



Improving Fantasy Makeup Learning Outcomes Using Transformation Video Assistance as a Learning Media

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Abstract

This research aims to look at the cognitive and psychomotor learning outcomes of fantasy make-up using transformation video-based learning media at SMK Negeri 1 Salatiga. Development is carried out through a Research and Development (R&D) approach by applying the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The transformation video media product as a learning medium for fantasy make-up has been developed in accordance with the stages of the ADDIE development model starting from product analysis design, product development, implementation and evaluation. Based on the results of applying transformation videos as a medium for learning fantasy make-up in class. In the cognitive aspect, looking at the pretest and posttest scores, it shows an increase of 29.48%. This shows that the use of learning media in the form of transition videos on fantasy make-up material can improve student learning outcomes. Meanwhile, if viewed from the psychomotor aspect, the use of transition videos can improve students' practical abilities in terms of evenness, accuracy and suitability of the theme.

Keywords: Learning Media, Fantasy Makeup, Transformation Video

1. INTRODUCTION

The learning process is a communication process that takes place in the classroom or learning environment at an institution. Learning media occupies a quite important position as a component of the learning system. Learning media is an integral component that cannot be separated from the learning system. Position of learning media as a communication component. In general, the benefit of learning media is that it facilitates interactions between teachers and students so that learning activities are more effective and efficient. The use of learning media can bring great benefits to the successful implementation of teaching and learning activities in the classroom. The use of learning media can increase students' understanding of the material being taught [1].

The media used when learning basic beauty subjects, so far, is still using module media and teaching materials. Where this media is the media most often used by teachers because it is easy to implement and search for in various sources. Students in

the 2000s were more interested in delivering creative and contemporary material, interactive learning media, communication in learning can motivate students to learn, such as interactive learning multimedia using PowerPoint (Harsiwi & Arini, 2020). Entering a new curriculum, namely the independent curriculum. Where the independent curriculum is interpreted as a learning design that provides students with the opportunity to study calmly, relaxed, fun, stress-free and pressure-free, to show their natural talents. Merdeka Belajar focuses on freedom and creative thinking.

Social media is the latest development in internet-based web technology. Social media helps people communicate more easily through online networks. Makeup transformation videos are a type of content commonly found on social media platforms, especially on Instagram, YouTube, and TikTok. In this video, a makeup artist or beauty influencer shows the process of changing the appearance of their face from the beginning without makeup to the end with full makeup. This makeup transformation often includes steps such as applying foundation, eyeshadow, eyeliner, mascara, blush, and lipstick. Makeup transformation videos are often very popular because they offer entertainment, inspiration, and practical guidance for applying makeup. As a major social media platform, Instagram has created a new trend in expressing yourself visually. With the emergence of various unique types of makeup, beauty influencers are interested in taking part in makeup challenges that are currently trending.

As an educator, you must always innovate in utilizing technology in learning activities [2]. Nowadays, as a teacher, you must be clever and creative in creating or implementing interesting learning media, one example of which is learning video media which is a teaching aid. which contains learning messages. Interactive videos have the potential to boost content-student interactions [3] Video as an audio-visual media and has elements of movement will be able to attract attention and motivate students in carrying out learning activities. Videos are able to summarize many events over a long period of time in a shorter and clearer manner accompanied by images and sounds that can be repeated over and over again in the process of use. The advantage of videos is that they can help understand learning messages more meaningfully without being bound by other teaching materials. Dynamic content in videos can increase the duration of students' attention compared to other learning media [4]. Character make-up learning video media can be used to deliver learning material in a shorter time without reducing the study material of the learning material because it is designed to meet the competency standards that must be achieved by students. This Transition Video can be played via smartphone. The level of smartphone usage among students is classified as very high, namely 94.8% [5]. For students, smartphone use is not limited to social media. Currently, smartphones are an active learning medium that can be accepted by students [6].

