

DEVELOPMENT OF TUTORIAL VIDEO LEARNING MEDIA IN AQUARELLE PAINTING TECHNIQUE AT GRADE XI SOCIAL OF SMA NEGERI 3 SURAKARTA IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

In the coronavirus pandemic, learning relies heavily on online learning methods, the effectiveness of learning can be assumed as less effective by using the online learning method. Various weaknesses are found in the current implementation of online learning methods. One of the weaknesses is the lack of learning effectiveness which has an impact on students' work is less optimal. To support online learning, a painting tutorial video-based was created to make more effective and students can study the material more comprehension in groups or independently. the implementation of video tutorial-based learning media was able to make it easier for teachers to do online learning so that learning effectiveness reached 74.5% and student work became more optimal.

KEYWORDS: Effectiveness, Online learning, Learning media, Tutorial Video

INTRODUCTION

Fine arts is one of a subject that is given to every student in every school. Based on the syllabus in school, art is divided into several branches, one of them is painting. Painting is the basis for students to have a visual image which is ideally given in direct demonstration. Due to the coronavirus pandemic nowadays, it requires teachers to carry out the learning process with online methods. The implementation of online learning methods is still doubtful for their effectiveness for students to absorb learning resources maximally because the teacher delivers material only with video media learning incompletely and unstructured. Besides, following the scheduled learning at school, students and teachers are also limited to less time. Therefore, this study is aimed at making learning media in the form of a video tutorial. Painting tutorials are structured and can be accessed by students independently and at any time so that they can make the effectiveness of learning and students' understanding of painting material better than previously.

LITERATURE REVIEW

The related research according to Nunu Mahnun (2012) states that "media" word is from the Latin "medium" which means "intermediary" or "introduction". Furthermore, media is a means of delivering messages or learning information to be conveyed by sources message to the target or recipient of the message. The use of teaching media can assist achieve learning success. According to AECT (Association of Education and Communication Technology) quoted by Basyaruddin (2002) "media is any form used for the process of distributing information". Meanwhile, according to Steffi Adam and Muhammad Taufik Syastra (2015) that learning media is everything both physical and technical in the

learning process that can assist teachers to make it easier to convey subject matter to students so that it makes it easier to achieve the learning objectives that have been formulated.

Furthermore (Joni Purwono, et al, 2014) explained that learning media has an important role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and fun. One of the learning media that is currently being developed is audiovisual media. Besides, according to Kustandi (2013), Multimedia is a delivery tool that combines two or more media elements, including text, images, graphics, flowcharts, graphics, photos, sound, films, and animation in an integrated way. Meanwhile, interactive multimedia is multimedia that is equipped with a controller that can be operated by the user, so they can choose independently.

In line with Riyana (2007: 2) instructional video media is media that presents audio and visuals containing good learning messages which contain concepts, principles, procedures, theories, applications to assist understanding a learning material. According to Susilana and Riyana (2009: 147), the tutorial model is learning through computers that students are conditioned to follow the learning path that has been programmed by presenting material and question exercises. It can be assumed that video tutorial is learning media that conveys messages to students in the form of audio and visuals in interactive learning material so that students can learn independently which is not limited by space.

According to Said A. in the educational journal, Dedi Rohendi said that effectiveness is the level of achievement of pre-determined goals and objectives. The references for several effectiveness criteria are described as follows:

Interactive multimedia learning is categorized as effective in increasing learning outcomes if the score of student learning using interactive multimedia learning is higher (>) than using conventional learning.

Interactive multimedia learning is categorized as effective on student learning outcomes identified based on the indicators of learning completeness; learning can be categorized as complete if at least 75% of the total students who have learned using interactive multimedia get a score of > 70.

Interactive multimedia learning is categorized as effective if student responses are positive, that is, at least with a mean score of 56% (the qualitative range is "feasible").

METHODS

The study used Research and Development (R&D). The subjects in this study were students Grade XI Social of SMA N 3 Surakarta. Data were obtained through questionnaires and tests. The data analysis technique was carried out using quantitative, descriptive analysis techniques by analyzing quantitative data obtained from questionnaires, and field tests.

$$\text{Percentage of Eligibility (\%)} = \frac{\text{Observed Score}}{\text{Targeted Score}} \times 100\%$$

Table 1. Eligibility Scale Percentage Table

Achieved Percentage	interpretation
76 - 100 %	Very feasible
56 – 75 %	feasible
40 – 55 %	fair
0 – 39 %	Less feasible

The table is used to determine the feasibility value of the resulting product. The percentage scale of 1 with the achievement of 0 - 39% gets a less feasible interpretation. The percentage scale 2 with the achievement of 40 - 55% gets Fair interpretation. Percentage scale 3 with 56-75% achievement gets Feasible interpretation. The 4-percentage scale with the achievement of 76-100% gets the very feasible interpretation

RESULTS

The initial stage carried out by the researcher before composing the video tutorial was the initial observation at the researched school, then interviewing the teacher about the online learning method that was implemented, after obtaining data and student work then the researcher began distributing questionnaires to students, questionnaires distribution aimed at identifying student responses to learning online method of painting, students who were distributed a questionnaire totaled 36 students, consisting of 16 male students and 20 female students. As details, here are the results of the questionnaire distributed to students:

