# DEVELOPMENT OF LEARNING MEDIA FOR THE TRADITIONAL INDONESIAN HAIRDO COURSE

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## ABSTRACT

This research aims to explain: 1) the concept of developing instructional media for Traditional Nusantara Hairdo; 2) the process of developing instructional media for Traditional Nusantara Hairdo; 3) the feasibility of instructional media for the Traditional Nusantara Hairdo course. This research is a development study. The video was developed using the Borg and Gall approach, with stages including data collection, video planning, initial product development, product validation by experts, revision based on expert feedback, small-scale field trials, result revisions, large-scale field trials, product revision and improvement, and internal dissemination. Data collection was done using a media feasibility assessment questionnaire. The research subjects included 3 content experts, 2 media experts, and 60 potential users, namely students of the Makeup and Beauty Program, Yogyakarta State University. The research results show that the developed video is an interactive learning video for traditional Nusantara hairdos. The percentage of expert testing results in the learning aspect reached 88.33%, categorized as very feasible; content aspect reached 88.33%, categorized as very easy; and appearance aspect reached 94%, categorized as very feasible. The small-scale trial percentage is interpreted as 88.5% for appearance (very feasible), 91.66% for ease (very easy), and 91.66% for audio (very feasible). The large-scale trial percentage for appearance is 87.9% (very feasible), ease is 86.6% (very easy), and audio is 84.3% (very feasible). Therefore, this interactive learning video is deemed very suitable for use as instructional media for the Traditional Nusantara Hairdo course.

## INTRODUCTION

The forms of traditional hairdos in different regions are diverse, sometimes changing and evolving in line with the cultural progress of a nation. Indonesia has a variety of regional hairdos that have been evolving over time. As the community's need to delve deeper into the culture of a region grows, new forms of hairdos emerge that were previously unknown. To preserve and introduce these hairdo forms, the government, through the Extracurricular Education Department, standardizes these hairdo forms.

The learning process for the Traditional Nusantara Hairdo-making material is perceived as challenging for both instructors and students. This is because students need to be guided individually through each step. Various efforts have been made by the teaching staff to explain the stages of making hairdos, both theoretically and through demonstrations. However, problems in understanding and achieving practical results persist, making the practicum process very time-consuming. Apart from demonstrations, another medium used is photos/charts illustrating the stages of making Nusantara hairdos. However, students still face difficulties in practice. Therefore, a dynamic medium that can be repeated is needed. Hence, video media is considered suitable for presenting the detailed and comprehensive steps in the Traditional Nusantara Hairdo-making process, facilitating effective learning.

Media refers to any form or channel used to convey messages or information. According to Schramm (Miarso, 1986), media is defined as "Information carrying technologies that can be used for instruction. The media of instruction, consequently, are extensions of the reacher." The essence of Schramm's opinion is that technology forms that can be useful in providing information for dissemination to everyone, ensuring that everyone receives information and knowledge.

E-learning means learning using the assistance of electronic devices. In practice, e-learning uses audio, video, or computer devices, or a combination of all three. Not much different from this, Brown, 2000, and Feasey, 2001 (Siahaan, 2002) state that e-learning is simply learning activities that utilize networks (internet, LAN, WAN) as a method of delivery, interaction, and facilities supported by various other forms of learning services.

Blended learning is a formally structured educational program that allows students to learn (at least partially) through content and instructions delivered online, with independent control over the time, place, sequence, and speed of learning (Staker & Horn, 2012). A similar opinion is also expressed by Annisa (2014), stating that blended learning is a learning system that combines face-to-face (classical) learning with online learning through the use of internet facilities/media (Widiara, 2018).

The development of instructional media for the Traditional Nusantara Hairdo course is essential to enhance the quality of learning. In this context, the development of instructional media is directed towards creating tutorial videos for hairdo making that can be used in the e-learning-based learning system known as Be-Smart at Yogyakarta State University.

Based on the above research problem background, the research problems can be formulated as follows: 1) What is the concept of developing instructional media for Traditional Nusantara Hairdo? 2) How is the process of developing instructional media for Traditional Nusantara Hairdo? 3) What is the feasibility of instructional media for the Traditional Nusantara Hairdo course?

