



The Eligibility of Learning Media Through Video in the Scalp and Hair Treatment

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Abstract. This research is to result a video as learning media in a head skin and hair treatment in order to know the level of eligibility of learning video in this class. Hannafin & Peck are used in this research, which is also a systematic learning design that consists of three phases; need analysis phase, design phase & implementation and development phase. In addition, CVR is used as formula to analyse the instrument video. In fact, the video instrument based on the agreement of the expertise who used Cohen's Kappa in analysis, whereas, for the properness test uses the validation test by the expertise with responses. According to the research from the 17 question that was made, there was a question need to be revised so that the other 16 video instrument can be used to assess the media, whereas the counting result of reliability video instrument is acquired from 0,684 of Kappa with moderate criteria and 0,001 as the significance value. The eligibility criteria of the video media that was assessed by the expertise 1 and 2 is included in the distance of 151,2 to 180 so that it is really eligible to be used in the learning. In conclusion, this learning video media can be tested by the user as the alternative of the learning media in the classroom.

Keywords: Learning media · Video · Hair Treatment

1 Introduction

In the digital era and the covid virus that has hit the world, including Indonesia, it is necessary for the education system in Indonesia to use zoom media as one of the ways in which the teaching process is carried out. Educators as pillars in preparing the younger generation can inspire students not as objects of learning, but position students as learning subjects [1]. To facilitate learning, of course, many things must be done to support a good teaching system. Learning media is a tool used by an educator to make it easier for students to receive learning materials so that learning objectives are achieved properly. The benefits of learning media in the learning process are: 1) Learning media can clarify the presentation of messages and information, 2) Learning media can increase and direct children's attention so that it can foster learning motivation, more direct interaction between students and their environment, 3) Learning media can overcome limited senses, space and time, 4) learning media can provide students with a common experience about events in their environment. The use of video media that is made is

expected to help educators in the teaching process. In the learning process, the lecturer is a figure who has a major role in achieving this, so it is hoped that the lecturer will have the skills to convey material and choose the right learning model and learning media so that learning is effective. Teaching and learning are important elements in education [2]. The selected video is a learning video for scalp and hair care courses, this course was chosen because the learning requires a lot of demonstrations of massage movements, in this case, it is hoped that students will memorize the massage movements more easily through existing videos.

The first survey regarding the needs of students and lecturers for cream bath was carried out as a support material for scalp and hair care (cream bath). Learning media is used as a tool used to channel information from lecturers to students and stimulate students' thoughts, feelings, concerns, and interests so that the learning process becomes more effective. According to Hamalik in Arsyad [3] suggests that the use of learning media in the teaching and learning process can generate motivation and stimulation of learning activities, and even bring about psychological influences on students. Media that is able to provide interest and continue to convey the content of the material is needed so that students' interest in learning the material becomes better.

Daryanto states that video media is a very effective medium to help the learning process, both for mass learning, individually and in groups [4]. Learning video media are also very interesting and able to provide interest in learning a material. Video media is easy to understand because it is a guide and explanation that is delivered directly with visuals and sound. Student interest becomes the motivation of students to find out the description of the practice to be carried out so that students' understanding of the material presented becomes faster and maximal [5]. Video media also allows students to learn on their own by watching the learning videos repeatedly using notebooks, computers or DVD players, outside of school hours. Learning methods and media have a big enough share in the learning process. Video media also has the characteristics of overcoming the limitations of distance and time.

The selection of appropriate learning methods and media can foster student interest in taking lessons. Purwanti [6], concludes that: (1) The development of instructional video media with the ASSURE model in Mathematics can streamline learning, but there are still some video elements that need to be perfected to facilitate the continuity of learning; and (2) the perception of learning becomes more positive with the attractiveness of using instructional video media with the ASSURE model to motivate students in learning Mathematics after using instructional video media. Meanwhile, according to Putri [7] in her research it is proven that the use of video media is more effective in increasing the introduction of musical instruments for children in the light grade class DIII/C SDLB 20 Solok City. Previous research has shown that the use of video media can be effective in learning and can help students understand teaching materials, because in the beauty education study program at UNNES, there is no video media available, so learning media are needed that can support the teaching and learning process, so that lecturers no longer have difficulty in explaining material and do not always rely on demonstrations but can be added with the use of learning media, namely video learning media about caring for the scalp and hair (cream bath) which can be played over and over again and overcome the limitations of distance and time during learning.

Based on the problems and descriptions that have been described above, the researchers are interested in conducting research with the title “The Feasibility of Video Learning Media in the subject of scalp and hair care (cream bath)”. The Purposed of this research is to produce video learning media in the subject of treating scalp and hair.

2 Research Method

This research is a research that uses the Hannafin & Peck. Hannafin & Peck is a systematic learning design model consisting of three phases, namely the needs analysis phase, the design phase, and the development/implementation phase [8]. The video instrument review by experts was analysed using the CVR formula, where the reliability of the video instrument was based on the agreement of the experts with an analysis using Kappa, while for the feasibility test it was tested using a validation test by Cohens a response scale.

