



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

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Abstrack

In order to address the issues of learning materials that are still restricted to jobsheets, students' inability to comprehend jobsheets without clear visuals, lecture time constraints, and students' continued struggles with creating Draping illustrations in the Draping course, this study created a learning video. The purpose of this study is to create a learning video tutorial on draping illustrations and discuss its applicability and validity for the Department of IKK FPP UNP's Fashion Design students. The Research and Development (R&D) technique with the 4D model (Define, Design, Develop) is used in this study; the Disseminate stage is not included. Four experts—two media experts and two material experts—lecturers instructing the Draping course, ten students practikalitas in small group trials, and thirty students practikalitas in large group trials made up the research subjects validator. A validation and practicality questionnaire with a Likert scale assessment served as the tool. The media validation results showed an average score of 92% in the extremely valid category, with scores of 94% and 90% for material specialists. The lecturer's practicality test score was 91%, the small group's was 87%, the large group's was 89%, and the extremely practical category's average was 90%. This video learning tool is therefore deemed to be highly legitimate, highly useful, and appropriate for use in Draping classes.

Keywords: Video, Draping Ilustrasi, Draping

Abstrak

Untuk mengatasi masalah materi pembelajaran yang masih terbatas pada lembar kerja, ketidakmampuan mahasiswa untuk mengerti lembar kerja tanpa visual yang jelas, keterbatasan waktu kuliah, serta kesulitan mahasiswa yang terus berlanjut untuk membuat ilustrasi Draping pada mata kuliah Draping, penelitian ini membuat video pembelajaran. Tujuan penelitian ini yakni untuk membuat video tutorial pembelajaran terkait ilustrasi draping dan membahas penerapannya serta validitasnya bagi mahasiswa Desain Busana Departemen IKK FPP UNP. Teknik Penelitian serta Pengembangan (R&D) pada model 4D (Define, Design, Develop) dipakai pada penelitian ini; tahap Diseminasi tidak disertakan. Ada 4 ahli 2 ahli media serta 2 ahli material dosen yang mengajar mata kuliah Draping, 10 mahasiswa praktik pada uji coba kelompok kecil, serta 30 mahasiswa praktik pada uji coba kelompok besar membentuk subjek penelitian validator. Kuesioner validasi serta kepraktisan pada penilaian skala Likert dipakai sebagai alat. Hasil validasi media memperlihatkan skor rata-rata 92% pada kategori sangat valid, pada skor 94% serta 90% untuk spesialis material. Skor tes kepraktisan dosen yakni 91%, kelompok kecil 87%, kelompok besar 89%, serta rata-rata kategori sangat praktis yakni 90%. Maka sebabnya, alat pembelajaran video ini dianggap sangat sah, sangat bermanfaat, serta selaras untuk dipakai pada kelas Draping.

Kata Kunci: Video, Draping Ilustrasi, Draping.

Introduction

According to the goals of Education Law No. 20/2003, education is an endeavor to enhance the quality of human resources, specifically to develop students' ability to become autonomous, informed, creative, devoted, and responsible 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).

Learning media come in a variety of forms, such as audio, visual, 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 study's findings demonstrate that audio-visual materials predominate in 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 students do not fully get the lecturer's message or content, 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 is also readily available anywhere, at any moment. 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

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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.

The purpose of this study is to discuss how the “Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University”, developed video tutorial-based learning materials on the topic of draping illustration. 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 usefulness of the draping illustration video lesson medium

used in the draping course at “Padang State University's Department of Family Welfare Sciences, Faculty of Tourism and Hospitality.”

Research Methodology

Research and development (R&D) was the kind of study that was carried out. A scientific research approach called research and development is used to investigate, create, and test particular goods. For draping classes at Padang State University's Department of Family Welfare, Faculty of Tourism and Hospitality, the author of this study created instructional materials in the form of graphical video lessons.

The authors of this study created a video instruction for the draping course that included information regarding draping illustrations. A validator will verify the final movie, and instructors and students will assess its usefulness.

who has finished the draping course at “Universitas Negeri Padang's Department of Family Welfare Science, Faculty of Social and Political Sciences.” The 4D development model was employed in this investigation. Thiagarajan et al. (1974) proposed the 4D model, which stands for (Define, Design, Development, Dissemination). It is possible to explain the 4D model.



Gambar 1. Tahapan Model 4D Thiagarajan



Gambar 2. Prosedur Pengembangan Media Pembelajaran

This study uses primary data from two sources: learning media validity data and learning media practicality data.

Since gathering data is the main goal of research, data collection techniques are an essential element in the process (Sugiyono, 2021:228). Information and data relevant to the research being done are gathered through data gathering. Interviews were the method used in this study to obtain data. A validity and practicality test sheet in the form of a questionnaire served as the study's data collection method. The researcher methodically arranged the information gathered from the questionnaire and interviews in order to do data analysis.

