



Development of Draping Illustrative Video Media Tutorials in the Draping Course in the IKK Department, FPP, UNP

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Abstrack

This study developed a learning video for the Draping course as a solution to the problem of learning media that is still limited to jobsheets, students' difficulties in understanding jobsheets without clear visuals, limited lecture hours, and students also still experience difficulties in making Draping illustrations in the Draping course. This study aims to produce a learning video media tutorial Draping illustrations and describe its validity and practicality for Fashion Design students of the Department of IKK FPP UNP. This study uses the Research and Development (R&D) method with the 4D model (Define, Design, Develop), without the Disseminate stage. The research subjects validator consisted of four experts, namely 2 media experts and 2 material experts, lecturers teaching praktikalita the Draping course, 10 students praktikalitas in small group trials, and 30 students praktikalitas in large group trials. The instrument was a validation and practicality questionnaire with a Likert scale assessment. The results of the media validation obtained a score of 94% and 90% for material experts, with an average of 92% in the very valid category. The practicality test for the lecturer reached 91%, the small group 87%, and the large group 89%, with an average of 90% in the very practical category. Thus, this video learning medium is declared very valid, very practical, and suitable for use in Draping lectures.

Keywords: Video, Draping Ilustrasi, Draping

Abstrak

Penelitian ini mengembangkan video pembelajaran pada mata kuliah Draping sebagai solusi dari masalah media pembelajaran yang masih terbatas pada jobsheet, kesulitan mahasiswa memahami jobsheet tanpa visual yang jelas, keterbatasan jam perkuliahan, dan mahasiswa juga masih mengalami kesulitan dalam pembuatan Draping ilustrasi pada mata kuliah Draping. Penelitian ini bertujuan menghasilkan media video pembelajaran tutorial Draping ilustrasi serta mendeskripsikan validitas dan praktikalitasnya bagi mahasiswa Tata Busana Departemen IKK FPP UNP. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4D (Define, Design, Develop), tanpa tahap Disseminate. Subjek Penelitian terdiri dari 4 orang validasi ahli yaitu 2 dosen ahli media dan 2 dosen ahli materi, dosen pengampu praktikalitas mata kuliah Draping, 10 mahasiswa praktikalitas pada uji coba kelompok kecil, dan 30 mahasiswa praktikalitas pada uji kelompok besar. Instrumen berupa angket validasi dan praktikalitas dengan penilaian skala Likert. Hasil validasi media memperoleh skor 94% dan ahli materi 90%, dengan rata-rata 92% kategori sangat valid. Uji praktikalitas dosen pengampu mencapai 91%, kelompok kecil 87%, dan kelompok besar 89%, dengan rata-rata 90% kategori sangat praktis. Dengan demikian, media video pembelajaran ini dinyatakan sangat valid, sangat praktis, dan layak digunakan dalam perkuliahan Draping.

Kata Kunci: Video, Draping Ilustrasi, Draping.

Introduction

Education is an effort to improve the quality of human resources, in accordance with the objectives of Education Law No. 20/2003, namely to develop the potential of students to become individuals who are faithful, knowledgeable, creative, independent, and responsible as citizens. Education also aims to create active learning to help individuals develop their personality, skills, and wisdom in social life. Higher education plays a vital role in increasing knowledge and developing superior individuals through interactions between lecturers and students.

The Department of Family Welfare, Faculty of Tourism and Hospitality, Padang State University, is an educational institution that focuses on preparing its graduates to be able to directly contribute to the world of work according to their studied fields of expertise, with the aim of producing human resources who are competent, professional, competitive, have good morals, and are able to be positively accepted in society. To achieve these goals, the Department of Family Welfare provides practical courses, such as fashion pattern construction, basic fashion technology, and draping. The draping course, which has a weight of 3 credits, is a compulsory course in the curriculum at the Department of Family Welfare.