In connection with the problems with fantasy make-up learning videos, in general there is a gap in the learning videos which are just video tutorials showing make-up procedures and there is no explanation of the story or history raised in the fantasy make-up theme that is shown. In general, learning videos on fantasy make-up or other make-up use video tutorials that explain while practicing make-up. In

researching the feasibility of transformation videos as a medium for learning fantasy make-up, this is different from video tutorials in general which explain while practicing, the transformation videos which are used as a medium for learning fantasy make-up will show videos of make-up changes from before to after according to the theme and then given detailed explanations. details on fantasy make-up include the history or story of the theme raised by the researcher in the learning video and then explain the tools, materials and accessories used in fantasy make-up. The purpose of implementing this learning video is to support skills and train students' skills in fantasy make-up to be applied to performances of students' works that use fantasy make-up. Based on the constraints explained above, researchers will innovate the development of Research and Development (R&D) learning media in the form of transformation videos because considering the limited learning video media based on the needs of students and teachers in fantasy make-up learning. This research is very important to carry out because it is to see an increase in student learning outcomes when using transformation video-based fantasy make-up learning media.

1.1 Learning Media

Learning media can provide information from the material taught every day [7]. Media is a message carrier technology that can be used for the purposes of a learning process (Rusman, 2017). Media is an educational tool that presents messages and information about facts, concepts, procedures and principles, depending on the language field of study. The media used by teachers in learning activities is in the form of media created by certain parties and teachers only need to use it directly in the activity. learning, as well as natural media available in the school and community environment. Apart from that, teachers can also design and create their own media according to students' abilities and needs (by design). (Shoffa Shoffan et al., 2021). The most commonly used medium is text. Text consists of alphanumeric characters and can be displayed in any format, including: Books, posters, whiteboards, computer screens, etc. Another media that is often used for learning is audio. Audio refers to any sound that can be heard, such as people, music, mechanical sounds (such as car engines), and noise. Sound can be directly listened to or recorded. Visual is a category usually used to describe materials such as diagrams and images on posters, pictures on whiteboards, drawings in books, photos, and cartoons. Another type of media is video. Video is a type of media that displays images or actions, such as computer animation or video recording. It is three-dimensional and students can touch and hold it. The sixth and final basic category of media is people who can be teachers, students, or experts in their respective fields. Humans are very important for learning because they are the source of information. Students learn from teachers, other students, and adults. (Shoffa Shoffan et al., 2021).

Media is a very broad category. Text, audio, images, video, engineers, people. Each category has many types of media formats. Media format is the physical format that contains and displays messages. Examples include whiteboard markers (images and text), PowerPoint slides (text and images), CDs (sound and music), DVDs (video),

and computer multimedia (audio, text, video). Each has its own advantages and disadvantages. They differ in terms of the types of messages that can be recorded and displayed (Smaldino, Lowther, & Mims, 2019). Factors that need to be considered include the number of media and technologies available, the diversity of students, and the diversity of goals to be achieved. (Shoffa Shoffan et al., 2021). (Arsyad, 2019) learning media is a component of learning resources or physical vehicles that contain instructional material in the student environment that can stimulate students to learn. Kustandi (Febriani, 2017) revealed that learning media is a tool that can help the teaching and learning process and functions to clarify the meaning of the message conveyed, so that learning goals can be achieved better and more perfectly. The use of learning media ensures that learning objectives are achieved well and perfectly. This opinion is also supported in research (Kurniawan, 2016) that the importance of learning media makes students happy, interested and enthusiastic during the learning process and maximum learning outcomes can be obtained.

1.2 Learning video

Video feedback is a promising yet underutilized tool in education [8]. Research conducted by Hadi in 2017 stated that learning videos, as a medium that combines elements of audio (sound) and visual motion (moving images), have an important role as an introduction to information from teachers to students. Since the video content focused on a specific skill that can be learned in an enjoyable manner [9]. The ability to repeat videos (replay) and present information in a structured manner makes it effective in increasing students' understanding of concepts. A learning video is expected to have a balance between audio and visual elements, where the presenter not only presents moving images but also interesting sound to facilitate students' understanding of concepts. Other advantages of using videos include the fun aspect, avoiding student boredom, and increasing learning motivation (Hadi, 2017).

