



Original Article

Digital Development of Modest Wear Design Video Tutorials in Phase F of Fashion Design and Production at SMKN 1 Sarirejo

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Abstract:

This study aims to determine the development of digital modest wear design video tutorials in phase F of fashion design and production at SMKN 1 Sarirejo. This study uses the Research and Development (R&D) method with the ADDIE development model consisting of five stages, namely analysis, design, development, implementation, and evaluation. The study was conducted at SMKN 1 Sarirejo in the odd semester of the 2025/2026 academic year with 23 research subjects of Vocational Competency 2 (KK2) subjects. Data were collected through validation of learning video media and product assessment. Data analysis was carried out by calculating the level of media feasibility and student learning outcomes. The findings in this study are the results of the feasibility of the video tutorial media achieved an average score of 4.62 from media experts with a very feasible category. Then from material experts obtained an average score of 4.88 with a very feasible category. The percentage of student learning outcomes completeness showed a very good category and received an assessment of 87.5% complete with 12.5% incomplete. It can be concluded that the existence of digital video tutorial learning media for modest wear design can influence the level of achievement of student learning outcomes.

Keywords: Video Tutorial, Modest Wear Design, Fashion Production

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and the skills needed by themselves, society, nation and state (Wijayanti & Misbahuddin, 2025). However, students are not machines that can be controlled at will. Instead, they are a generation that we need to help and care about in every reaction of their changes towards maturity so that they can form independent individuals, think critically and have good moral attitudes (Karunia et al., 2025).



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

The secondary education level, namely vocational high schools (SMK), is a form of formal education unit that specifically prepares its graduates to become experts, skilled and ready to enter society according to their vocational field ([Dheavanisya, 2023](#)). SMKN 1 Sarirejo is located in Dampit, Gempoltukmloko, Sarirejo District, Lamongan Regency, East Java. SMKN 1 Sarirejo follows the independent curriculum guidelines that offer six expertise programs. One of the expertise programs at SMKN 1 Sarirejo is fashion design and production. In phase F, the subjects can be called expertise competencies that are included in the scope of productive and vocational subjects in the fashion design and production expertise program. There are elements and learning outcomes that are applied to several materials as an initial step in supporting fashion production ([Idawati et al., 2024](#)).

Learning based on elements and Learning Outcomes (CP) phase F (grade XI) students will receive basic subjects in the fashion expertise program, fashion drawing, technical drawing, style and design development, textile experiments and decorative design, preparation for making clothes, sewing fashion products, and compiling fashion collections. ([Rifdah & Mayasari, 2024](#)). This study uses the subject of Vocational Competency 2 (KK 2) namely students study Fashion Drawing where at the end of phase F, students are able to create figures according to gender and age, develop figures with style and body movements (gestures) and the application of dressed figures. In this study discusses the Learning Objective, "Understanding the application of dressed figures." namely with digital modest wear design material.

Modest wear is a way of dressing modestly, adapted to age, occupation, and place of residence for some women. Modest wear is nothing new in the history of fashion. Since ancient times, society has embraced the concept of modest clothing, often associated with followers of Islam. However, this concept can also be applied to other religions ([Khadijah et al., 2025](#)).

Based on interviews with fashion design and production educators at SMKN 1 Sarirejo, information was obtained that during the learning activities on fashion drawing elements, educators provided material to students by explaining it verbally. The learning process implemented a Project-Based Learning model using handouts and video tutorials from YouTube ([Malinda Ayu Dewi et al., 2024](#)). The instructor explained the material on creating modest wear designs digitally and continued with a step-by-step demonstration of the design from YouTube.

