

# Development of Video Learning Media for Casual Fashion Design Class X Fashion Management at SMK Negeri 1 Ampek Angkek

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**How to cite:** Khairani, K., & Efi, A. (2024). Development of Video Learning Media for Casual Fashion Design Class X Fashion Management at SMK Negeri 1 Ampek Angkek. *Gorga : Jurnal Seni Rupa*, 13(2), 641-650. <https://dx.doi.org/10.24114/gr.v13i2.62880>

**Article History :** Received: August 22, 2024. Revised: September 2, 2024. Accepted: December 1, 2024

## ABSTRACT

This study aims to develop video learning materials for the Fashion Design subject in Fashion Design class X at SMK Negeri 1 Ampek Angkek. The problems identified include conventional teaching methods, low student motivation and creativity, and many students who have not achieved the Minimum Completion Criteria (KKM). Video learning materials have been developed to visualize the concept and steps of designing casual clothing in a more effective and interesting way. This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation and Evaluation) development model. The results of the study indicate that the developed video learning media is useful and practical for use in the learning process, and is able to improve students' understanding and creativity in designing clothing.

## KEYWORDS

Video Media  
Learning Fashion  
Design

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## INTRODUCTION

SMK Negeri 1 Ampek Angkek Jl. Panca, Batu Taba, Kec. Ampek Angkek, Kab. Agam, West Sumatra Province is a vocational school that has several vocational majors, one of which is Fashion Design, in this major in class Phase E (Class X) and Phase F (Class XI) have used the Independent Curriculum while class XII still uses the K-13 Curriculum. Where in this Independent Curriculum, one of the subjects given at SMK Negeri 1 Ampek Angkek to students, especially students of the fashion expertise program in class X fashion design is the basic lesson fashion design where this element discusses material about understanding the design creation process by applying the basics of design, understanding and differentiating style and look, find inspiration, create collages, apply the method of finding shapes and develop designs based on style and look.

According to Kurniawati (2021) the word design comes from the English word design which means plan. In some cases, it means "preparation". In educational management and educational administration, planning refers to the preparation to determine steps to solve problems or carry out tasks to achieve certain goals. According to Yuliati (2015) the process of creating fashion designs that continues to develop requires learning resources as a source of inspiration to increase your creativity in creating fashion designs. Learning resources are very important as a source of imagination for fashion designers and anyone who learns to make fashion designs.

Based on this opinion, it can be concluded that fashion design is the process of creating images that are used as the beginning of the design process to visualize concepts or ideas roughly before being implemented into a more final or detailed form, and fashion design is basic knowledge that must be known. This design will discuss the meaning of fashion design, its types, elements, principles, tools and materials needed, body anatomy design, how to draw parts of clothing, and coloring techniques.

Then on to basic subjects fashion design This is studying how to design clothes which consist of 5 types of clothes. casual, work clothes, sleepwear, casual clothes, and party clothes, this time the author focuses on making fashion designs casual. From a pedagogical point of view, media is a very strategic tool for the success of the teaching and learning process.

According to Arsyad A (2011) from a pedagogical perspective, media is a very strategic tool for the success of the teaching and learning process because direct presence can provide unique dynamics to students. Educational media functions as a tool to convey knowledge or information about the material that the teacher provides. Educational media must be effective and efficient in order to meet the needs of students. Educational media that follows technological developments are expected to be able to overcome problems in searching for information and student behavior. The appropriate media in today's era is audiovisual media, or video. According to Adisasongko (2019) video tutorials are a series of moving images used by teachers to improve student understanding. In the world of education, video tutorials are called learning videos. Video tutorials are designed to provide learning materials to improve student understanding.

According to Jalilah (2021) the concept of tutorial learning is a learning aid that aims to stimulate and improve student independence, discipline, and spontaneity in learning by minimizing the intervention of learners called tutors. One method that can be used to improve student understanding in designing clothes casualis through the application of learning video media. At SMKN 1 Ampek Angkek as a vocational educational institution that focuses on the field of fashion expertise, it is necessary to continue to develop innovations in delivering materials in order to meet the growing needs of students.

