

Development of Pedicure Learning Videos for Vocational Students Using ADDIE Model

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Abstract: Videos can serve as an effective teaching tool, motivator, and focus for students during learning tasks. The goal of this project is to create ADDIE pedicure learning films that will aid in the comprehension of pedicure material for VHS skin and hair beauty majors. Research and development using the Analysis, Design, Development, Implementation, and Evaluation development paradigm is what this kind of study is called. thirty students from class X Phase E Skin and Hair Beauty served as the research subjects for the study, which was carried out at VHS State 2 Boyolangu, Tulungagung, with a focus on skin and hair beauty. The findings demonstrated that: (1) analysis by observation and interviewing, (2) design goods made with software, (3) In order to fill out validation questionnaires, researchers conducted feasibility tests with a number of experts, including language, IT media, material experts, and students. Researchers that specialize in implementation conducted trials in step four. In step five, they examined the recommendations and comments provided by validators and analyzed data based on the efficacy test findings, namely the pretest and posttest. The study's conclusion is that instructors can employ learning videos that incorporate the ADDIE growth stages to give their students nail care resources in a practical and efficient manner.

Abstrak: Video dapat berfungsi sebagai alat pengajaran yang efektif, motivator, dan fokus bagi siswa selama tugas belajar. Tujuan dari proyek ini adalah untuk membuat film pembelajaran pedikur ADDIE yang akan membantu pemahaman materi pedikur untuk jurusan kecantikan kulit dan rambut VHS. Penelitian dan pengembangan dengan paradigma pengembangan Analisis, Perancangan, Pengembangan, Implementasi, dan Evaluasi itulah yang disebut dengan penelitian ini. Tiga puluh siswa kelas X Tahap E Kecantikan Kulit dan Rambut dijadikan sebagai subjek penelitian pada penelitian yang dilaksanakan di SMK Negeri 2 Boyolangu Tulungagung dengan fokus pada bidang kecantikan kulit dan rambut. Hasil temuan menunjukkan bahwa: (1) analisis dengan observasi dan wawancara, (2) desain barang dibuat dengan perangkat lunak, (3) Untuk mengisi kuesioner validasi, peneliti melakukan uji kelayakan dengan sejumlah ahli antara lain bahasa, media IT, ahli materi, dan siswa. Peneliti yang berspesialisasi dalam implementasi melakukan uji coba pada langkah keempat. Pada langkah kelima, mereka memeriksa rekomendasi dan komentar yang diberikan oleh validator dan menganalisis data berdasarkan temuan uji efikasi yaitu pretest dan posttest. Kesimpulan penelitian ini adalah bahwa instruktur dapat menggunakan video pembelajaran yang menggabungkan tahapan pertumbuhan ADDIE untuk memberikan sumber daya perawatan kuku kepada siswanya dengan cara yang praktis dan efisien.

INTRODUCTION

One of the courses that examines the competences that support mastery of the fundamental knowledge, attitudes, and abilities needed by a professional beautician, hairdresser, makeup artist, and therapist is beauty and spa. The goal of the course is to provide students with a solid understanding of skin, hair, and spa beauty, which will serve as the basis for their exploration of the beauty and spa industry as well as the creative sector of beauty entrepreneurship, which includes influencers, beauty bloggers, and freelance makeup artists (Febriyanti et al., 2024). The basis for skin care for the face, hands, feet, body, and hair is the Beauty and Spa Basics course, which is crucial because it serves as a base upon which students can add specialized insights, knowledge, and abilities (Anggraini & Putra, 2021).

Innovation in learning media development is crucial because it can help teachers accomplish their objectives and spark students' interest in the subject matter (Akasha & International, 2023). In teaching and learning activities, the goal of learning media is to communicate with message recipients. Learning media are also utilized to stimulate students' interest in, desire for, motivation for, and stimulation from learning activities. They may even have a psychological effect on pupils. The primary components of learning media, such as motion, voice, and visuals that are transformed into things that are comparable to one another, must also be taken into account (Susilowati & Laili, 2024). Educators who use learning media should encourage students to develop independent and collaborative attitudes by fostering more dynamic, exciting, and exploratory learning. Students' abilities, interests, and plans can all be developed with the correct learning resources (Rahmiati et al., 2023).