The problem arises that digital design learning is less than optimal due to limited facilities such as computers, so this material is often done manually. Furthermore, video tutorials on creating digital modest wear designs are not yet available at SMKN 1 Sarirejo, so they only utilize video tutorials on YouTube. However, these video tutorials are not comprehensive and do not align with the learning objectives set by educators. Because of this problem, a video tutorial is needed that is appropriate for the material on creating digital modest wear designs that can be used not only on computers but also on smartphones. The implementation of this video tutorial is expected to make it easier for students to create digital modest wear designs. Because this video tutorial contains material on creating digital designs using smartphones and can be replayed so that students can clearly understand without the need for direct teacher supervision. ([Rahma & Yusmerita, 2022](#)). According to ([Hanifi Zil Afi Nasril et al., 2023](#)). A video tutorial

is a presentation that displays several examples of demonstrations of a material, steps or procedures in the form of images and sound. Video tutorials can be used classically during class learning and used for independent learning which can be done in class or at home, so that students can learn independently by repeatedly playing the video tutorial until they really understand and comprehend the material presented in the video.

The use of media in learning is one way to solve various problems related to learning effectiveness. The availability of media as a learning resource offers great hope for student learning success ([Alyas et al., 2023](#)). Therefore, teachers must improve the quality of media so that learning can run effectively and efficiently. The use of learning media that is felt to help students learn audio and visual with media presentations that are easier to use and access, one of which is learning media based on learning videos. Learning videos can be defined as media that is deliberately designed and arranged systematically and sequentially with the curriculum as a guideline, in its development and application, learning principles are applied so that it is easier for students to understand practical steps visually, enable independent learning, and provide access to information at any time ([Saadah et al., 2024](#)).

This research is more focused on implementing a digital video tutorial for modest wear design. The modest wear design will be applied to a woman's anatomy with a size of 9x the height of the head that has been provided. With a clothing model in the form of a dress, with clothing details such as a Shanghai collar, ruffles, and bishop sleeves. The selection of video tutorial media is expected to support learning activities that are in accordance with the development of science and technology. The learning objective of implementing design and fashion details on body anatomy is that students are expected to be able to apply digital designs properly and correctly. The material provided to students includes how to create modest wear designs and fashion details practically on the Ibis Paint X application using video tutorial media.

Researchers are trying to develop teaching media in the form of digital learning videos using the Ibis Paint X application which was chosen due to limited facilities at SMKN 1 Sarirejo. Technological developments make it easier to create design works with digital technology using applications on smartphones. The limited computer space at SMKN 1 Sarirejo is an obstacle in conducting digital learning. The computer room owned by SMKN 1 Sarirejo only has 5 classes and 15 computers. The computer room is scheduled alternately for 9 classes of multimedia students in a week, therefore other departments do not get computer laboratory facilities. However, all students have smartphones that support it as a learning tool with the teacher's permission.

Ibis Paint X is a very popular, easy-to-use, and free drawing app. It makes it easy for students to draw, design, and express their creativity through the tools provided by Ibis Paint X ([Pandiangan et al., 2025](#)). The researcher decided to use the Ibis Paint X application as a medium for creating digital motif designs based on smartphones with the aim of making it easier for students to create works using the available tools and assisted by learning videos on the implementation of designs and details of dresses in anatomy. Based on the background that has been described, the researcher is interested in conducting research with the title "Development of Digital Modest Wear Design Tutorial Videos in Phase F of

Fashion Design and Production at SMKN 1 Sarirejo".

Method

Research Approach

This research uses a research and development (R&D) method. The ADDIE research model is structured in a systematic manner with a sequence of activities in an effort to solve learning problems related to learning resources that are appropriate to the needs and characteristics of students. This model consists of five steps, including analysis, design, development, implementation, and evaluation. The ADDIE model is commonly used to build effective learning program tools and infrastructure that can support learning. Therefore, this model can be used for various forms of product development such as models, learning strategies, learning methods, media, and teaching materials.

Time and Location of Research

1. Research Time

The time of implementation of this research was in the odd semester in August - September of the 2025/2026 academic year.

2. Research Location

The research was conducted at SMKN 1 Sarirejo, Dampit, Gempoltukmloko, Sarirejo District, Lamongan Regency, East Java.

