

The Validity and Practicality of Learning Videos on Character Makeup Learning Materials for Photo/Film and Character Makeup Courses

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ABSTRACT

There are student complaints in learning Photo/TV/Film Makeup and Karaker on understanding theoretical and practical material which is the final project of character makeup. The purpose of this study is to measure the validity and practicality of learning media in the form of videos developed on character makeup materials, to help students learn the material independently in face-to-face and online (elearning) learning. This type of research is development (R&D) using the Ploomp development model which consists of three stages, namely: initial investigation, prototyping and assessment phase. This research involved students of the Cosmetology and Beauty Education study program, Faculty of Tourism, Padang State University as field trial subjects. The learning videos that have been developed have been validated by 3 media experts, 3 material experts and for practical tests tested on lecturers and students. The results showed that the character makeup learning video from the media expert validation test results was 0.85 and the material expert validation was 0.88. Based on the results of the validation test, it is concluded that the character makeup learning video is valid for use. As for practicality from lecturers, 82% were obtained with practical criteria and practicality from lecturers amounted to 93.9% with very practical criteria.

Keywords: *Validity, Practicality, Character Makeup, Learning Video.*

1. INTRODUCTION

The rapid development of information technology in the current era of globalization cannot be avoided anymore its influence on the world of education. Global demands require the world of education to always adjust technological developments to efforts to improve the quality of education [1]. The presence of Information Technology in the world of education has a good influence and is able to help in learning, one of which is beneficial in the learning process. The development of learning media is needed to be able to overcome problems in the learning process by utilizing information and communication technology. Learning media is an important means used by teachers / lecturers to deliver material to students to attract students' learning interest in the subject matter [2]. Media in teaching and learning activities plays an important role to be a means of communication between communicators (educators) and uniqueness (students) in delivering material by educators to be well received by students [3]. According to [4] states

that the media is a means of distributing messages that are made systematically and taken from planned sources, so as to realize a conducive and structured teaching and learning activity.

Learning media has many benefits according to [5] states that the benefits of learning media are that the material delivered becomes lighter, more common and creates a pleasant atmosphere in teaching and learning activities. In addition, the time in learning becomes shorter, the quality of learning increases, the learning process is not limited by time and place. Learning media can increase the interest, motivation of students in learning and increase students' knowledge in the material taught. Learning media has several types that can be used in teaching activities, one of which is with learning videos. Learning video media is a media that provides audio and visual messages that contain good learning messages that contain concepts, principles, theoretical procedures for the application of knowledge to help understanding of a subject matter [6]. Video is an audible

learning material (audio visual) that can be used to convey messages / subject matter. It is said to appear heard because the auditory element (audio) and the visual/video element (visible) can be presented simultaneously. Video is a learning material that is packaged through video tape and can be viewed through a video/VCD player connected to a television monitor [6]. facilities and infrastructure that are lacking in facilitating educators to present the material are still relatively lacking.

Currently, the use of learning media has several problems, namely educators still often use conventional teaching methods (lectures), using whiteboards, books and notes from educators. This results in students often feeling bored and skipping lessons. Conditions like this are very influential on the value of knowledge and skills of students. In addition, the problems faced are that the facilities and infrastructure that are lacking in facilitating educators to present the material are still relatively lacking. The use of technological advances such as learning videos is still lacking in its application in teaching. The purpose of using learning videos is first to clarify and facilitate the delivery of messages so that they are not too verbal, second overcome the limitations of time, space and sensory power of students and educators, third can be used appropriately and varied [6].

Character makeup learning is makeup that is applied to change a person's appearance in terms of age, nature, face, ethnicity and nation so that it suits the character he plays which is applied either in whole or only partially so that it can only be seen from the front [7]. Character's makeup is the art of using cosmetic ingredients to embody a role or character [8]. The characteristics of character makeup are as follows: a) Sharp facial lines; b) The colors used are striking and contrasting colors; c) The foundation used is thicker [7]. The study can be concluded that character makeup is a makeup that changes a person's appearance both in terms of age, disposition, nature, ethnicity and nation.

Character makeup includes material in Photo/TV/Film and Character Makeup courses in the Department of Cosmetology and Beauty Education, Padang State University which is studied in the fourth semester. CP-MK from karakte makeup material is the ability to understand learning activities, plan projects, analyze project needs, apply critical, creative, collaborative and communicative thinking skills ("RPS for TV/Photo/Film and Character Makeup UNP courses," 2022).

