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## DEVELOPMENT OF VIDEO TUTORIAL FOR *PENCAK SILAT* LEARNING AT STATE JUNIOR HIGH SCHOOL 16 PONTIANAK

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**Abstract.** The main objective of this research is to develop a video tutorial for Physical Education learning and to produce and disseminate a video tutorial for *pencak silat* learning. Then it is expected that the video tutorial can make it easier for students to learn *pencak silat* independently. This research uses the 4D model by Thiagarajan. The steps of the model are defined, designed, developed, and disseminated. The participants in this study were teachers and students of State Junior High School 16 Pontianak. Data collection techniques in this study refer to the interview list guidelines, namely questionnaires. The data collection tools are learning outcomes and questionnaire sheets. This *pencak silat* learning tutorial video was developed according to the needs and characteristics of students. Based on the data analysis of the experts' validation, the average of the design aspect is 3.87, the material aspect is 3.95, and the media aspect is 3.83. Including very valid criteria. The test of students' responses to the video tutorial for *pencak silat* learning obtained an average of 94.34%. Thus the video tutorial is very feasible to use in learning *pencak silat* class VII can be used on students by watching gadgets or other media. The purpose of this multimedia is so that students can understand and develop skill abilities in independent learning with video tutorials effectively.

Keywords: Video tutorial; martial arts; 4D model

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### I. INTRODUCTION

*Pencak silat* learning is one of the sports subject matter that demands the achievement of skill aspects in students. To fulfill this achievement requires continuous training. Practices are intensive meetings between trainers and learners. For example, continuous training requires a minimum of three to four times per week. However, due to time constraints, a tool is needed to represent the trainer in training. These tools, in the form of multimedia video tutorials, will also be a means of independent learning for students. Therefore, video tutorials or other media can be designed by trainers through research and development efforts.

*Pencak silat* martial arts learning is the scope of one of the materials in physical education, sports and health subjects. *Pencak silat* martial arts material is also found at every level of education in junior high school. *Pencak silat* martial arts includes a variety of basic skill movements and has aspects that affect physical abilities such as endurance, strength, speed, agility and flexibility. These aspects have an important role in determining the achievement of good motion.

The skill aspect is a form of reference that is used as a benchmark for a person's ability to perform motion activities. In learning motion, students are required to be able to perform various forms of movement. Basic movements in each material in physical education, sports and health learning have differences in terms of the number of techniques caused by certain focuses in each sport studied. Among the sports contained in physical education, sports and health learning materials that have many basic techniques along with variations in various movements are martial arts learning *pencak silat*.

Martial arts *pencak silat* with various techniques and variations certainly cannot be learned or done easily, there needs to be a good and easy stages or methods so that it can be learned correctly in doing these exercises and stages. Requires good skills, namely with continuous training. Continuous training is a form of training in achieving a target / achievement as a measurable level of ability from within.

In heading towards a certain achievement process, of course, it is inseparable from the obstacles that affect the achievement, such as limited time to meet the standards in the

learning meter as set out in the basic competencies and core competencies in the learning material. Therefore, to simplify the limited time in the lesson meeting, it must use a new method that can facilitate the process of achieving skills in students.

Programs in finding learning or training methods as problem solving for an obstacle encountered are the benefits of tools as a representative of the trainer in finding a good achievement of movement skills. The tools in question can be in the form of images, text and in the form of learning videos.

Video tutorial is a media that contains a short but very meaningful message, because it contains elements with learning methods that can be understood by repeatedly playing the video. Video tutorials can also make it easier for students to follow the motion learning process where the video can be played and stopped manually, so that parts of the movement that have not been understood or cannot be done can be learned again. Smaldino, Lowther, and Russell (2011, p.404-406) explain that videos are available for almost all types of topics and for types of learners across cognitive, affective, motor skills, interpersonal teaching domains.

The usefulness of video tutorials will affect independent learning so that students can learn techniques and variations of martial arts learning well and easily. Independent learning that can be done by students also does not have to be influenced by place and time, because learning can be adjusted anywhere and anytime. Yamin Martinis, (2012, p.140) suggests that independent learning is an active and participatory way of learning to develop each individual who is not bound by the presence of learners, face-to-face meetings in class, the presence of school friends. By making it easier for learners to overcome time constraints, video tutorials are used as a problem-solving method in this case.

