



Original Article

Implementation of Video Tutorials on Creating Party Dress Designs to Improve Learning Outcomes of Phase E Students at SMKN 1 Baureno

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Abstract:

This study aims to determine the application of video tutorial media on the material of designing party dresses. The quantitative descriptive method with the Classroom Action Research (CAR) approach was implemented in two cycles. The research population was all students of SMK Negeri 1 Baureno, while the research sample was 21 students of class X-1 Fashion Design. Data collection techniques used questionnaires, cognitive test results, and student psychomotor practice results. The results showed that video tutorials help students learn independently, can be repeated at any time, and present clear work steps to facilitate understanding. In addition, the use of video tutorials also increases student learning motivation and activeness because the visual presentation of the material makes the learning process more interesting and easy to follow. In conclusion, the application of video tutorial media in learning to design party dresses is effective and improves student learning outcomes.

Keywords: Video Tutorial, Party Dress Design, Student Learning Outcomes

Introduction

The 21st century is known as the era of globalization or openness, also known as the age of knowledge. During this period, educational development has been rapid, driven by the use of digital media and technology, known as the information superhighway. (Etistika YW et al., 2016) Education is also an important part of efforts to improve human welfare and is an element of national development (Huda et al., 2025).

The Independent Curriculum is the new name for the prototype curriculum officially introduced by the Minister of Education, Culture, Research, and



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

Technology, Nadiem Anwar Makarim. ([Hamidah Suryani & A. Nur Maida, 2023](#)) The Independent Curriculum is a significant milestone in educational change in Indonesia, with the aim of producing competent graduates who are ready to compete in the job market ([Yahya et al., 2024](#)). Vocational High School (SMK) is a secondary education level that aims to equip students with the practical skills needed to be independent, so that they can become graduates who are ready to face the challenges of the world of work ([Farida & Marniati, 2023](#)). Vocational schools offer various areas of study, one of which is the fashion design program. Fashion design is a competency program aimed at preparing and equipping students with the skills and knowledge necessary to become productive individuals, able to work independently, and able to create jobs in the professional world ([Mediantari & Rahayu, 2024](#)).

One school that has implemented the Independent Curriculum is SMK Negeri 1 Baureno. This school is committed to providing students with knowledge and skills in various fields, including fashion design. Thus, SMK Negeri 1 Baureno strives to compete in the rapidly growing fashion sector. Through the implementation of the Independent Curriculum, this school strives to provide education relevant to industry needs, so that its graduates are highly competitive and can contribute to the creative industry in Indonesia. At this school, various challenges are encountered in the teaching and learning process. Observations at SMK Negeri 1 Baureno indicate that several 10th-grade students have difficulty understanding the material on Party Fashion Design. This difficulty is caused by limited face-to-face time, teaching methods that are not yet varied, and learning media that do not support independent learning. These conditions impact low learning motivation and student learning outcomes, both in the cognitive and psychomotor domains.

Ideally, learning Fashion Design requires media that guides students visually, interactively, and can be accessed anytime. Fashion design is the creation of clothing models in the form of drawings using elements of line, shape, silhouette, size, and texture that can be realized into clothing ([Sania Hanif et al., 2024](#)). Several previous studies have shown that video tutorials are effective in improving learning outcomes, for example in creating children's clothing patterns, creating basic body patterns, and drawing female body proportions.

A video tutorial is a series of moving images that convey information provided by an expert or tutor to a group of people, enabling them to understand the process or increase their knowledge simply by watching the video. In the educational realm, video tutorials are known as instructional videos. They are created to convey learning materials to improve students' understanding ([Marifah et al., 2024](#)).

Based on this gap (gap research), this study offers a novelty in the form of a video tutorial on Party Dress Design created by the researcher himself, with improved visual and audio quality, systematic presentation of steps, and content aligned with the learning outcomes of the Independent Curriculum. This media is designed to be relevant for teachers and students in vocational schools, easily accessible, and able to facilitate independent learning. Thus, it is expected to increase student engagement, facilitate understanding of the material, and have a positive impact on learning outcomes.

