element of style and design development. The element of style and design development covers the concepts of style and design creation.

Based on observations conducted by researchers in the field, teachers teach using the CorelDraw application in design lessons. The application is easily obtained by installing it on a computer or laptop. However, the application's use is considered ineffective, especially for students. This is because CorelDraw often experiences errors or large files that fail to save, color accuracy does not always match the display and print results. In addition, the application is often blocked when using. The CorelDraw application is also difficult to access because it requires a laptop or computer for creation. As a result of these problems, design creation takes longer and is less effective in creating fashion designs. In addition, its complex features may be less suitable for new users or beginners who are not familiar with design software.

Researchers are looking for applications that are more effective and easily accessible when used in teaching and learning activities. With the initial hypothesis that this application will not experience errors because it is easy to access anytime and does not require an internet network. The digital design application that researchers will apply is the sketchbook application. This application is an application used to create an image or design. This application is a lightweight application because it does not require an internet connection when used, this application also has several advantages, namely the features in it are very simple and easy to apply, do not have to be connected to an internet network. However, on the other hand, there are also disadvantages to the sketchbook application, namely the results of designs or images with medium to low resolution are not HD (High Definition) but this can be overcome by using a brush with a slightly larger size and using a choice of paper or HD worksheets. With these considerations, researchers conducted a study with the title "Implementation of Application-Based Children's Fashion Digital Design Tutorial Videos in Phase F of the Fashion Design Skills Program at MAN 3 Tulungagung".

Method

This study uses a qualitative descriptive approach with a pre-experimental research type (one shot case study) to determine the effect of implementing the Sketchbook application on student learning outcomes in children's fashion design subjects at MAN 3 Tulungagung. The study was conducted in the odd semester of the 2025/2026 academic year with 18 students of grade XI Phase F of the Fashion Design Skills Program as subjects. The research objects include the feasibility of the Sketchbook application as a digital design medium, student learning outcomes, and

student responses after the application application. Data collection techniques were carried out through the validity of media experts and material experts, as well as assessment of student design results. Data analysis includes analysis of media feasibility based on validation results, and analysis of psychomotor learning outcomes to assess students' abilities in designing children's clothing using digital applications.

Results

This research is in the form of implementing a video tutorial on digital design of children's clothing based on a sketchbook application with the research subjects being students of Phase F of the Fashion Design Skills Program at MAN 3 Tulungagung implemented in the odd semester of the 2025/2026 academic year. The data obtained are: 1) feasibility data reviewed by media experts and material experts, 2) Student learning outcomes after implementing a video tutorial on digital design of children's clothing based on a sketchbook application.

Eligibility Validation

Eligibility validation by media experts and material experts. In this research, feasibility assessments were obtained from six validators consisting of 3 media experts and 3 material experts.

1. Validation of Eligibility by Media Experts

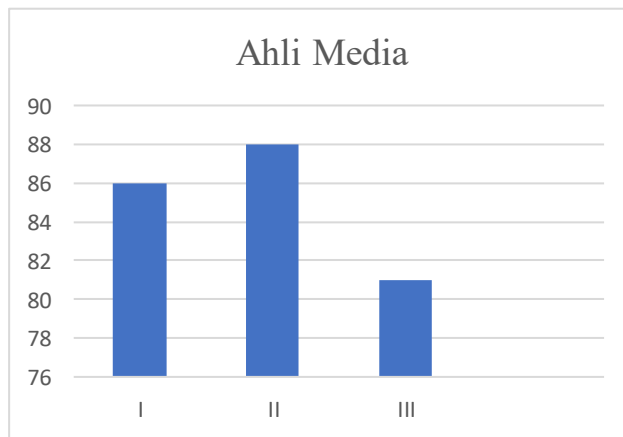
The feasibility assessment of the sketchbook-based video tutorial was conducted by three media experts. These experts were two teachers from MAN 3 Tulungagung and one 3D artist and graphic designer working at PT Yongwang Electronics Indonesia. The assessment results were measured using six aspects: media appearance, visual integration, flexibility, software engineering, audio, and usability, with a score of 0-100%. The following table shows the results of the feasibility validation by the media experts.

