

Video Tutorial Media Development for Draping Techniques in Making Party Dresses

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Abstract

This research was motivated by the limited availability of learning resources and students' difficulties in understanding and completing independent assignments related to draping techniques. The aim of this study is to develop a video tutorial media on evening gown construction using draping techniques for the Draping course in the Family Welfare Education undergraduate program, Fashion Design concentration, Faculty of Tourism and Hospitality, Padang State University. The research employed the 4D development model (Define, Design, Develop, Disseminate), although it was conducted only up to the Develop stage due to constraints. The instruments used included validation questionnaires by media and material experts, as well as practicality questionnaires by lecturers and students. The validity test results showed a total score of 92.85%, indicating the media is highly valid. Practicality test results showed scores of 83.06% by lecturers, 83.15% by a small group of students, and 82.26% by a large group of students, all categorized as highly practical. This video learning media is proven to be both valid and practical as an alternative learning source that supports the understanding of draping techniques in evening gown construction.

Keywords: Video Tutorial, Evening Gown, Draping, Learning Media, 4D Development Model.

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1. Introduction

As we enter the millennial generation, filled with global competition, the need for superior human resources is becoming increasingly urgent. Higher education plays a strategic role in producing graduates who are not only competent in theoretical knowledge but also practically skilled and adaptable to technological developments and the demands of the workplace. The learning process in higher education must prepare students to become intelligent, critical, and productive individuals in their fields of study.

Padang State University (UNP) as one of the state universities in Indonesia has a commitment to producing quality graduates, including through the Faculty of Tourism and Hospitality, especially in the Family Welfare Education Study Program, Bachelor of Fashion Design. One of the courses taught in this study program is Draping, which is a course that teaches the skills of forming fashion designs directly on dress forms using fabric. According to [1] Drawing basic patterns with draping techniques is making patterns according to the size and shape of a model's body. To simplify the pattern-making procedure, the model can be replaced with a dress form or sewing doll that is the same size or close to the model's size. This Draping course has a load of 3 credits consisting of 1 credit of theory and 2 credits of practice, and aims to enable

students to understand the basic concepts of draping, identify tools and materials, make basic patterns, and apply draping techniques in making party dresses.

However, in its implementation, the draping learning process still faces various obstacles, especially in terms of student understanding and skills. Based on the results of interviews with lecturer in charge of the course on September 3, 2023, it is known that student Still experience difficulties in completing the task of making party dresses using draping techniques. This is due to the limitations of the learning media used, where the delivery of the material is still dominated by conventional media such as PowerPoint and printed modules. Meanwhile, the competencies required in this course are complex, because requires visual understanding, technical accuracy, and precision in practice.

Innovation is needed in providing teaching media that is appropriate to the characteristics of practical learning and the needs of today's generation of students. One potential medium is video tutorial learning, because it can present information in the form of dynamic visuals, audio, and text in an integrated manner. Video tutorial learning media can help students learn independently anywhere and anytime [3]. [2], the advantage of video tutorials lies in their ability to demonstrate procedure Which involving

movement, allows control over the speed of the display, and is able to attract the attention of students through interactive visual and sound displays. In addition, according to [4], video is an effective non-printed teaching material in the learning process both individually and in groups, because it can convey information in a way direct, strengthen visual appeal, and improve comprehension overall concept.

The use of learning videos is also in line with the learning style of today's students who tend to be visual. And familiar with technology digital. According to [17] Video tutorials in the learning process allow students to learn independently, repeat material as needed, and deepen their understanding of the technical steps in making clothes. Thus, this media not only functions as a teaching aid, but also as a means to increase students' interest, motivation, and creativity in practical learning.

Based on this background, researchers developing video tutorial media for making party dresses using draping techniques as an alternative learning media which is expected to help students understand the material better and complete practical assignments effectively .

This study aims to: 1) Describe the validity of the video tutorial on making party dresses with technique draping on eye studying Draping d Family Welfare Education Study Program, Bachelor of Fashion Design, Faculty of Tourism and Hospitality, Padang State University. 2) Describe the practicality of the learning video on making party dresses using draping techniques in the same course based on the assessment of lecturers and students.