Method

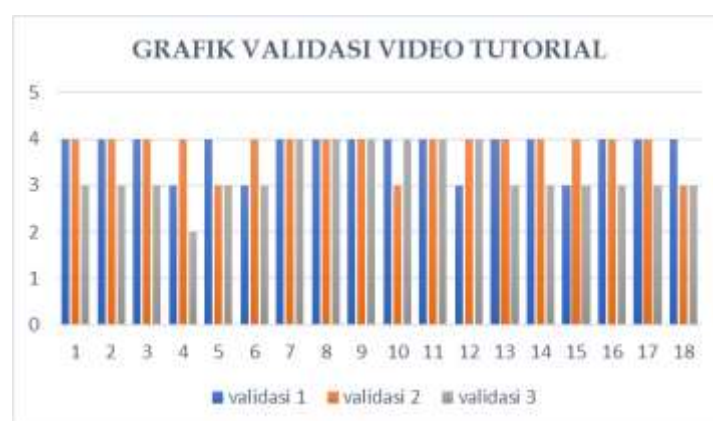
This research uses a descriptive quantitative method with a Classroom Action Research (CAR) approach. In this classroom action research, there are several stages, namely planning, implementation, observation, and reflection. This research was conducted at SMK Negeri 1 Baureno in the 2024/2025 academic year. The subjects were 21 female students of grade X majoring in Fashion Design who took the Basic Fashion Design subject. The research objects included the implementation of learning using video tutorials as learning media by teachers or researchers, student activities during the learning process, student responses to the application of video tutorials, and the learning outcomes of class X students of SMK Negeri 1 Baureno. The sample of this research was 21 students of class X-2 fashion design at SMK Negeri 1 Baureno. The sample was taken using a purposive sampling technique. Data collection techniques used observation, questionnaires, and tests including cognitive and psychomotor tests. The data analysis technique in this study used a quantitative descriptive approach to obtain the average value of student learning outcomes. Measurement of learning outcomes was carried out by comparing the scores obtained by students with the Minimum Completion Criteria (KKM) of 75 in each cycle. Student learning outcomes data consisted of psychomotor and cognitive tests using the Minimum Competency (KKM) as the assessment benchmark. The scores obtained were then grouped into five categories: very high, high, medium, low, and very low. In each cycle, the percentage improvement in student learning outcomes was analyzed, as reflected in the increase in average scores and the categories of learning outcomes achieved.

Results

Validation Results Data for Video Tutorials on Creating Party Dress Designs

The validity of the video tutorial media was assessed by three validators consisting of three reviewers. The assessment was carried out using a validation instrument with a scale of 1–4, covering the quality of the visual display, audio clarity, the suitability of the material content to the curriculum and learning outcomes, the systematic presentation of the steps, language, and the usefulness of the media for students. The results of the video tutorial validation sheet obtained a percentage score from the three reviewers which is presented in graphic form as follows:

Figure 1. Video Tutorial Validation Results Graph



Source: Data processed by researchers, 2025

Based on the validation results of the video tutorial media conducted by three validators, namely 1 media expert lecturer and 2 fashion design teachers, an average percentage of 90.74% was obtained with the category "very valid". This indicates that the developed video tutorial media for Party Fashion Design is suitable for use in the learning process without revision.

The validators gave excellent ratings for visual appearance, audio clarity, content alignment with the curriculum, and systematic presentation of steps. Therefore, the video tutorial media was deemed suitable for implementation in classroom trials.

These results are in line with research ([Rahayu et al., 2025](#)) The validation of the video tutorial media yielded a 93.2% very suitable score. Experts assessed the media's appearance and accessibility, concluding that the media was suitable for use in accordance with the recommendations and revisions. The media's appearance and accessibility were assessed as good, in accordance with the characteristics of instructional video media.

Learning Outcome Data for Video Tutorial Application

This study aims to determine the extent to which learning outcomes in designing party dresses have improved among Phase E students of SMKN 1 Baureno. The study was conducted over a month and involved 21 Phase E students of the Fashion Design expertise program.

Measurement of learning outcomes is carried out based on the scores obtained by students before and after the implementation of the use of video tutorials, with reference to the Minimum Completion Criteria (KKM), namely 75. The scores before the implementation of video tutorials are used to see students' initial abilities, while the scores after the implementation of video tutorials are used to determine the increase in learning outcomes after the action is carried out.

The research data were analyzed using quantitative descriptive analysis techniques, then presented in graphical form to facilitate understanding of changes in student learning outcomes.