Handayani and Ernawati (2024) digital technology itself consists of smartphone, television, tablets, laptops, radios, and so on. One of the most widely used digital technologies in all areas of human life in the 21st century is the smartphone.

The author conducted observations and interviews on March 23, 2024 with the DFD subject teacher for class X fashion design, namely Mrs. Desi Fitriani, S.Pd, the author asked several questions regarding the difficulties faced by students in making fashion designs. The obstacles faced by students in the fashion learning process are: 1) Teacher learning still uses a conventional approach, namely an approach that emphasizes the delivery of learning materials with lecture and demonstration methods, the media used is the delivery of material in the form of material performances in power point and photocopy module, this causes the learning process of students to feel bored easily because the learning is carried out monotonously, so that the subject matter cannot be absorbed properly. 2) Limited creativity of students in designing the specified fashion designs, this can be seen from the frequent accumulation of fashion design assignments given by the teacher. 3) Limited interest and motivation in designing fashion, can be seen from the design results that are still less in accordance with the assessment criteria for a fashion design work so that the use of innovative learning media is needed.

Furthermore, the results of the interview that the author also conducted on March 23, 2024 with students regarding the difficulties faced in making fashion designs are: 1) In terms of assignments, especially drawing material, most students still feel less able to complete the assignments well because they find it a little difficult to design and develop fashion ideas. 2) There are obstacles for students in designing even though they have used module teaching media, but some students have difficulty making designs according to the instructions in the module media. Based on observation interviews with basic subject teachers fashion design Mrs. Desi Fitriani, S.Pd and interviews with several students in class X fashion design, then the learning outcome values obtained in the DFD subject show that students still have difficulty in designing, and this is shown by the fact that 55% in class X fashion design 1 and 57% in class X fashion design students have not yet achieved

the minimum passing grade criteria of KKM.

Based on the description of the Background above, there are several alternative learning media that can be used by teachers in delivering material, one of which is the learning process is the right step, because the ability of video can visualize material very effectively and of course this is very helpful for lecturers in delivering dynamic material. Learning video media has a significant influence on student learning outcomes. (Ridha, Firman, and Desyandri 2021) video media will be used to support and guide students while studying at home. Students can understand the material by using video media shared by educators. According to Budiman, Pertiwi, and Benyamin (2024) the purpose of this study is to determine a model for developing unique and attractive alternative batik designs by applying design principles. In this case, videos are very much needed by students to facilitate understanding of the material provided and show the steps in the fashion design processcasualdigitally so that students can replay the video when they want to study and understand the material carefully independently.

## METHOD

The type of research used in this study is descriptive research. Research and Development (R&D) with the 4D development model, namely the stages define, design, development, and disseminate. According to Donna, Egok, and Febriandi (2021) the research method used to produce certain products and test the effectiveness of the product. According to Jazuli, Azizah, and Meita (2018) this research is more suitable for developing learning tools such as media and teaching materials than developing a learning system. In the research conducted, the author developed learning media in the form of Developing fashion design learning video media casual students in class X fashion design at SMK Negeri 1 Ampek Angkek which was validated by the validator, and its practicality was tested by class X fashion design teachers and students in class at SMK Negeri 1 Ampek Angkek.