Research and development is something that is commonly done by educational science experts. Development research is also certainly not new with various learning methods and models. With various situations and conditions can also affect the learning styles of various groups and certain majors, which in general development research is used for reasons as a problem solving of the obstacles found in the field which can be an inhibiting factor or failure in a learning process. Katun in Aunurrahman (2019, p.49), conceptually stated, development research is not research to find a theory, but research that aims to produce or develop a product.

Based on the results of the author's observations, the sports education learning process, especially *pencak silat* martial arts material at State Junior High School 16 Pontianak, has not been effective, because not all material content can be conveyed and students' skills in performing *pencak silat* martial arts techniques are still in the suboptimal category. The ability of students to learn various kinds of techniques in basic martial arts movement skills is still in the lower category, even students cannot demonstrate these basic techniques on the grounds that they cannot or do not know the correct demonstration process, besides these students feel new to learning techniques like this, Junior High School students, especially in class VII, also admit that the techniques in

*pencak silat* in the material are quite a lot and still need regular examples or repeated again.

Based on the obstacles or problems stated above, the author wants to develop a learning media in the form of Video Tutorials by having a variety of techniques based on the content of the material and equipped with the contents of images, sound, text, and video tutorials in demonstrating the attitude of the prefix to the end of each of these techniques as a good competency achievement and easily understood by students in skills, especially in martial arts learning activity material at Sekolah Menengah Pertama Negeri 16 Pontianak. The main obstacle is in the form of limited time so that it is difficult for students to understand and perform these movement skills.

## II. METHODS

This research was conducted at State Junior High School 16 Pontianak, from January 3 to 7, 2022. The object of research in this study was a video tutorial for learning *pencak silat* with research participants being educators and students of class VII State Junior High School 16 Pontianak. Cheppy Riyana (2007, p.2) learning video media is media that presents audio and visual that contains learning messages both containing concepts, principles, procedures, application theories to help understanding of a learning material.

This research uses 4 stages in the development of e-modules which are explained in detail as follows:

### **The defining stage**

The defining stage serves as a form of determining and defining the needs in the learning process and collecting information related to the product to be developed. The steps in this stage are as follows: Front-end Analysis, Learner Analysis, Task Analysis, Concept Analysis, Analysis of Learning Objectives (Specifying Instructional Objectives)

**Design Stages:** Criterion-test construction, Media Selection, Format Selection, Initial Design

**Development Stage (Develop):** Expert Appraisal, Development Testing, Dissemination Stage (Disseminate).

Questionnaire is a data collection technique for collecting information by providing questions or statements in writing. The questionnaire used in this study is a structured questionnaire in the form of a statement. Each questionnaire is provided with alternatives (agree and disagree) addressed to class VII students at State Junior High School 16 Pontianak.

Data analysis techniques using qualitative and quantitative are adjusted to the type of data obtained. The purpose of data analysis is to organize data into categories or groups. Analyzing data by calculating the percentage of assessment indicators by experts and students. Next describe the data that has been reduced, presented in the form of new descriptions, and then draw conclusions.

The validation of multimedia learning video tutorials is carried out by experts in their respective fields, namely three media experts to assess the design of multimedia learning video tutorials for martial arts martial arts, two learning design experts to assess media design, two material experts to assess

the feasibility of material content and questions contained in multimedia learning video tutorials for martial arts martial arts and two media experts to assess the learning media developed in accordance with learning materials.

The activities carried out to analyze these activities are: Recap the assessment of the validation results of material experts and media experts and design experts, Create and analyze the table of validation results by the experts, Finding the average of each criterion with the 2006 khabibah formula in (Sari S. M., 2020).

Before collecting data on students' responses, data on students' movement skills were first collected. Furthermore, students' responses were analyzed by filling out a response questionnaire sheet. Sumadi Suryabrata (in Nawapusputa, 2021, p.47) response or response is usually defined as a shadow that stays in memory after we make an observation, response can be interpreted as a response, reaction and answer, while reaction is an activity in the form of protest action and so on, which arises as a result of a symptom or event and response or response to an action.

From the results of the learner response criteria, grouping or percentage levels will be carried out on the learner's response. Thus, the percentage results of students' responses to the video tutorials developed are obtained. Furthermore, the three results can be used to draw an overall conclusion from the response to the martial arts learning tutorial video.