The definition of draping according to Ernawati (2008) "draping is a method in which a clothing pattern is formed directly on the model's body or dress form, allowing the designer to create a pattern that fits the model's body size and shape. In the context of illustration, draping is used to visually show how fabric will fall and function on a three-dimensional form, facilitating the creation of a more accurate design".

The draping technique offers greater flexibility in creating desired variations, making it a more creative method. However, it requires skill and practice to achieve good results. Many designers use draping techniques to experiment with

fashion designs (Yasnidawati & Nurlita, 2021).

There are various types of learning media, including visual media, audio media, and audio-visual media. According to Syaiful et al. (2020), audio-visual media refers to a combination of tools that can be used to project moving images and audio-visual images.

The research results show that audio-visual media dominates the learning process, accounting for 62% of the learning process, compared to only 37% for visual media alone. These findings demonstrate that audio-visual media can improve student concentration during learning (Estiana, R: 2023).

The current delivery of draping illustration material is still dominated by conventional media such as worksheets and handouts, which are considered inadequate to support optimal learning. As a result, students tend to rely on examples provided by lecturers, with some even simply copying their peers' work, making the learning process less effective in fostering creativity and developing soft skills.

In addition, a monotonous learning environment often leads to communication failures, where the message or material delivered by the lecturer is not fully understood by students, so many are unable to remember and understand the material well. To overcome this problem, more interesting and interactive learning media are needed, such as video tutorials that not only make it easier for students to follow the steps for making draping illustrations, but can also be easily accessed anytime and anywhere. In today's era of globalization, the use of digital media is an important solution to improve the quality of learning while supporting student independence in understanding the material taught, especially in draping courses.

The use of video media in learning, which falls into the category of interactive audio-visual learning, can be presented via computer or mobile phone and is easier to

remember and understand because it engages multiple senses. Video tutorials combine text, images, audio, video, and graphics in a single frame, explaining material and illustrating the steps of a process in an engaging way, thereby stimulating student interest and thinking. This facilitates the delivery of material by lecturers and makes it easier to understand.

Illustrated draping is particularly well-suited to teaching through video tutorials due to its complex nature and the need for clear visualization. Video tutorials allow for detailed and systematic delivery of steps, enabling students to grasp the technique better than through text or images alone. Furthermore, students can access the videos at any time, repeat them as needed, and learn at their own pace, supporting more effective self-paced learning.

Live demonstrations in videos also reduce the potential for misunderstandings that often occur in written or oral instructions. Research by Rahmawati (2017) showed that the use of interactive video learning media in making a circle skirt using the draping technique effectively improved students' understanding and skills in the learning process. Therefore, video tutorials are a highly effective medium for teaching illustrated draping material, especially to overcome the difficulty of understanding detailed techniques that require real-world visualization.

This study aims to describe the development of video tutorial-based learning media on the subject of draping illustration in the Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University. Describe the validity of the video tutorial of draping illustration in the draping course in the Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University. Describe the practicality of the video tutorial media of draping illustration in the draping course in the Department of Family

Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University.

Research Methodology

The type of research conducted was Research and Development (RnD). Research and development is a scientific research method used to research, design, and produce specific products, and test their effectiveness. In this study, the author developed teaching materials in the form of illustrated draping video tutorials for draping courses for students in the Department of Family Welfare, Faculty of Tourism and Hospitality, Padang State University.

In this study, the authors developed a video tutorial containing information about draping illustrations in the draping course. The resulting video will be validated by a validator and its practicality tested by lecturers and students.

Department of Family Welfare Science, Faculty of Social and Political Sciences, Universitas Negeri Padang, who has completed the draping course. The development model used in this study is the 4D development model. The 4D model is a development model suggested by Thiagarajan et al. (1974) which stands for (Define, Design, Development, Dissemination). The 4D model can be described.



Gambar 1. Tahapan Model 4D Thiagarajan



Gambar 2. Prosedur Pengembangan Media Pembelajaran

The type of data in this study is primary data, there are two sources of data in this study, namely learning media

validity data and learning media practicality data.