The following are the results of student learning completion in cycles I and II, which are presented in the form of a bar chart below.

Figure 2. Bar Chart of Student Learning Completion Results



Source: Data processed by researchers, 2025

From the graph above, it can be seen that the learning completeness achieved by students in cycle I was 66.67% with an average value of 78.33. This result has not yet reached classical learning completeness. While in cycle 2 it reached a level of 90.48%, so it can be said to be complete, for that there is no need to hold learning in the next cycle with the learning completeness that has been achieved, thus learning to make party dress designs with the use of video tutorials is said to be able to improve learning outcomes in Fashion Design.

1. Cycle I

a. Planning

In this stage, the researcher has prepared video tutorial learning media for making party dresses, prepared test and observation instrument sheets according to the format from the researcher which has been validated and can be used, then prepared the first pre-test and post-test sheets.

b. Implementation of Actions

In the implementation phase, learning activities are carried out in accordance with the previously created learning plan. To adapt the learning plan to the delivery of material, including the use of video tutorials, this meeting is held in one session for both material delivery and evaluation, as follows:

c. Observation and Evaluation

1). Observation

The observation results were obtained from observations conducted by observers who filled out observation sheets of teacher and student activities to record the progress of the learning process. From the results of the observations and observations carried out, it was found that the learning process was not in accordance with expectations because there were still shortcomings from both the teacher and the students. Based on the results of observations of student activities after analysis, the following data were obtained:

Figure 3. Results of Observations of Teacher and Student Activities in the Cycle I



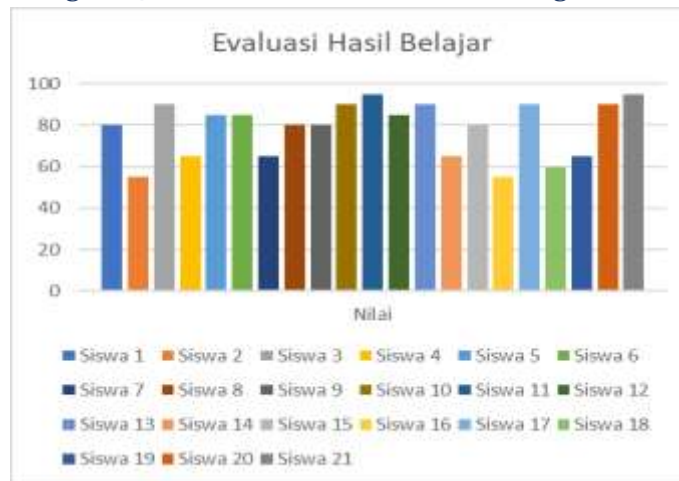
Source: Data processed by researchers, 2025

Based on observations of teacher and student activities in Cycle I, an average percentage of 51.11% was obtained for teacher activity and 48.40% for student activity. Both are categorized as "Poor." This indicates that teacher and student activities in the learning process are still not optimal. Teachers have not fully implemented engaging learning strategies, while students remain passive in participating in learning activities. Therefore, corrective action is needed in the next cycle to significantly improve teaching and learning activities.

2). Evaluation of Learning Outcomes

Complete data on student learning outcomes in cycle 1 based on the evaluation results in cycle 1 after analysis, the following data was obtained:

Figure 4. Evaluation of Student Learning Outcomes



Source: Data processed by researchers, 2025

Based on Figure 4 above, it can be seen that the learning completion achieved by students was 66.67% with an average score of 78.33. This result does not reach classical learning completion, so learning continues to the next cycle.

d. Reflection

Based on the analysis of observation results from Cycle I, the number of students who completed the program was still 66.67%, below the minimum standard of 85%. This result did not meet the expected results, so the researcher continued to the next cycle. There were shortcomings in Cycle I that needed to be addressed and addressed in Cycle II.

2. Cycle II

The learning process in Cycle II begins with providing feedback on the evaluation results. Therefore, before the discussion, the teacher urges students to refrain from chatting, distracting others, and from remaining silent while paying attention to their peers. The division of tasks within each group must also be clearer so students can carry out their respective tasks.

a. Planning

The planning stage in cycle II was carried out based on the results of reflections on the implementation of cycle I. At this stage, the researcher made improvements to the shortcomings that occurred in the previous cycle. The researcher prepared learning media in the form of a video tutorial on making party dresses with improvements in the display and explanation to make it clearer

and more engaging for students. In addition, the researcher also revised the observation sheets for teacher and student activities to provide more detailed records of student involvement during the learning process.