### III. RESULTS AND DISCUSSION

#### Media Expert Assessment

Azhar Arsyad (2002, p.4) states that learning media include tools that are physically used to convey the content of teaching materials. Media assessment was carried out by two experts who understand the field of media.

Table 1  
Media Expert Validation Data

No	Aspect	No	Indicator	Ai
A	Teks	1	Text selection conformity on Video tutorial	4
		2	Compatibility of text content with material content	4
		3	Use of typeface on the cover	3,5
		4	Use of font size	3,5
		5	Accuracy of line usage	4
		6	Spacing discrepancy	4
		7	Text is easy to read and understand	3,5
		8	Systematics of writing, materials, summaries and exercises.	4
B	Linguistic/communication aspects	1	Clarity of instructions for use	3,5
		2	Suitability of language to students' level of thinking	4
		3	Politeness of language use	4
		1	Selection of images and videos according to the material	4
		2	Selection of real images and videos	4
		3	Clarity of image and video shapes	4

C	Images and videos	4	Accuracy of shape selection	4
			Consistent images and videos	
		5	Accuracy of image and video shapes with text	4
		6	Consistency of frame selection in every image and video	4
D	Color	7	The appearance of the image design on the cover	3,5
		8	Continuity of images and videos in the material as a whole	3,5
		1	Accuracy of color selection application video tutorial	3,5
		2	Color clarity in image shapes	4
		3	The clarity of colors in the image	4
		4	Color fidelity in the background	3,5
E	Layout	5	Interesting color composition	3,5
		6	Image color composition and image caption text	3,5
		1	Position images and videos symmetrically with text	4
		2	Image position, video tutorials and text	4
		3	Continuity between images, video tutorials, and text	4
		Vamedia		

The results of the analysis in Table 1 are as follows: On the average value of the number of validity (Va) media is 3.82. So it can be concluded that the following value is included in the "Very Valid" category in terms of the aspects of the martial arts learning tutorial video developed stated to have met the validity criteria.

#### Material Expert Assessment

The material assessment was carried out by two experts who understand the material.

Table 2  
Material Expert Validation Data

No	Aspects	No	Indicator	Ai
A	Characteristics of Learning Models	1	The suitability of learning theory and learning that underlies the design of the learning model	3,6
		2	Have learning objectives	4
		3	Can be a guideline for improving learning activities in the classroom and outside the classroom	3,4
		4	Has parts of the model in implementation, namely the sequence of learning steps (syntax), principles, social systems and support systems.	3,6
		5	Have an impact as a result of applied learning models	3,4
		6	Learning preparation	4

	7	Have Specific levels of practice	3,4
	8	Have a learning environment Specific	3,6
	9	Implement evaluation of learning outcomes	3,6
B Learning Activity Design	1	Conformity of core activity design with process standards	3,4
	2	Conformity of the design of core activities with the standards of the learning implementation process	3,8
	3	Conformity of the design of closing activities with the standards of the learning implementation process	3,4
C Stages of the Learning Model	1	Systematics of learning models	3,6
	2	The learning model is easy for students to follow	3,6
	3	The learning model is easy for lecturers / teachers to follow	3,8
	4	The relationship of activity stages to learning objectives	3,6
	5	Continuity of each stage of learning activities from the beginning, core and closing activities	3,8
D Design Application Assumptions	1	Practicality of the model (can developed and implemented)	3,6
	2	Effective model application	3,4
	3	Application of learning models will give results according to the objectives	3,6
E Assessment and Learning Strategies yang dilakukan	1	The relationship of aspects of assessment learning to objectives Learning	3,4
	2	Penilaian cakupan materi teori dan praktek	3,4
		Vamateri	3,59

The results of the analysis in Table 2 are referred to as follows: The average value of the number of validities (Va materi) is 3.59. So it can be concluded that the following values are included in the category "Very Valid" category in terms of the aspects of the martial arts learning tutorial video developed stated to have met the validity criteria.

### Design Expert Assessment

The design assessment was conducted by two experts who understand the field of design.