2. Research methodology

This research uses a research and development approach, also known as *Research and Development* (R&D). According to [5], development research is a research method used to produce certain products and test the effectiveness of these products, [6] adding that research and development is a process used to develop and validate educational products, which can be processes, products, or designs. Similarly, [7] explains that R&D includes two main activities, namely research to gather information on user needs (*needs assessment*), and development to design and produce learning devices. This process is not only limited to collecting initial needs, but also includes expert validation and empirical testing of the developed product.

2.1 Research Location and Subjects

The research was conducted at Padang State University, specifically on students of the Family Welfare Science Department, Fashion Design Undergraduate Study Program, Faculty of Tourism and Hospitality, class of 2021. The research subjects were

students who had taken the Draping course, as well as the lecturer in charge of the course.

2.2 Research Procedures

The development model used in this study is the 4D model (Four-D Model) developed by [8], which consists of four stages: Define, Design, Develop, and Disseminate. However, in this study, it was only carried out up to the third stage, namely the development stage, due to limitations of time, resources, and the number of samples.

2.3. Data Types and Sources

The data used was primary data obtained directly from validating lecturers and students through questionnaires assessing the validity and practicality of the video tutorial learning media developed. The data sources consisted of:

1. Learning media validity data: Obtained through assessment and input from expert material and media validators.
2. Data on the practicality of learning media: Obtained from lecturers teaching draping courses and students by filling out questionnaires regarding the practicality of using learning media.

2.4 Data Collection Techniques

1. Observation

Observations were conducted directly during the learning process of draping party dresses. According to [5], observation is the basis of all science and is a process of collecting data that is direct to the research object.

2. Interview

Unstructured interviews were used to obtain initial information regarding draping learning problems and the need for learning media. Interviews were conducted with lecturers and students who had taken the course [9].

3. Questionnaire

Researchers used a closed questionnaire with a Likert scale as explained by [4] and [10]. This questionnaire was given to media validators, material validators, lecturers, and students to measure the level of validity and practicality of the learning video media.

2.5 Research Instruments

The assessment sheet was analyzed using a 5-point Likert scale [18]. The stages in this research were:

1. Expert Validity Test Sheet

This instrument is given to experts to assess learning video media based on three main aspects according to the National Education Standards Agency (BNSP), namely: content suitability, language suitability, and graphic suitability.

2. Practicality Test Sheet

This instrument is given to lecturers and students to assess the practicality of learning video media in supporting the draping learning process.

2.6 Data Analysis Techniques

The data analysis technique used is quantitative descriptive analysis, namely by calculating the average score for each aspect of the assessment and interpreting it into certain categories (very practical, practical, quite practical, not practical) based on a predetermined scale range.

3. Results and Discussion

3.1 Define Stage (Definition)

The definition stage aims to analyze development needs and establish the initial basis for developing learning media. Referring to [11], there is five step main in stage this, namely:

1. Front End Analysis

Researchers reviewed the learning media used in the Draping course. Interviews with lecturers revealed that the available teaching media were limited to PowerPoint presentations and written modules, which were deemed ineffective in explaining party dress-making techniques using the draping method. Students experienced difficulty understanding the material, which resulted in poor practical performance. Therefore, the development of more interactive and applicable video tutorials was necessary.

2. Student Analysis

Student characteristics analysis was conducted to ensure the suitability of the media to student needs. Students in the Fashion Design study program have strong learning motivation. quite high, but have difficulty understanding technical material visually and practically. This requires media with clear visual presentation, communicative language, and a systematic and easy-to-follow learning flow.

3. Task Analysis

This analysis details the core competencies and content related to creating party dresses using draping techniques. Observations of the students' assignments revealed that they needed direct visual guidance on the work stages, from material preparation to the final garment finish.

4. Concept Analysis

Researchers develop learning concepts through discussions together lecturer guardian, Which This includes selecting the main material, the relationships between topics, and the order in which they are presented. This results in a concept map that serves as the basis for developing the content of the learning video.