## RESEARCH METHOD

This research is a type of research and development (R&D). The development of instructional videos uses the Borg & Gall model, aiming to create a learning media product for the Makeup and Beauty program that did not exist before. Conceptually, "research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products" (Borg & Gall, 1979), which is understood as a strong strategy for enhancing practice. It is a process used to develop and validate educational products. The development of the Traditional Nusantara Hairdo course through the modification of the ten stages of the Borg & Gall research and development model can be seen in Figure 1. The stages include:

1. Data collection, involving preliminary research and information gathering.
2. Video planning, including defining skills, setting objectives, determining the learning sequence, combining planning with the development of the preliminary form of the product. This involves creating a written script used as narration in the video, determining models, tools, and materials for hairdo making, composing step-by-step instructions for making hairdos, and preparing recording devices such as a Handycam, Headset, shooting lights, and a laptop.
3. Development of the initial product, preparing learning materials, arranging demonstration books, and evaluation tools, designing the product. Material preparation involves aspects related to the learning process adjusted to theoretical studies as the basis for script preparation and discussions with content and media experts.

4. Product validation by experts, carried out by distributing product assessment questionnaires using closed-ended questionnaires to assess material, content, and appearance aspects. The expert evaluation panel consists of three experts from the Makeup and Beauty program and two media experts from the Electronics Education and Culinary Arts programs, specializing in instructional media.
5. Revision based on expert feedback, summarizing all improvement suggestions from expert evaluations to refine the product before conducting a small-scale field trial.
6. Small-scale field trial, conducted with alumni of the Makeup and Beauty program who previously received traditional Nusantara hairdo learning materials using conventional methods to compare the effectiveness of the developed interactive instructional video. Assessment instruments distributed include open-ended questionnaires for improvement suggestions and closed-ended questionnaires for evaluating audio, ease of use, and appearance aspects.
7. Revision based on field trial results, summarizing all improvement suggestions and making refinements based on the feedback from small-scale user testing.
8. Large-scale field trial, conducted by distributing closed-ended questionnaires to determine the overall feasibility of the product with evaluations on audio, ease of use, and appearance aspects.
9. Revision and refinement of the final product, carried out if there are deficiencies in the developed product that need improvement.
10. Internal dissemination, creating a report on the product for the final meeting or last trial and submitting a proposal for cooperation with the industry department for intellectual property rights (HAKI) concerning patent rights for the internally conducted development media using e-learning in blended learning instructional processes.
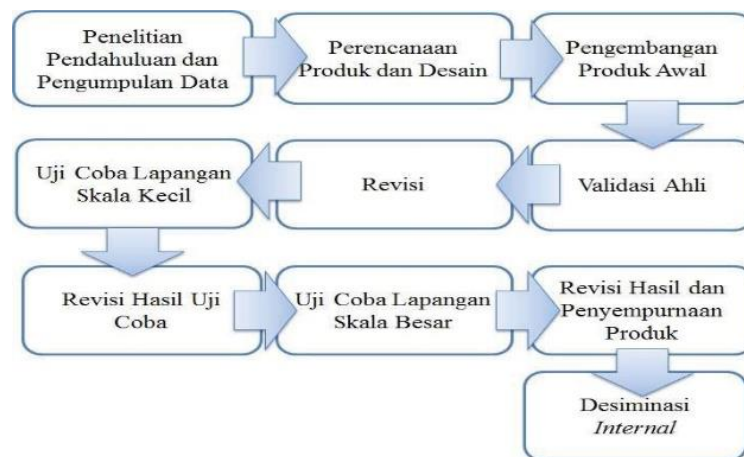


Chart 1. Stages of Research Development by Researchers (Modification of Borg and Gall)

Data collection methods

Data collection is conducted qualitatively and quantitatively. Qualitatively, initial data collection is carried out to conduct literature studies and field analysis to gain an overview of the effectiveness of interactive instructional videos to support the learning process. Quantitatively, instruments are used to measure the feasibility of the product, employing open-ended and closed-ended questionnaires in expert testing and small-scale product testing, and closed-ended questionnaires in large-scale product testing. The expert testing questionnaire covers aspects of assessment related to appearance, content, and learning, while the assessment

for small-scale and large-scale product testing focuses on audio, ease of use, and appearance. Feasibility assessment uses a Likert scale ranging from 1 - 4, namely very unfeasible to very feasible, as indicated in Table 1.

Table 1: Assessment percentage scale categories (Sugiyono, 2016).

| Percentage | Criteria |
|---|---|
| 75,1% - 100% | Very feasible |
| 50,1% - 75% | Feasible |
| 25,1% - 50% | Less Feasible |
| 0% - 25% | Unfeasible |

The data is then analyzed quantitatively. The feasibility percentage on the Likert scale is calculated using the formula

$$Tingkat\ Kelayakan = \frac{\sum total\ Skore}{skore\ ideal} \times 100\%$$

The instructional video is considered feasible if the assessment percentage is at least 50.1%.