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 four stages of the 4D (four D) development model—the Define stage (definition), which includes front-end analysis, concept analysis, task analysis, student analysis, and formulation of learning objectives; the Design stage (planning); and the Develop stage (development)—were used in the creation of this educational video content.

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)

When the video is first played, it displays the learning video's title, the researcher's name, the learning objectives, and the major topic.



Gambar 3 Judul Video Pembelajaran
(Sumber: Dokumentasi Peneliti (2026))



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



Gambar 5. Pengertian *Draping* Ilustrasi
(Sumber: Dokumentasi 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 Graduated 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 learning film for creating draping illustrations was evaluated in terms of content, presentation, and language throughout the validation stage. A questionnaire was used to gather information regarding the validity of this educational movie. Four validators completed the validation stage. Two of the validators, who are professors with expertise in creating educational media, evaluated the viability of the chosen media. Two additional validators, IKK fashion design lecturers who teach the Draping course, evaluated the material's viability. These validators are experts in creating educational materials and evaluating content. The study's findings were computed from each validator-provided aspect, totaled, and averaged.

Based on the findings, it is possible to draw the following conclusions about the two media validation assessment aspects: 1) The Graphic Aspect received a very valid category score of 94%. 2) The Language Feasibility Aspect received a very valid category score of 93%. in order to get a very valid category with an overall average of 94%.

Tabel 1. Validasi Ahli Media

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

The total score attained was 126.5, however the highest score was 135. The media's viability, if given, was 94%, falling under the category of highly valid.

This is consistent with Riduwan's (2012:22) assertion that the extremely valid group includes values between 81% and 100%.

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

The findings support the following description of the three assessment components of material validation: 1) The Content Suitability Aspect received a very valid category score of 87%. 2) The Presentation Suitability Aspect received a very valid category score of 95%. 3) The Language Suitability Aspect received a very valid category score of 88%.

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

The final validation findings for the learning video for creating Draping

illustrations were 92% with a very valid category when the media and material validation data were merged, indicating that it can be utilized 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

The practicality stage follows the validator's declaration of the video media's validity. Both the instructor and the students who completed the Draping course evaluate this stage. There are two phases to the practicality trial stage for students: a small group trial and a large group trial. Aprilia & Puspaneli (2025:5) state that in order to evaluate product development, big group trials should include 30–100 individuals, whereas small group trials should comprise 10–15 students.

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

It may be inferred from the above table that the three evaluated aspects can be characterized as follows: 1) The Material Aspect received a very practical category score of 93%. 2) The Language Aspect received a very practical category score of 91%. 3) The Interest Aspect received a very practical category score of 90%. in order for the Draping course supervisor to receive an average practicality score of 91% with a very practical category.

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/1GDzcyj51iUGkaIWqH2Gpl65yvvLi4JQ5O/view?usp=drive_link

Discussion

The creation of instructional video materials for creating draping illustrations in the Draping course for students in the “Department of Family Welfare Sciences, Faculty of Tourism and Hospitality, Padang State University”, is the study's output. It is based on the lecture RPS and complies with the learning objectives met. There are three stages to this study: define, plan, and develop.

By interviewing instructors and students who have completed the Draping course and gathering pertinent resources from a variety of reading sources, including books, papers, work sheets, and journals, this study gathered the information and materials required to produce a learning film. 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

Pre-production, production, and post-production were all crucial phases in the creation of educational video content for creating Draping graphics in the Draping course. According to (L. Rahmawati & Nelmira, 2025:6), there are typically three primary actions involved in the creation of educational video content, including the pre-production and post-production stages. Researchers carried out a needs analysis, assembled learning objectives, developed resources, and produced scripts and

storyboards during the pre-production phase.

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 step is consistent with research by Farid et al. (2022:5), which found that in order to make learning videos that are easy for students to grasp, consideration must be given to the clarity of the pictures, sound, and presenting sequence. 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.” Using a questionnaire, two media experts and two material experts who are experts in their respective disciplines validated the product design's viability. In order to create a viable learning media design that meets the demands of the students, this validation stage is utilized.

According to the findings of media experts 1 and 2's validation test, the media's validity has a percentage value of 94%, which is classified as very valid criterion. Similarly, the validity of the material has a percentage value of 90%, which is classified as extremely valid criterion, according to the results of the material validation test that was conducted. The combined findings of medium validity

