

The Influence of Video Media on The Skills and Creativity of Prosthetic Makeup for Character Venom Among 12th Grade Students at Vocational School

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Abstract: This study aims to determine the effect of video media on the skills and creativity of beauty students. The research design used is an experimental approach with a quantitative method. The total population for this study comprised 54 students from two different classes, with 27 students in the control class and 27 in the experimental class. Data analysis involved percentage analysis, prerequisite tests, T-tests, and linear regression to identify differences in the dependent variable (Y) between the control and experimental classes and to determine the impact of the independent variable (X) on the dependent variable (Y). Results from the prerequisite tests, T-tests, and linear regression were obtained using the SPSS version 2.1 application. The sequence of tests concluded with the T-test on skills, revealing a significance value (sig) of $0.000 < 0.05$, indicating differences in skills between the control and experimental classes. The T-test on creativity yielded a sig value of $0.000 < 0.05$, signifying a difference in creativity between the two classes. The linear regression test resulted in a sig value of $0.000 < 0.05$, indicating an influence of video media on students' skills and creativity. This overall analysis demonstrates a significant impact of video media on the skills and creativity of beauty students at vocational school.

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Introduction

The rapidly advancing technology in the current era of globalization demands that people of all age groups adapt quickly to avoid being left behind, and this includes the realm of education. The education sector must continually adjust to the ongoing technological developments as an effort to enhance the quality of learning, especially in terms of incorporating information and communication technology into the teaching process, making it more engaging for learners. The COVID-19 pandemic has compelled educators to, willingly or unwillingly, utilize technology as a means of delivering instructional materials to students through various applications such as

Google Classroom, Google Meet, Zoom, or WhatsApp Groups, commonly referred to as online learning. Education is a process carried out through various methods with the aim of providing individuals with learning, knowledge, understanding, skills, and behavior in accordance with their needs (Syah, 2014: 10). Although Indonesia has entered the new normal phase, some formal and non-formal education is still conducted online or in a hybrid format (combining online and offline elements). This implies that distance learning continues to be widely implemented in Indonesia.

SMKN 8 Surabaya is one of the schools in Surabaya with a dedicated hair and skin beauty department, consisting of 27 students in one class. Among the subjects offered to the 12th grade students is character makeup. Yudo and Rastam (2016: 124) explain that character makeup is a type of makeup aimed to change the face or altering the shape of other body parts according to the character to be portrayed. In the learning of character makeup, the teachers present the material through both theory and practical sessions. Conventional learning media in the form of lectures, questions-and-answers sessions, pictures/photos, and demonstrations continued with practical assignments are employed. When the teacher conducts a demonstration, the communication between the teacher and the students is very crucial because the demonstration in this character makeup class cannot be repeated—repeating the makeup would mean removing it. Therefore, when the teacher conducts a demonstration, it requires concentration from the students to ensure they can carry out the practice. This insight was shared by Mrs. Indah Winarni, S.Pd. as the teacher and head of the beauty program at SMKN 8 Surabaya, as conveyed in a pre-research interview as follows: “When I demonstrate character makeup, not all students pay full attention. It’s typical of the students, they seem to be paying attention, but their minds wander, so during their practice, there are always some who ask more questions. In the end, I couldn’t help but give another demonstration.” In addition, Mrs. Indah Winarni also added that students always tend to replicate what the teacher demonstrates, making it challenging to encourage or incorporate creative ideas into their character makeup practice. “The students, once they are given an example, they tend to replicate exactly as it is. They don’t want to think about how to make it more interesting, or how to make it better, so it’s like they don’t want to think, they don’t want to put in more effort.”

Character makeup requires high skills and creativity to create a perfect portrayal of a character through makeup. However, the delivery of the character makeup subject at SMKN 8 Surabaya is monotonously fixated on the characters found in the textbook. This fixation on examples provided by the teachers make it difficult for students’ skills and creativity to flourish. Furthermore, practical sessions often focus on character makeup with 2-dimensional techniques using face and body painting cosmetics. On the other hand, 3-dimensional techniques are primarily taught for simpler character elements such as creating cuts, gunshot wounds, bruises, and other injuries. This is because the application of 3-dimensional techniques not only demands high skills and creativity but also incurs substantial costs for the required cosmetics.

Based on these considerations, it is necessary to add more interactive learning media by incorporating learning video media. The use of learning video media is essential because students with quick comprehension abilities can absorb and understand the material optimally. Meanwhile, students with average comprehension abilities can benefit from repeated exposure to the material (Warsita, 2008). Therefore, the character makeup learning material with 3-dimensional techniques can be delivered more effectively. Characters presented to students can also be taken from movie characters currently popular among them. This approach aims to spark their interest in creatively

realizing character makeup for characters they are interested, such as the character Venom from the movie Venom. The makeup for the character Venom features intricate 3-dimensional impressions, demanding students to enhance their skills and creativity. Thus, the application of 3-dimensional makeup techniques, known in the movie makeup industry as prosthetic technique, is suitable. Prosthetic techniques involves using cosmetic materials that are moldable and flexible to match the facial contours of the actor playing the character, ensuring the actor remains comfortable and free to move.

Research Methods

This research uses a quantitative approach. The research design employed is an experimental study, utilizing questionnaire data administered to students both before and after the learning process in both experimental and control classes. The research sample consists of 12th grade students, with Beauty Class 1 as the control class and Beauty Class 2 as the experimental class. The research was conducted at SMKN 8 Surabaya in May 2023.

