

Development video media using study strategies groups for facial skin care learning not problems beauty cosmetology SMK Negeri 3 Pematang Siantar

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Abstract: Education in Indonesia is constantly evolving. This condition presents a challenge for learning, particularly in the realm of education which functions to provide certain knowledge, insights, skills and expertise. To introduce an innovative teaching paradigm, it is necessary to develop teaching methods and media. In order to achieve innovative teaching goals, educators must have instructional media as a supporting tool or method for conveying material, so as to motivate students and enhance their learning. One of the media that can support the learning process by using visual media as an interactive learning medium is learning videos. The purpose of this learning is to develop and test the feasibility of a valid instructional media video on the No Problem Facial Skin Care competency. The objects of this research include material experts, media experts and students of SMK Negeri 3 Pematang Siantar. The research method is developed by utilizing the R&D (Research & Development). Data collection was carried out using a questionnaire. The research results for the material expert validity test yielded a score of 92.53 percent, while media experts scored 89 percent, and it was determined that the use of interactive video learning media improved student learning outcomes. According to experts, learning video media is ideally suited for use as learning media competencies in No Problem Facial Skin Care.

Keywords: Development videos; Media; Group study strategy; Facial skin care not problems

1. Introduction

Education is basically an effort to provide knowledge, insight, skills and certain expertise both to teachers and students in order to develop talents and personality (Kemp, 1994). Teachers and students strive to develop themselves through education so that they can adapt to any changes brought about by advances in science and technology (Sonmez, 2012). In this information era, media are always utilized in the delivery of education. Teachers can employ more interactive learning video media as learning media to use as innovative learning tools that are currently being developed (Fredy, 2013). Competency Learning Facial skin care without problems is an important vocational learning process because it can lead students to a basic understanding of other productive programs such as makeup subjects, problematic facial skin care, acne/blackheads facial skin care, facial pigmentation, skin care with technology, and so on (Nugrahaeni, 2020).

According to the observation results, student scores in the subject of Facial Skin Care Without Problems remains low, the media used is still assisted by books/modules or worksheets (Astuti, 2019). This is reinforced by data on the results of daily skin care tests without problems for class X students of SMK

Negeri 3 Pematang Siantar which are explained in the table 1.

Table 1. List of Daily Deuteronomy Results on Facial Skin Care without Problems in SMK Negeri 3 Pematang

No	Graduate	Value ≤ 75 (not finished)	Value ≥ 75 (finished)
1	X	64,15 %	35.85 %

Table 1 demonstrates that more than 64,15 percent of students in class X have scores below the KKM standard of 75. It was determined that students' mastery of learning competencies remained problematic because it did not match expectations with field realities. In other words, students have not attained all of the learning objectives. To attain these objectives, teachers must be able to utilize innovative media as learning tools. Creating innovative learning media makes it simpler for teachers to organize and instruct students on how to use the media they are using, so the teacher's job is no longer limited to merely identifying the material (Sari, 2022). Based the researchers conducted a study titled "To make it easier for teachers to deliver learning materials entitled "Development of video media using group learning strategies to successfully learn face care and beauty makeup in SMK Negeri 3 Pematang Siantar". The purpose of this study is to develop an educational video that teachers and students can use for learning.

2. Methods

The research method used is research and development (R&D). Neuman (2003) envisions development research in the field of learning as the process of developing and validating products used in the learning process. To create learning media Facial Skin Care Not Problems Class X Students of the Beauty Department of SMK Negeri 3 Pematang Siantar conducted a series of model development procedures. The development model used is an adaptation video-based development model (Asyhar, 2012). The stages of development are as follows:

1. Conduct preliminary research, which includes:
 - a. Identify learning needs
 - b. Designing a learning achievement test
 - c. Develop learning strategies using learning videos
 - d. Develop learning materials with learning videos
2. Making software design, which includes:
 - a. Manuscript production (pre-production)
 - b. Video production, including:
 - 1) Manuscript creation
 - 2) Creation of shooting scripts
 - 3) Image capture
 - c. Post production
 - 1) Editing
 - 2) Mixing
 - 3) Previews
 - 4) Trial
3. Carrying out a facial skin care study result test is not a problem
4. Product review and trial

These stages are explained as follows Figure 1.