**RESULTS AND DISCUSSION**

1.  Data Collection

This development is based on a literature study of previous research on instructional videos related to the Traditional Nusantara Hairdo course, which is still very limited in the Makeup and Beauty program in Indonesia. The literature study revealed several developments in instructional videos related to the Traditional Nusantara Hairdo course, including (a) the Development of Character Makeup Tutorial Video in the Makeup Education Program. This development was conducted by Irmiah Nurul Rangkuti, Harun Sitompul, and Naeklan Simbolon in 2018 (Rangkuti et al., 2019); (b) the Development of Video Tutorial Media for Yogya Paes Ageng Bridal Makeup in the Indonesian Bridal Makeup course by Almaida and Juaga Situmorang in 2018 (Habibina & Mursid, 2015); (c) the Development of Multimedia Learning for Corrective Face Makeup by Maya Masitha Astriani at Indraprasta PGRI University in 2017 (Astriani, 2017).

These results serve as a basis for developing instructional video media because, according to several previous research findings, instructional videos can enhance the effectiveness of learning. Additionally, literature studies identified several challenges in the delivery of the Traditional Nusantara Hairdo course, which has traditionally been conducted using conventional methods. These challenges include: (a) conventional teaching methods centered around lecturers explaining and demonstrating the creation of Traditional Nusantara Hairdos; (b) lecturers being the sole source of knowledge in the application of Traditional Nusantara Hairdos; (c) conventional teaching requiring individual guidance by lecturers for students struggling with the application of Traditional Nusantara Hairdos; (d) the diversity of Nusantara hairdos making it difficult for students to identify differences in forms and steps, leading to suboptimal understanding; (e) the lack of development of online-based lesson design.

Based on the literature study and field analysis, it can be concluded that the D4 Makeup and Beauty program needs the development of instructional videos to support the learning process, particularly for the Traditional Nusantara Hairdo course, which currently lacks online content.

2.  Video Planning

This is done by analyzing the needs of tools and materials in the process of creating Traditional Nusantara Hairdos. It is followed by creating a video script, consulting with the

video production team at the Faculty of Engineering, Yogyakarta State University, and finding models in the video who are alumni of the D4 Makeup and Beauty program at FT UNY.

3. Development of Initial Product

This is done through shooting in the makeup lab of the Makeup and Beauty program at Yogyakarta State University, lasting for two weeks. The process includes preparing tools and materials for the needs of shooting instructional media, conducting the shooting of instructional media, recording interactive video dubbing, and the video editing process in collaboration with the instructional media development team at FT UNY.

4. Product Validation by Experts

In this activity, experts are provided with an online link to the instructional video along with a product feasibility instrument. Validation analysis is conducted quantitatively and qualitatively. Quantitatively, the feasibility percentage of the product is calculated using the Likert scale. Qualitatively, the analysis involves interpreting the improvements made to the product development. Expert validation is based on three aspects: learning, content/material, and appearance, to measure the feasibility of product development.

The percentage of expert testing concludes that, in terms of learning, it reaches 88.33%, categorized as very feasible; in terms of content, it reaches 88.33%, categorized as very feasible; and in terms of appearance, it achieves 94%, categorized as very feasible. Thus, it can be concluded that the development of the video product can proceed to a small-scale trial with some improvements.

5. Revision Based on Expert Feedback

Overall product improvements include aspects of content/material and the appearance of instructional videos, as seen in Figures 1-6.

a. Content/Material Revision: (1) Addition of step-by-step photos of the Traditional Nusantara Hairdo creation process that can be applied; (2) Adding narration for video targeting students at the basic level, requiring them to learn initial steps before creating Traditional Nusantara Hairdos; (3) Adding narration at each step to facilitate student understanding.

b. Appearance Revision: (1) Adding basic competency narration before starting the instructional video; (2) Changing dubbing voice to sound less Javanese; (3) Extending the duration of the instructional video for the introduction and conclusion; (4) Adding film credit information.



SANGGUL TRADISIONAL INDONESIA

Merupakan mata kuliah berbobot 2 sks yang membahas tentang teori dan praktik penataan sanggul daerah Indonesia yang sudah dibakukan meliputi sanggul daerah di Pulau Sumatra, Kalimantan, Sulawesi dan Bali.