According to Batubara & Ariani in 2016, the main procedures for implementing video media in learning include preparing videos that are relevant to the lesson theme or topic, avoiding inappropriate content, and paying attention to the duration so that it is not too long. The research also lists the advantages of using video, such as its ability to explain processes, enrich explanations with the integration of other media, allow repetition to focus on more details, and effectiveness in conveying messages compared to text media.

1.3 Video Transformasi

Video transformation theory refers to the basic concept of transformation or change of video data. Video transformation can be done in various ways, such as using digital technology, image processing, and using learning media such as educational videos. Video transformation can also be applied in various fields, such as learning, data processing and business development. However, the search results do not provide sufficient information regarding the basic concepts of video transformation theory specifically (Ilham, 2015). Video transformation can refer to various techniques used to change or manipulate elements in a video. Each of these

transformation techniques can be performed using video editing software such as Adobe Premiere, Final Cut Pro, DaVinci Resolve, or other applications. Some transformations may require complex processing, especially if they involve frame-by-frame analysis or use technologies such as deep learning. The transformation video developed by researchers has the latest updates and innovations, the content of the fantasy make-up transformation learning video with the theme of mythological/legendary creatures in Indonesia and other countries has the content of the fantasy make-up transformation video with an explanation of the background of the theme raised, before makeup to after makeup with an explanation along with work steps and materials used. Then the video is given evaluation questions to evaluate the results of students' comprehension of the fantasy make-up learning transformation video.

1.4. Fantasy Makeup

Make-up or fantasy make-up is the art of make-up which aims to shape the impression of a model's face into an imagined imaginary form, but which is immediately recognized by those who see it. Fantasy make-up used using the Face Painting technique (Cameina et al., 2023). According to Dwiyantri, Sri, et al (2016: 11), make-up is an art and can be applied to various facial shapes and different skin colors of people. When it comes to makeup, we can't judge creativity, taste or creativity. However, if you do make up, you should adjust it to your individual needs/topic and occasion. Facial makeup is divided into everyday makeup, special makeup/corrective makeup, stage makeup, and character makeup/fantasy makeup.

Character make-up or fantasy make-up is the act of applying make-up to create a character using cosmetics for make-up and performing arts. Character makeup is characterized by sharp makeup lines on the face, choosing eye-catching colors, and applying thick foundation (Suhartiningsih et al., 2020). According to Emy Indaryani (2016: 7), the definition of facial make-up or fantasy face is the transformation of facial character through facial make-up using cosmetics to change physical appearance. by design. Adjust your face shape to have the right personality for artistic performances. Her makeup characteristics are (1) sharp makeup lines, (2) bold and contrasting colors, and (3) thick foundation.

Make up or fantasy make-up is the art of make-up which aims to shape the impression of the model's face into an imagined imaginary form, but which is immediately recognized by those who see it (Martha Tilaar, 1997). Fantasy make-up is make-up which applies various kinds or types of themes such as flore, fauna, fancy, legend, allegorical, free and historical. While maintaining the complete human appearance, without changing or adding new shapes to the face and other parts of the face. At this time, many fantasy make-up artists use Face Painting techniques. FacePainting is painting on the face. FacePainting is very unique, in general painting is only applied to paper, walls and so on. However, FacePainting is applied to the face by experimenting with creativity using special paint that does not damage the skin or irritate the skin. That way, facepainting can apply images according to creativity (Cameina et al., 2023).