Table 3  
 Design Expert Validation Data

No	Aspects	No	Indicator	Ai
A Characteristics of Learning	1	1	The suitability of learning theory and learning that underlies the design of the learning model	4
			2	Have learning objectives

Video Tutorials	3	Can be used as a Learning Video Tutorial to increase interest in learning in class	3,5
	4	Have a specific way of learning with teacher-designed activities	4
	5	Conformity of the design of preliminary activities with the standards of the learning implementation process	4
B Learning Activity Design	6	Conformity of core activity design with standard learning implementation process	4
	7	Conformity of the design of closing activities with the standards of the learning implementation process	4
	8	Has systematics in Video Learning Tutorials	4
C Stages of Learning Video Tutorials	9	Deepening sample questions followed by practice questions for students	3,5
	10	Continuity of each stage of learning activities from the initial activity, core activities, and then the final activity	3,5
D Learning Assessment Strategies	11	The relationship of aspects of learning assessment to learning objectives	3
	12	Have an assessment of the scope of theoretical material with the implementation of competency tests	3
		Vadesain	3,71

The results of the analysis in Table 4.3 are as follows: On the average value of the number of validity (Va desain) is 3.71. So it can be concluded that the following value is included in the "Very Valid" category in terms of the aspects of the martial arts learning tutorial video developed stated to have met the validity criteria.

The results from several experts such as media experts, design experts, and material experts obtained the following results:

Table 4  
 Average Results of Video Tutorial Validity

Aspects	Validity
Media Expert	3,82
Material Expert	3,59
Design Expert	3,71

From the table above, it can be seen that the average result of validity for media experts is 3.82 so that it is in the "Very Valid" category, for material experts is 3.52 so that it is in the "Very Valid" category, for design experts is 3.71 so that it is in the "Very Valid" category. As for the results obtained, it can be concluded that the martial arts learning tutorial video developed is declared very valid to be used as learning media for students at State Junior High School 16 Pontianak.



### Results of Learner Response After Using Video Tutorials

The results that can be presented after conducting One to one trials, small group trials, and large group trials get the following average results:

#### A. One to one Trial Results

Based on the details of the results of the calculation of the overall one to one trial of the martial arts learning tutorial video, namely 95.00%.

#### B. Small Group Trial Results

Based on the details of the results of the calculation of the overall small group trial of the martial arts learning tutorial video, namely 94.17%.

#### C. Large Group Trial Results

Based on the details of the results of the calculation of the overall large group trial of the martial arts learning tutorial video, namely 94.09%.

Based on the results of the trial calculations that have been produced, it can be seen that students more easily understand and master the various stages given. In addition, students are more active in performing movements that can be demonstrated directly by imitating the demonstration in each movement contained in the learning video.

### Design and Development Stage of *Pencak silat* Martial Arts Learning Video Tutorials

The process of developing a video tutorial for *pancak silat* martial arts uses Thiagarajan's 4D development model which consists of four stages in the form of defining, designing, developing, and disseminating.

The defining stage, starting from the initial analysis of the end which aims to find out and determine the problems faced in the learning process at State Junior High School 16 Pontianak, then analyzes the students to find out the characteristics of the students. Furthermore, conducting the concept formulation stage, with the aim of identifying and detailing and compiling the main materials that will be given to students, namely basic techniques in *pencak silat* martial arts such as punching techniques, blocking techniques, kicking techniques, sweeping techniques, and scissor techniques into the developed *pencak silat* martial arts learning tutorial video. Furthermore, formulating tasks, with the intention of aiming to create tasks in the form of skills that refer to the formulation of the previous concept. Furthermore, the last stage in the defining process is to specify learning objectives in accordance with basic competencies, including discussing and reviewing the content of martial arts learning material regarding the history of *pencak silat* martial arts, basic techniques in *pencak silat*, understanding of *pencak silat* techniques, and demonstrating each movement *pencak silat* martial arts techniques.

According to Sawitri (in Nanie Asri Yuliati, 2007, p.177-178) design is a combination of elements of line, shape, color, and size arranged according to design principles and produces beautiful and attractive objects or works. The development stage, at this stage, is carried out with the intention of producing the final product of the martial arts learning tutorial video through revisions from media experts, material experts, design experts, and developer trials through student responses.

The aspects of assessment in media expert validation include text, language/communication aspects, images and videos, color, and layout. The aspects of assessment in the validation of design experts include the characteristics of learning video tutorials, learning activity design, learning video tutorial stages, and learning assessment strategies at State Junior High School 16 Pontianak.