The researcher prepared a learning outcome test instrument sheet (second post-test) to measure the improvement of students' learning outcomes in the cognitive, affective, and psychomotor aspects after the application of video tutorial media. The researcher also prepared LKPD (Student Worksheet) as a guide for practical designing party dresses, as well as preparing learning tools such as revised modules to adjust to the results of the reflection of cycle I, teaching materials, and supporting tools such as LCDs and laptops to display videos.

b. Implementation of Actions

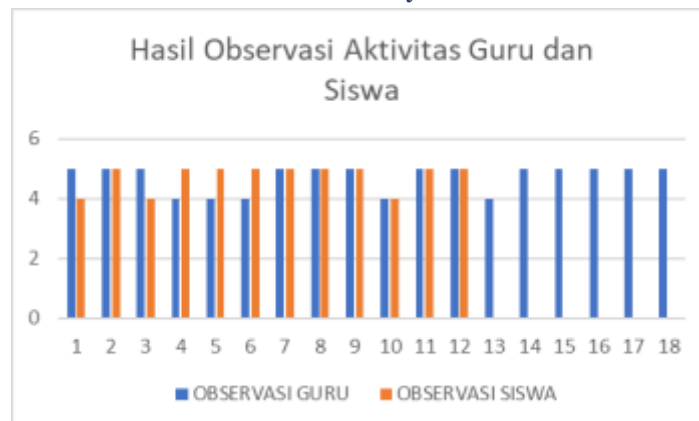
In the implementation phase, learning activities are carried out in accordance with the previously created learning plan. To adapt the learning plan to the delivery of material, including the use of video tutorials, this meeting is held in one session for both material delivery and evaluation, as follows:

c. Observation and Evaluation

1). Observation

The observation results were obtained from observations conducted by observers who filled out observation sheets of teacher and student activities to record the progress of the learning process. From the results of the observations and observations carried out, it was found that the learning process was not in accordance with expectations because there were still shortcomings from both the teacher and the students. Based on the results of observations of student activities after analysis, the following data were obtained:

Figure 5. Results of Observations of Teacher and Student Activities in Cycle II



Source: Data processed by researchers, 2025

Based on the results of observations of teacher and student activities in cycle II, an average percentage of 92.22% was obtained for teacher activities and 93.33% for student activities. Both are included in the "Very Good" category. These results indicate that the application of video tutorial media in learning Party Fashion Design has been effective. The teacher was able to manage the learning well, present the media in an interesting way, and provide guidance during practice. Meanwhile, students showed high enthusiasm, paid attention to the video display, actively discussed, and were directly involved in the process of

designing party clothes. This excellent learning activity is an indicator that video tutorial media is able to increase student engagement and learning motivation.

The following is a comparison of teacher and student observations in cycles I and II:

Figure 6. Comparison of Teacher and Student Observation Results in Cycles I and II



Source: Data processed by researchers, 2025

Based on the results of observations of teacher and student activities in cycle I, an average percentage of 51.11% was obtained for teacher activities and 48.40%, while in the second cycle Based on the results of observations of teacher and student activities in cycle II, an average percentage of 92.22% was obtained for teacher activities and 93.33% for student activities. Both are included in the "Very Good" category. These results indicate that the application of video tutorial media in learning Party Fashion Design has been effective. Teachers are able to manage learning well, display media in an interesting way, and provide guidance during practice. Meanwhile, students show high enthusiasm, pay attention to video displays, actively discuss, and are directly involved in the process of designing party clothes. This excellent learning activity is an indicator that video tutorial media is able to increase student engagement and learning motivation.