Table 1. Results of Media Expert Feasibility Validation

Aspect	Media Expert		
	I	II	III
Media View	20	21	20
Visual Integration	26	27	24
Flexibility	12	12	11
Software engineering	7	7	7
Audio	10	11	9
Use	8	7	7
Total Score	83	85	78
Average Score	86.5%	88.5%	81.2
Maximum Score	96		
Validation Average	85.4%		
Category	Very Worthy		

Source: Data processed by researchers

Diagram 1. Media Expert Eligibility Results



Source: Data processed by researchers, 2025

The results of the media expert validation were obtained after conducting feasibility validation by media experts I, II, and III which were measured from six aspects. The assessment results obtained were accumulated and calculated to obtain the average score from the assessment of three validators. Based on the results of all aspects, media expert validator I obtained an average score of 86.5% with the category "Very Feasible". Media expert validator II from all aspects obtained an average score of 88.5% with the category "Very Feasible". Media expert validator III from all aspects obtained an average score of 81.2% with the interpretation category "Very Feasible". From the three scores obtained a result of 85.4% with the category "Very Feasible".

Validation of Eligibility by Subject Matter Experts

The feasibility assessment of this sketchbook-based video tutorial was conducted by three subject matter experts: two teachers from MAN 3 Tulungagung and one design lecturer from Surabaya State University. The assessment results were measured using two aspects: material quality and usability, with a score of 0-100%. The following table shows the feasibility validation results by the media experts.

Table 2. Results of Feasibility Validation by Material Experts

Aspect	Subject Matter Expert		
	I	II	III
Material quality	52	54	54
Benefits	13	16	15
Total Score	65	70	69
Average Score	85.5%	92.1%	90.7%
Maximum Score	76		
Validation Average	89.4%		
Category	Very Worthy		

Source: Data processed by researchers, 2025

Diagram 2. Results of Feasibility Validation by Material Experts



Source: Data processed by researchers, 2025

The results of the material expert validation were obtained after conducting feasibility validation by material experts I, II, and III which were measured from two aspects. The assessment results obtained were accumulated and calculated to obtain the average score from the assessment of three validators. Based on the results of all aspects, material expert validator I obtained an average score of 85.5% with the category "Very Feasible". Material expert validator II from all aspects obtained an average score of 92.1% with the category "Very Feasible". Material expert validator III from all aspects obtained an average score of 90.7% with the category "Very Feasible". From the three scores obtained a result of 89.4% with the category "Very Feasible".

Student Learning Outcomes in Children's Fashion Learning Activities at MAN 3 Tulungagung Cognitive Test Results

Researchers conducted learning by applying a sketchbook-based video tutorial to digital children's fashion design. Then, they administered a psychomotor test in the form of a design test. Students with a final score of >76 were categorized as having completed the task. The following are the average student learning outcomes based on the cognitive assessment scores.

Table 3. Student Learning Outcomes on Cognitive Tests

No.	Learning Outcomes Achievement	Mark
1.	The highest score	100
2.	Lowest Value	80
3.	Graduated Students	18 students
4.	Students Not Finished	0
5.	Average Cognitive Score	89.44

Source: Data processed by researchers, 2025

Based on the table above, it is known that 16 students completed the

Minimum Competency (KKM) with an average psychomotor score of 87.55. The percentage of learning outcomes can be calculated as follows.

$$KB = \frac{18}{18} \times 100\% = 100\%$$

The completeness of learning outcomes can be described in the following diagram.

Diagram 3. Percentage of Cognitive Test Results Completion



Source: Data processed by researchers, 2025

Based on the data results obtained from the table and diagram above, students in phase F of the Fashion Design Skills Program at MAN 3 Tulungagung showed that the learning outcomes of students' cognitive tests after applying the video tutorial on children's digital fashion design based on the sketchbook application reached 100% completion for the students' learning outcomes reaching the KKTP so that the learning outcomes were categorized as complete in the very good category.