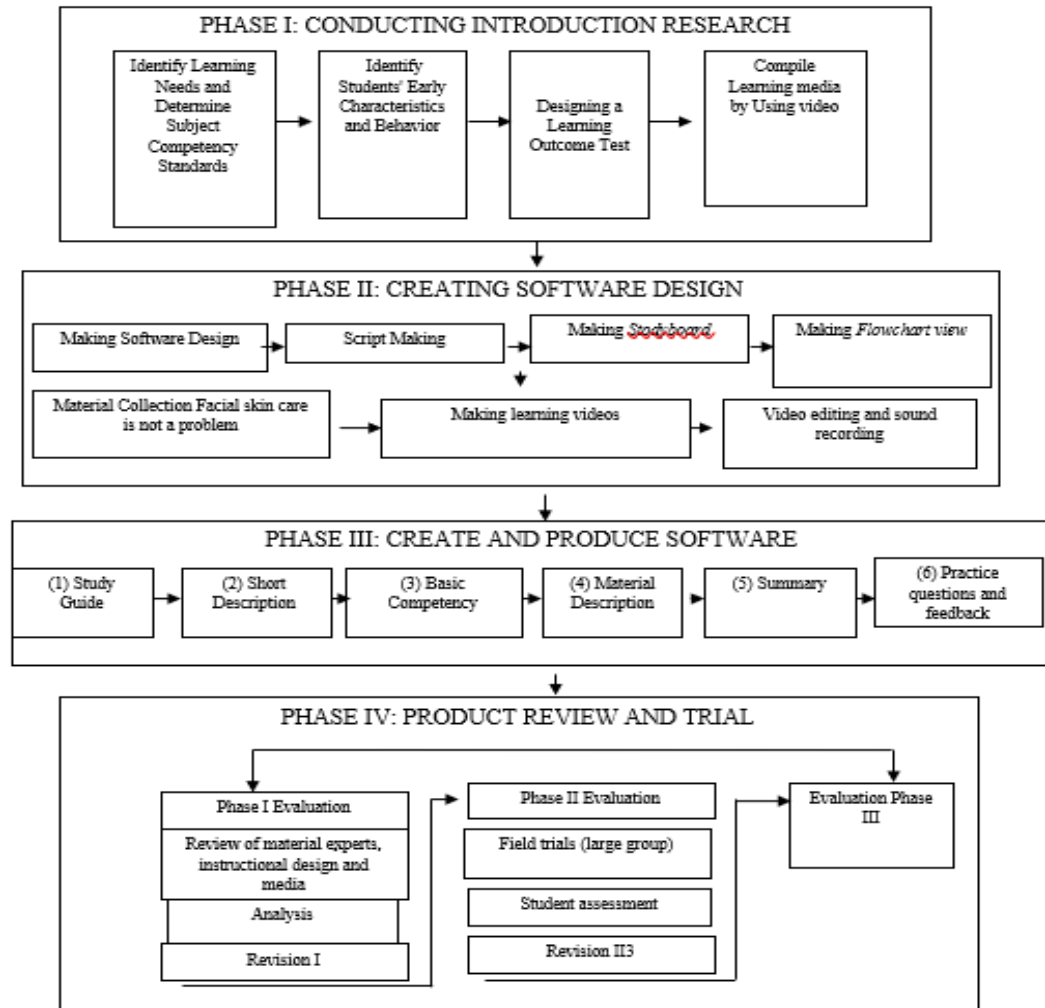


Figure 1. Process planning for the development of interactive learning media with video learning on the competence of problem-free facial skin care (Borg, 1981)

Since the acquired data will be adjusted according to the purpose and design of the development, the type of data collected in this development will mainly be qualitative data collected through questionnaires with a 1 to 5-level evaluation scale (1: very bad, 2: not good, 3: moderate, 4: good, and 5: very good). The instruments used in this study were (1) Materials Professional Questionnaire; used to obtain data on the quality of learning materials and the development of aspects of learning delivery systems skin studies teachers. (2) Questionnaire for learning media professionals. Used to obtain data on the quality of learning designs. The training video criteria were converted to five-point values using the Likert scale and analyzed descriptively as percentages using the following formula (Sugiyono, 2012).

$$x = \frac{\text{total score achieved}}{\text{sum of ideal scores for all items}} 100\% \quad (1)$$

The product stage to be tested after being validated by several experts, and then the learning outcomes and student activities are seen using the learning videos used in accordance with Figure 2.