Learning videos are audio-visual materials with messages that can aid students in understanding what they are learning (Wacana & Hidayati, 2021). Learning videos are meant to be used in various ways that are packed through video cassettes in accordance with the subject matter (Anisa Taqwina et al., 2023). Furthermore, it can also serve as a substitute for getting around restrictions on students' sensory abilities, time, and space (Ko, 2020). Learning videos can help teachers communicate with students in a straightforward and simple way so that lessons are neither repetitive nor overly spoken (Estipona, 2024). Effective educational video still takes into account a number of factors, including: (1) Clarity of Message (clear message): In order for the person receiving the message to grasp it and to avoid misunderstandings and conflicts, clarity is crucial in communication; (2) Videos that stand alone are produced independently of other instructional resources or are not used in tandem with them; (3) User-friendly (easy to use) films are delivered in language that is simple to comprehend, and the information offered can assist users by, among other things, making it simple for them to react and access content as they see fit; (4) Illustration The information supplied is representative in its content; (5) Illustration According to the content, media material is packaged with a mix of text, animation, sound, pictures, and videos. If the item involves some risk if handled directly, it is also relevant; and (6) Making use of computer systems and digital engineering technologies, high resolution videos are produced with excellent quality.

According to the findings of teacher interviews conducted for the hand and foot care topics at SMKN 2 Boyolangu, instruction is still teacher-centered, conventional, and still involves lectures. In order to prevent pupils from becoming disinterested in what they are learning and from participating actively in teaching and learning activities, the teacher must give engaging lessons. Due to the repetitive nature of power slides and printed materials like books, periodicals, and modules, the use of learning media in the delivery of foot care and nail cosmetics information is still minimal. The requirement for creativity in the way that content is delivered, such as the use of engaging learning media to grab students' attention and effectively communicate learning objectives (Kiryadona et al., 2023).

ADDIE model as a long-term, systematic, phased instructional design that employs a systems approach to knowledge and human learning with the aim of creating learning product design (Anggraini & Putra, 2021). Furthermore, development that makes use of the ADDIE paradigm can facilitate an efficient, dynamic, and interactive learning process. The acronyms for

Analyze, Design, Develop, Implement, and Evaluate are the source of the ADDIE stages. Procedurally and integratively, the ADDIE stages' procedures are executed (Adriani et al., 2020).

The development of nails art video learning media for SMK using the ADDIE model offers an innovative and relevant approach in the current context of vocational education. The novelty of this research lies in the integration of several key aspects, namely the focus on specific nails art materials for SMKs that have previously received little attention, the systematic and integrated use of the ADDIE model, and the utilization of video technology to overcome the limitations of conventional learning. This approach is student-centered, encourages independent and collaborative learning, and has the potential to increase student motivation and engagement in learning. The urgency of this research is reinforced by the need for competent professionals in the growing beauty and spa industry. The development of effective nails art video learning media has the potential to improve the quality of vocational education in the beauty field, prepare graduates who are more job-ready, and support the growth of the beauty entrepreneurship sector. Thus, this research not only answers practical needs in the teaching-learning process, but also makes a significant contribution to the innovation of vocational education in the field of beauty.

METHOD

This kind of study is known as R&D, or research and development. The ADDIE development model is the one that is applied. The five stages of development that the researchers conducted are as follows: Hidayat and Nizar (2021) outline the following steps: (1) Analyze; (2) Design; (3) Develop; (4) Implement; and (5) Evaluate.

Interviewing teachers and students to understand their needs for watching teaching and learning activities is the analysis stage; (2) choosing software to create learning videos, organizing learning materials, gathering object designs, organizing the overall design preparation, and creating storyboards is the design stage.; (3) the development phase, creating videos using the pre-planned content. Then, four experts material, language, learning media, and IT experts conduct the feasibility test; (4) the implementation stage involves using pretests and posttests to test the use of video products; and (6) the evaluation stage involves conducting data analysis based on the findings of the pretest and posttest measurements. The degree to which using videos in instructional activities is beneficial was determined by analyzing the outcomes of the pretest and posttest. The State VHS of Boyolangu, Tulungagung, the center for skin and hair beauty knowledge, was the site of this study. Using research subjects from the tenth Spa and Beauty class. Data analysis in this study combines quantitative (through Likert scale and pretest-posttest analysis) and qualitative (through interview analysis and expert feedback) approaches. This approach allows researchers to assess not only the technical feasibility of the developed learning videos, but also their effectiveness in improving student learning outcomes.

