



Original Article

Development of a Learning Video for the Pias 6 Skirt Pattern for Grade X Students of the Fashion Design Skills Program at MAN 3 Tulungagung

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Abstract:

This study aims to determine the level of feasibility and effectiveness of video media for learning the 6-pias skirt pattern as a learning medium in the Fashion Design Skills Program for Class X. This study uses the Research and Development (R&D) method with the ADDIE development model which includes five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The validators of this study consisted of three media experts and three material experts who were competent in their fields and the trial was conducted on twenty-seven students. The data collection method used the observation method. The research instrument used a questionnaire sheet. The data analysis used was quantitative descriptive analysis. The results of this study indicate that the results of the validation of the material experts obtained The average value is 4.50 with a percentage of 90%, and media experts obtained an average value of 4.13 with a percentage of 88.6%, so that the overall average feasibility result is 4.31 with a percentage of 88.2% which is included in the "very feasible" category. The trial on 27 students resulted in a percentage of 91% and cognitive learning outcomes of 90 and psychomotor 87, where all students achieved 100% learning completion. Thus, this learning video media is declared very feasible and effective to be used as a learning medium in the pattern making subject.

Keywords: Learning Video, Pias Skirt Pattern 6, Fashion Design



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Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, so that they have spiritual religious strength, self-control,

personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state ([Junaedi Ifan, 2019](#)). Education itself consists of various types, such as formal, non-formal, and informal education, which complement each other. Within the formal education system, there are levels that include primary, secondary, and higher education. ([Putri, 2022](#)). One of the secondary education levels equivalent to Senior High School (SMA) is the State Madrasah Aliyah (MAN), which is under the management of the Ministry of Religion.

State Madrasah Aliyah (MAN) is a model of madrasah education unit at the secondary education level, which combines the characteristics of Islamic religious education with enrichment in the fields of science and technology ([Mastiyah & Lisyawati, 2022](#)). MAN not only provides general education but also offers expertise programs in various fields, one of which is fashion design. The fashion design expertise program at MAN aims to equip students with knowledge and skills in the fashion industry. The learning materials provided include fashion design, pattern making, textiles, sewing technology, and clothing decoration techniques.

Video is a combination of audio and visual media that produces moving images over a predetermined period of time. Recorded learning videos can also be played repeatedly and saved on a mobile phone or computer, allowing students to gain a deeper understanding of each step or topic ([Raisa Ikhlas & Puspaneli, 2023](#)). Learning using videos aims to develop cognitive and psychomotor abilities and has a positive influence on students' attitudes and emotions ([Yuanta, 2020](#)). Video media has several characteristics, namely it can display sound and moving images simultaneously, in videos it allows for visual engineering and depicts complex processes in a simplified form, videos can display objects that cannot be included in the classroom, for example because they are too far away, very large or very small, and can shorten or extend the time of a process ([Ismaniati, 2012](#)).

The use of video as a learning medium has several benefits as follows: 1) Learning materials are easier to understand so that students understand them better and have the ability to achieve learning objectives optimally. 2) Learning will attract more student attention, which can increase their desire to learn. 3) Student engagement will increase because students do more diverse activities, not just as listeners. 4) Learning methods must be more varied than just communicating verbally with the teacher to save teacher energy and prevent student boredom ([Jannahtul & Hidayati, 2022](#)).

The development of video as a learning medium must consider several criteria, including: 1) Suitability with the learning material, 2) The video presentation format prioritizes clarity and mastery of the material, 3) The duration of the video must be adjusted to the material to be delivered with a maximum duration of around 15-20 minutes, 4) The presentation technique must be communicative, such as showing objects in detail, focusing on the object to be explained, other objects or properties are not excessive, 5) Music for accompaniment uses instrumental music with low volume intensity and avoids popular songs ([Zahro & Hidayati, 2022](#)). The display format of learning media must choose a font with a high level of readability, use a variety of animations and images to clarify the display, have a title for each discussion

topic and pay attention to the principles of simplicity, layout balance, color composition, contrast and harmony. In terms of material content, learning video media clearly explains the achievement of learning competencies, learning materials are packaged into several specific sections or activities, the language used is communicative and there is a summary (Riana et al., 2022).