Fantasy make-up is the art of make-up which aims to shape the impression of the model's face into a fantasy form that is envisioned, but is immediately recognized by those who see it (Martha Tilaar, 1997). This fantasy makeup depicts characters whose existence is not real and is born based solely on imagination. Fantasy make-up can also be a manifestation of the imagination of a beautician who wants to depict dreams in the form of historical figures, individuals, flowers or animals, through techniques for applying make-up, painting the body, arranging hair, making clothes and accessories. According to Astuti Yudo in the book *Making Makeup for Character and Fantasy Photos/Films*, there are 2 versions of fantasy make-up, namely the international and Indonesian versions. The international version means that the face can be decorated according to the theme, for example (tiger), then from the face to the chest and the rest of the body can be directly painted like a tiger. The Indonesian version means that the face must still be made up beautifully unless the model is a man. If the theme is a tiger, only the face and chest are painted like a tiger but the face still looks beautiful (Haniifah & Sakti, n.d 2018).

Fantasy is the result of human thought, the creativity expressed also covers many things, namely various age levels, character delineations, personality traits, unusual facial features, symbolic figures, and so on. Fantasy make-up is make-up that applies various types of themes but still maintains the complete appearance and does not change or add new shapes to the face, and other parts of the face that must be paid attention to in fantasy make-up are the theme, face and hair make-up, important body/body make-up, clothing, and clothing equipment/accessory ornaments. (Haniifah & Sakti, n.d 2018). Fantasy makeup has always been popular for shows, carnivals and other events as a Halloween theme. Halloween parties are synonymous with devils, witches, ghosts, goblins and scary creatures from western culture. According to Emy Indaryani (2016:7) The definition of character or fantasy make-up is to apply make-up by forming a facial character through facial make-up using cosmetics to change the appearance of the physical configuration of the face, so that it has the appropriate character as provided for performing arts performances. Meanwhile, according to Riantiarno, N. (2011: 166), character make-up aims to clarify the character of the player who can change a person's face to be ugly by printing, drawing, or even making it look like an animal.

This research uses a type of legendary fantasy make-up, which takes national and international mythological fantasy make-up ideas as a source. Legendary fantasy make-up itself is a theory relating to make-up techniques used to create fantastic or mythological appearances, especially in the context of theater performances, films or costume events. The goal of legend fantasy makeup is to create characters that combine elements of fiction, imagination, and mythology. Legendary fantasy makeup focuses on creating unique and prominent characters, often related to myths, legends, or fictional creatures. These characters' appearances may involve elements such as colorful faces, unusual hair, or prosthetic effects to change the shape of the face or body. The make-up design that will be used in the transition video is presented in pictures 1, 2, 3, and 4.



Figure 1. Rias Fantasi Nyi Blorong
Source: Sapta Sari



Figure 2. Rias Fantasi Leak Bali
Source: Sapta Sari



Figure 3. Rias Fantasi Harpy
Source: Sapta Sari



Figure 4 Rias Fantasi Dewi Hel
Source: Sapta Sari

2. METHODS

This research is R&D research using ADDIE. To find out students' learning outcomes in making fantasy make-up, researchers used an assessment sheet as an instrument. This research was first applied to class 11 at SMK Negeri 1 Salatiga, totaling 63 students. The learning outcomes used in this research were obtained through pre-tests and post-tests on cognitive psychomotor aspects. For the cognitive aspect, data was obtained using a multiple choice question sheet with 33 questions and an essay with 3 questions. The psychomotor aspect of assessing fantasy make-up is seen from three aspects, namely Flatness, Accuracy, Conformity to the theme

Table 1. Validation Assesment Criteria

Kategori	skor	Persentase capaian (100%)
Sangat baik	4	76-100
Baik	3	51-75
Tidak baik	2	26-50
Sangat tidak baik	1	1-25

3. RESULTS AND DISCUSSION

The pretest stage was carried out on July 31 2023 in class XII CA 1 with a total of 33 students. At this stage students are given 33 multiple choice questions and 3 essay questions to work on. Likewise, on August 1 2023 in class XII CA 2, 30 students were given the same questions to work on. The pretest questions given are questions that contain indicators of knowledge related to fantasy make-up material. Next, after students work on written questions, students continue practicing according to the instructions in the transition video. The results of the cognitive test assessment are presented in table 2.