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and material validity, which are 92% with a very valid category, show that the video learning about creating draping graphics that has been developed is engaging, clear, good, and appropriate for usage out of all the learning media. According to the findings of the study by Vebyola & Novrita (2022: 8), which obtained a very valid validity category with a percentage of 91.55%, the developed video tutorial medium for written batik techniques can be used in educational activities. Fitri, Novrita, and Yusmerita's research (2025: 1) then demonstrates that the media video achieves an average validity value of 94.5% and falls into the very valid category, making the Body Line installation learning video suitable for use as supplemental 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. Additionally, based on the validation results of material and media specialists, Oktriana & Yusmerita's research (2024: 7) yielded an average score of 91.82%, with the value range of 81% to 100% falling into the extremely valid category. According to Rahma & Yusmerita's research (2022: 4), learning media can be employed as a learning resource with an overall percentage of 94%, according to the media and materials validator. The range "value of 81% -100% is included in the extremely valid category." Subsequently, the study carried out by Syafrida & Novrita (2020:4) yielded a product in the form of a learning module for dyeing natural dyes in the textile analysis course. 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%. The average

of the two validity results obtained a score of 84.56%, which is included in the very valid category, indicating that the final product has satisfied the requirements and is appropriate for use in education. 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 Reni Fitria, Puji Hujria Suci, 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 consistent with the findings of Karlina & Novrita's research (2024:1), which created educational materials in the form of a legitimate module that students may utilize as a learning tool to acquire the information needed to create collages. The Basic Fashion Design module validity test of material experts yielded a score of 93% with a very valid category, while the Basic Fashion Design module validity test of media experts yielded a score of 85% with a very valid category. The learning video for making sleeves (Slick, reglan, and puff) can therefore be used as a learning medium for Basic Clothing Technology in Fashion Design at Padang State University, according to research 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, and the results of the video

validation test based on material experts were 82% (eighty-two percent) with a very valid category.

Based on the researcher's validity research on learning media and the validity of earlier research, it was discovered that the validity results were similar using the assessment percentage with a value range of 81-100%. This indicates that the video media (product) developed is highly valid based on the assessment criteria and instruments and is appropriate for use as a learning video media in the Draping Course.

3. Practicality of Learning Video Media

The practicality step comes next, after the validity of the learning materials and their suitability for usage in the educational process. The lecturer in charge of the Draping course and fashion design students who have completed the course evaluated this learning video's practicality at the practicality stage. There were two practicality tests: one for small groups and one for big groups. 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.

The course teacher administered a practicality exam, and the results showed that the average score was 91% with a very practical category. Consequently, the practicality test score for the large group was 89% with a very practical category, compared to 87% for the small group. 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.

According to Yulianti & Yusmerita's research (2025:5), who created a Basic Pattern Making Video Media Based on Project Based Learning, the practicality test yielded an assessment of 93%, falling into the very practical group. The big group trial yielded a score of 90%, whilst the small group trial received a score of 88%. With an average practicality of 90%, the three results show that the created learning materials are highly useful. 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%. Based on how well the practicality requirements are met, all three outcomes are classified as highly practical. The video instruction on creating motifs using the suminagashi technique in the Textile Dyeing course is very practical, so it can be employed in the lecture process, according to the study's data.

According to the study by Puspaneli & Yusmerita (2024:7), which was classified as very practical and had an average practicality score of 91.86% overall. This demonstrates that the video lesson material for creating camosil in the Adi Busana course for students in the D3 Fashion Design Study Program, IKK FPP UNP, is very applicable and useful, making it appropriate for use in Adi Busana lectures. Additionally, it is consistent with the findings of Puspaneli & Novrita's research (2024:14), which found that students in the flat pattern design course scored 87% on the practicality test of the video tutorial media for the slash method pattern breaking technique using the richpeace cad application. This indicates that the media can be considered

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practical to use as a learning medium and can help students implement the concept of Fashion Design learning materials, particularly in the material on the process of making pattern breaking for distributing the coup into decorative lines in accordance with the slash method design.

Additionally, it is consistent with the findings of Syafrida & Novrita's research (2020:1), which found that the course supervisor lecturer scored 85% on the practicality test, 83.44% on the test for small groups, and 89.78% on the test for big groups. The study's findings led to the conclusion that creating a natural dyeing module for PKK FPP UNP students was both legitimate and very useful. 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 Zulfia 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

It can be inferred from the findings of studies and experiments conducted on video learning resources for creating draping illustrations.

1. Three stages were used to develop the learning video materials for creating draping illustrations in the Draping course for Fashion Design students at FPP UNP. The first stage is called Define (Definition), and it includes front-end analysis, student analysis, task analysis, concept analysis, and learning objective formulation. The second stage is design (planning), which encompasses the pre-production,

production, and post-production stages. The design of this learning video media for creating draping illustrations is in the form of audiovisuals. This video goes through the first stage, which involves deciding on the video design, then preparing the tools and materials to be used, shooting, and editing to create learning video media for creating draping illustrations with 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 learning video media validation questionnaire yielded an average score of 94%, while the material validation yielded an average score of 90%. This resulted in an average score of 92% with a very valid category.
3. The Draping course supervisor's answers to the questionnaire about the usefulness of the learning video medium yielded a score of 91% in the extremely practical category. In the meantime, student responses to a questionnaire about the usefulness of learning video media yielded results of 87% in the very practical category for small group trials with 10 students and 89% in the very practical category for large group trials with 30 students. Consequently, a very practical category yielded an average of 90%.

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