

Development of Video Tutorial Learning Media for Fashion Illustration Using Photoshop

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How to cite: Oktriana, V. E., & Yusmerita, Y. (2024). Development of Video Tutorial Learning Media for Fashion Illustration Using Photoshop. *Gorga : Jurnal Seni Rupa*, 13(2), 481-489
<https://dx.doi.org/10.24114/gr.v13i2.58729>

Article History : Received: May 29, 2024. Revised: June 10, 2024. Accepted: October 2, 2024

ABSTRACT

Due to a dearth of video tutorials, only a small percentage of students are proficient in digital design creation, especially for creating digital designs using digital applications. Students find it difficult to operate the Photoshop application and are unfamiliar with the functions of its tools. This study aimed to evaluate the reliability of video lesson materials for fashion illustration design using the Photoshop application for the 2022 fashion students at Universitas Negeri Padang. The Research and Development (R&D) approach, using the 4D model, was the methodology used in this research. Primary data was collected using questionnaires, interviews, and observations. A scoring sheet with an explanation of the Likert scale was used as the study instrument. Data analysis was the method utilized in this research the media validity test findings yielded a 94.56% score, and the material expert validity obtained a score of 89.08%, resulting in a total score of 91.82%, which falls into the 'very valid' category. Meanwhile, a score of 92.22% was earned in the practicality administered by the course lecture. The small group practicality trial had a score of 96.4%, and the large group trial scored 85.45%, both indicating a 'very practical' category. In conclusion, the video tutorial media can be used as a learning media in the Fashion Illustration lecture process.

KEYWORDS

Video Tutorial
Design Illustration
Photoshop

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INTRODUCTION

A person's ability to survive depends largely on their level of education. Education can also be understood as the act, procedure, or process of teaching. Education is a deliberate and methodical process to organize learning for students with the aim of fostering a supportive learning environment (Heristian et al., 2022). The learning media used is one of the elements that influence learning. Everything that can be used to communicate messages to recipients based on specific interests, sentiments, and desires of students in a way that enhances learning and helps them achieve their learning goals is considered learning media (Syafriana & Nelmira, 2019). Educational media also channels communication to support learners in meeting their educational goals and acts as a messenger or intermediary for teachers and learners (Fitria et al., 2019).

Indonesia is now living in the industrial revolution age, where internet are helping to push the system towards a digital form. In the field of education, it is necessary to keep up with the rapid advancement of technology and utilize information and communication technology as an increasingly advanced tool to aid learning. This allows non-print media to complement print media

as needed for learning. As a result, the learning media needed is no longer only print media but also non-print media (Dwi Putriani, 2021). Educators are also required to have increasingly advanced learning skills. Ability is the capacity of an individual to comprehend a circumstance, overcome a task, and find a way out. (Rahmah, A., & Yusmerita, 2022).

Media is a means of communication, and when used in the educational process, it can be very useful. The learning media is one of the factors that has to be taken into account throughout the learning process. Learning goals will be easily achieved if the media used and the learning material are appropriate (Fitria et al., 2019). Media is anything that can be used to communicate ideas, facts, expertise, and so on to students. Lecturers can use creative media or more interesting delivery methods to attract students' attention and encourage them to learn more actively (Kartono et al., 2020). In summary, learning media may be defined as anything that can be utilized to spread messages that will pique students' interest in learning, so that learning objectives will be more easily achieved.

Images created to provide a visual representation of information to clarify it are called illustrations. The term illustration comes from the Latin word "illustrator", which means to convey (Putra, 2021). Sorger & Udale (2017) define illustration as being used to express a mood or provide a visual of how clothing would look if worn. Illustrations can replace a photograph that shows how the clothes will look on the body. Fashion Illustration is the art of visually communicating fashion ideas in forms sourced from illustrations, drawings and paintings It's another name for fashion drawings. Fashion designers mostly utilize it to generate ideas on paper or digitally (Sholikhah et al., 2023). Illustration is a work of art that uses self-expression to convey shapes and patterns to produce concepts that attempt to explain something (Lamrose et al., 2019). Thus, it can be concluded that illustration functions as a means of communication with a specific purpose. Ultimately, aesthetics is not the perfection of the form, but rather the idea of the appearance made to be desirable and communicative. The selected object goes through a form processing process that gives it social value. Photoshop is a handy software for editing bitmap-based images because it comes with all the tools and effects needed to create high-quality photos or images. Photoshop is often used for graphic design, illustration, image editing, and web page creation (Jubilee Enterprice, 2020).