The data collection techniques used in this study were in the form of interviews and questionnaire distribution, at the interview stage it was conducted with the teaching teacher and several students by asking several questions about the obstacles to DFD learning, especially in the field of fashion design, while the questionnaire distribution stage was carried out in two stages of testing, namely the validity test to the lecturer concerned with the research, and the DFD subject teacher, then the practicality test was carried out on the teaching teacher and students studying the DFD subject in class X fashion design

## RESULT AND DISCUSSION

This research is a research on the development of learning video media for Fashion Design as an alternative to overcome learning problems in learning Fashion Design. The problems identified include conventional teaching methods, low student motivation and creativity, and many students who have not achieved the minimum completion criteria (KKM) in basic subjects. fashion design at SMK Negeri 1 Ampek Angkek. The purpose of the research is to develop video media for learning fashion design. casual. This research uses an approach Research and Development (R&D) with the 4D development model (fourD) which consists of four stages, namely the first stage define (definition), stage design (planning), stage develop (development) and stage disseminate (distribution). Visual et al. (2024) in this design the materials used in this design are the results of literature research and questionnaire data results for the identified target groups.

The results of the validity feasibility test with media experts and material experts. According to Ono (2020) the validity comes from the word validity which means validity refers to the extent to which the accuracy and precision of a measuring instrument can fulfill its measurement function. In the validation of material experts, the category is very valid. The validation of media experts obtained a very valid category, then the results of the practicality test were carried out based on the responses of the teaching teachers in basic subjects. fashion design obtain a very practical category. The results of the practicality test on a small scale for students obtained a very practical category, then for the

practicality test on a large scale for students obtained a very practical category, so that the video media for learning fashion design casual stated to be very valid and practical and suitable for use in teaching and learning activities in basic subjects. fashion design at State Vocational School 1 Ampek Angkek.

## **1. Stage Define(definition)**

At the stage define(definition) consists of 4 stages including :

### **a. Front End Analysis**

Front-end analysis is an analysis carried out to identify and determine the basic problems faced in learning fashion design, especially in designing clothes. casual. From the results of the analysis, a picture will be obtained that supports the development of learning media. The problem was found in the results of the researcher's interview with the teacher who teaches basic fashion design subjects.

From the results of the interview, it can be concluded that the problems that occurred are as follows: Teacher learning still uses a conventional approach, namely an approach that emphasizes the delivery of learning materials using lecture and demonstration methods.

Based on the description of the problems stated by the researcher above, it can be concluded that a learning media is needed that can be used independently by students. The media developed is in the form of a video tutorial that will be used in the process of learning to design clothes to help smooth the learning process and motivate students to be able to learn independently.

### **b. Student Analysis**

Student analysis is an analysis conducted to examine the characteristics of students including abilities, background knowledge and level of cognitive development. The results of this analysis can be used as a reference framework in compiling learning materials. In this development research, the subjects were students of class X Fashion Design at SMK Negeri 1 Ampek Angkek who studied basic subjects. fashion design. In terms of assignments, especially drawing material, most students still feel less able to complete the assignments well because they find it difficult to draw and develop ideas. Students have difficulty in designing even though they have used the module, but students still cannot make designs according to the instructions in the module, because there has been no innovation in developing learning videos in designing clothes based on the basic concept of fashion design.

Based on interviews conducted with the supervising teacher and class X fashion design students who are taking basic subjects fashion design. Students' interest and motivation in basic learning fashion design which is lacking, so that learning activities become passive.

### **c. Task Analysis**

Task analysis is a collection of procedures to determine the content in a learning unit. This analysis is carried out to detail the content of the teaching material in the form of an outline (Trianto, 2014).

Based on the explanation above, task analysis is a tool given by educators to students which is used as a benchmark for student abilities in learning, so that students are required to be able to create fashion designs. casual and other clothing according to the occasion.

### **d. Concept Analysis**

Concept analysis is the identification of the main concepts to be taught and Arrange it systematically and link one concept to other relevant concepts, so as to form a concept map.

Based on the explanation above, the concept analysis is guided by the Flow Learning objectives and learning outcomes are that students are able to understand the design creation process by applying the basics of design, understanding and distinguishing between style and look, find inspiration to make collages, apply the method of finding shapes and developing designs based on style and look.

### **e. Formulation of Learning Objectives**

The formulation of learning objectives or learning achievement indicators is carried out based on basic competencies and indicators based on the curriculum and ATP/CP Basic Fashion Design which are outlined in the learning media for designing clothes which are focused on designing Casual Clothes.

