



Development of Learning Videos For Natural Soft Material Handicraft Practice In Junior High School

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ABSTRACT

The purpose of this study is to develop a learning video of the practice of crafting natural soft materials on the subject of craftsmanship in junior high school. This research uses the Research and Development method with the Planning, Production, and Evaluation (PPE) model. The research sample consists of material experts and media experts. Research instruments are in the form of interview guidelines, documentation studies, Focus Group Discussion (FGD) guidelines and expert judgment validation formats. The findings of this study, learning videos of natural soft material craft practices using inshot applications containing audio, text, and images. Based on the validation results that have been carried out by material experts and media experts, it produces a final score of 100%, meaning that the learning video is very suitable for use as a learning medium. The recommendations of this study are (1) For teachers, it is expected to be a reference to increase the diversity of media that can be used as teaching materials in the process of practical and theoretical learning. (2) For students, the results of this study can be used as a reference and learning resource for learning the practice of natural soft material crafts. (3) For researchers, they can follow up on research on the implementation and influence of learning videos on the interests and talents and creativity of students in making a product from the craft of natural soft materials.

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1. INTRODUCTION

Education basically has an important meaning and purpose in developing the abilities and potential possessed by each learner as well as possible optimally. Education can help improve the ability of students to develop what is their ability and potential (Yayan, 2019). Junior High School (SMP) is one of the mandatory formal school programs in Indonesia. This school is held for three years from grade seven to grade nine with an age range of 12 to 15 years. Workshop is one of the new subjects in the 2013 curriculum, especially in junior high school education. The objectives of Workshop Subjects include developing creativity through creating, designing, modifying (changing), and reconstructing while appreciating local wisdom technology (Riyadi *et al.*, 2020).

Media is a communication channel tool, if in ancient times the media used was only two-dimensional media such as books, modules, papers, journals, and booklets. Media today is more developed not only two-dimensional, but three-dimensional and even four-dimensional such as films, videos, diagrams, three-dimensional printed images, computers, and instructors. Video media is a very effective means of improving the learning process, in mass, individual, and group systems (Audie, 2019). Based on the researcher's explanation above, there is a need for learning video media that can be used as media in classroom learning about soft materials. Comparison of the acquisition of learning outcomes through the sense of sight and the sense of hearing is very prominent difference. Approximately 90% of a person's learning outcomes are obtained through the sense of sight, and only about 5% are obtained through the sense of hearing and 5% with other senses (Othman & Amiruddin, 2010).

The Inshot video editing application is perfect if used by beginners who want to edit easily and simply. Thus, it will not interfere with uploading videos and be more effective. The Inshot application has 3 menus available, namely video, photo, and collage. The problems that have been described encourage researchers to raise the title of research on "Development of Video Learning Practices of Natural Soft Material Crafts in Crafts Subjects in Junior High School (SMP)".

1.1. Problem Formulation and Research Objectives

Based on the background that has been stated, the problem formulation for this thesis is "How to develop a learning video for the practice of natural soft material crafts in the subject of crafts in junior high school?"

1.1.1. General Purpose

The general objective of this research is to develop a learning video for natural soft material craft practice in Junior High School.

1.1.2. Specific Objectives

The specific objectives of making a learning video for the practice of natural soft material crafts in Junior High School include (Irsyad *et al.*, 2017):

- (i). Planning the development of learning videos for natural material handicraft practice in Junior High School.
- (ii). Developing a learning video for the practice of natural soft material crafts in Junior High School that includes the preparation stage, production process, and final stage.
- (iii). Conducting an evaluation as a validation test of the development of learning videos for the practice of natural soft material crafts in Junior High School through expert judgment.

2. METHODS

This research uses the Research and Development method, a method that goes through a series of processes in order to develop new products or improve existing products using the research steps of the planning, production, evaluation (PPE) method (Muna & Dewi, 2021).

Participants in this study involved four validators, namely two material experts and two media experts for the validation test of learning videos for the practice of natural soft material crafts in Crafts subjects. All of these validators play a role in conducting expert judgment validation through Focus Group Discussion (FGD) to test the feasibility of learning videos of natural soft material craft practices in Crafts subjects that have been made.

The stages of research procedures carried out in making learning videos for the practice of natural soft material crafts in Crafts subjects are the preparation/planning stage, the implementation stage and the completion stage.