The use of instructional videos can improve learning outcomes. This has been proven through several previous studies. Research by (Wacana & Hidayati, 2021) explained that the level of suitability of learning video media in terms of material obtained an average score of 4.38, and in terms of media, it obtained an average score of 4.43, both of which are included in the "very suitable" category for use. The use of learning videos can stimulate student interest in learning and learning outcomes. The level of student learning completion reached 87.5%. This means that learning videos are very effective for use in improving student learning outcomes.

Meanwhile, research conducted by (Gulo et al., 2024). This study applies research and development (R&D) and the 4D development model. The results of the research, namely the assessment of the feasibility of interactive video learning media by material experts, are very valid with a percentage of 93%, and the results of the feasibility of interactive video media based on media aspects have been valid with a percentage of 83%. Student responses to interactive learning videos in individual tests were 80.35% (practical) while in field tests they reached 93.68% (very practical). Meanwhile, student learning outcomes based on validation reached 85.77%. The effectiveness of interactive learning videos is characterized by student learning completeness with an average of 90%. From this, it can be concluded that interactive learning videos can improve student learning outcomes.

Previous studies on instructional videos have demonstrated a high level of feasibility and effectiveness. However, no research has specifically developed video media for the material of the broken pattern of the 6-pias skirt, which requires clear, step-by-step visualization. In addition, learning at MAN 3 Tulungagung still relies on blackboard media, so teachers must repeatedly explain the material due to differences in student abilities in absorbing information. Even though the school has provided digital facilities that allow the use of more interactive media. This difference indicates a gap between learning needs and the media used, so it is necessary to develop learning videos that are relevant, contextual, and in accordance with the characteristics of the 6-pias pattern material.

Method

This study uses the Research and Development (R&D) method development model. The product developed is a learning media for the material of making a broken pattern of a 6-piece skirt based on video media. The procedure for developing learning media in this study refers to the ADDIE research and development model, namely a development model consisting of five stages including Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is a learning model that provides an organized process in developing learning media so that it can be used well for teaching and learning activities. Research using the ADDIE model has its own procedures that are interconnected, the following is a media development

chart using the ADDIE model:



Chart 1 Development Steps According to (Branch, RM 2009)

Based on chart 3.1, the research procedure is explained in the following stages:

A. Analysis Stage

At the data collection stage in this study, researchers collected information data regarding the broken pattern of the 6-piece skirt, identified the problems that occurred and analyzed the needs including: 1) material analysis, namely reviewing the material for making the broken pattern of the 6-piece skirt in class X according to the syllabus included in the Basic Pattern (DP) elements referring to the curriculum implemented at MAN 3 Tulungagung school. 2) analysis of media that can be applied and accessed by students, namely with Video media, MAN 3 Tulungagung School provides Wifi access facilities and projectors to support the learning process. 3) analysis of students, namely researchers conducted observations on the speed of understanding the learning material. The results of the observation found that teachers still use the demonstration method so that in the learning process the understanding of some students is relatively slow and relatively fast. The role of learning media in the form of videos is expected to be a more efficient and active learning method, which will help improve student learning outcomes.

B. Design Stage

At this stage, researchers designed learning videos based on the data from the previous analysis. The videos were designed using engaging and easy-to-understand audio-visual displays.