Observations were made by interviewing two lecturers teaching fashion illustration courses. According to what the author learned from her discussion with Mrs. Puji Hujria Suci, M.Pd, a lecturer teaching the fashion illustration course, on April 3, 2023, it was found that the level of design ability of each student varies depending on their individual abilities. The materials that are considered difficult by students include coloring techniques and creating motifs. Furthermore, For fashion illustration classes, instructional materials in the form of video tutorials are necessary because designing has special techniques to make good designs. According to the lecturer of fashion illustration course, video tutorial learning media will be very useful and helpful for students because students can learn from anywhere, not only in the classroom and can be replay the content.

Furthermore, an interview with the second lecturer, Mrs. Yulia Aryati, M.Pd., on October 18, 2023, found that students are proficient in designing illustrations, but they are still lacking in coloring techniques to make the design more vivid. Currently, video learning media does not yet exist, and the lecturers only demonstrate in front of the class using a blackboard, powerpoint, and books. Learning media in the form of fashion illustration tutorial videos are still lacking, especially in covering the topics of using digital applications. Also, only a few students are capable of creating anatomical drawings, and they tend to be rigid in designing digitally compared to designing manually. In line with the results of these interviews, the author also conducted a pre-observation by distributing questionnaires to 30 class of 2020 Fashion Management students of the Faculty of Tourism and Hospitality, Universitas Negeri Padang who had taken the fashion illustration course. The results of the preobservation found that students encountered the most difficult material when carrying out practice in fashion illustration courses to be designing the finishing techniques , giving color to the design, using design software, and also making digital anatomy.

Based on the explanation above, the researcher aims to examine the development of video tutorial media fashion illustration designs using Photoshop applications for fashion students at

Universitas Negeri Padang. The video tutorial media consists of 4 parts, namely: 1) anatomical sketch, 2) anatomical coloring, 3) fashion sketch, and 4) fashion coloring.

METHOD

The research and development (R&D) method is an approach to research that is used to create goods and evaluate their efficacy. According to Sugiyono (2022), it is an approach to study wherein specific goods are made and their efficacy is evaluated. This research uses the 4D development model, which according to Triagaraja, S. Semmel, D.S & Semmel (1974), consists of four stages, namely define, design, develop, and disseminate.

Due to the above, the development procedure of There are three phases to this study as follows: 1) The explanation stage is commonly referred to as needs analysis, which generally involves front-end analysis, learner analysis, task analysis, concept analysis and goal formulation analysis. 2) To create a learning video that meets the standards and is based on the Semester Learning Plan in illustration mode, the first step in the process is called the design stage. The goal of the development stage is to create an initial draft of the media. Two processes are used to carry out the development stage: expert assessment/validation, followed by revision and practicality.

The subjects of this research consist of two types, namely validation and practicality subjects. The validation subjects consist of two fashion lecturers who are material experts and two lecturers from the faculty of education who are media experts. The data collection instrument used is a questionnaire consisting of expert validation test sheets. Descriptive statistics is the method of data analysis that is utilized, which is modified from Maksum & Purwanto (2019). The Likert scale is used to explain the analysis of the validity data, and the formula used to obtain the final results is as follows:

$$\text{Validity Score} = \frac{\text{Sum of scores}}{\text{Number of scores}} \times 100\%$$

Then, as indicated in the table below, it is verified using the standards established on a scale from 0% to 100% :

Table 1. Validity Criteria

No	Score (Range)	Criteria
1	81% - 100%	Very Valid
2	61% - 80%	Valid
3	41% - 60%	Fairly Valid
4	21% - 40%	Somewhat Valid
5	0 - 20%	Invalid

RESULT AND DISCUSSION

The development research produced learning video media on the competence of making fashion illustration designs using Photoshop applications. This video of making fashion illustration design using Photoshop application contains the work steps of making fashion illustrations starting from anatomical sketches, anatomical coloring, fashion sketches and fashion coloring using Photoshop application.

1. Define

a. Front End Analysis

Based on the findings of research interviews with two supervisors of fashion illustration courses, it can be concluded that learning resources currently do not exist in the form of video tutorials; students feel that design coloring is a challenge in itself, It is therefore crucial to have repeatable video lessons as learning materials; only a small proportion of students are proficient in digital design, and in terms of digital design, students tend to be inflexible compared to when they design

been included into a video media framework for fashion illustration designs created with Photoshop.