The data collection method in this research involved collecting questionnaire responses before and after receiving instruction through video media in the experimental class, and before and after receiving conventional instruction in the control class. The research instrument consisted of a questionnaire was 17 items organized based on skill indicators and another 15 items organized based on creativity indicators.

The analysis employed in the research is the T-test with the assistance of SPSS 2.1 application to determine the differences in student skills between the control and experimental classes, as well as to determine the differences in student creativity between the control and experimental classes. Subsequently, simple linear regression is applied to determine the influence of student skills and creativity in the experimental class, with prerequisite analysis test (normality test and homogeneity test).

Results And Discussion

Results

To analyze the differences in student skills between the control and experimental classes, the researchers employed statistical analysis by conducting a T-test using SPSS 2.1. The results of the analysis are presented in Table 1

Table 1. Independent Samples Test

Levene's Test for Equality of Variances		T-test for Equality of Means							
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper

SKILLS	Equal variances assumed	2.391	.128	-5.123	52	.000	-4.741	.925	-6.598	-2.884
	Equal variances not assumed			-5.123	48.766	.000	-4.741	.925	-6.601	-2.881

Based on the above T-test results, a significant value of 0.000 was obtained. Thus, it can be concluded that there is a significant difference in the skills of beauty students between the control and experiment classes. This conclusion is drawn because the significant value of 0.000 is less than the significance level of 0.05 ($0,000 \leq 0,05$).

To analyze the differences in student creativity between the control and experiment classes, the researchers used statistical analysis by conducting an independent samples T-test using SPSS 2.1. The result of this analysis are presented in Table 2.

Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Creativity	Equal variances assumed	2.519	.119	-32.412	52	.000	-17.370	.536	-18.446	-16.295
	Equal variances not assumed			-32.412	48.564	.000	-17.370	.536	-18.448	-16.293

Based on the results of the T-test above, a significant value of 0.000 was obtained. Therefore, it can be concluded that there is a significant difference in creativity between beauty students in the control and experimental classes. This conclusion is drawn because the significance value (0.000) is less than the significance level of 0.05 ($0.000 \leq 0.05$).

To analyze the influence of video media on student skills and creativity, the researchers conducted a simple linear regression test using SPSS version 2.1 and obtained the following results:

Table 3. ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	252.550	1	252.550	28.674	.000 ^b
Residual	220.191	25	8.808		
Total	472.741	26			

a. Dependent Variable: Keterampilan dan Kreativitas

b. Predictors: (Constant), Media Video

Based on the results of the linear regression test above, a significance value of 0.000 was obtained, which is less than 0.005. This is interpreted to mean that there is a significant influence of video media on the skills and creativity of beauty students.

Discussion

Based on the results of the analysis of pretest and posttest data for the skills and creativity of students in the control and experimental classes in character makeup learning, it is evident that learning using video media has a significant impact on the skills and creativity of beauty students.

This is consistent with previous research findings that demonstrate the effectiveness of video media learning in influencing the skills of students in elementary school. The obtained percentage improvement in skills after using video media in learning was 77.08%. Hence, there is a substantial improvement (Rizal & Dewi, 2020). Other research results also indicate that the use of the Project Based Learning (PjBL) model has a significant impact on the creativity of elementary school students (Kusmiyati, 2022). Through the video media learning model, students become more active during the learning process. Students independently followed the prosthetic character makeup lessons for the character Venom through video media under the guidance of the teacher. Subsequently, students carry out the practical activities of prosthetic character makeup for the character Venom directly, being involved from the beginning to the end of the learning process. This approach is effective in encouraging students to enhance their skills and creativity to the fullest extent.

The variable of video media on students' skills and creativity has a significant impact. Video media learning is expected to facilitate students in independently planning, implementing, and evaluating their learning activities so that students become more skilled and creative in overcoming various learning challenges. Thus, the video media learning model is effectively used in learning to improve students' skills and creativity. Skill is an activity that requires practice or can be interpreted as implication of an activity (Nadler, 1986: 73). According to Sudarsono (1993: 133) creativity is the ability to create, the ability to solve problems or find solutions to problems that are encountered for the first time, and the spontaneous ability to think well about issues that are philosophical, aesthetic or otherwise.

Thus, skill is an ability acquired through learning stages that require practical activities to perform a task easily and accurately. Creativity, on the other hand, is the ability to think, generate ideas to be able to create and produce new and high-quality work. Video media learning is an

instructional approach that involves students in practical activities, enabling them to develop both skills and creativity to solve the problems they encounter. This way, the understanding of acquired knowledge becomes more meaningful.

Conclusion

The research results can be summarized that there is an influence of video media on the skills and creativity of prosthetic character makeup for the character Venom among 12th grade beauty students at SMKN 8 Surabaya. Based on the hypothesis testing results, it is proven that there is an influence of video media on skills and creativity, as evident in Table 3. The decision-making criterion is that if the significance value is ≤ 0.05 , there is a significant influence of video media on student skills and creativity. If the significance value is ≥ 0.05 , there is no significant influence of video media on student skills and creativity. Based on the results of the linear regression test using the SPSS version 2.1 tool, a significance value of 0.000 was obtained, which is less or equal to 0.005. This is interpreted to mean that there is a significant influence of video media on the skills and creativity of beauty students. In other words, there is an influence of video media on the skills and creativity of prosthetic character makeup for the character Venom among 12th grade beauty students at SMKN 8 Surabaya.

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