Research Subjects

The research subjects were 23 students who took the Vocational Competency 2 (KK2) subject.

Data collection technique

Data collection is the most significant step in this process because it is the primary objective of the research. The following methods were used in this research data collection:

1. Validity of the Learning Video Media in this research:

The purpose of validation is to assess the resulting video. To validate the video's applicability, one approach is to have multiple specialists or experienced experts evaluate the newly developed product. Expert validation is necessary to determine whether the product is suitable for use as a teaching tool. Two experts completed expert validation for the product development in this study, covering two areas:

a. Media Expert

Validation by media experts aims to assess whether the media meets the criteria for learning videos with a video format that is suitable for application as a learning medium for students of phase F of fashion design and production at SMKN 1 Sarirejo. The media experts in this study were two multimedia experts.

b. Subject Matter Expert

The purpose of subject matter expert validation is to evaluate the suitability of the video material to ensure its relevance to the CP ATP learning objectives. The subject matter expert is a fashion design teacher. To ensure the created media is suitable for use as a teaching tool, revisions are made if there are any gaps or

deficiencies in the material or its suitability.

2. Product Assessment

Product assessment is an assessment of the results of the product or design from students after using video media for learning the implementation of design and fashion details in digital anatomy.

Data Analysis Techniques

The data analysis technique in this study is a descriptive analysis technique to process data from the results of the feasibility assessment and data from the results of student assignments.

1. Calculation of the level of eligibility value using the formula, namely:

$$x = \frac{\sum x}{n}$$

Source: (Geacelyn et al., 2021)

Information:

x = average score

$\sum x$ = total score of all aspects obtained

n = number of questions

The results of the feasibility level calculations can be categorized using the criteria presented as follows:

Table 1. Video Tutorial Eligibility Criteria

No	Average score interval	Category
1	$x > 4.2$	Very worthy
2	$3.4 > x > 4.2$	Worthy
3	$2.6 > x > 3.4$	Quite decent
4	$1.8 > x > 2.6$	Not worthy
5	$x \leq 1.8$	Very inadequate

2. Calculation of learning outcomes

Learning outcomes are the skills or achievements of students achieved after completing teaching and learning activities. The calculation of student assignment data is carried out by categorizing scores based on the Learning Objective Completion Criteria (KKTP) standards at SMKN 1 Sarirejo, namely achieving a score of 75 and a minimum learning completion of 75% of all students. The basic elements of fashion skills carried out can be declared complete if at least 75% of the total students get a score above 75. The learning outcome assessment formula is:

$$\text{Psychomotor learning outcomes} = \frac{\text{Jumlah peserta didik yang tuntas}}{\text{Jumlah seluruh peserta didik}} \times 100$$

$$\text{Class average value} = M = \frac{\sum x}{N}$$

Information:

M = Average value

$\sum x$ = Total value of all students

N = Number of students who took the test

Calculation of student learning outcomes can be categorized and categorized according to the following table:

Table 2. Criteria for Student Learning Outcomes

Learning Outcomes (KKTP) ≥ 75	Graduation categories
≥ 75	Completed
≤ 75	Not finished

To calculate the percentage of learning completion using the following formula:

$$P(s) = \frac{S}{N} \times 100\%$$

Information:

P(s) = Percentage of sub variable or complete value

S = Number of students with passing grades

N = Total number of students studied

The results of calculating the percentage of the number of students who achieve learning requirements can be categorized using the following criteria:

Table 3. Learning Outcome Completion Categories

Category	Presentation
Very good	81%-100%
Good	61%-80%
Enough	41%-60%
Bad	21%-40%
Very bad	0%-20%

Source: (Sania Hanif et al., 2024)

Results

This research is in the form of developing a digital video tutorial media for modest wear design using the Ibis Paint X application which is applied to students in phase F of Fashion Design and Production at SMKN 1 Sarirejo. There are two research results that will be described in this chapter, including: the level of media feasibility and the level of student learning completion after the application of the video tutorial media. The description of the research results is as follows:

Feasibility Results of Digital Modest Wear Design Video Tutorials

At this stage, the development phase was completed by implementing a video tutorial to determine the feasibility of the video tutorial, which was carried out by three subject matter experts and a media expert. The feasibility test was used to assess the quality of the video tutorial development.