Based on the description above, where the formulation of learning objectives is that students

are expected to be able to understand the basic concepts of fashion design which consist of, definition, types of design principles, types of design elements, then students can understand the definition, types of design, division of design based on opportunities and are able to apply the steps in designing casual clothing contained in the video tutorial media.

## 2. Stage Design (Design)

Next, the researcher carried out the following stages: design (design). Design stage of learning video design in making fashion design casual in basic subjects fashion design conducted based on ATP/CP class x fashion that has been compiled by evaluating the design results based on design principles, and design principles, reflection on the results of the experiment is very important to understand the advantages and disadvantages of the design in improving or developing the design. Design stage video tutorial designing in making fashion design casual are as follows :

**a. Conducting** a literature study by collecting books, articles, journals and other materials. related to fashion design creation casual to look for sources in designing teaching materials.

- 1) Efi, A. (1997). Principles of Fashion Design.
- 2) Ernawati, Izwerni & Weni Nelmira. 2008. Fashion Design Volume 2. Directorate of Fashion Development.
- 3) Yusmerita, Y. (2007). Fashion Design.
- 4) Janah, SHL, Budhyani, IDAM, & Sudirtha, IG (2021). Development of Moodboard Media Assisted by Image Processing Applications in Fashion Design Learning. BOSAPARIS Journal: Family Welfare Education, 12(1), 8-16

**b. Determine** the framework of teaching materials or outlines of teaching materials.

**c. Developing** materials that have been designed within the framework of video tutorial basic subjects fashion design based on the following research results :

### 1) Opening Video

The initial appearance of the video when it is played is a simple animation accompanied by instruments. musical instruments and text, image and transition effects AI voice which can attract students' attention, which consists of several slides namely of university institution, brief identity of researcher, definition of basic subjects fashion design, displays the learning objectives of basic subjects fashion design.



Figure 1. Opening part of the video

### 2) Video Content

The content of the material contained in this learning video is displayed in the form of a simple animation when played with musical instruments and text, image and transition effects. AI voice which can attract students' attention, by displaying several slides namely the general understanding of fashion design.



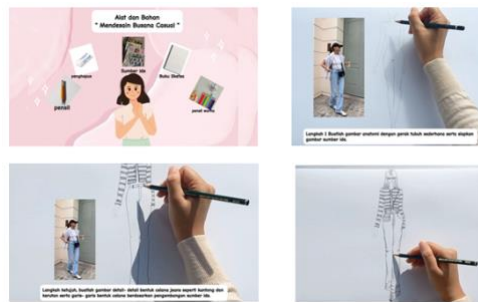


Figure 2. Video content section

### 3) Video Cover

In the last part of the video, the video is shown as it is being played, which is a simple animation with instruments accompanied by musical instruments and text, image and text transition effects. AI voice which consists of casual fashion design results and their development for hangout to the beach and thanks from the researchers.



Figure 3. Video ending section

### 3. Stage Development (Development)

Stage development aims to produce revised learning devices based on input from experts. This stage includes :

#### a. Validation Stage

This stage is carried out to assess the video tutorial on making fashion designs. casual in terms of content, presentation, and language used. The collection of data on the validity of this video tutorial media was done by using a questionnaire.

