

Development of a Ukel Konde Bun Learning Video in Class XI of SMK Negeri 3 Tebing Tinggi

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ABSTRACT

Indonesia is experiencing various problems, especially in the field of education due to the Covid-19 outbreak which caused the government to suspend teaching and learning activities and replace them with learning with network-based (Online) via E-learning that can be used by various educational institutions. For this reason, as educators, teachers must be more creative and innovate in learning so that students can learn comfortably, safely and effectively in various conditions. The ukel bun bun is a basic competency that is very difficult for students to understand because the book theories are very limited, the standard book language is rather difficult to digest and the technique for arranging the bun is quite complicated. Learning videos are a substitute for the natural environment and can show very good objects and very interesting visualizations so that they can be used to convey learning materials without reducing the study material for learning materials because they are designed to meet competency standards so that students are motivated to learn the arrangement of the ukel konde bun. so that the expected basic competencies are achieved. Based on the problems above, the researcher feels that the development of learning video media is a solution for educators to be able to carry out teaching and learning well, considering the difficulty of getting learning videos that suit the needs of students and educators in learning the arrangement of the ukel konde bun.

Keywords: *development, learning video, bun ukel konde.*

1. INTRODUCTION

Learning is a process of changing behavior thanks to experience and practice. Which means that the purpose of learning activities is a change in behavior, both concerning knowledge, skills and attitudes even covering all aspects of the organism or personal, with teaching and learning activities teachers and students can interact in a learning activity so that the achievement of competency goals.

Indonesia is experiencing problems in various fields, especially in the field of education, as a result of the Covid-19 pandemic, the government has issued a new policy to stop the spread of Covid-19, namely implementing public invitations to carry out Physical Distancing or keeping other people one meter apart and avoiding crowds and various other activities. meeting events that lead to gatherings (Covid-19, 2020). In addition, the government implements policies to stay at home such as working from home or Work From Home (WFH), any school activities including those related to

associations or meetings are eliminated and replaced with online learning. (Kemendikbud, 2020)

Issued a Circular on Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19. One of the contents of this letter is to cancel teaching and learning activities and replace it with network-based learning (Online) via E-learning that can be used by various educational institutions. For this reason, as educators, teachers must be more creative and innovate in learning so that students can learn comfortably, safely and effectively in various conditions.

Traditional and Creative Bun is a subject about making regional buns that are created. Where traditional and creative bun subjects are very important to be studied by students because these subjects are related to Indonesian culture which must be preserved so that our children and grandchildren do not lose their cultural identity as a result of the many outside cultures that have begun to shift local culture. Regional bun arrangements are always related to the industrial world, the business

world and especially to the world of MUA (Makeup artists). Traditional bun hairstyle is a competency that is very difficult for students to understand due to very limited book theories, the standard language of the book is rather difficult for students to digest and the number of regional buns that students must learn and the techniques for arranging regional buns are quite complicated.

The subject of traditional and creative bun arrangement consists of several buns that must be arranged, namely the area: Bali, Batak, Malay, Bandung, Javanese and so on. Regional buns that are often used at state great events are: Ukel Konde bun. The ukel konde bun is a bun originating from Solo which is usually used at official events in Indonesia. The ukel konde bun is a bun originating from the Central Java area which is often used at grand events.

Based on the problems above, the researcher feels that the development of learning video media is a solution for educators to be able to carry out teaching and learning well, considering the difficulty of getting learning videos that suit the needs of students and educators in learning the arrangement of the ukel konde bun.

Based on interviews with beauty teachers, almost all beauty teachers require learning videos, because most of the subject taught are practical subjects that require students to understand the techniques in learning beauty and one of them is traditional and creative bun subjects. And the students showed 95% of the importance of traditional and creative culture-based learning media in traditional and creative bun subjects.

According to Hanafy (2014) learning is an activity both physical and psychological that produces new behavioral changes in individuals who learn in the form of relatively constant abilities and are not caused by maturity or something temporary. Meanwhile, according to Rusman (2015:12) that learning is one of the factors that influence and play an important role in personal formation and individual behavior. Furthermore, Makmum (2014: 5) explains that learning is an activity of interaction between individuals and their environment which aims to make changes in a person including changes in behavior, attitudes, habits of knowledge, skills, and so on that are constant. Furthermore, Aunurrahman (2010:35) states that learning is a process carried out by individuals with their environment through experience or training to obtain new behavior changes.