The data analysis techniques used include: (1) Data reduction, (2) Data display, (3) Data validation, (4) Data processing, (5) Data interpretation, (6) Revision.

3. RESULTS AND DISCUSSION

3.1. Research Findings

- a. Planning the development of natural soft craft learning videos through the analysis of learning video design needs in this study was obtained from the results of interviews with eighth grade workshop subject teachers at SMPN 3 Lembang. The interview was conducted to explore information related to the availability of learning videos of natural soft craft practices and to find out the need to develop existing learning videos. Needs analysis is also done through documentation studies. The results of the needs analysis through the documentation study were carried out by analyzing the syllabus of the workshop subject which was used as a reference for making the Learning Implementation Plan (RPP) which was then used as learning material in the soft craft subject (Alpian *et al.*, 2019).
- b. The development of natural soft craft learning videos before making learning videos includes designing video scripts and synopses that are combined into storyboards, which

include a material presentation format based on the workflow of luinak material craft practice.

- c. Validation of natural soft material craft learning videos is carried out by material experts and media experts by means of Focus Group Discussions (FGD) and expert judgment to provide an assessment of the learning video of natural soft material craft practice in workshop subjects in junior high schools that have been made. The validation results are described as follows:

- (i). Validation results through Focus Group Discussion (FGD) attended by four people, namely two material experts and two media experts held on Wednesday, August 10, 2022 at 17.00 with the topic of discussion of material experts namely: (1) Natural soft material crafts; (2) Language and media expert discussion topics namely: (1) video format; (2) content and language in the video; (3) video duration. The recapitulation of input and suggestions from media experts and material experts through Focus Group Discussions (FGD) and their follow-up can be seen in **Table 1**.

Table 1. Feedback and Suggestions from Media Experts and Material Experts

No	Suggestions and Feedback	Follow-upLanjut
1.	The videos should be related to each other, so there is no repetition of the opening sentence.	The three learning videos are interrelated, namely about making craft products from natural soft materials.
2.	The video of natural soft material crafts from paper pulp should use unused paper such as old newspapers or unused books around where students live.	The video already uses waste paper
3.	There is no message for students to express their ideas in creating natural soft material craft products.	Added wording that shows that the design is given freedom to the learners.
4.	Consistency in volume and intonation in delivering the material is still inconsistent.	Consistent volume in the learning video that has been made
5.	Attach a storyboard and steps to create a learning video in the inshot app.	<i>Storyboard has been created and attached.</i>
6.	Writing and background colors should be made more varied to make it more attractive.	Add more varied colors to the text and background to make it more attractive.

- (ii). The results of the feasible and inappropriate expert judgment validation carried out by two material experts with the expert judgment validation sheet sent online to the validator for material assessment. The aspects of material assessment are: (1) Aspects of content assessment and language feasibility in which there are several assessment indicators as in **Table 2**.

Table 2. Material Expert Validation Results

No	Indicator	Assessment Aspect	Assessment		Σ	%
			V ₁	V ₂		
1.	Relevance of Material	Completeness in presenting natural soft material craft materials	1	1	2	100%
2.		Systematic presentation of natural soft craft materials	1	0	1	50%

No	Indicator	Assessment Aspect	Assessment		Σ	%
			V ₁	V ₂		
3.	The Accuracy of The Material	Coverage and depth of natural soft craft materials	0	1	1	50%
4.		The order of presentation of natural soft craft materials	1	1	2	100%
5.		Presentation of images in accordance with the material of natural soft craft materials	1	1	2	100%
6.		The accuracy of the concept of learning materials presented accordingly	1	1	2	100%
7.		The accuracy of the images presented is in accordance with reality	1	1	2	100%
8.	Up-to-date	Examples of craft products made are current	1	1	2	100%
9.	Material	Library/source currency	1	1	2	100%
10.	Straightforward	Accuracy of sentence structure	1	0	1	50%
11.		Sentence effectiveness	1	1	2	100%
12.	Communicative	Understanding of the message or information	1	0	1	50%
13.		Correct use of language rules	1	1	2	100%
14.	Language Rules	Grammar correctness	1	1	2	100%
15.		Spelling accuracy	1	1	2	100%
16.	Use of Terms	Consistency in the use of terms	1	1	2	100%
17.	and Symbols	Consistency in the use of symbols	1	1	2	100%
Average			88%			
Criteria			Very Appropriate with Minor Revisions			
			Description: V ₁ , V ₂ = Validator 1, Validator 2 Σ = Total % = Percentage			