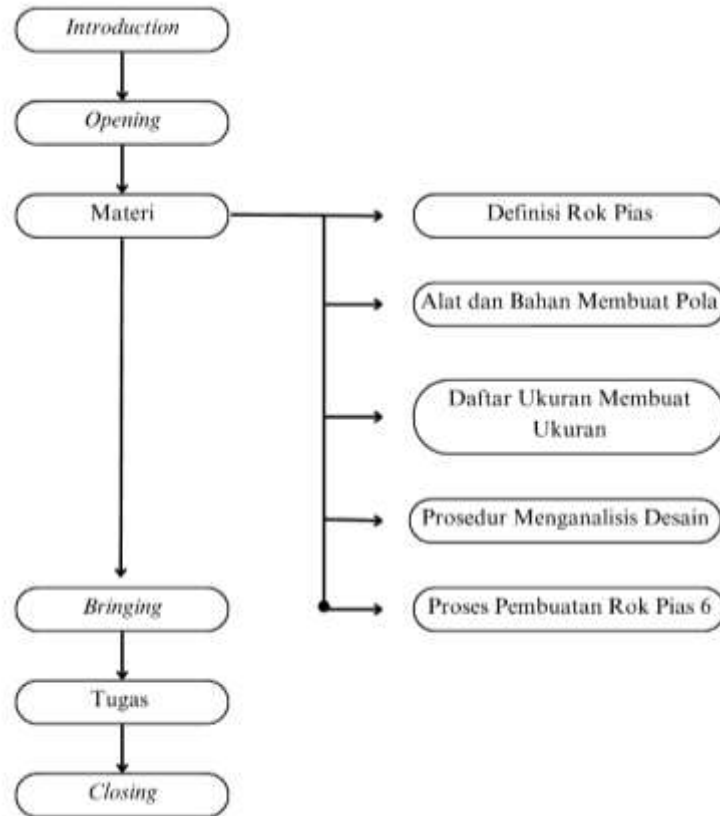


Chart.1 Learning Media Design

a. Outline draft of media content and script

The outline and script design of the media content were carried out after obtaining information from the material analysis. Learning outcomes were identified to compile the results of the material analysis. The results of this material analysis were then incorporated into the learning media, namely video media. Aspects included in the outline of the media content include core competencies, indicators, main material, and books used as references. Furthermore, a description of the material was used to facilitate the creation of the video script.

b. Video script draft

The video script is designed after the main outline of the media definition material is outlined. The video script contains the visual information to be displayed, as well as audio for the content. *background sound* and voice recording (dubbing). At this stage, the researcher also created a storyboard that included the sequence of scenes displayed, descriptions of screen displays, and object placement. A clear script and storyboard will aid in the video production process, as shown in the table.

c. Validation instrument design carried out by experts

The design of the expert validation instrument is informed by the feasibility of developing video media to be reviewed by several experts including media and materials.

d. Evaluation instrument design

The evaluation instrument designed was an assessment of student learning outcomes in the cognitive and psychomotor domains. The cognitive

domain assessment instrument consisted of 20 multiple-choice questions, and the psychomotor assessment instrument consisted of a product assessment observation sheet equipped with an assessment rubric for making a 6-piece skirt pattern.


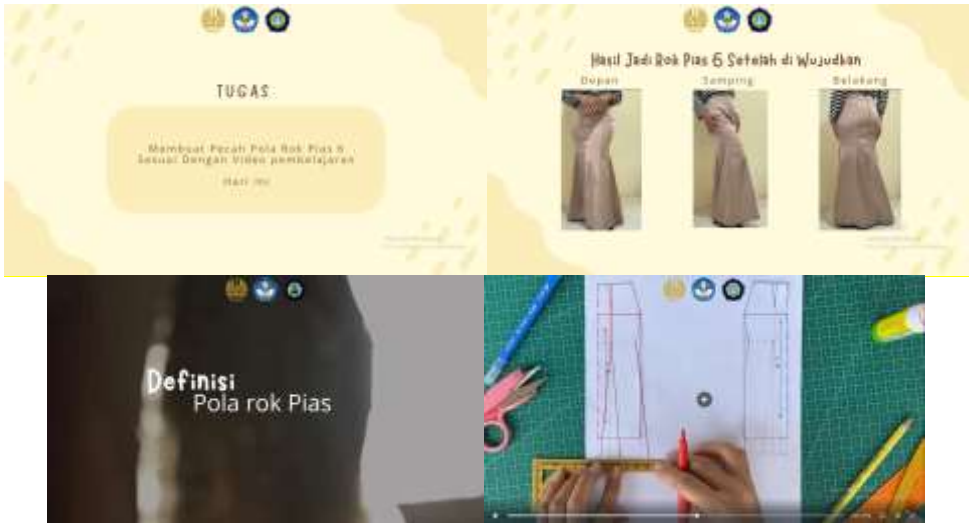

C. Development Stage

In the next stage, namely the development stage, the learning media product in the form of a video with the competency of making a broken down pattern for a 6-piece skirt in class X of the Fashion Design skills program was developed by the researcher. The video development process includes several stages, namely:

a. Making video learning media

Video learning media was created with design references contained in the design stage in accordance with *storyboard* and equipped with supporting materials that facilitate understanding of the material and use of the media. The following is a display of the prototype learning video presented in the table.