Data collection techniques are a crucial step in research because the primary objective of research is to obtain data (Sugiyono, 2021:228). Data collection is used to obtain data and information related to the research being conducted. The data collection technique in this study was interviews. The data collection technique in this study was a validity and practicality test sheet in the form of a questionnaire. In conducting data analysis, the researcher systematically organized the data obtained based on the questionnaire and interviews.

Discussion

The development research resulted in a learning video media for making Draping Illustrations. This learning video media contains materials and methods for making Draping Illustrations for the Draping course. The development of this learning video media uses a 4D (four D) development model consisting of four stages that have been carried out, namely the Define stage (definition) which includes front-end analysis, student analysis, task analysis, concept analysis, and formulation of learning objectives, the Design stage (planning), and the Develop stage (development).

1. Define Stage

Based on the results of the researcher's interview with the lecturer of the Draping course, it is known that the learning of making draping illustrations has used modules and demonstration methods as the main teaching materials. However, these teaching materials still need to be developed so that students can more easily understand the material and follow each stage of the creation process. In its implementation, there are several obstacles, including the learning method which is still limited to demonstrations so that students have not been able to achieve optimal skills, especially in making appropriate draping illustrations.

Furthermore, these skills require intensive practice, while classroom learning time is quite limited. Using worksheets as the sole learning medium is also considered ineffective for independent learning because it lacks adequate visualization. Therefore, developing teaching materials in the form of video tutorials is deemed essential, as they present steps more clearly and allow students to learn and practice independently anytime and anywhere.

Considering these various issues, it can be concluded that learning to create draping illustrations in the Draping course still requires additional, more effective learning media. Video-based learning media is considered appropriate because it is able to display work stages visually and clearly, is flexible for repeated access, and supports students in practicing independently outside of lecture time. With this media, it is hoped that the limitations of demonstration methods and worksheets can be minimized, so that students can improve their accuracy and skills in creating draping illustrations and produce more optimal work.

2. Design Stage (Designing)

The initial display of the video when played consists of the title of the learning video, the identity of the researcher, learning objectives and the main topic of the learning video.



Gambar. 3 Judul Video Pembelajaran
(Sumber: Dukumentasi Peneliti (2026))



Gambar. 4. Tujuan Pembelajaran
(Sumber: Dukumentasi Peneliti (2026))



Gambar 5. Pengertian *Draping* Ilustrasi
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 6. Alat dan Bahan Pembuatan *Draping* Ilustrasi
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 7. Drapery Type Losali Hanging Folds
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 8. Drapery Type Graduater or Trapering Folds
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 9. Drapery Type Folds Caught
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 10. Tutorial Pembuatan *Draping* ilustrasi
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 11. Tugas
 (Sumber: Dukumentasi Peneliti (2026))



Gambar 12. Ucapan Terima Kasih
 (Sumber: Dukumentasi Peneliti (2026))

3. Development Stage

a. Validation Stage

The validation stage was carried out to assess the learning video for making *Draping* illustrations in terms of content, presentation, and language. Data collection for the validity of this learning video media was carried out using a questionnaire. The validation stage was carried out by 4 validators, namely 2 validators assessed the feasibility of the selected media, carried out by lecturers who are experts in making learning media. While 2 other validators assessed the feasibility of the material presented, carried out by validators who are experts in making learning media and experts in assessing material, namely IKK fashion design lecturers who teach the *Draping* course. The results of the study were calculated from each aspect provided by the validators, added up and the average was calculated.

Based on the results, it can be concluded that from the 2 assessment aspects of media validation, which can be described as follows: 1) The Graphic Aspect obtained a score of 94% with a very valid category, 2) The Language Feasibility Aspect obtained a score of 93% with a very valid category. So that the overall average obtained is 94% with a very valid category.