Suprijono (2013) learning outcomes are patterns of actions, values, understandings, attitudes of appreciation and skills. Furthermore, Mulyasa (2010) learning outcomes are overall student achievement which is an indicator of competence and the degree of change in the behavior in question. Competencies that must be mastered by students need to be stated in such a way so that they can be assessed as a form of student learning outcomes that refer to. Furthermore, Gani and Zulhaji

(2015) learning outcomes are changes in behavior, which can be known by comparing behavior that may occur before a person is positioned in a learning situation with the behavior shown after the learning process occurs. The change is in the form of an increase in capability or ability in several types to work or a change in the attitudes, interests, and values of someone who has learned

Media is a tool to convey messages and information from various sources and assist in the needs and activities, which in nature can make it easier for anyone who uses it. Mursid (2018) explains that the media has a clear function, namely clarifying, facilitating and making interesting curriculum messages that will be conveyed by teachers to students so that they can motivate learning. Meanwhile, according to Dian (2011:13) Media is a means of communication channels. The word media comes from Latin which is the plural form of "medium" literally, media means an intermediary, namely an intermediary between the source of the message (a source) and the recipient of the message (a receiver). Some things that are included in the media are films, television, diagrams, printed media (printed material), computers and so on. Furthermore, according to Azhar (2011:4) learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. The same opinion was expressed by Rayanda (2012: 8) that learning media can be understood as anything that can convey or distribute messages from sources in a planned manner so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively.

According to Kustandi (2013: 64) video is a tool that can present information, describe processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes. Meanwhile, according to Arsyad (2011: 36) video is a series of motion pictures accompanied by sound that forms a unit that is assembled into a plot, with messages in it for the achievement of learning objectives that are up to the storage process on tape or disk media. Furthermore, according to Sukiman (2012: 187-188) learning video is a set of components or media that is able to display images as well as sound at the same time. Video media is used in the teaching and learning process which has many benefits and advantages, including the video is a substitute for the natural environment and can show very good objects and very interesting visualizations so that it can be used to convey learning material without reducing the study material of learning material because in designed to meet competency standards so that students are motivated to learn traditional and creative bun arrangements so that the expected basic competencies are achieved.

Media is one form of tool used to improve and facilitate performance. The demands of technological progress necessitate development. Innovation of a media is always done in order to get better quality. One of them is developing learning video media. is research that is directed to produce products, designs and processes. Development research is often known as research and development (R&D) or by the term research-based development.

Development as one of the domains of learning technology that can be clarified into print technology, audio-visual technology, computer-based technology, in relation to this research the learning technology being developed is audio-visual technology, one of which is video media. The learning development model is a design or stage as a guide in developing media that will be developed in this case learning videos.

The use of instructional video media is an efficient media selection because it facilitates educators in delivering material, this is supported by several studies that have been done before, such as that conducted by Almaida (2015) Development of Yogya Paes Ageng bridal makeup learning video media in Indonesian bridal makeup courses. Based on the analysis of the results, the average value of Yogya Paes Ageng's bridal makeup is 80.64% higher than without using Yogya Paes Ageng's bridal makeup learning video. Similar research was also carried out by Astuti (2017) Development of fantasy makeup learning video media for class XII students of SMK Negeri 1 Beringin. From the results of the study, it was stated that the learning outcomes of students who used fantasy makeup learning videos were 93.14% higher than students who did not use learning videos.

Differences in the research that will be developed with previous research research on the material to be discussed. The character the material developed is not the same as the material has been developed on previous media, where in The ukel konde bun is necessary to understand the history of the meaning contained in the accessories used in the ukel konde bun and how to make the ukel konde bun. this research will be very well done detail, and in accordance with the stages of implementation from the ukel konde bun. In addition, the learning videos that will developed is a combination of several software, hope to be more interesting and motivate students to learn bun ukel konde. Based on the description above, the researchers are interested in, in conducting research and development of learning videos ukel konde bun at SMK Negeri 3 Tebing Tinggi.

2. METHOD

The research will be conducted at SMK Negeri 3 high cliffs located on Jalan. Jackfruit no. 5 Tebing Subdistrict, the research city was carried out in class XI student of Beauty Cosmetology at semester 2020/2021, the research

was carried out in March The development model is a series of procedures in order to produce a learning video for the ukel konde bun. Model developed referring to Research and Development (R&D) adaptation of the Borg & Gall model in combination with instructional development model from Dick and Carey The trial is intended to collect formative data evaluation framework used as the basis for determining whether the product is really worth using and interesting. Activities carried out include: (1) Expert validation of manicure materials; (2) Validation instructional design expert; (3) Instructional validation video media expert; (4) conceptual analysis; (5) Phase I product revision; (6) individual trials; (7) Conceptual and product analysis; (8) Phase II product revision; (9) Small group trial; (10) Phase III Product Revision; (11) Field tria on 27 students; (12) Assessment of attractiveness and product feasibility; (13) Stage IV Evaluation; (14) Minor revision; (15) Test the effectiveness of the product. The instruments used in this research are (1) Questionnaire sheets for material experts, (2) questionnaire sheets for learning design expert, (3) Questionnaire sheet for media experts, and (4) a questionnaire for students. The instrument developed in this study was adopted from Sriadi.

Data analysis in this study using quantitative descriptive analysis, all data collected were analyzed by quantitative descriptive statistical techniques separated by category for sharpen judgment in interesting conclusion. Qualitative data in the form of very poor, moderate, moderate, good and very good converted into data quantitative on a scale of 1 to 5. All variables in this study were measured by score range.