Table 1. Learning Video Display

Video

Photo
Tutorials and Materials

Cover View


This stage aims to produce revised learning media based on input from experts.

b. Expert validation

Expert validation is conducted after product development to validate and determine its suitability for use before testing. Validation of learning media is carried out by several experts with competencies in their respective fields. Validation is carried out by three subject matter experts and three media experts.

c. Trials

Trial testing is a crucial stage after the validation and revision of a video learning media product. At this stage, the product is tested directly in the classroom to assess its effectiveness, understanding, and student response to the videos developed.

The trial was conducted on class X students of the Fashion Design skills program at MAN 3 Tulungagung with the material of making a broken pattern for a 6-piece skirt with a total of 27 students. During the trial, researchers were able to directly observe the learning process, ask for responses from students, and measure learning outcomes to determine the impact of using the media.

The results of this trial will be used as final evaluation material to determine whether the learning media is ready to use or still requires additional revisions.

D. Stage Development

The implementation phase begins after the learning media has been created, validated, and revised by experts. The next phase involves testing the product on students. At this point, the researcher carries out the agreed-upon learning activities, namely the Practice-Based Learning (PbBL) learning model. This activity begins with opening the lesson, defining fundamental questions, designing a project plan, testing the learning process and outcomes, evaluating the experience, and closing the lesson.

E. Evaluation/Evaluation Stage

The final research process is evaluation. This evaluation aims to assess the impact of video learning media on student learning outcomes in the cognitive and psychomotor domains. Students are considered to have mastered the material if their average final score exceeds the Minimum Completion Criteria (KKM). The KKM score set for MAN 3 Tulungagung in the Fashion Design skills program for grade XI on the Basic Pattern (DP) topic is:

The data analysis technique used in this study was quantitative descriptive. The collected data was then analyzed to determine assessments and opinions on the resulting product, namely the learning video.

a. Video media validation results analysis technique

The data validated by the material experts and media experts were then analyzed descriptively. The following are the steps for data analysis by the material experts and media experts:

Percentage Formula (Sugiyono, 2017)

$$P = (F/N) \times 100\%$$

Information:

P : Percentage

F : average score

N : maximum score

The percentage value results are then averaged to obtain the average percentage value.

Average Formula (Sugiyono, 2017)

$$\bar{X} = \frac{\sum X}{n}$$

Keterangan:

- \bar{X} = Nilai rata-rata
- $\sum X$ = Jumlah seluruh nilai (skor total)
- n = Jumlah responden/data

After calculating the average value, it is interpreted to determine the suitability of a material and media as follows:

Table 4. Material and Media Suitability Criteria

Evaluation	Interpretation Criteria
0% - 20%	Very Less Worthy
21% - 40%	Less than worthy
41% - 60%	Quite Decent
61% - 80%	Worthy
81% - 100%	Very Worthy

Source:(Sugiyono, 2017)

The minimum limit for learning media is said to be suitable for use if it gets an average percentage value >_61% in the appropriate category.

b. Student Response Analysis Techniques

The data from the student response questionnaire was then analyzed descriptively quantitatively. The following are the steps for analyzing the student response data.

The final assessment results obtained from student responses are then analyzed in the form of a percentage.

Percentage Formula (Sugiyono, 2017)

$$P = (F / N)X 100\%$$

Information:

P : Percentage

F : Total value obtained

N : Maximum number of points

The percentage value results are then averaged to obtain the percentage values.

Average Formula (Sugiyono, 2017)

$$\bar{X} = \frac{\sum X}{n}$$

Keterangan:

- \bar{X} = Nilai rata-rata
- $\sum X$ = Jumlah seluruh nilai (skor total)
- n = Jumlah responden/data

After calculating the percentage, the average value is interpreted to determine the suitability of a material as follows:

Table 5 Student Response Criteria

Evaluation	Interpretation Criteria
0% - 20%	Very Less Worthy
21% - 40%	Less than worthy
41% - 60%	Quite Decent
61% - 80%	Worthy
81% - 100%	Very Worthy

Source:(Sugiyono, 2017)

The minimum limit for learning media is said to be suitable for use if it gets an average percentage value >_61% in the appropriate category.

c. Student learning outcomes.

The results of student assessment in the development of learning media for breaking down the 6-pias skirt pattern are based on cognitive and psychomotor assessments. The following are the steps for analyzing student learning outcomes.