a. Exposure University and department



Figure 1. Exposure University

b. Displaying Learning Objectives and Assessment Indicators



Figure 2. Learning Objectives and Assesment Indicators

c. The title of videos

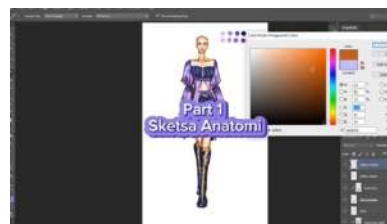


Figure 3. Title

d. Content

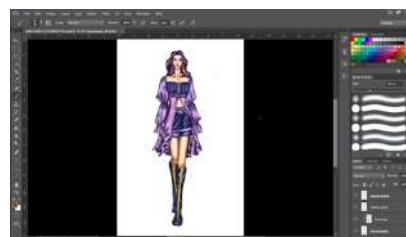


Figure 4. Content

e. Closing



Figure 5. Closing

3. Develop

The purpose of the development stage is to create learning devices that have gone through revisions, validity tests, and practicality tests based on input and criticism from practitioners and

validators. This research uses instruments that can be used in the form of questionnaires that have been updated from previous research. Media validation was conducted by two lecturers from the Faculty of Education. To determine the eligibility criteria, the results of the validator's evaluation of each element were calculated, the average was determined, and the findings were then reported in percentages. The outcomes of the feasibility test include recommendations and critiques that will subsequently serve as a basis for refining and enhancing the product under development. The results of the media validation of video tutorials for making fashion illustration designs using Photoshop applications are summarized based on the aspects assessed by the validators as shown in the table.

Table 2. Media Expert Validity

No	Assessment Aspect	Validity (%)	Category
1	Graphic Aspect	94,35	Very valid
2	Content Aspect	93,33	Very valid
3	Language Aspects	96	Very valid
Average		94,56	Very valid

The table shows that there are three aspects evaluated, namely: 1) The graphics scored 94.35% with a very valid category; 2) The content scored 93.33% with a very valid category; and 3) The language scored 96% with a very valid category. The overall average of the evaluated aspects is 94.35%, so it falls under the "Very Valid" heading. Material validation was carried out by two lecturers from the Faculty of Tourism and Hospitality who were lecturers in fashion illustration courses. The validator's evaluation of each component was totaled, the average was computed, and the findings were then percented to determine the eligibility requirements. The results of the validation of video tutorial material for making fashion illustration designs using Photoshop applications are summarized based on the aspects assessed by the validators as displayed in the table.

Table 3. Material Expert Validity

No	Assessment Aspect	Validity (%)	Category
1	Content Aspect	91,67	Very valid
2	Material Presentation Aspect	90	Very valid
3	Language Aspect	85,56	Very valid
Average		89,08	Very valid

The table shows that there are three aspects evaluated, namely: 1) The content scored 91.67% with a very valid category; 2) The material presentation scored 90% with a very valid category; and 3) The language scored 89.08% with a very valid category. The overall average of the evaluated aspects is 89.08%, so it is in the "Very Valid" category. After the validator states valid, then the next stage is the stage of practicality. In order to assess the level of practicality of using video media in learning fashion illustration design using Photoshop applications, lecturers teaching fashion illustration courses and students who have taken fashion illustration courses fill out a questionnaire. Dr. Ilham Zamil, M.Pd., lecturer in the illustration mode course, filled out a questionnaire containing practicality data. Practicality is done by giving a questionnaire with three aspects of assessment, namely aspects of time, ease, and benefits. The following is a summary of practicality:

Table 4. Practicality from lecturers

No	Assessment Aspect	Practicality	Category
1	Time	93,33%	Very Practical
2	Ease	93,33%	Very Practical
3	Benefits	90%	Very Practical
Average		92,22%	Very Practical

From the table, it can be seen that the lecturers of the fashion illustration course have given responses on three different parts of the practicality assessment. Based on this, the following are the assessment results for each of the assessment components: With a very practical category, the time

aspect obtained an average score of 93.33%, the ease aspect obtained an average score of 93.33%, and the benefits aspect obtained an average score of 90%. Thus, the overall average with a very practical category is 92.22% and has a very practical category.

Following the validation of the learning video materials for creating fashion illustration designs utilizing Photoshop apps by subject matter experts and media experts, a small group practicality test was held. Ten fashion 2022 students who have completed the fashion illustration course took the small group practicality test. The following table provides an overview of the outcomes of the small group practicality:

Table 5. Small Group Practicality

No	Assessment Aspect	Practicality	Category
1	Time	96%	Very Practical
2	Ease	94%	Very Practical
3	Benefits	99,2%	Very Practical
	Average	96,4%	Very Practical

A practicality test in small groups was undertaken prior to the large group test. 26 Fashion 2022 students who have studied Fashion Illustration Learning were tested in a large group setting. The following table provides an overview of the outcomes of big group practicality:

Table 6. Large Group Practicality

No	Assessment Aspect	Practicality	Category
1	Time	83,59%	Very Practical
2	Ease	84,62%	Very Practical
3	Benefits	88,15%	Very Practical
	Average	85,45%	Very Practical

Based on the table, it can be seen that there are three aspects of practicality assessment based on large group student responses. Based on this, the following are the assessment results for each of the assessment components: With a very practical category, the time aspect obtained an average score of 83.59%, the ease aspect obtained an average score of 84.62%, and the benefit aspect obtained an average score of 88.15%. Thus, the overall average with a very practical category is 85.45% and has a very practical category.