1. Media Suitability Level

The media suitability assessment consists of 21 questions with 4 aspects, including: (1) application recognition aspect; (2) display recognition; (3) final display; and (4) multimedia design principles. The following are the calculations from the three media experts:

Table 4. Results of Media Expert Feasibility Validation

Aspect	Media Expert			Average
	Validator 1	Validator 2	Validator 3	
Application Introduction	20	20	20	5
Appearance	59	58	62	4.81
End of View	5	3	5	4.33
Multimedia Design Principles	12	12	15	4.33

Total Score	96	93	102	
Maximum Score	105			
Video Eligibility	4.62			
Category	Very Worthy			

Source: Data processed by researchers, 2025

Suggestions conveyed by media experts include:

1. If you choose a light background color, the text/font color should be dark so that it is easy to read
2. Added links to access modules, videos, and LKPD.

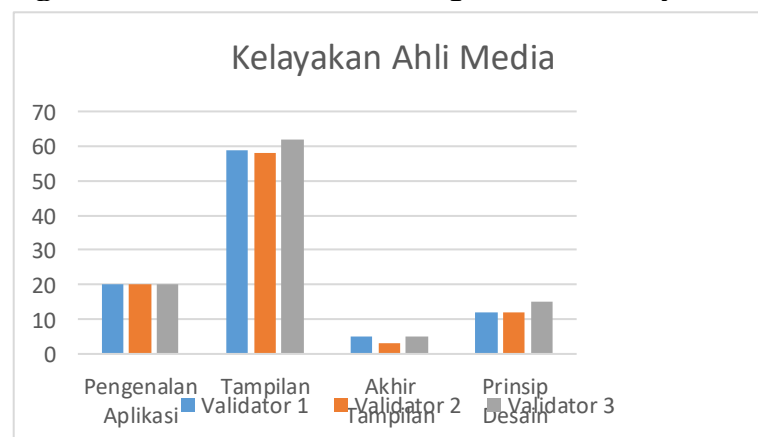
In table 1 above, it shows that the application recognition aspect received an average score from the three media experts of 5 (very decent), the average display aspect was 4.81 (very decent), the final display aspect with an average of 4.33 (very decent), and the multimedia design principle aspect with an average of 4.33 (very decent). The average score from the three media experts was 4.62 with a very decent category. The results of the calculations of the three media experts are described as follows:

$$\bar{x} = \frac{\text{Total skor}}{\text{Jumlah pertanyaan}} = \frac{291}{21} = 13,86$$

$$\bar{x} = \frac{\text{Skor rata - rata seluruh aspek}}{\text{Jumlah ahli media}} = \frac{13,86}{3} = 4,62$$

Based on the feasibility test results by the three media experts, the media's feasibility score was 4.62, categorized as very feasible. The following is a bar chart from the three media experts:

Diagram 1. Results of Media Expert Feasibility Validation



Source: Data processed by researchers, 2025

2. Level of Material Eligibility

The results of the feasibility of the material in the learning video media for making digital motif designs consist of 11 questions and 3 aspects assessed by material experts. The aspects assessed are: (1) introduction; (2) content; and (3) conclusion. These media experts are 2 teachers teaching fashion design and production at SMKN 1 Sarirejo and 1 lecturer from the Undergraduate Program in Fashion Design Education at Surabaya State University. The following is a table of the results of the feasibility validation by material experts:

Table 5. Results of Material Expert Feasibility Validation

Aspect	Subject Matter Expert			Average
	Validator 1	Validator 2	Validator 3	
Introduction	9	9	10	4.82
Contents	39	40	39	4.91
Closing	5	5	5	4.91
Total Score	53	54	54	
Maximum Score	55			
Material Eligibility	4.88			
Category	Very Worthy			

Source: data processed by researchers, 2025

Suggestions provided by material experts include:

1. The display/order of the stages per step is adjusted
2. Learning objectives are clarified so that students understand better.
3. At the beginning of the video, the expected learning objectives are added.