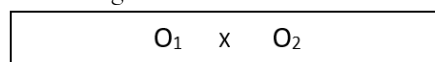


Figure 2. One group pretest and posttest design (Sugiyono, 2012)

Information:

- O_1 : Pretest value (before using interactive video facial skin care not problems)
- O_2 : Posttest value (after using interactive video facial skin care not problems)
- X : Treatment (interactive video on facial skin care not problems)

3. Results and discussion

The deliverables from this research are in the form of learning media, namely videos (Hidayah, 2019). This video learning media product was created and designed by the researchers themselves. It is intended to be used both as a learning tool to teach learning skills and as a standalone learning resource that students can access anytime, anywhere (Suryansyah, 2016). The research used is research and development (R&D), Therefore, the research process began with (1) preliminary description, (2) design of subsequent teaching materials, (3) performance of product validation, and modification and completion by materials experts based on data validation analysis, (4) Learning design specialists and field tests for the production of appropriate learning media according to the characteristics of the subject and students as users.

Preliminary description

The process of implementing facial skin care learning is not problematic when using learning media with videos carried out in stages. The first process in this development activity was conducting oral interviews with teachers at SMK Negeri 3 Pematangsiantar. They stated that they needed learning media with videos to support the learning process because they admitted that it was difficult to get effective learning media to convey material, and there were even some teachers who did not use media at all in teaching learning.

Design of subsequent teaching materials

Designing and creating learning media is done after the process of creating video-based learning materials. The first product of the interactive learning material is:

1. Subject

The provided content is instructional support material that only includes explanations of the primary content. The interactive video's components include (a) personal and workplace preparation; (b) tool preparation; and (c) preparation of cosmetic ingredients. Applying facial skin care is simple.

2. Presentation Elements

- a. Competence, which entails competency benchmarks and fundamental competencies in each academic area.
- b. The primary menu consists of navigational buttons, animations, text, descriptions of the materials, and photos.

Each topic is presented logically using a visualization tool, with instrument music, background music, and examples. comprising animated graphics, questions using multiple-choice question formats to gauge understanding of the content examined, and a summary of the information presented. The initial learning media with video product has been created and is available for testing in order to get complete data that will be utilized as material for product redesign (Willi, 2018).

Description of the test result data

Data from verification results by material experts

Media literacy development of face care interactive learning by experts successfully verified. It was carried out by Mrs. Hederia Sagala, S.Pd and Sri Idah Sebayang, S.Pd, teachers of the Cosmetology Study Program at SMK Negeri 3 Pematangsiantar.

Table 2. Score of Learning Media Assessment with Interactive Video by Material Experts on Learning Delivery Systems (Scale 1-5)

No	Assessment indicators	Respondens		Total Score	Average (%)	Criteria
		1	2			
1	The truth of the concept	4	4	8	80	Good
2	The depth of the learning material	4	5	9	90	Very good
3	Compatibility with the curriculum	5	5	10	100	Very good
4	Determination of the sequence of learning material	5	5	10	100	Very good
Average				9.25	92.5	Very good

The assessment done by two material experts from each aspect was rated "Very Good", only the correctness of the concept was rated "Good". But overall from in terms of learning mediation system, it was evaluated as "very good".

Data from the learning tested by media experts

This test is verified by two Learning Media Experts, namely Prof. Dr. Baharrudin, M.Pd, and Mr. Nur Basuki, S, Pd, M, Pd Lecturer, Faculty of Engineering, Universitas Negeri Medan.

Table 3. Interactive learning media assessment scores by learning media experts regarding aspects of information design quality (Scale 1-5)

No	Assessment indicators	Respondens		Total Score	Average (%)	Criteria
		1	2			
1	Providing motivation	5	5	10	100	Very good
2	Clarity of Material Description	5	4	9	90	Very good
3	Explanation of examples given	4	5	9	90	Very good
4	New information use	4	4	8	80	Good
5	Feedback on test results of learners	5	4	9	90	Very good
6	Chronological / sequential	4	4	8	80	Good
7	Maximizing the learning process	5	4	9	90	Very good
8	Ease of use	4	5	9	90	Very good
Average Score				8.9	89	Very good

Based on evaluations of learning media experts on aspects of quality of learning media information design, there are six items that are rated "Very Good". And two more items were rated "Good", overall from the aspect of information design it was rated "Very Good".

Data from the field trials results

Field tests were carried out at SMK Negeri 3 Pematangsiantar. The field trial was conducted with 28 students from Class X Cosmetology. Initial test trials are conducted to determine the score assessment, which produces data that measures the viability of subsequently created items and the benefits of employing them. The following table summarizes the findings of learning media evaluations about the quality of teaching materials.