The author conducted a survey to students of Cosmetology and Beauty of Padang State University class of 2019 and 2020 which was conducted on March 9, 2022 by collecting data through the google form application. The survey results show that Photo/TV/Film and Character Makeup courses are mostly studied online using teaching materials, jobsheets, modules, power

points and several video tutorials obtained from YouTube. Students stated that learning videos are already being used in several other subjects. However, validated character makeup learning videos have not been used in character makeup materials in Photo/TV/Film and Character courses. During the survey, the author also asked students for advice on how they think the learning media for this course is more effective and most of the students gave suggestions, the need for developing learning media for character makeup materials such as increasing reading materials, good character makeup examples, good character makeup processes and better video references. Videos are able to motivate and attract students' attention, increase the ability to receive material independently and increase learning speed [3].

The results of study [3] showed an increase in learning outcomes to 64.9%, which was seen from the beginning of learning to testing, these results showed a positive influence on character makeup learning. [9] The effectiveness of using character makeup learning video media is 80.46%, this data proves that character makeup learning videos are more effective in increasing student competence and knowledge than without using learning video media. Video learning media is effective because it tends to be easier to remember and understand because it involves several senses [10]. Visual learning can increase from 14% to 38% and even reduce time to convey material concepts due to the visual appearance of the video[11].

Based on the description of the problem above and the solution of several articles that have used video learning media, the author is interested in making learning videos with character makeup material where in the learning video there is character makeup material that is presented interestingly. The character design that the author presents is a three-dimensional character makeup that belongs to the tragedy character makeup category that is currently popular, namely zombie characters for prosthetic character makeup or called special effects which are still rarely found video tutorials and references. This study aims to produce learning videos of character makeup material as an independent learning medium and test the level of validity and practicality.

2. METHOD

The method used in this research is development (R & D), which is the process of conducting research to develop new existing products. The purpose of this study is to ascertain whether the resulting character makeup learning videos are valid and practical. This research uses a three-stage research model called the Plomp model design. The Plomp model design is a research model used in this study which consists of three stages, namely the initial investigation phase (Preliminary Research), the development or prototyping phase (Development or Prototyping phase) and the assessment phase [12].

The validity test is seen whether the learning media is in accordance with the RPS used. Assessments and suggestions provided by media experts and subject matter experts are used to revise product design. The validity test was conducted by 3 media experts and 3 material experts.

The practicality test was conducted on students who took character makeup courses in the Department of Cosmetology and Beauty class of 2020 aimed to see the extent of practicality of learning videos on the character makeup material developed. Practicality trials are carried out by filling in media practicality instruments filled by lecturers and students.

3. RESULTS AND DISCUSSION

The character makeup learning videos produced in this study aim to determine validity and practicality. This research uses the type of Research and Development research using the Ploomp development model which consists of initial investigation, development, prototyping and assessment.

3.1. Preliminary Investigation Phase.

The initial investigation phase consists of needs analysis, student analysis and material analysis. The needs analysis stage aims to find out the existing problems and find the solutions needed. Student analysis is a survey conducted on several students. The material analysis stage is to identify the material that exists in character makeup learning.

3.2. Prototyping stage.

The development stage and making prototypes of character makeup learning video designs are equipped with backsound, so it requires software for its creation. The software used for making this character makeup learning video includes Filmora which is an application for editing videos. At the stage of designing the initial design of the learning video, first adjust the material to be made in accordance with the RPS. Furthermore, the process of taking videos of the carater makeup procedure, editing in which explanatory text, sound and becksound are added. Video finishing.



Figure 1. Character make up learning video display

The picture explains explaining the ingredients as well as the techniques of their use.



Figure 2. Display of tools and materials used for character makeup



Figure 3. Display of character makeup procedures

Figure. 3 is a video display that explains the procedure for doing zombie character makeup in explaining the product used, the technique of use and a more detailed explanation through the text.



Figure 4. Makeup character zombie

The image displays an image of the results of the zombie theme character makeup being practiced. From the appearance of the picture above, you can also see accessories such as clothes that are also painted in the shape of blood, eyes that are given softlens.

3.3. Results Validation

Data analysis is carried out after planning and making prototypes. Validation tests on the learning videos created are carried out at the data analysis stage. 3

(three) media experts and 3 material experts were used to test the validation of video media developed using validation questionnaires. The validation results obtained from the character makeup learning videos developed were 0.85 from media experts and 0.88 from material experts. Where according to the Aiken'V scale if the validation test > 0.67 , then the learning video is categorized as valid. The results of validity by media experts and material experts can be seen in the following table.