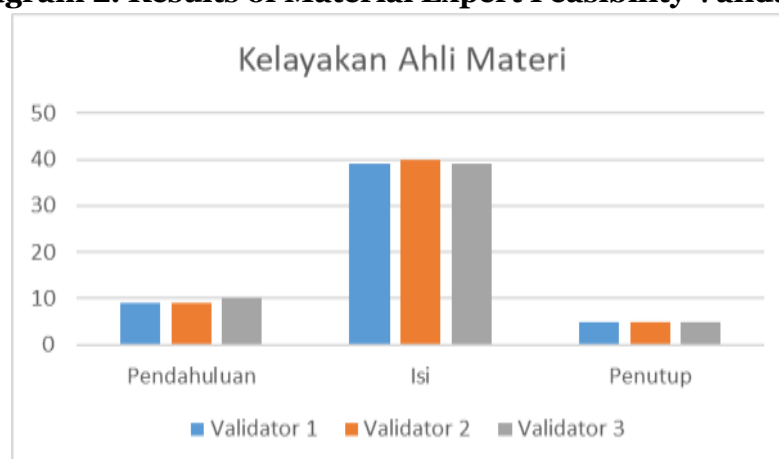
Based on table 2 above, it shows that the introduction aspect received an average value from the three material experts of 4.82 (very suitable), the content aspect with an average value of 4.91 (very suitable), and the closing aspect with an average value of 4.91 (very suitable). The average value from the three material experts for the suitability of the video tutorial material was 4.88 with a very suitable category. The results from the three material experts are described as follows:

$$\bar{x} = \frac{\text{Total skor}}{\text{Jumlah pertanyaan}} = \frac{161}{11} = 14,64$$

$$\bar{x} = \frac{\text{Skor rata - rata seluruh aspek}}{\text{Jumlah ahli media}} = \frac{14,64}{3} = 4,88$$

Based on the feasibility test results by the three material experts, the material's feasibility score was 4.88, which is considered very feasible. The following is a bar chart from the three material experts:

Diagram 2. Results of Material Expert Feasibility Validation



Source: Data processed by researchers, 2025

The total assessment score from three media experts and three material experts, namely:

$$\bar{x} = \frac{\text{Skor rata - rata keenam ahli}}{\text{Jumlah ahli}} = \frac{13,86 + 14,64}{6} = \frac{28,5}{6} = 4,75$$

Based on the table of results of the video tutorial feasibility test level, the average score obtained for the digital modest wear design video tutorial from the six experts was 4.75, which is included in the category of very suitable for use as an alternative learning media.

Student Learning Outcomes After Implementing the Digital Modest Wear Design Tutorial Video

After the video tutorial media on the material of making digital motif designs was shown to 16 students in phase F of Fashion Design and Production, the next task was given to assess the ability to make digital motif designs. Learning outcomes can be said to be achieved if they exceed the Learning Objective Achievement Criteria (KKTRP), the KKTRP applied to the subject of finding forms, namely 75, in accordance with those stipulated at SMKN 1 Sarirejo.

Table 6. Student Learning Outcomes

No	Name	Prior Value	After Value
1.	AAI	87	88
2.	BAMF	70	73
3.	ICPF	72	78
4.	LMA	82	90
5.	LSI	84	90
6.	MSN	82	88
7.	NPF	80	90
8.	NQ	76	80
9.	SPA	82	84
10.	SS	82	88
11.	SM	80	80
12.	SA	78	80
13.	SK	80	84
14.	WI	72	78
15.	ZRNA	80	88
16.	NAF	70	72