Tabel 1. Validasi Ahli Media

No	Aspek Penilaian	Hasil Validasi	Kategori
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1	Aspek Kegrafikan	94%	Sangat Valid
2	Aspek Kelayakan Bahasa	93%	Sangat Valid
Jumlah Rata-rata		94%	Sangat Valid

The maximum total score was 135, while the total score obtained was 126.5. If presented, the media's feasibility was 94%, which is included in the very valid category. This is in accordance with the opinion of Riduwan (2012:22) who stated that the value range of 81%-100% is included in the very valid category.

Tabel 2. Kategori Penilaian Validasi Media

No	Tingkat Pencapaian (%)	Kriteria
1.	81-100	Sangat valid
2.	61-80	Valid
3.	41-60	Cukup valid
4.	21-40	Kurang Valid
5.	0-20	Tidak Valid

Based on the results, it can be concluded that the 3 assessment aspects of material validation can be described as follows: 1) The Content Suitability Aspect obtained a score of 87% with a very valid category, 2) The Presentation Suitability Aspect obtained a score of 95% with a very valid category, 3) The Language Suitability Aspect obtained a score of 88% with a very valid category.

Tabel 3. Validasi Ahli Materi

No	Aspek Penilaian	Hasil Validasi	Kategori
1	Aspek Kegrafikan	87%	Sangat Valid
2	Aspek Kelayakan Penyajian	95%	Sangat Valid
3	Aspek Kelayakan Bahasa	88%	Sangat Valid
Jumlah Rata-rata		90%	Sangat Valid

The total maximum score is 135, while the total score obtained is 120. If presented, the media feasibility is 90%, which is included in the very valid category. This is in accordance with the opinion of Riduwan (2012:22) who said that the value range of 81%-100% is included in the very valid category.

Tabel 4. Kategori Penilaian Validasi Media

No	Tingkat Pencapaian (%)	Kriteria
1.	81-100	Sangat valid
2.	61-80	Valid
3.	41-60	Cukup valid
4.	21-40	Kurang Valid
5.	0-20	Tidak Valid

After the media validation results and material validation results were combined, the final validation results for the learning video for making Draping illustrations were obtained, namely 92% with a very valid category, so it can be used in Draping learning.

Tabel 5. Validitas Video Pembelajaran Pembuatan Draping ilustrasi

No	Validasi	Rata-rata Validasi	Kategori
1	Validasi Ahli Media	94%	Sangat Valid
2	Validasi Ahli Materi	90%	Sangat Valid
Jumlah Rata-rata		92%	Sangat Valid

b. Practicality Stage

After the video media is declared valid by the validator, the next step is the practicality stage. This stage is assessed by the lecturer and students who have taken the Draping course. The practicality trial stage for students is carried out in two stages: a small group trial and a large group trial. According to Aprilia & Puspaneli (2025:5), small group trials involve 10-15 students, and large group trials should involve 30-100 subjects to assess product development.

Tabel 6. Praktikalitas Dosen Pembina Mata Kuliah Draping

No	Aspek Penilaian	Hasil Validasi	Kategori
1	Aspek Materi	93%	Sangat Praktis
2	Aspek Bahasa	91%	Sangat Praktis
3	Aspek Ketertarikan	90%	Sangat Praktis
Jumlah Rata-rata		91%	Sangat Praktis

Based on the table above, it can be concluded that from the 3 aspects assessed, it can be described as follows: 1) The Material Aspect obtained a score of 93% with a very practical category, 2) The Language Aspect obtained a score of 91% with a very practical category, 3) The Interest Aspect obtained a score of 90% with a very practical category. so that in general, the average practicality results can be obtained with the Draping course supervisor obtaining a score of 91% with a very practical category.

1) 1) Small Group Practicality Test

The small group practicality test was conducted after the media and material validation activities were completed. The small group practicality test was conducted with 10 students from the Department of Family Welfare Science, Bachelor of Family Welfare Education Study Program, Fashion Design, entering in 2023, who had taken the Draping course. The practicality test for this draping illustration learning video used a practicality questionnaire in the Google Forms application format.