5. Formulation of Learning Objectives

The objectives are formulated based on the results of the previous analysis, namely so that students are able to explain and practice clothing sewing techniques. party with method draping independently . This goal forms the basis for developing video tutorial content.

3.2 Design Stage (Designing)

This stage aims to design learning video media that meets student needs and the learning outcomes outlined in the draping course syllabus. The media design steps include:

1. Literature review

Researchers collected various reference sources, such as textbooks, journals, and scientific articles related to draping techniques and party dress making. This aimed to enrich the content and ensure its accuracy and relevance.

2. Preparation of Media Content Outline

The video tutorial is structured in the form of a storyboard, depicting the visual and narrative flow from beginning to end. The presentation is designed to be engaging and easy for students to understand.

3. Content Design

The material is compiled based on the syllabus and official teaching materials sources in the Family Welfare Education Study Program, UNP. adapted to the practical needs of students in understanding and practicing draping techniques.

4. Media Design Creation

in several main parts, namely:

Video Opening: Display the institution's logo, learning objectives, and video title in an engaging manner using transition effects and narration.



Picture 1. Logo Agency

Introduction to Material: Provides an initial understanding of the meaning of draping, types of party dresses, tools and materials, and stages of manufacture.

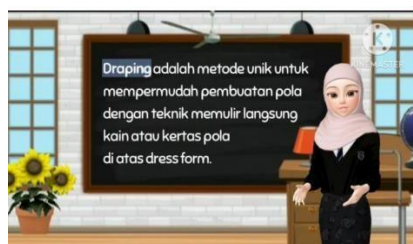


Figure 2. Definition of Draping

Video Content: A live demonstration of party dress creation using draping techniques. The video was shot using a mobile phone camera, edited with Kinemaster software, and features voiceover and background music.

Video Closing: Shows a closing statement (“*Thanks for watching*”) with engaging visuals and music.

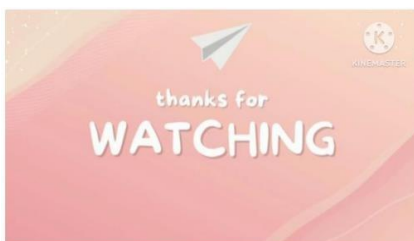


Figure 3. Thank You

3.3 Develop Stage

Develop stage aims to produce learning video media that is suitable for use based on validity, revision, and practicality tests. At this stage, the designed media will be tested by experts and users to determine its suitability and ease of use in supporting the learning process.

1. Validity Test

Validation was carried out by four validators, consisting of: 2 media expert validators, namely lecturers in charge of multimedia and educational media courses. 2 material expert validators, namely lecturers in charge of Draping courses and the field of expertise in party fashion [20].

The media validation results are summarized based on the validation categories assessed as shown in the following table:

Table 1. Media Expert Validation Results

Assessment Aspects	Validation Results (%)	Category
Graphic Feasibility Aspects	94.78%	Very Valid
Content Suitability Aspect	100%	Very Valid
Linguistic Aspects	100%	Very Valid
Average Amount	98.26%	Very Valid

The assessment results from the media validator show that the learning video media has a very high level of feasibility, the graphic feasibility aspect obtained a score of 94.78%, the content feasibility aspect was 100%, and the language feasibility aspect was also 100%. Based on these three aspects, the overall average media validation was 98.26% and fell into the very valid category, making it suitable for use in the learning process.

Meanwhile, the media validation results are summarized based on the validation categories assessed as shown in the following table:

Table 2. Results of Material Expert Validation

Assessment Aspects	Validation Results (%)	Category
Content Suitability Aspect	82.31%	Very Valid
Presentation Feasibility Aspect	86.67%	Very Valid
Linguistic Aspects	93.33%	Very Valid
Average Amount	87.44%	Very Valid

The results of expert validation of the material indicate that the learning video media meets the criteria for excellent feasibility. The content feasibility aspect scored 82.31%, presentation feasibility 86.67%, and language feasibility 93.33%. The overall average for these three aspects was 87.44%, which falls into the very valid category.