Psychomotor Test Results

Student learning outcomes: One of the research implementations, researchers conducted learning by applying a sketchbook-based video tutorial application to digital children's fashion design, then conducted a psychomotor test in the form of a design result test. Students with a final score > 76 were categorized as having completed the task. The following are the average results of student learning outcomes from the psychomotor assessment scores.

Table 4. Student Learning Outcomes in Psychomotor Tests

No.	Learning Outcomes Achievement	Mark
1.	The highest score	95.83
2.	Lowest Value	62.50
3.	Graduated Students	16 students
4.	Students Not Finished	2 students
5.	Average Psychomotor Score	87.55

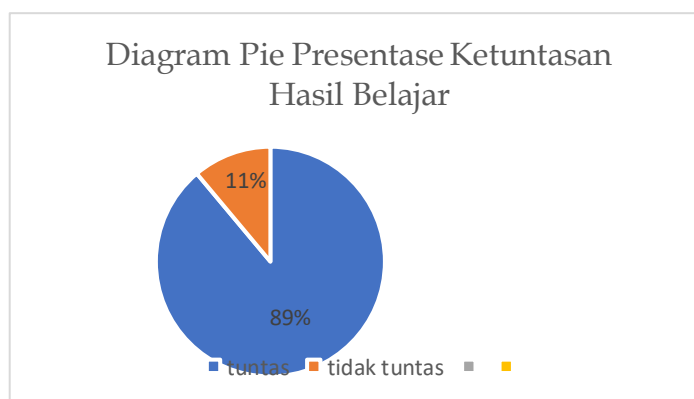
Source: Data processed by researchers, 2025

Based on the table above, it is known that 16 students completed the Minimum Competency (KKM) with an average psychomotor score of 87.55. The percentage of learning outcomes can be calculated as follows.

$$KB = \frac{16 \times 100\%}{18} = 88.89\%$$

The completeness of learning outcomes can be described in the following diagram.

Diagram 4. Percentage of Learning Outcomes Completion



Source: Data processed by researchers, 2025

Based on the data obtained from the table and diagram above, students in phase F of the Fashion Design Skills Program at MAN 3 Tulungagung showed that student learning outcomes after implementing a video tutorial on digital children's fashion design based on the sketchbook application reached 89% completion for student learning outcome scores reaching KKTP and 11% incomplete for scores that had not reached KKTP, so the learning outcome completion was categorized as good.

Discussion

Video Learning Eligibility Level

1. Level of suitability of video media based on media aspects

The feasibility level of digital fashion design video tutorial media based on sketchbook application was obtained from three validators, namely 2 teachers from MAN 3 Tulungagung who are experts in their fields and 1 student alumni of IISMA University of Szeged 2023 who is a 3D Artist & Graphic Design and works at PT Yongwang Electronics Indonesia. The validation results carried out by the three validators obtained an average of 85.4% with a very feasible category. The validator results were obtained by reviewing aspects of media appearance, visual integration, flexibility, software engineering, audio and the use of video tutorials so that it is suitable for application to phase F students of the Fashion Design Skills Program at MAN 3 Tulungagung. The validator assessed that the applied video has met the criteria for video media and its appearance is quite good besides the delivery of the material is focused according to the discussion. Research by [Rahayu](#)

[et al., 2025](#)) explained that the results of the expert validation of the learning media in the form of a video tutorial on Digital Coloring Techniques with the Ibis Paint application were declared very suitable with a score of 93.2%. The expert assessed the media's appearance and accessibility, concluding that the media was suitable for use in accordance with the suggestions and revisions. The media's appearance and accessibility were assessed as good, in accordance with the characteristics of learning video media.

The results of this study are also in line with research conducted by [\(Firmandani et al., 2025\)](#) Although the applications used were different, the media validation test for the video tutorial on coloring material textures using Ibis Paint X showed very good results, with a score of 97.89%. The assessment covered aspects of software engineering, presentation design, and visual communication. This media was deemed effective, efficient, easy to operate, compatible with various devices, and flexible to access anytime.

Based on teacher observations, it can be concluded that the researcher's media implementation was assessed as good in various aspects observed. Based on the validation results of the media's feasibility and implementation stages, it means that the use of this media has the potential to improve student learning outcomes in creating digital children's clothing designs based on a sketchbook application.