To ascertain whether the video was feasible, researchers employed data analysis techniques in the following phase. The subsequent Researchers utilize the Likert scale reference to translate scores into a five-point scale.

Table 1. Score Conversion on Scale 5

Score	Score Intervals	Categories
5	$> 4,2$	Very Worthy
4	$3,4 < \chi \leq 4,2$	Worth It
3	$2,6 < \chi \leq 3,4$	Worthy Enough
2	$1,8 < \chi \leq 2,6$	Not Worth It
1	$\leq 1,8$	Very Unworthy

After using video teaching materials, test results are gathered, and the efficacy test data is gathered to identify the outcomes of student learning assessments. Student test results will serve as the foundation for decision-making on future enhancements. The significance of the difference between the pretest (first test) and posttest (final test) scores led to the identification of the need for data analysis to determine the product's effectiveness, and the N-gain score test was carried out. The following formula can be used to determine N-gain:

$$N - gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

The results of the N-gain calculation can then be matched according to the N-gain effectiveness interpretation category in Table 2.

Table 2. N-gain Effectiveness Interpretation Categories

<i>N-gain values</i>	Categories
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Middle
$0 < g < 0,3$	Low
$g \leq 0$	Fail

RESULTS AND DISCUSSION

The result of this development research is a learning video on pedicure material using the ADDIE model which will be described at each stage below

Analysis

Researchers undertake observations at SMK Negeri 2 Boyolangu, the center of competence for skin and hair beauty, as part of the analysis stage of their work. The findings of preliminary observations indicate that the existing learning environment consists of a teacher-centered, repetitive learning process, passive learners, a lack of variance in the learning process, and boredom during the learning process. Additionally, the instructor primarily employs the lecture style and has not employed any media in accordance with the assigned material, which results in lower student participation in the subjects of manicures, pedicures, and nail art. Thus, one attempt to raise the caliber of the learning process and outcomes is the creation of educational materials on the topics of nail art and foot care. Due to a lack of skin care knowledge and expertise as well as extremely low economic circumstances, pupils must acquire these abilities (Supiani et al., 2022). Pedicure video learning materials should make it easier for students to understand the concepts of hand, foot, nail art, and makeup. They should also boost students' motivation to become entrepreneurs, encourage an independent mindset where they don't rely on others, be able to meet their own needs, be more productive, and be able to start their own business (Sulistiiani et al., 2021).

Apart from conducting observations, the researcher also spoke with a student at Skin and Hair Beauty to learn more. The teacher primarily employs the lecture method, assignments, and demonstrations to make learning student-centered, meaning the teacher is involved in all aspects of teaching, including presenting material and providing more in-depth guidance to students. in order to prevent students from actively creating and acquiring knowledge (Sulistiawati et al., 2022). Because power presentations and printed materials like books and magazines are still the most common forms of learning media, their use in providing information on nail care and makeup is still minimal. As a result, a range of educational media are required to boost students' interest in course topics. Movies, videos, and other computer-based media are examples of audio-visual media that are still not widely used. This means that in order to raise student interest in learning and make the material that will be utilized in it more creative and educational, improvements must be made (Febriyanti et al., 2024).

Teachers use learning media with the intention of helping students become more self-reliant learners. Furthermore, pupils are instructed to employ audio-visual media to expand their creative ability (Waritsman, 2023). Since educational films are audio-visual materials with messages that might aid pupils in understanding what they are studying. Learning videos are meant to be used in various ways that are packed through video cassettes in accordance with the subject matter. The benefits of using learning media in the classroom include uniformizing the content, making the learning process clearer, and fostering greater engagement between students (Oktaviani et al., 2023).