2). Evaluation of Learning Outcomes

Complete data on student learning outcomes in cycle II based on the evaluation results in cycle II after analysis, the following data was obtained:

Figure 7. Evaluation of Student Learning Outcomes



Source: Data processed by researchers, 2025

The evaluation results obtained in Cycle II showed a completion rate of 90.48%, thus confirming that the learning process had achieved classical completion. With this achievement, no further action was required in the next cycle. Thus, learning to design party dresses using video tutorials has been proven to improve student learning outcomes in the Fashion Design subject.

d. Reflection

Based on observations of student activity in Cycle II, the learning process proceeded well. In the first meeting, student activity was in the less active category, but in the second meeting, it increased to the active category. The evaluation analysis also showed an increase in the class average and the percentage of learning completion, which had reached or even exceeded the minimum threshold of 85%. This means that 85% or more of students had achieved the required Minimum Completion Criteria (KKM). Therefore, the study was terminated in Cycle II, as originally planned.

Discussion

Learning using video tutorials on party dress design demonstrated significant results in each cycle. The improvements in learning outcomes in Cycles I and II reflect the effectiveness of video tutorials in helping students understand design steps visually, systematically, and repeatedly.

In Cycle I, the learning completion rate reached 66.67% with an average score of 78.33. Although there was an improvement compared to before the intervention, this result did not meet the classical completion standard. This condition indicates that some students still need clearer visual explanations and opportunities to review the material. This finding is in line with research by (Khasanah et al. (2024) which states that video tutorials can improve students' cognitive and psychomotor aspects, but maximum results are usually not achieved in the initial cycle. Research by Aniq & Karyaningrum (2018) also confirms that in the first cycle of video-based learning, students tend to still be adapting so that the results are not optimal.

Improvements in Cycle II resulted in a more significant increase, with learning completion reaching 90.48% with an average score of 85.5. These results indicate that students were able to follow the flow of creating party dress designs more independently and in a focused manner. This improvement was supported by the visual clarity and systematic steps presented through video tutorials, making it easier for students to understand each step. These results align with Wahyuni's (2019) research, which showed that visual learning media consistently improved learning outcomes from the first cycle to the next because students were already familiar with the learning flow. Marlinda's (2023) research also reported a similar pattern of improvement, namely an increase in learning outcomes after further actions using structured learning media.

Overall, the improvement in learning outcomes from Cycle I to Cycle II indicates that the use of video tutorials significantly contributes to learning effectiveness. While the completion rate in Cycle I was only 66.67%, it increased to 90.48% in Cycle II, thus meeting the classical completion criteria. These results are supported by the findings of Edwards et al. (2023) who stated that video tutorials significantly influence learning outcomes based on the Chi-Square statistical test at $\alpha = 0.05$.

Besides impacting learning outcomes, video tutorials also increase student motivation and engagement. Students appear more focused when following the video's steps and more confident when practicing designs. This aligns with

Marniati's (2023) opinion, which states that video media generates a positive response from students because it is engaging, easy to follow, and can be repeated as needed.

Thus, it can be seen that the improvements observed over the two cycles reflect the success of using video tutorials to support learning to design party dresses. This medium has been proven to help students learn independently, improve procedural understanding, and foster creativity and confidence in their work.

Conclusion

Based on the results of the research that has been conducted regarding "Application of Video Tutorial Media for Making Party Dress Designs to Improve Learning Outcomes of Phase E Students at SMKN 1 Baureno", the following can be concluded:

1. Video Tutorial Media Eligibility

The validation results of the video tutorial media by material experts and media experts showed an average percentage of 90.74%, categorized as "very valid," thus the video tutorial media was declared suitable for use in the learning process. Aspects assessed as very good included visual display quality, audio clarity, content suitability to learning outcomes, and systematic presentation of the steps for creating party dress designs.

2. Student Responses to Media Use

The questionnaire results showed that 100% of students responded very positively to the use of video tutorials. They felt this medium helped them understand the steps of creating party dress designs more easily, engagingly, and could be repeated as needed. Furthermore, the use of video tutorials also increased student motivation and active participation during the learning process.

3. Improving Student Learning Outcomes

The application of video tutorials has been proven to improve student learning outcomes in the manual design of party dresses. Before the application of the media, the percentage of student learning completion was only 23.80%, while after the application of the video tutorials, this increased to 90.47%, categorized as "very good." This indicates that video tutorials have a positive effect on improving students' cognitive and psychomotor abilities in understanding the concept and skills of party dress design.

Overall, the application of video tutorial media in learning Party Fashion Design has proven to be effective and suitable for use as an alternative technology-based learning media to improve the learning outcomes of Phase E students at SMKN 1 Baureno.

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