Mata kuliah ini diperuntuhkan pada mahasiswa tingkat dasar untuk memahami beragam materi sanggul nusantara.
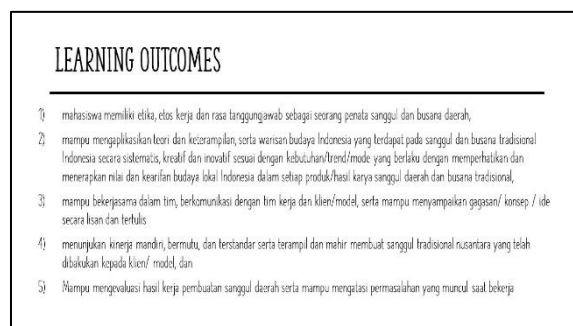
Figure 1. Addition of Course Description

6. Small-Scale Field Trial

A small-scale trial of the product was conducted with alumni from the Makeup and Beauty program who had previously received Traditional Nusantara Hairdo learning materials using conventional teaching methods in the classroom. This was done to allow potential users to experience the usefulness of the instructional media that was previously unavailable, providing an overview of the learning process with conventional methods alongside interactive video learning.

The trial percentage results on a small scale are interpreted as follows: in terms of appearance, it reached 88.5%, categorized as very feasible; in terms of ease of use, it reached 91.66%, categorized as very easy; and in terms of audio, it achieved 91.66%, categorized as very feasible.

7. Revision Based on Small-Scale Trial Results

The summary of suggestions and recommendations from the small-scale trial indicates that the interactive instructional video is visually appealing, easy to access, and the content used is easy to understand. Therefore, it can be concluded that the development of the video product can proceed to a large-scale trial.

8. Large-Scale Field Trial

The feasibility assessment by users was conducted during the 3rd-semester learning process with two study groups of the D4 Makeup and Beauty program at Yogyakarta State University. The large-scale field trial took place during one session on the Traditional Nusantara Hairdo topic. The large-scale trial results are interpreted as follows: in terms of appearance, it reached 87.9%, categorized as very feasible; in terms of ease of use, it reached 86.6%, categorized as very easy; and in terms of audio, it achieved 84.3%, categorized as very feasible.

9. Revision and Product Refinement

The summary of the large-scale field trial indicates that the developed video product is very feasible. Therefore, it can be understood that the product is suitable for dissemination.

10. Internal Dissemination

Product dissemination is carried out internally using video instructional media in the teaching process with the blended learning method, as integrated by UNY using Besmart, as shown in Figure 7. This activity is designed to take place every week for 16 meetings. The process begins with Besmart to complete the course description, learning implementation plan, and preparation of learning materials. Subsequently, a draft of Intellectual Property Rights (HAKI) will be created to protect the copyright of the developed video.

Figure 2. Photo Addition of Bun Making Steps



Figure 3. Addition of Course Description on Vidio



Figure 4. Update of Captions on Vidio Closing

Figure 5. A Series of Updates to Add Narrative to Every Rareh



Figure 6. Adding Film Credit to the Closing of the Learning Video

## CONCLUSION

The development concept is based on a preliminary literature review, which concluded that the development of video-based instructional media can enhance the effectiveness of learning to achieve educational goals. Therefore, the presence of interactive instructional videos is crucial to support the learning process. On the other hand, in the Makeup and Beauty program, there is currently no instructional video for the Traditional Nusantara Hairdo course, and this has not been developed in other departments either. The product development process involves product validation through expert validation, small-scale trials, and large-scale trials.

Expert validation is conducted with three content/material experts and two media experts. Subsequently, a small-scale trial is conducted with alumni from the Makeup and Beauty program at Yogyakarta State University to compare the absorption and ease of understanding of the material between conventional learning and video-based learning. The expert validation results concluded that in terms of learning, it achieved a percentage of 88.33%, categorized as very feasible; in terms of content, it reached 88.33%, categorized as very easy; and in terms of appearance, it achieved 94%, categorized as very feasible. Therefore, it can be concluded that the development of the video product can proceed to a small-scale trial, with improvements based on the suggestions and input from content and media experts.

The results of the small-scale trial are interpreted as follows: in terms of appearance, it reached 88.5%, categorized as very feasible; in terms of ease of use, it reached 91.66%, categorized as very easy; and in terms of audio, it achieved 91.66%, categorized as very feasible. Therefore, it can be concluded that the development of the video product can proceed to a large-scale trial. The results of the large-scale trial are interpreted as follows: in terms of appearance, it reached 87.9%, categorized as very feasible; in terms of ease of use, it reached 86.6%, categorized as very easy; and in terms of audio, it achieved 84.3%, categorized as very feasible.

After undergoing a series of instructional video development processes, the next step involves internal dissemination, utilizing UNY's e-learning platform, Besmart, for designing blended learning course structures. This dissemination is carried out to allow students to access interactive video material to enhance their understanding of regional hairdo studies.



Figure 7. Initial View of *E-learning* on Besmart

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