After the input and suggestions from the validator are received, then a new validation can be carried out and improved. In the media expert revision there were 2 suggestions received such as, 1) *Silat* movement while walking and the teacher gives the definition of *pencak silat* to the point; 2) The font on the writing is slightly enlarged. Sadiman, (in Adhi Yoga U. and Dianna Ratnawati, 2018, p.69) suggests that media as anything that can be used to channel messages and send messages to message recipients, so that it can stimulate thoughts, feelings, attention and interests and attention of students in such a way, so that the teaching and learning process takes place effectively and efficiently as expected.

### Trial Use of *Pencak silat* martial arts video tutorials

At this stage, the field trial stage is carried out, this trial is carried out with the aim that the video tutorial can be easily understood by students. As an achievement as expected in solving the problem of limited ability of students to achieve good skills. There are several aspects in the video tutorial that will be carried out, such as: a) The language used must be appropriate in terms of learner characteristics; b) A presentation model that is easy to understand by displaying as interesting as possible to attract students' interest in using video tutorials; c) Knowing and adjusting the content of the material to the ability of students to easily understand in performing movement skills.

The trial was conducted in January 2022, the subjects of this trial were several VII F class students who had an average skill score of 75. Students will be given a response questionnaire which will be used as input in revising the product. The trials that will be carried out are One To One trials, Small Group Trials, and Large Group Trials. In determining the test subjects, it is done by grouping students into three groups based on the criteria, namely upper ability, middle ability, and lower ability using the odd semester martial arts skills report card score.

This trial will be conducted using a response questionnaire to students after they watch the video tutorial. Students will then provide an assessment of the language used, the suitability of the material content, and as a form of making it easier for students to understand and learn the contents of the video tutorial as a test subject.

#### a) One to One trial

The first trial was a one to one trial, in this trial it aimed to obtain students' responses to learning video tutorials conducted on 3 students with 1 high ability student, 1 medium ability student, and 1 low ability student in class VII F by giving a student response questionnaire. The trial was conducted on January 4, 2022 at 07.45 - 09.45 WIB at State Junior High School 16 Pontianak.

b) Small Group Trial

The second trial, namely the small group trial, in this trial aims to obtain students' responses to learning video tutorials conducted on 6 students with 2 high ability students, 2 medium ability students, and 2 low ability students in class VII F by giving a student response questionnaire. This is applied in the classroom using the learning stages previously compiled. The small group trial was conducted on January 4, 2022 at 07.45 - 09.45 WIB at State Junior High School 16 Pontianak.

Based on the details of the results of the calculation of the overall small group trial of the martial arts learning tutorial video, namely 94.17%.

c) Large Group Trial

The third trial was conducted on 31 students in class VII F consisting of students with high ability categories totaling 9 students, medium ability totaling 3 students, and low ability totaling 19 students. The large group trial was conducted on January 5, 2022 at 07.45 - 09.45 WIB at State Junior High School 16 Pontianak.

Based on the details of the results of the calculation of the overall large group trial of the martial arts learning tutorial video, namely 94.09%.

**Pencak silat Martial Arts Learning Tutorial Video Profile**

In the multimedia video tutorial learning martial arts *pencak silat* that has been validated by media experts, material experts, design experts and responses from students is a reference in improving the quality or improving the video tutorial learning martial arts *pencak silat* to be developed, as for the profile of the video tutorial is as follows:

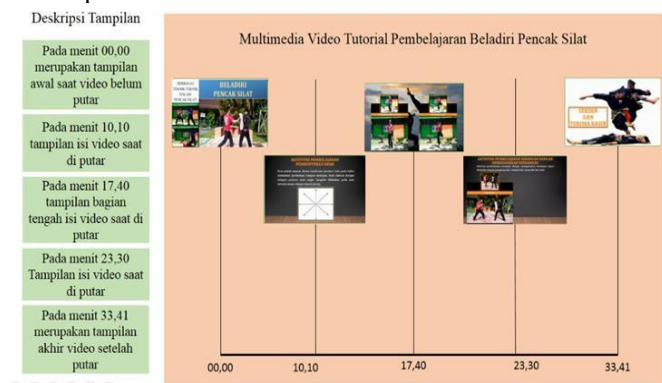


Figure 1 Tutorial Video for Pencak silat Martial Arts Learning

This martial arts learning tutorial video has a duration of 33.41 minutes, with a lot of material in the category because the techniques in martial arts vary so that it affects the learning process which cannot be conveyed all because it is related to limited learning time. Application in learning activities that require solutions in media utilization such as the following video tutorials can be applied. The following martial arts video tutorial has been adapted to the content of the material in the module and developed into a video tutorial as shown in the picture above.