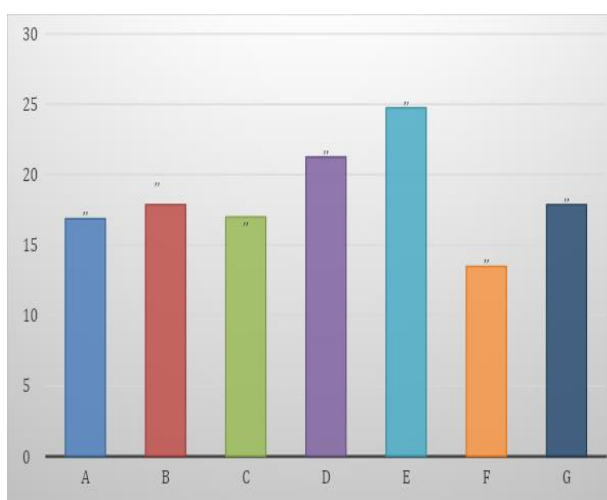


Figure 3. Preliminary test average score of students

According to Table 4 and Figure 3, the average score of students in pre-test group E was 24.75, followed by group D with a score of 21.25, and groups B and G with scores of 17 each. Group C has a position score of 17 and Group A has a score of 16.88; the lowest score in the group is 13.5 for Group A. After confirming the results of the first test described above, we used interactive video media to learn facial skin care skills momentarily, followed by group learning strategies to evaluate the effectiveness of using interactive video media. Completed the final examination, as shown in the summary below.

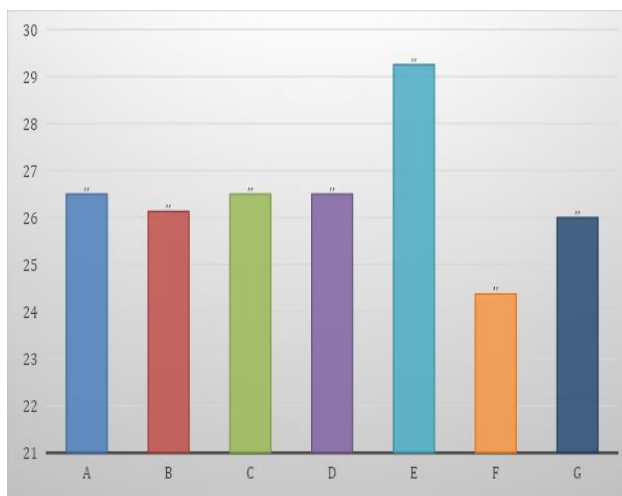


Figure 4. Student's final test average score

According to Table 5 and Figure 4, the average score of students is at the pretest, group E had the highest mean score, 29.25, followed by groups A, C, and D with a mean score of 26.5, group B with a mean score of 26.13, group G with a mean score of 26, and group F with a mean score of 24.38. Based on the assessment of the student test results above, learning using interactive videos with group learning strategies seems to be increasing, meaning that in general students like Learning media with interactive videos that keep students engaged in learning (Winarti, 2019). Learning media are therefore interactive videos are suitable for use in learning competency Facial Skin Not Problem.

Learning design specialists and field tests

The aspects that were revised and elaborated based on data analysis and trials, as well as input from material experts, learning media experts, and student users of video learning media, aim to explore several aspects that are common in the process of developing a product (Astri, 2020). Some of the uses and benefits of using learning media with interactive videos on facial skin care competencies are not problematic, as follows: (1) the material is easy to understand because the concepts presented are planned to make it easier for students and systematic, (2) interactive video learning media gives students the opportunity to learn according to the speed of each group, (3) learning is faster and more interesting so it doesn't cause boredom because it is equipped with pictures and animations as well as various practice questions. (4) There is an opportunity to answer questions during the test if the answer is considered wrong with the goal so that students can understand the material that has been studied, (5) this interactive video learning media can also be used as an alternative to conventional and individual learning media (Shinta, 2021).

4. Conclusion

The results of material expert verification on learning media with interactive video skills on face skin care, rather than developed difficulties, reveal that the learning delivery system's quality is rated very good, with a rate of 92.5%. The findings of an expert analysis of learning media on non-problem face care skills generated in multiple programs revealed that the quality of the information design was evaluated extremely good with an average of 89.00% for interactive video-based learning media. The average score of the students on the entrance exam was 5.25, as measured by the quality of the learning media materials. After the initial test results are known, he concludes with a final test measuring his success in using interactive video media, giving him an average score of 8.125. Based on the validation results, it was

concluded that learning media with interactive videos on facial care skills are fine and suitable for use as a learning medium.

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