Tabel 7. Hasil Uji Coba Praktikalitas Kelompok Kecil

No	Nama Responden	Aspek Praktikalitas																																							
		Materi										Bahasa										Ketertarikan																			
1	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
2	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
3	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
4	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
5	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
6	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
7	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
8	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
9	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
10	...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Rata-rata		42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	42	
Maksimum		50										50										50																			
Minimum		30										30										30																			
Praktikalitas per aspek		93%										91%										90%																			
Rata-rata Praktikalitas		91%																																							

Tabel 8. Uji Coba Praktikalitas Kelompok Kecil

No	Aspek Penilaian	Hasil Validasi	Kategori
1	Aspek Materi	87%	Sangat Praktis
2	Aspek Bahasa	85%	Sangat Praktis
3	Aspek Ketertarikan	88%	Sangat Praktis
Jumlah Rata-rata		87%	Sangat Praktis

Based on the table above, it can be concluded that, from the 3 aspects of practicality assessed by students, it can be described as follows: 1) The Material Aspect obtained a score of 87% with a very practical category, 2) The Language Aspect obtained a score of 85% with a very practical category, 3) The Interest Aspect obtained a score of 88% with a very practical category, the average results of small group practicality obtained a score of 87% with a very practical category, so this learning video for making Draping illustrations is suitable for use.

2) Large Group Practicality Test

The large group practical test was conducted after the small group practical test was completed. The large group practical test was conducted on 30 students from the Department of Family Welfare Science, Undergraduate Study Program in Family Welfare Education, Fashion Design, entering in 2023 who had taken the Draping course. The practical test for this illustration Draping learning video used a practical questionnaire via the Google Form application format.

Tabel 9. Uji Coba Praktikalitas Kelompok Besar

No	Aspek Penilaian	Hasil Validasi	Kategori
1	Aspek Materi	89%	Sangat Praktis
2	Aspek Bahasa	88%	Sangat Praktis
3	Aspek Ketertarikan	90%	Sangat Praktis
Jumlah Rata-rata		89%	Sangat Praktis

Based on the table above, it can be concluded that, from the 3 aspects of practicality assessed by students, it can be described as follows: 1) The Material Aspect obtained a score of 89% with a very practical category, 2) The Language Aspect obtained a score of 88% with a very practical category, 3) The Interest Aspect obtained a score of 90% with a very practical category, the average practicality results of the large group obtained a score of 89% with a very practical category, so

this learning video for making Draping illustrations is suitable for use.

After the results of the practical work of the supervising lecturer and the practical work of the students were combined, the final results of the practical work of the learning video for making Draping illustrations were obtained, namely 90% with a very valid category, so it can be used in Draping learning.

c. Final Product

The final product of this development research is a video instructional media for creating draping illustrations for Fashion Design students at the IKK FPP UNP. The video instructional media for creating draping illustrations can be viewed here.

Video instructional media for creating draping illustrations (Google Drive)

https://drive.google.com/file/d/1GDzcyj51iUGkaIWqH2Gpl65yvLi4JQ5O/view?usp=drive_link

Discussion

In this study, the product created is the development of learning video media for making Draping illustrations in the Draping course for students of the Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University, which is made based on the lecture RPS and is in line with the learning objectives achieved. This study consists of several stages, namely the define stage, the design stage, and the develop stage.

This study collected the materials and data needed to create a learning video by conducting interviews with lecturers and students who have taken the Draping course and collecting relevant materials from various reading sources such as books, job sheets, articles, and journals. This illustrated Draping installation learning video media was designed by considering the content and design of the media that are adjusted to the rules for compiling learning materials that are packaged systematically according to the teaching material development guidelines.

The stages in developing teaching materials for video media for making Draping illustrations.