Table 2. shows the results of material validation in the developed learning video getting very feasible criteria with little revision with a percentage of 88%. In accordance with the FGD with the validation results, the results obtained through the assessment of the material expert validator (Suryani, 2016):

- Validator 2 provided input in the aspect of material relevance regarding the systematic presentation of natural soft material craft materials, namely videos that one with the other must be related, so there is no repetition of the opening sentence.
- Validator 2 provided input in the aspect of material assignment regarding the accuracy of the sentence structure, namely finishing should be given freedom to students, so that it can increase students' creativity.
- Aspects of material relevance regarding the scope and depth of natural soft material craft materials validator 1 provides input, namely on the video of natural soft material crafts from paper pulp should use unused paper such as old newspapers or unused books that are around where students live.
- Communicative aspects regarding understanding of messages or information validator 2 gave input that there was no message for students to express ideas in creating natural soft material craft products.

The aspects of media assessment are: (1) Format and feasibility of language in the video in which there are several assessment indicators as in **Table 3.**

Table 3. Material Expert Validation Results

No	Indicator	Assessment Aspect	Assessment		Σ	%
			V ₁	V ₂		
1.	Format	Clarity of opening impressions	1	1	2	100%
2.		Appropriateness of image and animation settings	1	1	2	100%
3.		Appropriateness of accompanying music and narration on the media display	1	1	2	100%
4.		Appropriateness of font selection	1	1	2	100%
5.		Appropriateness of font size selection	1	1	2	100%
6.		Appropriateness of text color	1	1	2	100%
7.		Appropriateness of background color	1	1	2	100%
8.		The harmony of colors, text, and images on the media	1	0	1	50%
9.		Music suitability	1	1	2	100%
10.		Appropriateness of music volume	0	0	0	0%
11.	Content	Video quality	0	1	1	50%
12.		Ease of using the media	1	1	2	100%
13.		The suitability of the order of presentation of material with the media	1	1	2	100%
14.		Clarity of concepts conveyed	1	1	2	100%
15.		Suitability of learning objectives with the media	1	1	2	100%
16.	Language	The suitability of the order of presentation of material with the media	1	1	2	100%
17.		The standardization of the language used	1	1	2	100%
18.		The effectiveness of the language used	1	1	2	100%
19.	Duration	Clarity and completeness of information in the media conveyed by language or sentences	1	1	2	100%
20.		Ease of students in understanding the language used.	1	1	2	100%
21.		Sufficient duration to explain the topic or material to be taught	1	1	2	100%
Average			90%			
Criteria			Very Appropriate with Minor Revisions			
			Keterangan:			
			V ₁ , V ₂ = Validator 1, Validator 2			
			Σ = Total			
			% = Percentage			

Table. 3 the results of media validation show an assessment of media quality criteria is very feasible with little revision with a percentage of 90% (Mahardika & Destiana, 2014). The conformity between FGDs and validation results, the results obtained through the assessment of the media expert validator:

- Media expert validators provided input on the video format aspect regarding the suitability of music volume, namely the consistency of volume and intonation in conveying material.
- Validator 1 provides input on the video format aspect regarding video quality, namely attaching a storyboard and steps for making learning videos in the inshot application.
- Aspects of video format regarding the harmony of colors, text and images on the media validator 2 provides input, namely the color of the text and background should be made more varied to make it more attractive.