2. Level of suitability of video media based on material aspects

The feasibility level of the digital children's fashion design tutorial video based on the sketchbook application was obtained from the validation results carried out by 3 validators, namely 1 Fashion Design Lecturer at Malang State University, 1 Fashion Design Teacher at MAN 3 Tulungagung, 1 Tulungagung Designer, UM Fashion Design Alumni 2010, Owner of Kiki Mahendra.id, Member of IFC Indonesia Fashion Champion. The validation results from the three validators obtained an average value of 89.4% which is included in the very feasible category. The validation results were obtained from the aspects of material quality and usefulness. The validator provided input that during the learning process, teachers are expected to continue to accompany students, in addition, teachers can also provide additional materials along with the videos shown. Research by [\(Damaranti et al., 2024\)](#) stated that the level of validity of material experts on the Ciwidey bun video tutorial media obtained an average result of 89% with a very suitable category.

The results of this study are also in line with research conducted by [\(Mediantari & Rahayu, 2024\)](#) stated that the level of validity of the material expert in the tutorial on making gamis patterns in class XII fashion 2 SMKN 1 Jabon obtained results of 94% with a very decent category. In the validity test of the video tutorial material, there are several aspects that are assessed, including the accuracy of the material, the completeness of the material, the attractiveness of the material, the sequence of the material, the delivery of the material, the use of easy-to-understand language, the suitability and clarity of the images, the delivery of the material, and the delivery of the material steps.

Learning videos must contain material that is relevant to the main topic being discussed or has clear relevance to the learning objectives, and includes aspects of the benefits of the material so that students can understand its application in real contexts and gain a more meaningful learning experience [\(Ampera et al., 2024\)](#).

Not only that, according to [\(Surani, 2024\)](#) Video tutorial learning media is ideal for application in today's digital age, given existing facilities and infrastructure. Compared to oral explanations and practical demonstrations, which are conducted separately, video learning media makes it easier for teachers to deliver material clearly, engagingly, and efficiently in terms of delivery time.

The Application of Digital Children's Fashion Design Video Tutorials Based on the Sketchbook Application on Student Learning Outcomes

Based on the results of the research data that have been presented, the results of learning completeness are reviewed from the average calculation of cognitive tests and psychomotor tests to become the final score of student learning outcomes. Then the results are categorized based on the presentation table and it can be seen that the learning outcomes of students in phase F of the Fashion Design Skills Program at MAN 3 Tulungagung are declared complete with a percentage of 100% cognitive tests and 89% psychomotor tests in accordance with the established regulations that the criteria for completeness are declared complete if the score is > 76 . And is categorized as quite good if it reaches $> 70\%$. Research by [\(Sania Hanif et al., 2024\)](#) explains that the learning outcomes of class XI DPB students at SMKN 1 Singgahan using a student response questionnaire of 25 students obtained an average total percentage score of 98% with very good criteria.

The results of this study are also in line with research conducted by [\(Dheavanisya, 2023\)](#) explained that the learning outcomes of 31 students during the process of implementing video tutorials as a learning medium, obtained around 77% of all students achieved a Minimum Completion Criteria (KKM) score of ≥ 76 , while 23% of others had not yet achieved a score that reached $\text{KKM} \geq 76$. This indicates that the video tutorial developed by researchers can be said to be suitable for implementation as a learning medium.

Conclusion

Based on research on the application of digital children's fashion design tutorial videos based on sketchbook applications that have been carried out in phase F of the Fashion Design skills program at MAN 3 Tulungagung, the following conclusions can be drawn:

1. The level of suitability of the digital children's fashion design video tutorial media, reviewed from the media aspect, obtained an average of 85.4% and the material aspect obtained an average of 89.4%, which is included in the very suitable category. Therefore, it is concluded that the digital children's fashion design video tutorial media based on the sketchbook application applied is stated to be suitable for use in learning.
2. The students' learning outcomes in making digital designs for children's clothing obtained a percentage score of 100% for the cognitive test and 89% for the psychomotor test, which were included in the very good and good categories after the learning process was carried out with the application of video tutorials.

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