1. Design of Learning Video Media

The development of learning video media for making Draping illustrations in the Draping course was carried out through several important stages including pre-production, production, and post-production. In line with the opinion of (L. Rahmawati & Nelmira, 2025:6) who stated that in producing the development of learning video media, there are generally 3 main activities carried out, namely the pre-production stage and the post-production stage. In the pre-production stage, researchers conducted a needs analysis, compiled learning objectives, prepared materials, and created scripts and storyboards.

This is in accordance with the opinion of Rakhmadian & Wahyu Fandyansari (2019:3) who emphasized that the pre-production stage is a long stage, and determines the success of the next stage. This stage is the planning of subsequent activities, and the results to be achieved. Then the production stage includes the process of recording the steps for making illustration draping, taking detailed shots, and recording the narration. This stage is in line with the research of Farid et al., (2022:5) who stated that making learning videos must pay attention to the clarity of images, sound, and the order of presentation of the material so that it is easy for students to understand. Next, in the post-production stage, the editing process is carried out, providing text or captions, audio settings, and rendering the video until it becomes a media that is ready for use.

2. Validity of Learning Video Media

In this study, the learning media developed is a learning video media in the Draping course with the material of making illustrated Draping for Fashion Design students of the Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University.

Validation of the feasibility of the product design was carried out by validators who are experts in their fields, consisting of 2 media expert validators and 2 material expert validators using a questionnaire. This validation stage is used to produce a valid learning media design and in accordance with student needs.

The results of the validation test of media experts 1 and 2, the validity of the media has a percentage value of 94% which is categorized as very valid criteria. Likewise, the results of the material validation test that has been carried out, the validity of the material has a percentage value of 90% which is categorized as very valid criteria. From all the learning media, the video learning about making Draping illustrations that have been developed is interesting, clear, good and suitable for use, this can be seen from the combined results of media validity and material validity, namely 92% with a very valid category. In accordance with the results of the study by Vebyola & Novrita (2022: 8) which obtained a very valid validity category with a percentage of 91.55% so that the video tutorial media for written batik techniques that have been created can be applied to learning activities. Then from the research conducted by Fitri, Novrita & Yusmerita (2025: 1) this proves that the media video reaches an average validity value of 94.5% and is included in the very valid category so that the Body Line installation learning video is considered appropriate to be used as additional media in the Draping course,

Then according to the research results of Nurfadhila & Novrita (2024: 7) who obtained a material expert validity score of 91.5% and a media expert validity of 82% so that the results of the study indicate that the tutorial video for making motifs using the suminagashi technique in the textile dyeing course is very valid. Furthermore, according to the research of Oktriana & Yusmerita (2024: 7) who obtained an average score of 91.82% based on the validation results of material and media

experts where the value range of 81% - 100% is included in the very valid category. Then according to the research conducted by Rahma & Yusmerita (2022: 4) that according to the validator for media and materials, Learning Media can be used as a learning resource with an overall percentage of 94%. As the range "value of 81% -100% is included in the very valid category". Then the research conducted by Syafrida & Novrita (2020:4) This development research produced a product in the form of a learning module for dyeing natural dyes in the textile analysis course with the results of the material expert's validity obtained a score of 80.28%, while the media expert's validity obtained a score of 88.84%, so the average of the two validity results obtained a score of 84.56% which is included in the very valid category, so that the resulting module has met the criteria for suitability of needs with needs so that the module is suitable for use in learning. Also in accordance with the results of research conducted by Lestari & Suci (2025:1) shows that the media obtained a validity of 88% (very valid) from media experts and 90% (very valid) from material experts, so that the tutorial video for sewing baju kurung basiba is very valid as a learning medium in the KKDPB subject.

