Implementation of French Embroidery Tutorial Video Multimedia in Embroidery Courses

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ABSTRACT

The rapid development of technology has begun to enter the realm of education in order to prepare more competent human resources. This shows that in the computerized era, the learning paradigm is already computer-based, this situation requires teachers and students to be critical in honing their abilities and skills in the IT field. The use of multimedia video tutorials is expected to stimulate students' enthusiasm for learning so that the quality of student learning can be further improved. Multimedia video tutorials are media that present information about real product manufacturing procedures and instructions in the form of moving images, so that multimedia video tutorials are appropriate for use as practical learning media. One of the courses in the Fashion Design Education Study Program that is delivered in theory and practice is the Embroidery Arts course. In this course, various types of embroidery are studied, one of which is French embroidery. Through the implementation of French embroidery video tutorial multimedia in Embroidery Art lectures, it is hoped that it can improve student mastery of the material being taught. The research method used is descriptive analysis method, namely presenting data in the form of words and language holistically in a special natural context and conducting inductive analysis using a phenomenological approach. The findings of the study show that the implementation of multimedia video tutorials on French embroidery in Embroidery Arts lectures, exposure to theoretical material for making French embroidery, the use of tools and materials and techniques for making French embroidery, most of them stated that they were presented very clearly, very systematically and interestingly with writing that was read very clearly. By implementing multimedia video tutorials, students look more interested, more motivated and more confident in presenting their work. Thus, the implementation of multimedia video tutorials in learning French embroidery in the Embroidery Arts course can optimize learning and improve the quality of student learning outcomes.

Keywords: French Embroidery, Implementation, Multimedia Video tutorial.

1. INTRODUCTION

Learning is a system consisting of components that are interrelated and interact with each other in achieving a learning goal. Components of learning according to the views of experts vary depending on the learning model used, such as the Glaser learning model adheres to four main components of learning, namely: (1)Instructional Objectives, (2)Entering Behavior, (3)Instructional Procedures, and (4)Performance Assessment. According to the [1] model, it consists of five sub-components which are related to each other and support each other in the implementation of the teaching and learning process. From these two models of instructional systems it can be seen that the media component, which in the first model includes the "selection of resources" component, plays an important role in implementing the learning process in order to achieve the stated goals.

The world of education in the first decade of the 21st century has actually developed rapidly and progressed. Technological developments have opened up wide possibilities to be utilized because of the rapid technology has become part of the culture of society. This can be seen by the presence of technology which has begun to enter the realm of education in order to prepare more competent human resources. Of course this must start from the basics, namely the teaching and learning process [2]. In the current era of computerization, the learning paradigm is no longer absolute in traditional learning, but is already computer-based, this situation requires teachers and students to be critical in honing abilities and skills in the IT field. Multimedia is a

combination of various media such as text, images, sound, animation, video and others in an integrated and synergistic manner through computers or other electronic equipment to achieve certain goals [3]. Multimedia can be divided into two types, namely linear multimedia and interactive multimedia.

The use of interactive multimedia in learning can help students understand learning material because students will get detailed explanations. The learning process using interactive multimedia can be more interesting and interactive, besides that it can also stimulate students' enthusiasm for learning and the seriousness of students so that the quality of student learning can be further improved. States that people are only able to remember 20% of what they see and 30% of what they hear [4]. But people can remember 50% of what was seen and heard and 80% of what was seen, heard and done all at once. Thus interactive multimedia or multimedia tutorial is a medium that presents information regarding real explanations and instructions in the form of moving images. Therefore, this multimedia video tutorial can be used as a practical learning medium.