The final assessment results obtained from the cognitive and psychomotor tests of students using the following formula:

Average Formula (Sugiyono, 2017)

$$\text{Student score} = \frac{\text{Total scores obtained}}{\text{Total score}} \times 100$$

The results are then categorized based on the following minimum eligibility criteria table:

Table 6. Competency Based on Minimum Competency (KKM) Value

Mark	Category
≥75 (less than)	Not finished
≥ 75(More than or equal to)	Completed

Students are declared to have completed the course if the score obtained is more than or equal to 75. If the score obtained is less than 75, it is categorized as incomplete.

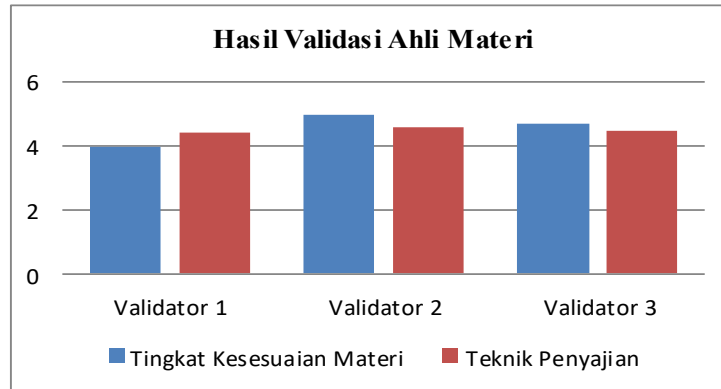
Results

Feasibility Test Results for the Development of Learning Media for the Broken Skirt Pattern 6

1. Material Expert Validation Results

The following are the results of the material feasibility test obtained based on the results of the validation test for the development of learning materials for breaking down the pattern of the 6-piece skirt.

Figure 1. Diagram of Material Expert Validation Results



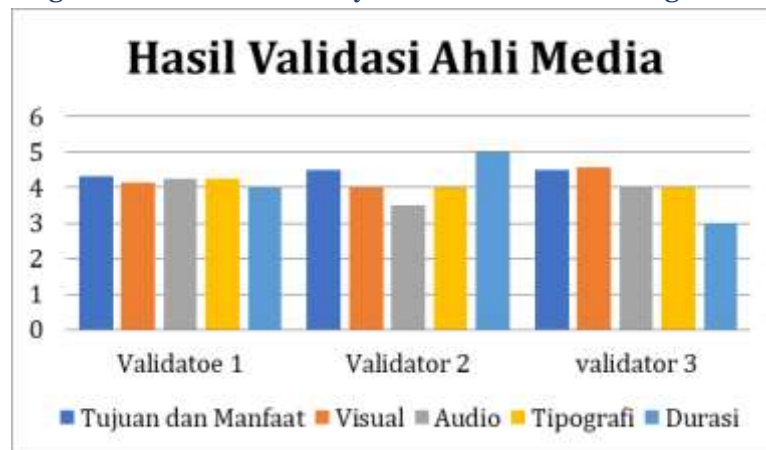
Source: Data processed by researchers, 2025

Based on the diagram data above, it shows that the development of the learning video for breaking the skirt pattern 6 was reviewed for the level of suitability of the material and presentation techniques which were validated by three validators. Validator 1's assessment can be seen in the diagram, obtaining a material suitability level score of 4 and a presentation technique score of 4.42. The assessment given by validator 2, namely the material suitability level score is 5.0 and the presentation technique score is 4.58 and finally validator 3 gave an assessment of the presentation score of 4.7 and the presentation technique score of 4.50. The assessments of the three validators were summed up and obtained an overall average score of 4.50 with a percentage of 90% included in the "very suitable" category for use as learning media.

2. Media Expert Validation Results

The following are the results of the media feasibility test obtained based on the results of the validation test for the development of learning media for breaking down the 6-pias skirt pattern.