Then a similar discovery by Puji Hujria Suci, Reni Fitria, Adriani & Sri Zulfia Novrita (2021:9) Media Development Research in this study in the form of a video tutorial on making 3D designs for children's party clothes using Marvelous Designer Software has valid results. This was obtained from the Validity test of 2 material experts on Children's clothing production with a value of 0.92 with a valid category, the Validity of media experts related to the content of the video tutorial media created with a value of 0.91 with a valid category. This is also in accordance with the results of the research of Karlina & Novrita (2024:1) which produced learning media in the form of a

valid module and can be used as a learning resource for students in learning the material for making collages. Based on the results of the validity test of material experts on the Basic Fashion Design module, a score of 93% was obtained with a very valid category, the validity test of media experts on the basic fashion design module obtained a score of 85% with a very valid category. Then, according to research conducted by Putri & Suci (2024:1), the results of the video validation test based on media experts obtained a value of 85.6% (eighty-five point six percent) with a very valid category, the results of the video validation based on material experts were 82% (eighty-two percent) with a very valid category, so that the learning video for making sleeves (Slick, reglan, and puff) can be used as a learning medium for Basic Clothing Technology in Fashion Design at Padang State University.

From the results of the validity research on learning media conducted by the researcher and the results of the validity of previous research, it was found that the validity results were similar using the assessment percentage with a value range of 81-100% which shows that the video media (product) developed is very valid based on the assessment criteria and instruments and is suitable for use as a learning video media in the Draping Course.

3. Practicality of Learning Video Media

After the learning media is valid and can be used in the learning process, the next stage is the practicality stage. In the practicality stage, this learning video was tested for practicality by the lecturer in charge of the Draping course, and fashion design students who have taken the Draping course, consisting of a small group practicality test and a large group practicality test. The practicality stage of this learning video for making Draping illustrations was carried out using a questionnaire filled out by the respondents. In this practicality test questionnaire, the

indicators tested were the material aspect, the language aspect, and the interest aspect. In line with Raisa Ikhlas & Puspaneli (2023:6) who stated that the next stage, namely the practicality stage, was carried out after the learning video media for making culottes patterns was declared valid by the validator. The practicality stage was carried out to determine how easy the video media was.

From the results of the practicality test with the lecturer in charge of the course, the average value of the practicality test was 91% with a very practical category. Then for the practicality test of the small group, the score was 87% with a very practical category and for the practicality test of the large group, the score was 89% with a very practical category. From the overall learning media, the video learning of making Draping illustrations that was developed was interesting, clear, good and suitable for use, this can be seen from the results of the practicality of the lecturer in charge and the results of the practicality of the large group, namely 90% with a very valid category.

In accordance with the research of Yulianti & Yusmerita (2025:5) who developed a Basic Pattern Making Video Media Based on Project Based Learning with the results of the practicality test obtained an assessment of 93%, which is included in the very practical category. The small group trial obtained a score of 88%, while the large group trial produced a score of 90%. Overall, the three results indicate that the developed learning media is very practical, with an average practicality of 90%. Then in line with the results of the research of Nurfadhila & Novrita (2024:2) The percentage of small-scale practicality trials has a value of 92.8%, the percentage of large-scale practicality tests has a value of 88.5%, and the percentage of lecturer practicality tests has a value of 97%. All three results are categorized as very practical based on the level of achievement of practicality criteria. Based on the data

from the study, it can be concluded that the video tutorial on making motifs with the suminagashi technique in the Textile Dyeing course is very practical, so it can be used in the lecture process.

In accordance with the research conducted by Puspaneli & Yusmerita (2024:7) which overall obtained an average practicality score of 91.86% and was categorized as very practical. This proves that the video tutorial media for making camosil in the Adi Busana course for students of the D3 Fashion Design Study Program, IKK FPP UNP is very valid and practical so it is suitable for use in Adi Busana lectures. Then it is also in accordance with the research of Puspaneli & Novrita (2024:14) which obtained the results of the practicality test of the video tutorial media for the slash method pattern breaking technique using the richpeace cad application in the flat pattern design course by students obtained a score of 87% or it can be said to be practical to use as a learning medium and can facilitate students in implementing the learning process and help students in implementing the concept of Fashion Design learning materials, especially in the material on the process of making pattern breaking for distributing the coup into decorative lines according to the slash method design in the Flat Pattern Design course.