In this research, the product is a video tutorial that uses Photoshop to create fashion design illustrations. The illustrations are used as learning media for fashion students in 2022 and are based on the 2023 fashion RPS illustrations. The three main phases in this research are Defining, Designing, and Developing. The making of learning videos involved conducting interviews with lecturers of fashion illustration courses and Fashion Management students, and collecting relevant material from various sources such as books, articles and journals. The interviews identified indicators that must be mastered by students in fashion illustration courses, namely the ability to design illustrations for online and print media. The stages in the development of video media for making fashion illustration designs are as follows:

1) Validity test of learning video media

One of the learning resources created for Universitas Negeri Padang's 2022 tatabusana students is a video lesson on fashion illustration design using Photoshop programs. Two media specialists and two material experts serve as validators for the product validation questionnaire, which is administered by professionals in relevant industries. Producing a valid and learning-needs-compliant learning media design is the goal of this validation step. A very valid category received an average score of 91.82% based on the validation findings of media experts and material experts as revealed by (Ridwan, 2012) saying that "The value range of 81%-100% includes a very valid category". According to research (Raisa Ikhlas & Puspaneli, 2023) With respect to the creation of instructional video materials for XII class Fashion Management students at SMKN 3 Payahkumbuh, the average result is 94.09% using very valid criteria.

This video tutorial media for making fashion illustration designs using Photoshop applications is made as a learning media for fashion illustration courses and the validity results using the 81%-

100% assessment percentage show similarities with the results of the validity of previous research, which shows that this media is suitable for use.

2) Practicality test of video media

This learning video was carried out a small group practicality test, a large group practicality test, and a practicality test for lecturers teaching Fashion Illustration courses. Questionnaires were used to assess the practicality of the video tutorials developed and filled in by respondents. In the practicality questionnaire, the indicators tested are aspects of time, ease, and benefits of learning videos. based on the findings of the practicality test administered by the instructor for the fashion illustration course, the results were very practical, the average value of the practicality test got a score of 92.22%.

In addition to conducting a practicality trial with lecturers teaching fashion illustration courses, the practicality test was also assessed based on student responses. Two phases of practicality trials were conducted with students: small group trials and large group trials, to analyze practicality data. The small group practicality trial was conducted with 10 students while the large group practicality trial was conducted with 26 undergraduate students of Fashion 2022. With a very practical category, the small group practicality trial had an average score of 96.4%, while the big group practicality test received an average score of 85.45%.

According to (Akker, 2016) The degree to which users and practitioners claim that certain media can be used and applied in everyday situations is known as media practicality. As per the findings of a study done in (Nadawiyah & Nelmira, 2022) on the creation of video lessons for creating school fashion patterns in kids' fashion classes, majoring in family welfare science FPP UNP, the results of practicality with the lecturer scored 90%, the small group practicality test scored 92%, and the large group practicality test scored 92%, The video material was deemed to be highly useful for student instruction.

The validity results using the percentage of assessment ranged from 81% - 100% showed a similarity with the practicality of previous research. This shows that the video designed as a learning aid for fashion illustration courses is feasible to use in learning fashion illustration.

CONCLUSIONS

The utilization of technology-based media is indispensable in this era of technology, and when used in learning, it can enhance the learning process due to the great assistance it provides to students. Therefore, adding teaching media that can be reviewed repeatedly will be very helpful. Based on the research results, the media validity test obtained a score of 94.56% with the material expert validation scoring 89.08%, thus obtaining a total score of 91.82% with a very valid category. Meanwhile, the results of the practicality test with the course lecturer obtained a score of 92.22%. Then the results of the small group practicality trial had a score of 96.4% and a large group of 85.45% with a very practical category. In conclusion, it can be effectively and practically used as a learning media in the Fashion Illustration lecture process.

ACKNOWLEDGMENTS

Thanks to my supervisor, Dr. Yusmerita, M.Pd., for providing guidance and input throughout this project. Thanks also to the validators: Yulia Ariati, M.Pd., Dr. Ilham Zamil, M.Pd., Novrianti, M.Pd., and Sindi Amelia, M.Pd. I am also grateful to the examiners for their advice and input, which have been valuable in completing this research.

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