According to the results of research conducted by [16] regarding the Development of Video Tutorial Media for Introduction to Party Fashion Design Tools Using the Ibis Paint X Application, the results of media expert validation were 82% which was categorized as very valid and the results of material expert validation were 83% which was categorized as very valid. Based on these two results, it shows that the video tutorial is suitable for use in learning.

The results of research from [17] regarding the Video Tutorial Media for Making Sleeve Patterns Using RP-DGS are categorized as very suitable as learning media in the CAD Pattern Making course, with the results of

media expert validation of 92% being categorized as very valid and material expert validation of 92% being categorized as very valid because they are in the range (81-100%).

Based on the results of the validity of the video tutorial media by researchers and the findings of the validity results from previous research, there is an impression of results with a percentage of 81-100%, which shows that the video tutorial on making party dresses with draping techniques developed as a learning medium for the Draping course is suitable for use.

2. Revision Stage

After going through the validation stage, revisions were made to the product based on input and suggestions from the validators. The revisions aimed to refine the media before testing. The revisions included:

- Complete the information on the steps for making party dresses using the draping technique.
- Added explanation of the process of basting the cloth before removing it from the statue.
- Lower the volume of the background music in the video so that it doesn't interfere with the explanation.
- Adjust the position of images and text to make them neater and easier to read.

3. Practicality Test

- Practicality by the Lecturer
Respondent: 1 lecturer in charge of the Draping course, Mrs. Vina Oktaviani, M.Pd

Table 3. Practical Results of Lecturers Teaching the Draping Course

Assessment Aspects	Practicality Results(%)	Category
Time	86.67%	Very Practical
Convenience	82.50%	Very Practical
Benefit	80.00%	Practical
Average Amount	83.06%	Very Practical

The results of the practicality test conducted by the lecturer in charge of the course showed that the learning video media has a high level of practicality. The time aspect obtained a score of 86.67%, the ease aspect 82.50%, and the usefulness aspect 80.00%. The overall average for these three aspects was 83.06%, which is included in the very practical category, so this media is considered effective and easy to use in learning.

- Practicality by Students

Respondents: 10 students from the class of 2021 who have taken the Draping course.

Table 4. Results of Student Practicality in Small Group Tests

Assessment Aspects	Practicality Results(%)	Category
Time	83.33%	Very Practical
Convenience	84.44%	Very Practical
Benefit	81.67%	Very Practical
Average Amount	83.15%	Very Practical

The results of a small group practicality test involving 10 students from the 2021 intake who had taken the Draping course showed that the learning video media was highly practical. The time aspect scored 83.33%, the ease aspect 84.44%, and the usefulness aspect 81.67%. The overall average for these three aspects was 83.15%, which falls into the very practical category, thus the media was deemed appropriate and easy to use in the learning process for students.

Respondents: 30 students from the 2021 intake from the Family Welfare Education study program.

Table 5. Results of Student Practicality in Large Group Test

Assessment Aspects	Practicality Results(%)	Category
Time	82.00%	Very Practical
Convenience	82.44%	Very Practical
Benefit	82.33%	Very Practical
Average Amount	82.26%	Very Practical

The results of a small group practicality test involving 30 students from the Family Welfare Education study program, class of 2021, showed that the learning video was highly practical. The time aspect scored 82.00%, the ease aspect 82.44%, and the usefulness aspect 82.33%. The overall average for these three aspects was 82.26%, which falls into the very practical category.

According to research experts conducted by [19] regarding the Development of Video Tutorial Media for Making Culottes Patterns, it was stated that it was appropriate and useful as a teaching medium for learning Industrial Clothing for Class XII students of SMKN 3 Payakumbuh, with the results of the practicality test based on the teacher's answers obtaining a score of 97.03% categorized as very practical, and the results of the practicality of the small group obtained a score of 89.97% with a very practical category, while the results of the practicality of the large group of students obtained a score of 90.13% with a very practical category.