Table 1. Media expert validation results

No	Indicator	Media expert validation			rata-rata Aiken's V	Criterion
		Value 1	Value 2	Value 3		
1	Attraction teaser opening	4	3	3	0.78	valid
2	Sequential video viewing flow	4	4	2	0.78	Valid
3	Image Sharpness	4	4	3	0.89	Valid
4	Clarity of Writing/Text	4	4	3	0.89	Valid
5	Compatibility of animation, text, music, and narration	4	3	3	0.78	Valid
6	Video appeal	4	4	3	0.89	Valid
7	Selection of accompaniment music with narrator voice	4	4	4	1.00	Valid
8	The quality of players in demonstrating	4	4	2	0.78	Valid
9	Good use of language	4	4	3	0.89	Valid
10	Clarity of dialogue (intonation, dialect and pronunciation)	3	4	4	0.89	Valid
11	Speed of duration	4	4	2	0.78	Valid
Average					0.85	Valid

Table 2. Table 2. Material expert validation results

No	Indicator	Media expert validation			rata-rata Aiken's V	Criterion
		Value 1	Value 2	Value 3		
1	Material conformity with RPS	3	4	3	0.78	Valid
2	Depth of character makeup material	4	4	4	1.00	Valid
3	Clarity of tools, ingredients, and cosmetics	4	4	3	0.89	Valid
4	Clarity of the sequence in the work steps on the makeup of the character	3	4	3	0.78	Valid
5	Systematic, coherent, clear logical flow.	4	3	3	0.78	Valid
6	Clarity of concepts against demo results to understand	4	4	4	1.00	Valid
7	Ease of material and makeup demo results	4	3	4	0.89	Valid
8	Ease of material and results to understand	4	4	4	1.00	Valid
9	Use of easy-to-understand language	3	4	3	0.78	Valid
Average					0.88	Valid

Based on the table above, it can be seen that the average results of the validation test from media experts in the Aikens'V validity category of 0.85 are in the valid category because $0.85 > 0.67$ means that the developed media is valid and the material expert obtained the Aikens'V validity category, the value of 0.88 is in the Valid category because $0.88 > 0.67$ means that the material developed is valid. So it can be concluded that the character makeup learning video media produced based on media experts and material experts is very valid. According [13] states that validity is a condition that describes the level of the instrument concerned can measure from what is measured, so that a video is declared valid then the video s can be disseminated and used in the learning process.

3.4 Result Practicality

The assessment stage was carried out by testing the practicality and effectiveness of the learning videos produced for students majoring in makeup and beauty UNP who took Photo/TV/Film makeup courses and characters in session E.

3.4.1 Practical Results of Character Makeup Learning Videos

Practical test data was obtained based on practical questionnaires filled out by lecturers and students. This practical questionnaire was filled by 1 lecturer who taught photo/TV/film and character makeup courses and 14 students majoring in makeup and beauty who took photo/TV/film and character makeup courses. The results of filling out the questionnaire can be seen in the following

Table 3. Results of practicality by lecturers

No	Indicator	Average	Criterion
1	Student interests	85%	Very Practical
2	Process of Use	80%	Practical
3	Increased student activeness	80%	Practical
	Average	82%	Practical

In table 3, it can be concluded that character makeup learning videos are practically used as learning media. The practicality of learning videos was also carried out to students majoring in beauty cosmetology in session E.

The results of practicality can be seen in table 4.

Table 4. Result practicality by Student

No	Indicator	Average	Criterion
1	Ease of Use	93.6%	Very practical
2	Benefits	94.1%	Very practical
	Average	93.9%	Very practical

Based on the research, it was found that the assessment of the practicality of learning video media was obtained from 1 lecturer and an average score of 82% was obtained with very practical criteria and the assessment by 14 students obtained an average score of 93.9% with very practical criteria, so that the learning video media developed by prakris was used. The results of this study are in line with Rusman, et al, (2012) that

learning videos are very good to be used to create conditions that resemble real conditions. Learning videos of character makeup materials can be used as a medium in learning activities for students. This learning video can also be used by lecturers because it can present a new learning atmosphere and help lecturers in conveying character makeup materials.

4. CONCLUSION

The conclusion from the results of data analysis and discussion in this study is that character makeup learning videos in the Photo/TV/Film course and characters developed by researchers produce valid learning videos, practical to use as one of the learning media for students majoring in beauty makeup. This development research produces effective learning videos so that they can be used to improve the understanding of the material and reference the work on assignments in character makeup materials. The process of using this learning video can be used for face-to-face or online learning (e-learning). This character makeup learning video can also be used by students for independent learning which can be used for independent learning for students anytime and anywhere.

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