Then, it is also in accordance with the research results of Syafrida & Novrita (2020:1) who obtained the results of the practicality test of the course supervisor lecturer getting a score of 85%, the test on small groups was 83.44%, the test on large groups got a score of 89.78%. From the results of the study, it was concluded that the development of a natural dye dyeing module for PKK FPP UNP students was valid and very practical. Similar findings were also found in the research of Novrita et al. (2023:7) with the results of the practicality obtaining a score of 87.60% for the course supervisor lecturer, 97% for small groups, and 91% for large groups,

where the results of the practicality test were included in the very practical category. In accordance with the results of research conducted by Lestari & Suci (2025:1) which obtained a practicality test showing a value of 91% from teachers, 90.5% from small groups, and 91.8% from large groups, which is included in the very practical category. So it can be concluded that the video tutorial for sewing a basiba baju kurung embroidered with gold thread is suitable for use as a learning medium in the KKDPB subject.

Then according to research conducted by (Puji Hujria Suci, Reni Fitria, Adriani & Sri Zulfa Novrita (2021:8) with an assessment of the practicality of the video tutorial on making 3D designs for children's party clothes with Marvelous Designer Software by students, a score of 73.58 was obtained or it can be said to be practical to use as a learning medium and can help students in carrying out the learning process. Then the results of research conducted by Fitri, Novrita, & Yusmerita (2025:1) with the title of developing learning videos for installing Body Lines in the Draping course, the results of the practicality test showed an average score of 91% which was categorized as very practical, both in the opinion of the lecturer and students. Then the results of research conducted by Putri & Suci (2024:1) which produced the results of small and large group student tests obtained a score of 83% (eighty-three percent) with a very practical category. The value of this sleeve-making learning video media can be applied in the learning process because this video media has been declared valid and practical to be used as a learning medium for Basic Fashion Technology in Fashion Design, Padang State University.

From the results of the practicality research on learning media conducted by researchers and the practicality results of previous research, it was found that there were similarities in the practicality results for the learning video media for making

Draping illustrations that were developed, namely with an average score obtained of 90% from the results of the practicality test by the lecturer, and the practicality test of large groups, using an assessment percentage with a value range of 81-100% which shows that the developed video media is very practical and suitable for use as a learning video media in the Draping Course.

Conclusion

Based on the results of research and trials that have been carried out on video learning media for making Draping illustrations, it can be concluded.

1. The development of learning video media for making Draping illustrations in the Draping course for Fashion Design Students of FPP UNP was developed through three stages, namely: The first stage is Define (Definition) which includes front-end analysis, student analysis, task analysis, concept analysis, and formulation of learning objectives. The second stage is design (Planning), which includes the pre-production stage, production stage and post-production stage, the design of this learning video media for making Draping illustrations is in the form of audio visuals in which this video goes through the first stage, namely determining the video design, then preparing the tools and materials to be used, then shooting and editing to produce learning video media for making Draping illustrations consisting of an opening, content and closing. In the opening there is a cover, an introduction to making Draping illustrations, in the content of the material there is the definition of Draping, the tools and materials needed, the types and processes of making Draping illustrations, and the third is closing. In this video there are music, sound and images. The third stage is develop (development), which is validating or assessing the feasibility of

the product design and product design trial activities on the actual target subjects. This stage includes the validity assessment stage, revision and practical stage.

2. The results of the learning video media validation questionnaire obtained an average of 94% and the material validation obtained an average of 90%, resulting in an average of 92% with a very valid category.
3. The results of the questionnaire on the practicality of the learning video media based on the responses of the Draping course supervisor obtained a score of 91% with a very practical category. Meanwhile, the results of the questionnaire on the practicality of the learning video media based on student responses for small group trials consisting of 10 students obtained 87% with a very practical category and large group trials consisting of 30 students obtained a score of 89% with a very practical category. So that an average of 90% was obtained with a very practical category.

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