Table 2. Table of questionnaire results distributed to students

No	Components	Score
1.	is a conventional painting learning easy to understand?	2
2.	Is the aquarelle painting technique easy to do?	2
3.	Is the work of painting with aquarelle technique satisfactory?	1
4.	Is aquarelle technique painting in online learning activities effective?	2
Total		7

Based on the results of a questionnaire that has been distributed to students regarding learning painting using the online method, the percentage can be calculated using the following mathematical formula:

$$\text{Percentage} = \frac{\text{Answer} \times \text{weighted score}}{n \times \text{highest score}}$$

$$\text{Percentage} = \frac{7 \times 1}{4 \times 5} \times 100 = 35\%$$

Explanation:

Total of the answer: 7

n 4

Highest score 5

The result of the percentage calculation only reaches 35%, It categorized as a less feasible qualification, so action must be taken immediately to enhance the effectiveness of learning so that students' understanding of the material is maximized which affects the student's work.

In the initial stages of composing video tutorials to enhance the effectiveness of student learning and work, several stages were carried out, the first stage of the planning began with conducting a team

arrangement. Then the team made a video concept, layout design. The concept of the video to be made is interactive and supports use with various devices. Then, determine the video layout design from slide to slide. After every step is determined, a mapping of the learning material will be carried out in the video tutorial.

After the planning stage has been prepared then the development stage continues in the form of:

1. Video Composing

a) Design

After conceptualizing, the learning video product development begins. It is started with designing the media display and recording the image or sound that will be composed.

- Creating a button design and text for purposes in the video
- Determine sample pictures so that students can easily understand them.
- Recording the manufacturing stages from preparing tools and materials, sketching to colouring.
- Record sound

b) Editing and Assembly

At this stage, editing uses Adobe Premiere software, to cut parts of the video and include sound and text to clarify the sound direction in the video, the display of video tutorial learning media is compiled and then inserts the video file into the PowerPoint slide. After those steps, video tutorials to assist enhancement the effectiveness of online learning method is ready to implement. The following is an example of a video tutorial that has been designed:



Figure 1. Initial display of video tutorial learning media



Figure 2. Display of one of the tutorial video instructional media menu



Figure 3. Display of one of the learning videos

After the painting tutorial video learning media was composed, then trials were carried out for students in the class. Based on observations during painting learning, the implementation of the trial through playing painting tutorial videos was very conducive and interesting, this was supported by the results of the questionnaire that were distributed to 36 students after the use of video learning media tutorial. The results of the work and questionnaires show that the video tutorial is feasible for use as a student guide in the arts, especially aquarelle technique painting. As details, here are the results of the questionnaire distributed to students after the use of video tutorial media in online learning methods:

Table 2. The table of questionnaire results given to students after the use of video tutorial media tutorial

No	Components	Score
1	Does the video tutorial look interesting?	3
2	Is the tutorial video display clear?	3
3	Is the tutorial video image display clear	4
4	Is the tutorial video text display clear?	3
5	Is the video tutorial sound clear	4
6	How easy is the button for choosing the video tutorial you want to access?	4
7	How easy is the video tutorial operation?	4
8	Does the video tutorial meet the competencies to be achieved?	4
9	Does video tutorial make it easier for students to learn independently?	4
10	Does the video tutorial affect and improve the quality of student work?	4
11	Are video tutorials effective in online learning methods?	4
Total		41

Based on the results of a questionnaire that has been distributed to students regarding learning painting with online video tutorial media, the percentage can be calculated using the following mathematical formula:

$$Percentage = \frac{\sum answer \times weighted score}{n \times highest score} \times 100$$

$$Percentage = \frac{41 \times 1}{11 \times 5} \times 100 = 74.5\%$$

Explanation:

Total Score: 41

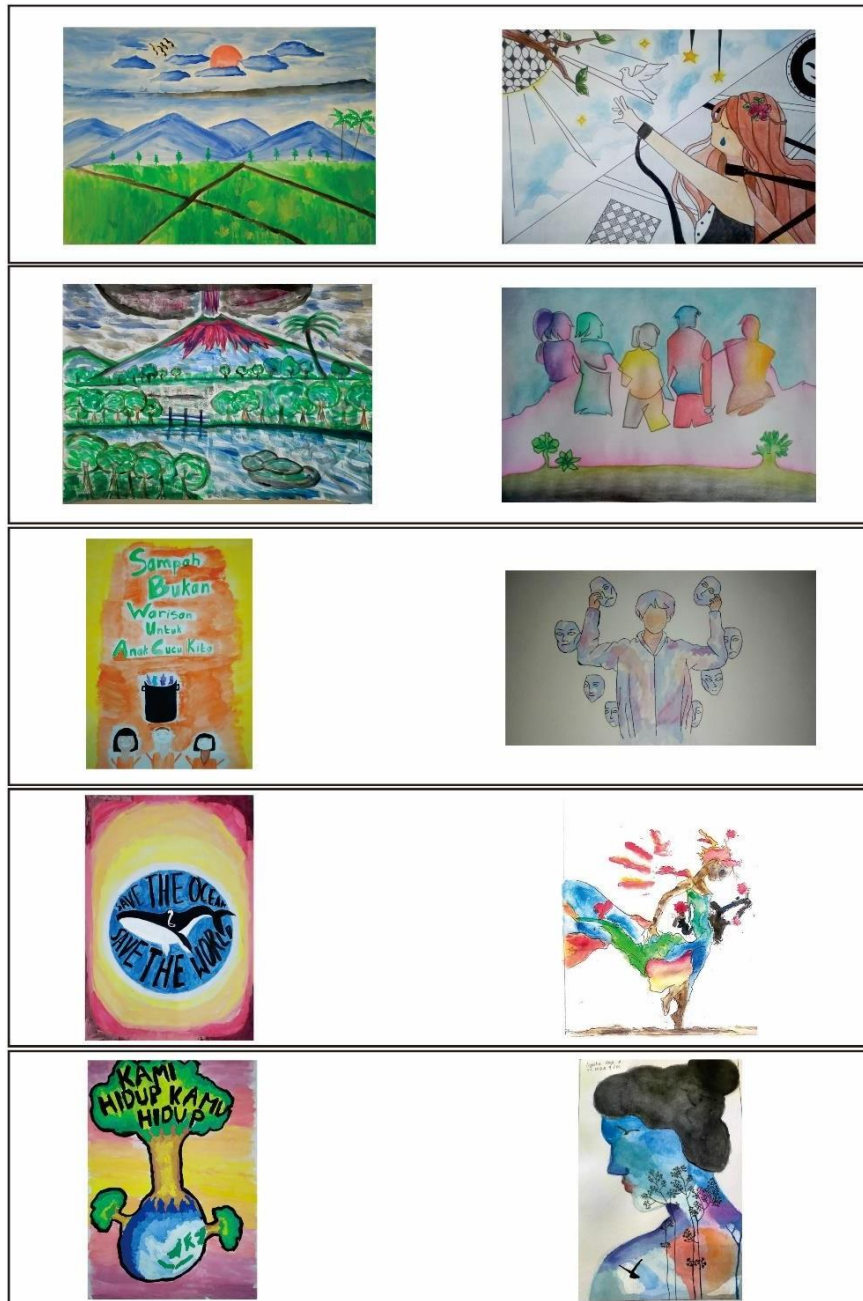
n	11
Highest score	5

This video tutorial-based learning process took place during the coronavirus pandemic from 14 September 2020 to 16 October 2020. The feasibility of a multimedia video-based learning media tutorial can be obtained through a questionnaire table of trial results. The result of the calculation of the percentage reaches 74.5% that figure is in the feasible qualification, from these results, the learning media for video tutorial- based painting can be used continuously to maximize the student learning process.

Table 3. Students' work

Without media Through

Tutorial Video Media



DISCUSSION

The development of educational technology in turn fosters new developments in the world of education. New thoughts and discoveries occur the use of educational multimedia. Vaughan (2004: 1)

argues that multimedia is a combination of text, art, sound, animation, and video sent to the receiver by a computer or electronic or digital means. Based on the expert's explanation, multimedia can be designed into a learning medium by combining text, art, sound, animation, and video. In line with Vaughan's opinion, according to Suyanto (in Pradipta, 2011: 19) multimedia is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and tools that allow users to navigate, interact, create, and communicate. Suyanto's opinion can be implied that multimedia can be used as a learning medium that students can use independently. The advantages of using interactive multimedia in learning according to Munadi (2008: 152) are. 1. Interactive, because interactive multimedia is designed to be used by users (students) individually (independent learning). 2. Provide a climate of effect individually because it is specially designed for independent learning. 3. The needs of individual users (students) can be accommodated, including those who are slow in understanding lessons. 4. Enhance user motivation (students) 5. Provide feedback. 6. Control of utilization is entirely in the user (student).

Based on the explanations, it can be implied that the advantages of interactive multimedia can be used by students to repeat material and used for independent learning so that the learning process becomes more effective. Furthermore, according to the opinion of the SMA Negeri 3 Surakarta teacher during an interview (1 July 2020), it was revealed that learning media through multimedia was very feasible to be used as a means of delivering material interactively. Because with the support of large technology it can encourage students to learn independently and teaching and learning activities to be more efficient and effective. Based on the discussion, the researchers believe that the instructional media in the form of interactive video tutorials applied to SMA N 3 Surakarta can be widely used so that they have an impact on the student's work process.

CONCLUSION

After the video tutorial is identified as feasible for use, the video tutorial is sent to each student with the aim that it can be accessed at home and becomes a guide for independent study without depending on learning at school, by utilizing video tutorials students can understand the principles of working with aquarelle technique painting, the student's work before using the media did not appear to be aquarelle technique, after using the media, the aquarelle technique is seen by the student. Besides, enhanced student work is the result of the effectiveness of learning using video tutorial media.

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