**Learner Response after the Use of Pencak silat Martial Arts Learning Tutorial Videos**

In the results of the review of students' responses after carrying out the learning process using the martial arts learning tutorial video shows the results that the learning tutorial video can be used in physical education, sports and health learning in class VII. The following can be stated based on the increase in the results of students' responses and learning outcomes in the class that was tested. This martial arts learning tutorial video basically aims to make it easier for students to improve and master the material. With such an increase, students are also more courageous in presenting themselves to demonstrate techniques in martial arts martial arts so that they affect their mental abilities and abilities to improve skill movements as the students have learned through the video tutorial.

The test results obtained by students also show differences before and after using martial arts learning tutorial videos. The results can be seen in the following table:

Table 5  
 Validation of Student Response Questionnaire

No	Statement	Answer SS S TS STS	Score Seach item	Rs Media	% Rs Media
	Video front page view				
1	Learning tutorials attract attention.	30 1 0 0	123	30,75	99,19%
2	The writing used is clearly legible.	31 0 0 0	124	31	100%
3	Writing in video tutorials Learning is easy to understand.	26 5 0 0	119	29,75	95,97%
4	The sound and music on the learning tutorial video are clearly audible.	22 9 0 0	115	28,75	92,74%
5	The language used is easy Understood.	29 2 0 0	122	30,5	98,39%
6	The content of the learning tutorial video is in accordance with the learning material.	27 4 0 0	120	30	96,77%
7	The content of the video on the learning tutorial video is clearly visible.	27 4 0 0	120	30	96,77%
8	The speed of motion of the learning tutorial video is appropriate.	18 13 0 0	111	27,75	89,52%
9	The characters from the tutorial video used are consistent.	31 0 0 0	124	31	100,00 %
10	The location of the images in the learning tutorial video is arranged systematically.	25 6 0 0	118	29,5	95,16%
11	Color display on video interesting tutorial.	23 8 0 0	116	29	93,55%
12	The material in the learning video tutorial is interesting.	24 7 0 0	117	29,25	94,35%
13	The material in the	27 4 0 0	120	30	96,77%

learning video tutorial is easy to understand.							
The phenomenon shown in the learning tutorial							
14	video is an event that is	28	3	0	0	121	30,25 97,58%
unconsciously experienced in everyday life.							
After learning with video							
15	Learning tutorials	20	11	0	0	113	28,25 91,13%
generate curiosity.							
The average percentage of the number of student response scores							95,86%

As for the usefulness of learning video tutorials, they can be used as teaching materials or learning media with alternatives outside of face-to-face and face-to-face learning, video tutorials can be utilized at unlimited times and are easily accessible, and can be studied wherever they are. Media utilization will greatly affect the independence of students in developing and honing their educational knowledge, as well as their respective abilities and ways of learning.

#### IV. CONCLUSION

Based on the results of the research and development that has been carried out, it can be concluded as follows:

In using this *pencak silat* martial arts learning video tutorial, of course there are disadvantages and advantages such as, the disadvantages of this media are not all students can watch because the video duration is quite long so it requires a large enough quota but can be adjusted and overcome with a solution that can use wifi or when you already have enough quota. The advantages of the video tutorial are that it can be accessed at any time, can be downloaded, can be studied and watched anywhere and as a whole is an element that has positive value as learning and can be studied independently in accordance with the purpose of making the video tutorial.

The response of students in this study is the provision of a response questionnaire to the use of video tutorials. In user trials that have been applied to several trial groups, namely (1) one to one trials obtained results, namely 95.00%, (2) small group trials obtained results, namely 94.17%, and (3) large group trials obtained results, namely 94.09%. The results of the trial after being averaged, namely getting the percentage of the number of student response scores of 94.34%. Based on the response of students able to improve skills by using the video tutorial, so that the response can be stated to get very good results.

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