Table 2. Cognitive Aspect Assessment Result

	Pretest	Posttest
Soal pilihan ganda	Jumlah Skor	Jumlah Skor
Kelas XII Tata Kecantikan	1219	1832
Jumlah Nilai Maksimal	2079	2079
%	58,63%	88,11 %
Kategori	Baik	Sangat Baik

The practice of fantasy make-up in this research was carried out after students had finished taking cognitive tests. Assessment is carried out using an assessment sheet with indicators of evenness, accuracy and suitability of the theme. The results of student practice are presented in table 3.

Table 3. Pyschomotor Assessment Result

Aspek penilaian	Pretes	Posttes
Kerataan	3	4
Ketepatan	2.8	3.8
Kesesuaian Tema	2.6	3.5

In the cognitive aspect, if we look at the pre-test and post-test scores, it shows an increase of 29.48%. this shows that the use of learning media in the form of transition videos on fantasy make-up material can improve student learning outcomes. meanwhile, if viewed from the psychomotor aspect, the use of transition videos can improve students' practical abilities in terms of evenness, accuracy and suitability of the theme.

this media is designed to be more applicable so that it really helps students in learning fantasy make-up. based on the results of observations, students prefer direct practice. even though a make-up artist must have a basic make-up theory. these theories can be used by students when failure occurs, they can explain the factors that caused the failure and know how to solve it. this is in accordance with the view of constructivist learning theory that when learning students must have the concepts and knowledge to solve problems (davis et al., 2013). learning that involves students' direct experience is an important factor that can influence student performance, as well as have the potential to increase their interest in learning [10].

in teaching and learning activities, learning media is an effective support. learning media can help students understand the material. video is one of the technologies in creating virtual reality learning contexts. existing research shows that the level of immersion and spatial ability influence performance and learning experiences [11]. besides that, learning media is an interrelated/integrated part of one component with another and is interconnected and influences each other (umar, 2014). learning is a system where each component involved cannot be separated from one another (miftah, 2013). so if one of the components is not working properly it will affect the running of the system. this opinion can be interpreted that learning media is a system that is interconnected in learning activities. learning media is really needed, especially in competency-based learning processes related to process skills.

learning fantasy make-up requires innovative learning media that can increase students' knowledge and skills in making fantasy make-up. transitional video learning

media is able to teach students to learn independently and overcome problems that have been faced in learning fantasy make-up. this is in accordance with constructivist learning theory which considers experience to be formed through the learning process. social media engagement is part of our society, especially for the youngergeneration who are keen on technology[12]. the results of the research show that both students and teachers consider the video material offered to be better than the images provided [13] so that the transition video learning media has an influence on the implementation of learning, especially in increasing fantasy make-up competence. according to smith [2] students who have experience can improve their abilities because they are more confident which can influence their performance. besides that, the direct experience that students have before carrying out teaching and learning activities is the strongest aspect in building their self-confidence (schunk & usher, 2019). self-directed learning competency promotes investigation and truth-seeking. direct instruction is defined as a set of teaching practices that consist of transmittingcontent to students directly without any detours through activities to be carried out bythe students [14].

4. CONCLUSION

In the cognitive aspect, looking at the pretest and posttest scores, it shows an increase of 29.48%. Support from teachers who teach collaborative learning using technology can enable students to learn independently [15]. This shows that the use of learning media in the form of transition videos on fantasy make-up material can improve student learning outcomes. Meanwhile, if viewed from the psychomotor aspect, the use of transition videos can improve students' practical abilities in terms of evenness, accuracy and suitability of the theme. Transitional video learning media can be developed further so that it can increase the source of ideas for students.

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