The assessment results are calculated from each aspect of the assessment given by the validator, added up and then the average is calculated. The media validation results are summarized based on the validation categories assessed as shown in the following table:

#### 1) Media Expert Validation Test Results :

Table 1. Media Expert Validation Test Results

No	Aspek	Hasil Validasi	Kategori
1.	Aspek Kualitas Media	96,3%	Sangat Valid
2.	Aspek Penggunaan Bahasa	100%	Sangat Valid
3.	Aspek Layout Media	100%	Sangat Valid
	Jumlah Rata-Rata	98,7 %	Sangat Valid

Based on the table above, it can be concluded that the 3 aspects of media validation assessment can be described as follows : 1). The Media Quality aspect displayed obtained a score of 96.3% in the very good category. valid, 2) The Usage Aspect Aspect obtained a score of 100% with a very valid category, 3) The Use Aspect Layoutmedia obtained a score of 100% with a very valid category, so that the overall average was 98.7% with a very valid category. If the percentage of media eligibility is 98.7% which is included in the very valid category. This is

in accordance with the opinion of Riduwan (2012) who said, "The value range of 81% - 100% is included in the very valid category".

2) Results of Material Expert Validation :

**Table 2.** Results of Material Expert Validation:

NO	Aspek	Hasil Validasi	Kategori
1	Aspek kualitas materi	95,6%	Sangat Valid
2	Aspek kemanfaatan materi	92,8%	Sangat Valid
Jumlah Rata-Rata			94,2%

Based on the table of validation results of material experts assessed by two Validators, it can be concluded that the aspect of material quality obtained a score of 95.6% which is categorized as very valid, then the aspect of material usefulness obtained a score of 92.8% with a very valid category, then the average validation value of material experts obtained a score of 94.2% with a very valid category.

**b. Revision Stage**

Before conducting a trial of the video tutorial on making fashion designs casual, then it is necessary to carry out a revision stage based on comments and suggestions from the Media and Material Expert Validator. The product revision carried out in this study is

Based on the comments and suggestions given by the validator, the product was revised for testing. Here is a look at some of the revisions made after the validation process :

- 1) Improve the writing in the presentation of the material so that it is easier to understand using font which is in the application
- 2) Improve the clarity of the images used in the video to make it more interesting.
- 3) Add some images per material so that it is more visualized by students and easier to understand.
- 4) Reducing the understanding of mood board and defined briefly and easily understood by students.
- 5) Contrasting colors per slide with the background in the video to make it better.
- 6) Reduce the sound of the instruments in the design elements so that the material can be conveyed clearly.

**c. Practicality Stage**

After the video media is declared valid by the validator, the next stage will be carried out, namely practicality. The practicality stage is carried out by the Teaching Teacher and students of class X.TB.1 and X.TB.2 who are studying basic subjects. fashion design with the aim of knowing how far where is the ease of using video tutorials for making fashion designs? casual by using questionnaire filling.

- 1) Practicality test of teachers teaching basic subjects fashion design

The practical test of the teaching teacher was given to Mrs. Desi Fitriani S.Pd as a basic subject teacher. fashion design. The practical results are summarized as shown in the following table :

**Table 3.** The results of the practical test of the teaching teacher

No	Aspek	Hasil Praktikalitas (%)	Kategori
1	Minat Siswa	88%	Sangat Praktis
2	Proses Penggunaan	100%	Sangat Praktis
3	Peningkatan Keaktifan Siswa	90%	Sangat Praktis
4	Efisiensi Waktu Yang Digunakan	100%	Sangat Praktis
Jumlah Rata-Rata =			94,5 %

Based on the table above, it can be concluded that the 4 aspects assessed can be described as follows :

- a) The student interest aspect obtained a score of 88% which is categorized as very valid,
- b) The Process of Use aspect obtained 100% and was categorized as very valid,
- c) The aspect of increasing student activity obtained a score of 90% which is categorized as very valid
- d) The aspect of time efficiency used obtained a score of 100% with a very valid category. So that in general the average results of practicality were obtained with teachers teaching basic subjects.fashion designnamely with a score of 94.5% with a very valid category.