Source: Data processed by researchers, 2025

Table 7. Percentage of Student Learning Outcomes

Information	Completed	Not Completed	Percentage Completed
Before the Trial	12 students	4 students	75%
After the Trial	14 students	2 students	87.5%

Source: Data processed by researchers, 2025

Based on the results of a trial on 16 students, there was an increase in learning outcomes after using digital modest wear design video tutorial media. Before the trial, only 12 students (75%) achieved learning completion, whereas after using the media, the number of students who completed the learning

increased to 14 students (87.5%). This indicates an increase in learning completion of 12.5%. Thus, the developed video tutorial media has proven effective in helping students understand the material and improving learning outcomes in the Fashion Design and Production subject at SMKN 1 Sarirejo.

Discussion

Video Media Suitability Level

The results of the video tutorial media feasibility achieved an average score of 4.62 with a very feasible category from media experts and a score from material experts obtained an average score of 4.88 with a very feasible category, the results from the six validators were 4.75 with a very feasible category and can be used as a learning medium. This is in line with research by [\(Yuyu Yuhaeni et al., 2025\)](#) stated that the use of video media can improve learning outcomes, play an effective role in conveying messages, focus on specific material, be easy for students to understand, be able to display learning steps clearly, and allow repetition of material by replaying videos that have good display quality. Therefore, video tutorial media as a learning medium can be said to be suitable to be used as a learning medium for students of SMKN 1 Sarirejo.

The results of this study are in line with research conducted by [\(Rahayu et al., 2025\)](#) stated that the results of the feasibility of video tutorial media from material experts were 97.2% in the very feasible category, and from media experts were 93.2% in the very feasible category.

The results of this study are also in line with research by [\(Indriani et al., 2025\)](#) explained that the video tutorial obtained a score of 95.75% from media experts and 97.50% from material experts, both of which are in the very appropriate category.

Student Learning Outcomes After Implementing a Digital Modest Wear Design Tutorial Video

Students of phase F of Fashion Design and Production of SMKN 1 Sarirejo got an average grade of 84.9, exceeding the KKTP score of 75 so they could be declared as having completed the course. The percentage of students' learning outcomes showed a very good category and received an assessment of 87.5% complete with 12.5% incomplete. After students were given a digital modest wear design tutorial video developed in this study, students were able to create digital modest wear fashion designs with completion on the material of making digital modest wear fashion designs. This also proves the theory that well-designed videos can clarify concepts, enable segmentation of specific materials and convey messages efficiently [\(Riana et al., 2022\)](#).

The results of this study are in line with research conducted by [\(Mediantari & Rahayu, 2024\)](#) explains that the learning outcomes of class XII fashion 2 students at SMKN 1 Jabon, the maximum assessment of students has an average value above the KKM and achieved completion of 93.3% of the total number of students.

The results of this study are also in line with research by [\(Millah et al., 2024\)](#) stated that the application of video tutorial media in class showed success with 19 students out of 21 class X DPB students getting scores above the KKTP of 90%.

Conclusion

Research on the development of digital video tutorials for creating

modest wear fashion designs in Phase F of Fashion Design and Production at SMKN 1 Sarirejo. Based on the results and discussion of the research conducted, the following conclusions were drawn:

1. The video tutorial learning media for creating modest wear fashion designs digitally using the Ibis Paint X application in this study has been tested for the feasibility level of the video tutorial media by media experts 4.62 and material experts 4.88. The total score obtained from 6 experts for the feasibility of the digital modest wear design video tutorial is 4.75 which is included in the very feasible category and can be used as a learning medium and for use at SMKN 1 Sarirejo.
2. The results of the learning completion of students in phase F of Fashion Design and Production of SMKN 1 Sarirejo in the material of making modest wear designs digitally using the Ibis Paint X application through the help of video tutorial media, as many as 14 students completed and 2 students did not complete. The percentage of completion is 87.5% meaning the category is very good and 12.5% did not complete. It can be concluded that the existence of digital modest wear design video tutorial learning media can influence the level of achievement of student learning outcomes.

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