Figure 2. Media Feasibility Validation Results Diagram



Source: Data processed by researchers, 2025

Based on the data and diagram above, it shows that the feasibility test for developing a video for learning to break the pattern of the 6th skirt received 3 assessments from the media expert validator which is divided into 5 assessments, namely objectives and benefits, visual, audio, typography, and duration. The results of the assessment from validator 1 in the diagram provide an assessment number for objectives and benefits of 4.33, a visual assessment of 4.14, an audio assessment of 4.25, a typography assessment of 4.25, and a duration assessment of 4. The results of the assessment from validator 2 in the diagram provide an assessment number for objectives and benefits of 4.5, a visual assessment of 4, an audio assessment of 3.5, a typography assessment of 4, and a duration assessment of 5 and the results of the assessment of validator 3 in the diagram provide an assessment number for objectives and benefits of 4.5, a visual assessment of 4.57, an audio assessment of 4, a typography assessment of 4, and a duration assessment of 3. The average score obtained from the media feasibility test instrument sheet was 4.13 with a percentage of 88.6% included in the "very suitable" category for use as a learning medium.

Next, calculate the average overall media suitability score from the experts with the following results:

Figure 3. Average Score Results Diagram Feasibility of Video Media from Experts



Source: Data processed by researchers, 2025

The value of the feasibility test results for the development of the learning video for breaking the 6-pias skirt pattern was obtained from the value of the validation test results of the material expert, namely 4.50 and the results of the media expert validation test, namely 4.13, which was then taken as an average and obtained the value data above, the final value obtained from the feasibility test for the learning video media was 4.31 with a percentage of 88.2% included in the "very feasible" category and can be used as a learning medium.

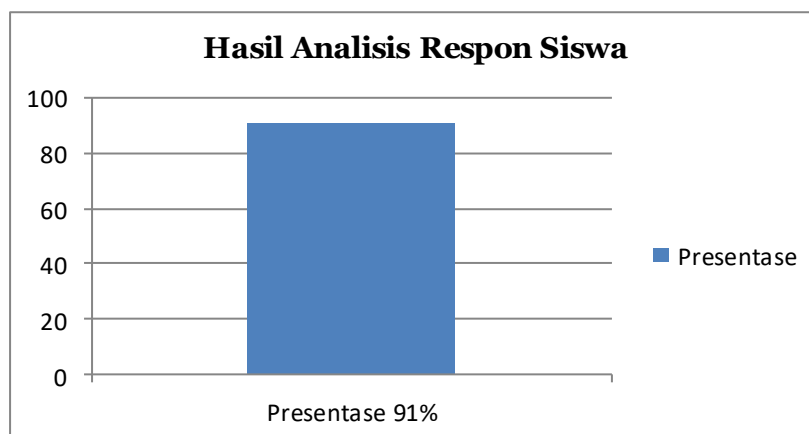
Student Assessment Results

The results of the student response questionnaire on the development of a learning video on breaking down the pattern of the 6-piece skirt in class X of the fashion design skills program at MAN 3 Tulungagung were assessed by giving a response questionnaire to students after the media use job test process. The results of filling out the questionnaire were then analyzed to

determine the level of feasibility of the learning media.

The following are the results of the analysis of the student response questionnaire for the development of learning media for breaking down the pattern of the 6-piece skirt.

Figure 4. Diagram of Student Response Analysis Results



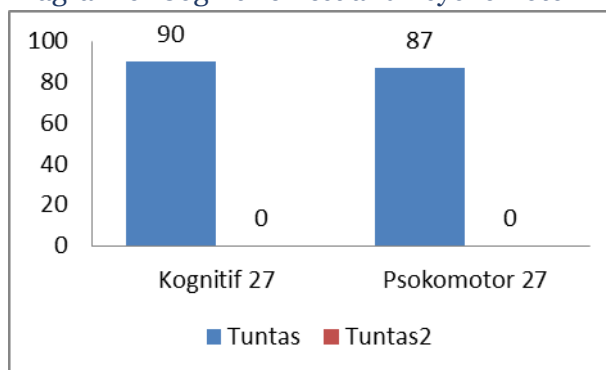
Source: Data processed by researchers, 2025

The results of the trial of learning media on class X students of the fashion design skills program at MAN 3 Tulungagung with a total of 27 students with 18 questions with a total average of 4.55. The average result in percentage is 91% with the category of "very suitable" to be used as learning media.