The results of the study according to [16] regarding the Development of Video Tutorial Media for Introduction to Tools and Party Dress Design Using the Ibis Paint X Application, obtained practicality results with the lecturer in charge of 86% which is categorized as very practical, practicality test for small group students of 91% which is categorized as very practical and practicality test for large group students of 91.5% which is categorized as very practical.

Based on the results of the practicality test of the video tutorial media by researchers and the findings of the practicality results and previous research, there are similarities in the results with a percentage of 81–100%, which shows that the video tutorial for making party dresses with draping techniques developed as a learning medium for the Draping course is very practical in accordance with the existing criteria and assessment tools and is suitable for use.

4. Final Product

The final product of this development stage is a video tutorial learning media entitled "Making Party Dresses with Draping Techniques". This media is intended as teaching material for students of the Family Welfare Education Study Program, Bachelor of Fashion Design, Faculty of Tourism and Hospitality, Padang State University.

This Learning Video can be accessed through Mutiara Latifah Awe's YouTube channel with the link (<https://youtu.be/YhXWxaJVyAA?si=mkBPHcgHbld6U5Su>) and has met the valid and practical criteria as a video-based learning media.

3.4 Discussion

This research produces a product in the form of a video media for learning how to make party dresses using the *Graduated or Tapering Folds type of draping technique* to support the learning process. The Draping course is taught in the Family Welfare Education Study Program, Bachelor of Fashion Design, Faculty of Tourism and Hospitality, Padang State University. The development of this media is based on the Semester Learning Plan (RPS) and is adjusted to the established learning outcomes. The development method used refers to the 3D development model (*Define, Design, Develop*), which includes stages definition need, media design, and product development and testing.

In the define stage, researchers gather information through interviews with lecturers and students, as well as reviewing various relevant references, such as textbooks, worksheets, scientific journals, and articles. This information serves as the basis for developing the video material and presentation flow to meet learning needs.

The developed video media was designed by paying attention to the principles of content suitability, graphic display, and communicative and educational language, in accordance with the guidelines for developing teaching materials by [11]. Next, at the development stage, validation was carried out by

experts to ensure the suitability of the media from a content and technical perspective.

The validation results carried out by two media expert validators and two material expert validators showed that this video media obtained an average validation score of 94.09%, which is included in category very valid. Findings This in accordance with The assessment criteria from [12] state that a score range of 81%–100% indicates a very high level of validity. This validation includes aspects of graphical, content, and language feasibility.

After going through the validation stage, the product was revised based on input from the validators and then tested for practicality. The practicality test was conducted on three groups: the lecturer, the small group of students, and the large group of students. The results of the practicality test showed that the video media was considered very practical, with an average score of 83.06% from the lecturer, 83.15% from the small group, and 82.26% from the large group. These three results indicate that the media is easy to use, useful, and appropriate for the available learning time.

This finding is in line with the opinion [13] which states that practicality refers to the extent to which users state that a medium can be used effectively in real learning conditions. In addition, research [17] also shows similar results in the development of video tutorial media, where the practicality value ranges from 90%–92%. Which signify level practicality very high.

Thus, based on the validation and practicality results, it can be concluded that the video media for learning to make party dresses using the draping technique developed in this study has met the criteria for feasibility and practicality, and can be used effectively as a teaching medium. in the Draping course.

4. Conclusion

Based on the research results, it can be concluded that the development of learning video media for making party dresses with draping techniques in the Draping course has been carried out through the 4D model stages, namely Define, design, and develop, although the dissemination stage has not been implemented due to the limitations of the researcher. The media developed is in the form of interactive audio visuals that contain elements of the opening of the material content, and closing, and is equipped with narration sound music, images, and explanatory text. The results of the validity test show that this media is very valid with a media validation score of 98.26% and material validation of 87.44%, so that the overall average reaches 92.85% in the very valid category. In addition, the results of the practicality test show that this media is very practical to use, with a score of 83.06% based

on the responses of the lecturer, 83.15% from small group students, and 82.26% from large group students. Thus, this learning video media is declared feasible and practical to be used as a learning support in the Draping course.

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