Design

Phases of product design development include: (a) Software selection; Wondershare Filmora is the program utilized in the creation of pedicure video learning materials. The choice of video editing software was made since Adobe Premiere Pro CC 2018 is user-friendly even for novices. This program can also be used to edit entertaining and interactive educational videos. It is free to use and contains a ton of awesome and intriguing layouts, transitions, and animations. Developing learning videos, the elements that must be incorporated are visuals, sound, backsound, and writing (Murtafiah et al., 2021). For this reason, Adobe Premiere software is used to enhance the visual appeal of learning video content. This program is easy to use due to its simplistic look (Agustin et al., 2024). The final video output is also compatible with a number of formats; (a) Material planning: The content utilized is tailored to the learning objectives specified in the Merdeka Beauty and Spa competence program's curriculum structure. In order to give students an overview of the Beauty and Spa expertise program and to ignite their passion and vision for creating and executing learning activities, the material will also be divided into multiple elements within the basic competencies of Beauty and Spa by adjusting to the learning objectives. The learning objectives for the elements in phase E learning outcomes are as follows: (c) Gathering product designs. Object design collection by modifying the text, language, graphics, sound, and resolution of the content to be shown in the movie; (d) All of the information on pedicure materials in line with the fundamentals of spa and beauty, together with learning outcomes, learning objectives, and reference learning objectives, are included in the product design preparation planning. Among other things, the description of the video that needs to be made is as follows: Learning outcomes, objectives, and reference learning objectives are explained in (1); (2) learning activities and an introduction to the basic elements of beauty and spa are provided at each stage; (3) the learning video includes an introduction to pedicure materials, procedures, and tips and tricks to help students develop an entrepreneurial mindset in the pedicure industry; and (4) an evaluation is provided at the end; (4) High-definition photos, videos, and audio are included in manicure videos; (5) Videos are accessible at any time and location; and (6) Learning videos facilitate the transfer of knowledge between educators and learners.

Development

Based on the outcomes of planning at the design stage, researchers have prepared all components for product development at the development stage. The Adobe Premiere Pro CC 2018 program is ready to be used to create the instructional video. The next stage is to assess the viability with many experts, including media, IT, language, and material specialists. Additionally, by having five students complete a validation questionnaire, researchers tested the validity of the instruments (Rosmiati & Siregar, 2021). Development study to validate the product first on a number of subject-matter experts in order to provide validation and determine the product's viability (Ypanto, 2022). Because the results include recommendations, remarks, and criticism on the product the researcher generated, they are then used to improve the product. Once changes have been made, study subjects are exposed to the product. The following are the outcomes of expert validation.

Description of material expert validation results

Material expert validation was carried out by one material expert from one productive teacher. The results of the material expert validation can be seen in Table 3.

Table 3. Material Expert Test Tabulation

No.	Aspects	Average Score	Criteria
1	Material	3,65	Worth it
2	Learning Design	2,75	Not Worth it
	Average	3,20	Worth It

Based on Table 3 shows that the tabulation of uii material experts average score of 3.40 which means the pedicure learning video is suitable for use in learning. The researcher concluded that the learning video was included in the good and valid category because it was in accordance with the level and development objectives.

Description of linguist validation results

The linguist validation was conducted by one linguist from one Indonesian language teacher. The results of linguist validation can be seen in Table 4.

Table 4. Tabulation of Linguist Test

No.	Aspects	Average Score	Criteria
1	Language	3,17	Worth It

Based on Table 4 shows that the linguist validation test average score is 3.17 which means the pedicure learning video is suitable for use in learning. The researcher concluded that the learning video is included in the good and valid category because it is in accordance with the level and development objectives.

Description of learning media expert validation results

Learning media expert validation was carried out by one learning media expert from one lecturer. The results of learning media expert validation can be seen in Table 5.

Table 5. Learning Media Expert Test Tabulation

No.	Aspects	Average Score	Criteria
1	Technology software	3,05	Worth It
2	Usability	3,75	Worth It
	Average	3,40	Worth It

Based on Table 5 shows that the Media expert validation test results in an average score of 3.40 which means that the pedicure learning video is suitable for use in learning. The researcher concluded that the learning video was included in the good and valid category because it was in accordance with the level and development objectives.

Description of IT expert validation results

IT expert validation was carried out by one IT expert from one lecturer. The results of IT expert validation can be seen in Table 6.

Table 6. IT Expert Test Tabulation

No.	Aspects	Average Score	Criteria
1	Visual Aspect	3,85	Worth It

Based on Table 6 The tabulation of validation tests on IT experts shows that the average score is 3.85, which means that pedicure learning videos are suitable for use in learning. The researcher concluded that the learning video is included in the good and valid category because it is in accordance with the level and development objectives.

Description of the small group trial results

Small group trial validation was conducted by five students. The results of small group validation can be seen in Table 7.