Student Learning Outcomes

The value of student learning outcomes in the development of learning videos on breaking down the pattern of the 6-piece skirt in the fashion design skills program for class XD of MAN 3 Tulungagung was obtained based on cognitive assessments consisting of student knowledge and skills. The knowledge learning outcomes were in the form of multiple-choice tests and the assessment of student skills learning outcomes was in the form of psychomotor tests with assignment results assessment. The learning outcome data is presented in the following table and diagram.

Figure 5. Diagram of Cognitive Test and Psychomotor Test Results



Source: Data processed by researchers, 2025

Based on the data and diagram above, the data on the students' knowledge and skills completion scores were obtained. Listed in the cognitive test assessment were 27 students in the completion category with an average

score of 90. Then, in the psychomotor test assessment, 27 students were in the completion category with an average score of 87. So, it can be concluded that the students' learning outcomes in the assessment of the broken skirt pattern 6 are included in the completion category.

Discussion

The results of the study indicate that the development of a learning video for the 6-piece skirt pattern in the fashion design skills program for class X at MAN 3 Tulungagung is suitable for use in learning. This is due to several factors, namely the following. First, the development of a learning video for the 6-piece skirt pattern is in accordance with the results of the needs analysis with the developed model, namely the ADDIE model, systematically and based on theory. The process of developing a learning video for the 6-piece skirt pattern with a contextual approach refers to the ADDIE development model, thus having implications for the feasibility of the learning media products produced in the development process (Kurniawan et al., 2017). The development of learning videos that refer to the ADDIE development model is effective and able to help the learning process of students and teachers. In addition, the results of this study are in line with previous research conducted by (Putri, 2024), where the pattern-breaking tutorial video was declared very feasible based on validation by material experts (94%) and media experts (100%), and obtained an implementation result of 90.26% in the "very good" category. The consistency of these results demonstrates that the use of video media in fashion design learning can improve understanding, technical skills, and the effectiveness of the learning process, particularly in pattern construction materials that require clear and systematic visual demonstrations. The developed instructional videos can assist students in the learning process and facilitate better understanding of the material. Students often tend to become bored when participating in learning without the use of video media and experience a lack of motivation in the learning process.

Second, the benefits of learning videos in the learning process can facilitate understanding and the learning process of students in understanding the learning material. The results of the development of this learning video are designed in such a way that it can display writing (text), colorful images, audio (sound), and animation in one unit so that it can provide a unique attraction for students to learn through the presentation of audio-visual material (Omer, 2016). Learning videos can provide new colors to help students improve learning outcomes and make it easier for teachers to deliver learning (Kurniawan et al., 2017). Video media has a good delivery strategy with a contextual blend of material elements in learning media which has implications for effective material delivery and arousing student enthusiasm in the learning process. In addition, learning videos are able to present elements of color, sound, movement, with an explanation process, and can coordinate media with slides, photos, and images that can increase student motivation so that learning is varied and can foster more curiosity (Kurniawan et al., 2017).

Previous research findings indicate that instructional videos help facilitate student learning (Octavyanti & Wulandari, 2021). Other research

findings indicate that instructional videos help increase student motivation in the learning process and can facilitate teachers in the learning process (Hendrawati, 2013). Other research findings indicate that the use of instructional videos is very influential and significantly helps students in learning and developing their skills. Furthermore, student skills can be realized if teachers are able to implement learning using innovative media. This is one of the competencies of professional teachers (Lestari & Mustadi, 2020). Instructional videos are video media that stimulate students' thoughts, feelings, and desires to have ideas and concepts, messages, and information in an audio-visual manner (Wisada et al., 2019). The advantages of the developed instructional video media are video media with a combination of animation with movement patterns, color, audio, material content, and evaluation to measure the extent of students' knowledge and understanding. The implication of this research is that the development of this instructional video can stimulate student motivation and facilitate students and teachers during the learning process. Thus, learning activities can occur anywhere and anytime.

Conclusion

Based on the analysis results, the trial obtained a very feasible category. So, the development of the learning video for breaking down the polar ok pias 6 in the fashion skills program at MAN 3 Tulungagung is suitable for use in learning pattern making. The learning video media is appropriate based on the results of the needs analysis with the developed model, namely the ADDIE model, systematically and based on theory. The use of learning video media for breaking down the pattern of the skirt pias 6 in the learning process can facilitate understanding and strengthen students' memories by understanding the material in the learning video for the pattern of the skirt pias 6.

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