2) Small Group Practical Test

The small group practicality test was conducted after the media and material validation activities were completed. The small group practicality test selected 10 students consisting of 5 students from X. TB. 1 and 5 students from X.TB.2 majoring in fashion design who studied basic subjects.fashion design. Practicality test of video tutorials for learning how to make fashion designsasualby filling out a questionnaire, the results of which are as follows :

**Table 4.** Results of small-scale student practical tests

No	Aspek	Hasil Praktikalitas (%)	Kategori
1	Tampilan	91,75%	Sangat Praktis
2	Pengoperasian	90,6%	Sangat Praktis
3	Kemanfaatan	92 %	Sangat Praktis
Jumlah Rata-Rata			91, 4%

Based on the table above, it can be concluded that from the 4 aspects assessed, they can be described as follows: 1) The Appearance Aspect obtained a score of 91.75% which is categorized as very valid, 2) The Operation Aspect obtained a score of 90.6% which is categorized as very valid, and 3) The Usefulness Aspect obtained a score of 92% which is categorized as very valid, so that in general the average results of practicality were obtained with teachers teaching basic subjects. fashion designnamely with a score of 91.4% with a very valid category.

3) Large Group Practicality Test

The large group practicality test was conducted after the media and material validation activities were completed. The large group practicality test consisted of 30 students consisting of 15 students. students of X.TB. 1 and 15 students of X.TB.2 majoring in fashion design who study basic subjectsfashion design. Practicality test of video tutorials for learning how to make fashion designsasual by filling out a questionnaire, the results of which are as follows:

**Table 5.** Results of large-scale student practical tests

No	Aspek	Hasil Praktikalitas (%)		Kategori
		X TB 1	X TB 2	
1	Tampilan	95,3%	91%	Sangat Praktis
2	Pengoprasian	94,2%	93,7%	Sangat Praktis
3	Kemanfaatan	95,6%	93%	Sangat Praktis
Jumlah Rata-Rata		93,8%		Sangat Praktis

Based on the table above, it can be concluded that from the 4 aspects assessed, they can be described as follows: 1) The Appearance Aspect obtained a score of 95.3% and 91% with a very valid category, 2) The Operational Aspect obtained a score of 94.2% and 93.7% with a



very valid category, and 3) The Usefulness Aspect obtained a score of 95.6% and 93% with a very valid category, so that in general the average results of practicality were obtained with teachers teaching basic subjects.fashion designnamely with a score of 93.8% with a very valid category.

#### **d. Final Product**

The final product of this development research is a tutorial learning video that can be used for the teaching and learning process of basic subjects.fashion designStudents of class X Fashion Design at SMK Negeri 1 Ampek Angkek. The learning materials contained in the video are about basic lesson materialsfashion designand fashion design tutorialscasual .As for video products in making fashion designsCasualcan be seen atyoutubewith the name Kiki Khairani with the following link:

Linkvideo: <https://youtube.be/svSmFhOnNmc?si=FmvkmVAY-teD7vPd>.

## **CONCLUSIONS**

Based on the results of research and trials that have been carried out on video tutorial learning media for designing clothescasual,it can be concluded that : 1)The video tutorial learning media design developed is in audio-visual form and involves several stages, namely delivering material about basic fashion concepts, the design process, preparing tools and materials,shooting,as well as editing. The final result of this process is a learning media that has a clear structure with an opening, content, and closing. 2) The results of validation of the learning media show that this media is very valid. with a score of 98.7% for media validation and 94.2% for material validation. 3) Practicality of learning video media based on responses from teachers and students very high. The teacher gave a score of 94.5%, while the small and large group trials of students scored 91.4% and 93.8% respectively, both of which are in the very practical category. Thus, the media of fashion design video tutorialscasualThis is considered very suitable for use as a learning medium in basic subjects.fashion designat State Vocational School 1 Ampek Angkek.

## **ACKNOWLEDGMENTS**

The author would like to thank the Department of Family Welfare Science and all the department staff for the assistance and support provided in completing this article. The author would also like to thank the validator who has provide assessments, criticisms and suggestions for product development. Thank you to the ranks staff, teachers, and students of SMK Negeri 1 Ampek Angkek who have helped participate in data collection and provided support for this research so that it can be completed.

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