One of the courses in the Fashion Design Education Study Program that is delivered in theory and practice is the Embroidery Arts course. In this course, various types of embroidery are studied, one of which is French embroidery. French embroidery is embroidery that has a special character, namely it produces forms of embroidery that arise. The embroidery results that emerge are obtained from embroidery motifs that are filled with various decorative punctures, causing the shape to become convex [5]. French embroidery has its own uniqueness, namely French embroidery is embroidery that arises, because the motif is filled with chain stitches so that the shape is convex. This embroidery is widely used for monograms, initials or symbols, thus the form of French embroidery is not too large with special letters/calligraphy because it is only a symbol. The embroidery thread used is colored thread with a harmonious combination. All French embroidery motifs, done with flat stitches in a horizontal direction following the shape of the decorative motifs. This embroidery is mostly applied to blouses on the chest, shirts usually in pockets, sportswear and children's clothing. The results of the preliminary study found that understanding French embroidery material requires logical reasoning, and the ability to digest teaching materials based on existing textbooks. Students often find it difficult to understand subnetting material if it is only based on an explanation from the lecturer in class, therefore a learning aid media is needed that can be used to repeat material outside the classroom.

From the phenomenon above, the researcher is interested in conducting research related to the implementation of a multimedia video tutorial on French embroidery techniques in Embroidery Arts lectures, with the hope that through the implementation of this multimedia, it will increase student mastery of the material being taught.

2. RESEARH METHOD

The type of research that the authors use is field research (Field Research) in which the data collection is carried out by searching for data directly from the research location. The approach that the author uses is a phenomenological approach which is the meaning of ethics in theorizing and conceptualizing, not wanting to present theory and conceptualization in the form of suggestions, so that it will produce a description of the situation under study and the meaning contained in the observed data [6]. The specification in this study uses descriptive analytical research, namely the presentation of data in the form of words and language holistically in a special natural context and by utilizing various natural methods [7], by conducting an inductive analysis using a phenomenological approach. So this research was carried out to investigate a process or symptom that appeared related to the application of a multimedia French embroidery tutorial in Embroidery Arts lectures and the object of research in this descriptive analysis research was the implementation of teaching and learning activities in Embroidery Arts. The research procedures carried out in this study used procedures developed by Borg and Gall which were then simplified in outline by [8], with the research and development steps being divided into three stages, namely: 1) Preliminary study, 2) Application of the model, and 3) Analysis of Observation Results.

3. RESEARCH RESULTS AND DISCUSSION

The Art of Embroidery is one of the productive subjects in the Fashion Design Education study program. This course is delivered in theory (40%) and practice (60%). In this course, various embroidery techniques are studied, one of which is French embroidery. Efforts that can be made to help understand French embroidery material include implementing tutorial-based multimedia learning that displays clearer audio-visual so that it helps students to easily understand, both theoretical material and practical material.

In practical learning, students often find it difficult to understand subnetting material if it is only based on an explanation from the lecturer in class, therefore a learning aid media is needed that can be used to repeat material outside the classroom. In the current era of computerization, the learning paradigm is no longer absolute in the traditional way, but is computer-based, this situation requires lecturers and students to be critical in honing abilities and skills in the IT field. The use of learning technology by creating learning media is

something that must be considered by every teacher, because this aspect is an important aspect in achieving learning goals. For this reason, learning technology needs to get the attention of teachers which has implications for the use of various learning media so as to create a conducive learning atmosphere, subject matter can be conveyed well, interesting and learning objectives can be achieved [9].

Research findings related to the implementation of a multimedia video tutorial on French embroidery techniques in Embroidery Arts lectures, show that according to more than half of the respondents the learning materials for French embroidery techniques in general are in accordance with the objectives formulated, easy to understand and easy to understand, in accordance with the student's ability level, systematic and the depth of the material according to the level of student education [1] revealed that with multimedia the learning process can be more goal-oriented, have more participants, have flexibility in terms of space and time, are not affected by distance and can adapt to various learning styles of students, and increase collaboration between instructors and students. Learners.

Judging from the presentation of the theoretical material for making French embroidery techniques in the multimedia video tutorials, in general, more than half stated that the presentation of the material on pattern-making techniques, tools and materials for making French embroidery, was presented very clearly, very systematically, in an interesting way with writing that could be read with very clear. With a very clear, systematic and interesting presentation of material, it is hoped that it will make it easier for students to understand the theoretical material for making French embroidery and the process for making French embroidery. Learning multimedia is intended as a learning media that is used independently by students. Learning multimedia programs will provide opportunities for individuals to be more flexible with their learning material [3].