Table 1. Score Range

No.	Category	Score
1	Very Good	$86\% \leq x \leq 100\%$
2	Good	$76\% \leq x \leq 85\%$
3	Poor	$66\% \leq x \leq 75\%$
4	Not Good	$56\% \leq x \leq 65\%$
5	Very Poor	$0\% \leq x \leq 55\%$

The results are averaged and used to assess quality learning video media. Video media criteria will be converted to a value with a scale five using the multimedia assessment criteria (sriadhi). To prove the significance, the difference between expository learning system and learning by using media learning videos were tested by test.

3. RESULT AND DISCUSSION

3.1. Discussion of Product Feasibility Test Results Learning Video Development

The ukel konde bun is an instructional material that has been developed by pay attention to aspects of teaching and media as instruction design principles. Product development research conducted aims to

produce a product in ukel konde bun learning video form for class XI students majoring in beauty at SMK Negeri 3 Tebing is high who is used to it improve the learning process and student competence. Some of the uses and benefits of using learning videos for.

The instructions for the ukel konde bun are as follows: (1) the material is easy to apply understand because the concepts presented are planned for facilitate students and systematically, (2) video tutorials for ukel konde buns are available, so students can see firsthand how to do it ukel konde bun arrangement with real and moving images not just still images, (3) The ukel konde bun learning video gives students opportunity to learn at the pace of each individual, (4) learn faster and more interesting so as not to cause boredom because it is equipped with various pictures and images animation, (5) there are opportunities to build cognitive and student application. psychomotor competence during learning, (6) video learning video bun ukel konde can also be used as an alternative to conventional and individual learning Media.

Based on the results of the validation, instructional the ukel konde bun learning video product is declared suitable for use in student learning, learning video The ukel konde bun developed has met the standards based on learning video media development standard design and standard of teaching materials. The results of the questionnaire submitted to material experts gave a response of 90.42% that learning video media is appropriate because it contains material and delivery criteria that meet the requirements for delivery message to students. Instructional design experts provide 89.47% responses that learning videos. The ukel konde bun is just right because it has been designed in such a way and meet instructional design standards. Media experts gave a response of 88.92% that the learning video suitable for use because it meets principles and criteria for learning development video media. Individual trial results give a response of 85.95% that the video learning media Sanggul ukel konde is feasible to use. the results of the small group trial gave 89.07% responses that. This ukel konde bun learning video is worth using. the results of field trials provide a response of 90.63% that ukel konde bun learning video is suitable for use in instruction. Based on the results of validation and testing, then ukel konde bun learning media is very feasible to use in bun learning process, with learning media instruction video can be done effectively.

3.2. Discussion of Product Effectiveness Research Results Test

The media is said to be feasible after showing satisfactory results results in achieving the goals that have been set. In this case, a product Experiments are carried out in the learning process. And the effectiveness of the media is obtained from the student's score instructional results. Miarso [9] stated that the indicators

that can be used to determine effectiveness in learning the process is: (a) good material organization, (b) effective communication, (c) mastery and enthusiasm for subjects material, (d) positive attitude towards students, (e) fair giving value, (f) flexibility in learning approach, and (g) learning outcomes from students.

Based on the results of the research conducted, there are differences in learning outcomes of Sanggul ukel konde between students who are taught using learning videos and students who are taught without using learning videos. Class XI Beauty SMK Negeri 3 Tebing Tinggi students who are taught by using learning videos the average learning outcomes of ukel konde buns are 86.52 while the learning outcomes of class XI Beauty students who are taught without using learning videos the average learning outcomes of ukel konde buns is 79, 42. Due to the lack of understanding and motivation of students in learning traditional and creative buns without using learning videos. In this case, it can be concluded that video learning is very effective and efficient in the learning process at this time.

4. CONCLUSION

At the product feasibility stage, it was concluded that the learning video developed was included in the very feasible category by looking at the results of the assessments of each expert, material experts gave an average score of 4.52, with a presentation of 90.42%, instructional design experts with an average - an average of 4.47 with a value presentation of 89.47%, learning video experts gave an average score of 4.45 with a presentation value of 88.92%. ukel konde bun.

At the stage of the trial results and effectiveness, it was concluded that the learning video developed could improve the learning outcomes of the ukel konde bun. This can be seen by comparing the final test scores of students who were taught using learning videos with the final test scores of students who were taught without using learning videos. Students who are taught using learning videos have an average score of 86.5 which has a value range of 71 - 76. The lowest score is 76 and the highest value is 96. While students who are taught without using learning videos have an average value of, which is has a value range of 63-68. The lowest score is 68 and the highest is 92. Testing of learning outcomes proves that there is a significant difference in learning outcomes between students who are taught using learning videos and students who are not taught using learning videos. This is indicated by the data processing hypothesis, namely the value of $t = 3.731$ and $t_{table} = 1.71088$, it is concluded that $t_{count} > t_{table}$. It can be concluded that the learning video developed is feasible and effective to improve learning outcomes of the ukel konde bun. It can be concluded that the learning video developed is feasible and effective to improve learning outcomes of bun ukel konde

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