Determine which instrument items are used or repaired by looking at the CVR index value of the instrument items. If the CVR value < 1 then the item is corrected, otherwise if the CVR value $= 1$ then the instrument item is used. Based on the test results of the validity of the video instrument, it shows that the instrument items used are 17 instruments and 1 instrument is to be improved.

Based on the results of the calculation of the reliability of the video instrument, the kappa value was 0.684 with moderate criteria and a significance value of 0.001. Because the significance value is smaller than the significance level used 5% ($0.000 < 0.05$) it can be concluded that there is a significant agreement between ratter 1 and ratter 2.

The results of the video media feasibility test are carried out before the learning process using video media will be tested for validation video media by media experts (expert judgment), this is done to assess the feasibility/validity of the media products that have been made so that they can be applied to the next stage, namely field trials. See Table 1.

The scores obtained in Table 1 show the video media eligibility criteria that have been assessed by video media experts 1 and 2 entered at a distance of 151.2 to 180, on the “very feasible” criteria for use in learning.

Table 1. Video media feasibility test

	Validator 1	Validator 2
	86	83
Total score	169	
Criteria	Very Eligible	

Source: Research results

3 Discussion

In the implementation of the research carried out in 3 main stages, namely: 1. Preliminary Study Stage This stage consists of 2 parts, namely: literature study and field study. Literature study is done by looking for references and literature related to scalp and hair care courses. Meanwhile, field studies are conducting observations in the field by digging up information, exploring problems and identifying problems. 2. Development Stage At this stage it consists of 8 parts including: a. Preparation of the draft model design. The data obtained from the field survey and supported by theoretical foundations from the results of the literature study, the researchers then compiled a draft of the instructional media model design which consisted of 3 stages, including: 1) Preparation of draft materials, scripts, and learning video storyboards. The preparation of the draft material refers to the scalp and hair care syllabus. 2) Video capture. The process of taking videos is done at the Laboratory of SMK N 3 PATI 3) Video editing. The video editing process uses hardware in the form of a PC and software Pinnacle Studio. At this stage, the output produced is in the form of learning media for scalp and hair care in the form of video files.

According to experts such as Daryanto [4] who said “video is a very effective medium to help the learning process, both for mass, individual, and group learning”. Videos are interactive tutorials that guide students to understand a material through visualization”. Meanwhile, Arsyad [8] said that “the ability of films and videos to paint live images and sound gives its own charm, they can present information, describe processes, explain complex concepts, teach skills, shorten or lengthen time and influence attitudes from the description of the video, it can be concluded that video media is a very effective and interactive medium in providing its own charm in conveying information, explaining processes, explaining complex concepts in mass, individual, and group learning.

The feasibility of using video media is strengthened by the advantages of video media according to experts. Arsyad [8] says that the advantages of video include: 1) films and videos can complement the basic experiences of students when they read, discuss, practice, etc. 2) films and videos can accurately describe a process that can be watched repeatedly. 3) besides encouraging and increasing motivation, films and videos instill attitudes and other affective aspects. 4) films and videos containing positive values can invite thoughts and discussions in student groups. 5) films and videos can be shown to large groups or small groups, heterogeneous groups or individual groups”. Daryanto [4] also says “the advantages of using video media include: video display size is very flexible and can be adjusted according to needs, video is a non-printed teaching material that is rich in information and straightforward because it can be delivered to students directly, video adds dimension new to learning”. Meanwhile, the characteristics of the video include: overcoming the limitations of distance and time, the message conveyed is fast and easy to remember, develops the thoughts and opinions of students, develops the imagination of students, is very strong in influencing one’s emotions, is very good at explaining something. Processes and skills, fostering student interest and motivation”. This research is also supported by previous research, such as that of Putri [7] who said “the results of research in the field show that video media is effectively applied in improving the ability to recognize regional musical instruments. Listen to the displayed video. Learning carried out using video media is effective in making children able to

accept the learning given to them. This media also raises children's enthusiasm and enthusiasm because they have never used this media before. Children are not bored in class, not sleepy and very good for learning atmosphere in class. According to Arulselvi [9] concluded that three-dimensional video demonstration is an effective method for the anatomy of communication and learning. And research by Acharya [10] in their journal concluded that video case studies are an effective active learning tool in a classroom approach. According to Yudhi [11] video media has a positive and significant effect on writing skills, thus learning using video media is more effective than conventional learning. Video media is also considered as a media that supports learning so that student learning outcomes are better [12].

4 Conclusion

Based on the research and discussion in this study, it can be concluded that: Learning video media for scalp and hair care competence used in learning is valid and reliable, the content is based on expert judgment. Interactive learning video media based on learning videos in scalp and hair care courses are compiled.

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