Table 7. Tabulation of Small Group Trial

No.	Aspects	Average Score	Criteria
1	Learning Material	3,75	Worth It
2	Display	3,25	Worth It
	Average	3,50	Worth It

Based on Table 7 shows that the small group trial resulted in an average score of 3.50 which means that the pedicure learning video is suitable for use in learning. The researcher concluded that the learning video was included in the good and valid category because it was in accordance with the level and development objectives.

Implementation

At this point, thirty Phase E class X kids served as the study subjects for the product testing that the researchers were doing. The pretest and posttest, which are utilized as evaluation outcomes of students' learning through the usage of video learning media, are used to determine how effective the product is. After using the efficacy test ratings as a foundation for their decisions, the researchers made adjustments. Indicate that the efficacy of instructional materials may be evaluated by comparing students' initial modifications using pretests to their final modifications using posttests (Ridwan & Lutfiati, 2020). Furthermore, the goal of administering a pretest prior to a video trial is to ascertain students' starting abilities, and that administering a posttest following a video trial is to ascertain and enhance student learning outcomes (Ilsa et al., 2020). The following are the findings from the pretest posttest using the N-gain test for thirty students in class X of VHS State 2 Boyolangu's Beauty and Spa expertise program.

Table 8. Pretest and Posttest results

Subject	Pretest	Posttest	N-gain	Categories
1	45	85	0,7	High
2	50	90	0,8	High
3	50	90	0,8	High
4	60	80	0,5	Middle
5	65	90	0,7	High
6	70	95	0,8	High
7	80	100	1	High
8	50	80	0,6	Middle
9	65	85	0,6	Middle
10	50	80	0,6	Middle
11	50	70	0,4	Middle
12	70	85	0,5	Middle
13	60	90	0,8	High
14	40	80	0,7	High
15	50	80	0,6	Middle
16	55	80	0,6	Middle
17	75	90	0,6	Middle
18	80	100	1	High
19	90	100	1	High
20	70	90	0,7	High
21	65	90	0,7	High
22	50	90	0,7	High
23	60	80	0,5	Middle
24	50	70	0,4	Middle
25	65	80	0,4	Middle
26	75	90	0,6	Middle
27	90	100	1	High
28	80	95	0,75	High
29	55	75	0,6	Middle
30	50	70	0,4	Middle
Average			0,7	High

Based on the results of the pretest and posttest from the N-Gain test results in Table 8, the average value is 0.7 which is included in the high category and shows that the learning video is included in the effective criteria.

Evaluation

Using the pretest and posttest results of the efficacy test as a basis, researchers examined data at the evaluation stage. When evaluating the efficacy of using video products in instructional activities, researchers came to the following conclusions: (a) Listed in the Worthy category due to average scores of 3.20, 3.17, 3.40, 3.85, and 3.50 from the validation questionnaire for material experts, language experts, learning media experts, and IT experts, among small group trials. Additionally, researchers examined and assessed the recommendations and remarks made by the validators. Validation is a metric that indicates the degree of validity and dependability (Cindesari & Lutfiati, 2018). Questionnaire is considered valid if the answers to the questions can provide information that will be evaluated using the validity test (Bang & Park, 2021). Consequently, the learning video can be employed in the process of learning once it has been determined to be legitimate and practicable (Fujiwara et al., 2021).

CONCLUSION

Using the Adobe Premiere Pro CC 2018 software and the ADDIE development model, the class X Phase E students of State VHS 2 Boyolangu produced pedicure learning videos with an average score of 3.20 from material experts, 3.17 from language experts, 3.40 from learning media experts, 3.85 from IT experts, and 3.50 from small group trials all while keeping in mind the feedback and recommendations from validators. On the other hand, the average result of the N-Gain test, which was used to assess effectiveness, was 0.7. In order for academics to draw the conclusion that validators have deemed pedicure learning video medium to be both viable and beneficial for instructors to use in supplying students with content.

Development of pedicure learning videos using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) can be an effective approach for vocational students. Focus on analyzing student needs and relevant curriculum. Design engaging and interactive content, with clear demonstrations of pedicure steps. Develop high-quality videos with informative narration and detailed visuals. Implement the video in a supportive learning environment, both in the classroom and for independent learning. Conduct a thorough evaluation to gauge the effectiveness of the video and improve according to feedback. Also consider adding interactive elements or short quizzes to increase student engagement

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