3.2 Research Discussion

- (i) Planning Results The development of learning videos for the practice of natural soft craft materials is carried out through the stages of analyzing needs through interviews and documentation studies and product design, namely making storyboards. The results of interviews with workshop subject teachers and documentation studies regarding the syllabus of workshop subjects and teaching materials, obtained information that the limitations of learning videos made using various applications, the development of learning videos from before can be used as teaching materials in accordance with the needs that are more innovative and in accordance with the development of the current digital era.
- (ii) Learning videos can be used as one of the learning media in learning the practice of natural soft material crafts. Technology that is increasingly developing according to the times makes learning media very important in supporting the learning process. In line with the opinion expressed that video media also has the advantage of being very flexible in its appearance and customizable size. Another benefit of learning videos is that they can stimulate and improve students' skills.
- (iii) The development of learning videos for the practice of natural soft craft materials in the form of videos is specifically designed to produce good and effective learning media. The development of this learning video is in the form of material that is more complete, more systematic, clearer, equipped with making arches and images and edited using the inshot application, in line with the opinion expressed that a good learning video also contains practical material that is right on target, and is presented in the form of visual video (images and sound) equipped with a guiding voice that is easy to understand.
- (iv) The creation of learning videos is presented and adapted to the learning material developed and combined with background and sound images and writing so that it becomes a learning video. The learning video editing process uses the Inshot application which has several advantages such as being easy to use, having tools that do not confuse users and very many effects. In line stated that the Inshot application has 3 available menus, namely video, photo, and collage. Another advantage contained in the Inshot application is that it provides text features, images, backgrounds, video speed control, video cropping, music features, slow motion effects, available filters and video effects.
- (v) The editing stage requires a lot of processes that are passed such as adjusting the background with the color and size of the text, adjusting the layout, recording the sound that is done to fill the voice during the material in the learning video, background, volume adjusted to the sound recording, writing text that matches the sound recording of the material presented in the learning video. In the final process of editing the learning video, namely exporting the video into the required format such as mp4. After the editing process is complete, proceed to the development stage which includes validation of material experts and media experts.
- (vi) The result of the validation of the learning video of natural soft material craft practice is to obtain suggestions to improve the development of learning videos that are being made,

as well as to validate and assess the feasibility and unfitness of the quality of the learning video with the material that has been made. The validation format is sent online via the whatsapp application to the validator and then filled in by the validator (Syukhria & Nurhamidah, 2021).

The results of the material expert validation said that the learning video media developed was very feasible with little revision used as a learning media for the practice of natural soft craft materials, because the learning video presented was more complete with theory and practice materials. The material presented in the video is systematic, the material is complete and well packaged and easily understood by students, as well as the practical material presented in the learning video is easy to follow by students so that it can train patience, creativity, accuracy and develop students' abilities. In line with the opinion conveyed by Farista (2019) that learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have psychological effects on students.

The results of validation from media experts, validators provide an assessment of the quality of the video with an average percentage of one hundred percent, so the criteria for the learning video are very feasible with minor revisions.

4. CONCLUSION

4.1 Summary

The conclusions that can be presented from the results of this study are:

- a. The planning of learning videos for the practice of natural soft craft materials in workshop subjects is based on a needs analysis conducted through interviews and documentation studies. The results of the needs analysis show that the existing media needs to be developed to be more innovative, both from the material presented, how to make and how to use it.
- b. The Learning Video for Practicing Natural Soft Materials Crafts in Workshop Subjects was made through three stages:
 - 1) The planning stage of making a learning video for the practice of natural soft craft materials is making product designs, looking for material and image references, making storyboards, recording video and audio.
 - 2) The production stage of the learning video for the practice of natural soft craft materials, namely the editing stage, requires a lot of processes that are passed such as adjusting the background with the color and size of the writing, adjusting the layout, sound recording done to fill the sound when the material on the learning video, backsound, volume adjusted to the sound recording, writing text that matches the sound recording of the material presented in the learning video. In the final process of editing the learning video, namely exporting the video into the required format such as mp4. After the editing process is complete, proceed to the development stage which includes validation of material experts and media experts.

- 3) The results of the validation of learning videos for the practice of natural soft craft materials in workshop subjects have a very feasible category with little revision with an average value of 88% for material aspects such as material presented completely, systematically and packaged with good language. In the media aspect, it obtained a very decent category with an average value of 90% from visual aspects such as the suitability of the background with the writing, the quality of the image, the accuracy of the image layout and the suitability of the size and color of the writing. While audio aspects such as the clarity of the narrator's voice and the suitability of music volume with sound. The overall validation results show that the learning video of natural soft craft materials using the inshot application can add diversity and new innovations in learning media, especially practices that can be used as a reference and learning resource for students both in guided learning in the classroom or independently.

4.2 Recommendation

The results of the research that has been carried out by researchers can be put forward several suggestions that can be used as input and consideration for various parties, namely:

- (i). For teachers, it is expected to be a reference to increase the diversity of media that can be used as learning media in the practical learning process.
- (ii). For students, the results of this study can be used as a reference and learning resource for learning the practice of natural soft material crafts.
- (iii). For researchers, can follow up research on the implementation and influence of learning videos on the interests and talents and creativity of students.

AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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