In terms of improving the quality of learning outcomes achieved by students, it shows an increase in mastery of French embroidery material, after the implementation of a multimedia video tutorial. Implementation of a multimedia video tutorial on French embroidery techniques in online embroidery lectures can foster student learning motivation, show students that they can develop their creativity, and show self-confidence, which in turn can improve student learning outcomes. Student interest before and after implementing multimedia video tutorials shows an increase, as evidenced by the acquisition of student learning outcomes as seen from the highest score increasing by 63%. Soepomo suggested that the implementation of multimedia video tutorials can increase learning effectiveness and can increase student learning motivation and student learning outcomes [11].

The impact that students get from implementing multimedia video tutorials is that students who were initially less interested and lazy to take part in the learning process now look interested during learning, students who rarely ask and answer questions from lecturers are now brave enough to ask and answer questions posed by lecturers. , students who were initially lazy in making observations and investigations of learning material are now getting used to making observations and investigations properly, students are now interested in completing work and are directly involved in the learning process, and students who were initially afraid and even shy when asked to answer or ask questions in group or individual discussions, now they are brave and confident in presenting their work. Thus the implementation of multimedia video tutorials in learning French embroidery in the Embroidery Arts course can optimize learning and improve the quality of student learning outcomes. However, the concept of quality in education, including in learning, needs to be formulated in accordance with the characteristics and basis of values while still paying attention to the dynamics of change, especially in practice and meeting the demands of quality education.

4. CONCLUSION

Based on research findings data and discussion of research results, the conclusions from the results of this study are:

The Art of Embroidery is one of the productive subjects in the Fashion Design Education study program. In this course, various types of embroidery techniques are studied, one of which is French embroidery, which has a special character, namely to produce forms of embroidery that arise. The embroidery results that arise are obtained from embroidery motifs that are filled with various decorative punctures, causing the shape to become convex. Efforts that can be made to help understand French embroidery material include implementing tutorial-based multimedia learning that displays clearer audio-visual so that it helps students to easily understand, both theoretical material and practical material.

The implementation of a multimedia video tutorial on French embroidery techniques in Embroidery Arts lectures, shows that in general, according to more than half of the respondents the learning material for French embroidery techniques in general is in accordance with the objectives that have been formulated, easy to understand and easy to understand, according to the level of student ability, systematic and the depth of the material according to the level of student education.

In general, more than half of the explanation on the theory of making French embroidery techniques stated that the presentation of the material on the techniques for

making designs, tools and materials for making French embroidery, was presented very clearly, very systematically, interestingly with writing that could be read very clearly. With a very clear, systematic and interesting presentation of material, it is hoped that it will make it easier for students to understand the theoretical material for making French embroidery and the process for making French embroidery.

After implementing the multimedia video tutorial, the improvement in the quality of learning outcomes achieved by students showed an increase in mastery of theoretical and practical material for making French embroidery. The implementation of a multimedia video tutorial on French embroidery techniques in Embroidery Arts lectures can foster learning motivation, develop creativity, and show self-confidence, which in turn can improve student learning outcomes, as well as increase student interest before and after the implementation of multimedia video tutorials.

The impact that students get from implementing multimedia video tutorials is that students look interested, are more motivated to learn and develop creativity and are more confident in presenting their work. Thus the implementation of multimedia video tutorials in learning French embroidery in the Embroidery Arts course can optimize learning and improve the quality of student learning outcomes.

4.1. Recommendation

The findings of the study show that the implementation of multimedia video tutorials in learning French embroidery in the Embroidery Arts course can optimize learning and improve the quality of student learning outcomes, therefore the authors make a recommendation that for each fashion learning practice material, it is better to use multimedia both multimedia video tutorials or interactive multimedia, because with multimedia, learning will be more interesting, so as to motivate students to study well, which in turn can improve the quality of learning outcomes.

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