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THE INFLUENCE OF TUTORIAL VIDEOS OF MAKING BASIC PATTERNS OF WOMEN'S BODY ON THE LEARNING OUTCOMES OF DEAF STUDENTS

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Abstract. This study aims to see the impact of a learning design using video tutorials to improve the learning outcomes of deaf students. This research was conducted at SLB Negeri Binjai with a total sample of 8 people who participated in a fashion skills program. The research method used is quasi-experimental with a time series design approach. Data analysis was performed using Ms. software. Excel and SPSS. The results showed that video tutorials on making the archetype of a woman's body can provide a positive increase in the learning outcomes of deaf students which can be seen from the results of the pretest and posttest of students who continue to experience an increase in learning outcomes.

Keywords: video tutorials; archetypes of the female body; student learning outcomes deaf.

I. INTRODUCTION

All people have the right to education, including people with special needs. There are several types of people with special needs or disabilities, one of which is the deaf. Deaf children are children whose hearing is impaired or damaged due to various reasons so that it greatly disrupts their life activities (Sarbani **[1]**). Even though deaf children have normal intelligence, their learning is still different from other normal children. In learning, deaf children use the function of sight as compensation. Efendi **[2]** states "the role of sight, apart from being a means of gaining visual perceptual experience, is also a substitute for auditory perception of deaf children". Therefore, the learning of deaf children requires learning that is visual and avoids learning that is auditive. The Binjai State Special School (SLB) is a school that implements inclusive education **[3]**. Smith (Amka et al. **[4]**) states that an inclusive school is a school that accommodates all students in the same class. In carrying out inclusive education, schools must prepare teaching staff, a curriculum that is adapted according to the special needs of children and other supporting facilities for the cultivation of national character **[5]**. SLB N Binjai in its educational process is intended for children with special needs with various categories including those who are deaf and have vocational programs (skills). Dressmaking skills are one of the categories of the vocational program. Based on the results of the interviews, it is known that the academic ability of deaf students in the fashion archetype material has decreased after distance learning (PJJ) due to the recent Covid-19 virus outbreak due to several factors. Basic pattern material is difficult to understand if you don't get a direct explanation from the teacher, and students are not motivated to follow the lesson well **[6]**. The teaching materials used are learning modules. Online learning in the era of the Covid-19 pandemic had an influence on student learning achievement due to several factors, namely students' decreased motivation and interest in learning (Lausepa **[7]**). The teacher has maximized learning in the zoom meeting classroom, it's just that he hasn't maximized the learning media that is applied to deaf students.

Making the basic pattern of a woman's body is a practical lesson. A pattern is a piece of cloth or paper that is used as an example for making clothes, the piece of cloth or paper follows a certain body shape/size (Sugiarti **[8]**). Patterns are pieces of paper that are designs of parts of clothing or sewing products. The factor that determines the level of success of students in the learning process is the process of delivering lessons so that support for learning activities is needed **[9]**. Student learning outcomes are strongly influenced by the quality of learning implemented in schools **[10]**. The factor that determines the level of success of students in the learning process is the process of delivering lessons so that it is necessary to support learning activities (Octaviana & Yulistiana **[11]**). The use of appropriate learning media with the material being studied is what determines the quality of learning. Video tutorials (Mandalika & Syahril **[12]**) are descriptions of a series of stages of the process to assist understanding of a material displayed by the teacher whose content is learning material as guidance for students. Learning videos are the right media to use in practical learning for deaf children, especially during the current PTM (Face to Face Learning) era. This is in line with research conducted (Lestari et al., **[13]**) namely in practical learning it is necessary to innovate so that deaf students can absorb and receive learning appropriately and effectively. Therefore learning video media

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is the right learning media solution to be applied to deaf children

II. RESEARCH METHODS

The research approach used in this study is a quantitative approach. Meanwhile, to see the effect of a video tutorial on making archetypes of the female body, the Quasi Experimentals: Time Series Design method was used. This design does not use a control group. This design uses only one group. As stated by Sugiyono **[14]** that "time series design only uses one group, so it does not require a control group". The design in this study can be seen in the table below:

Table 1. Time Series Design

O1	X1	O4
O2	X2	O5
O3	X3	O6

Information:
O1 O2 O3 = pretest
X1 X2 X3 = treatment
O4 O5 O6 = posttest

The treatment in this study was three times. Before being given treatment, students were first given a pretest. After being given treatment, students are given a posttest. And so on three times. In this study there are two variables, namely the independent variable and the dependent variable. Arikunto **[15]** argues that there are two influencing variables called the independent variable (X), while the effect variable is called the dependent variable (Y).

The variables in this study are as follows:

a. The independent variable (X) in this study is the Video Tutorial for Making Basic Patterns of the Female Body
b. The dependent variable (Y) in this study is the Learning Outcomes of Deaf Students.

The sample to be studied must be representative, meaning that the sample must represent the population both in terms of characteristics and number. According to Arikunto **[15]** (2009) the sample is part or representative of the population to be studied. The sample in this study were deaf students who attended a fashion skills class in class X SLB N Binjai for the 2022/2023 academic year. This is based on the method taken, namely quasi-experimental, in which researchers use existing groups (intact groups). This means that researchers do not take samples from members of the population one by one. The number of samples in this study amounted to 8 students.

Data collection techniques using observation, documentation and assignments. The steps of the analysis carried out are as follows: (1) Determine the average pretest and posttest scores; (2) Normality test using Kolmogorov-Smirnov; (3) After the normality test is carried out, homogeneity is then tested; (4) After obtaining the prerequisite data for normal and homogeneous distribution, then a hypothesis test is carried out using the t-test using SPSS software. ver. 16.0; and (5) Testing Criteria. If the value of tcount > ttable, then Ho is rejected and Ha is accepted, so that means there is a significant difference. However, if tcount < ttable then, Ho is accepted and Ha is rejected, so it means that there is no significant difference (Sugiyono **[16]**).

III. RESULTS AND DISCUSSION

The description of the results of this study is research data derived from pre-test activities carried out during three face-to-face meetings, the researcher gave a pre-test with the intention of knowing the stability and clarity of the group's condition before being given treatment. If the results of the pre-test for three times turn out to have different values, it means that the group is in an unstable, uncertain and inconsistent condition. Below are the results of the pre-test which are explained in tabular form.

Table 2. Statistical Description of Pre-Test Results for Making the Basic Pattern of the Female Body

	N	Minimum	Maximum	Means	std. Deviation	Variances
Pre test 1	8	40.00	70.00	56.625	9.25724	85,696
Pre test 2	8	45.00	72.00	57.875	8.42509	70,982
Pre test 3	8	50.00	72.00	62.250	6.51920	42,500

From the results of the pre-test presented in table 2 with a sample of 8 students, it can be seen that in the first pre-test, the minimum score was 40, the maximum value was 70, the total was 453, the average value was 56.6250, the standard deviation was 9.25724, and variance 85.696. Furthermore, in the second pre-test activity, a minimum score of 45 was obtained, a maximum value of 72, a total of 463, an average value of 57.8750, a standard deviation of 8.42509, and a variance value of 70.982. Then the 3rd pre-test activity produces a minimum value of 50, a maximum value of 72, a total of 498, an average value of 62.2500, a standard deviation of 6.51920, and a variance value of 42.500. After obtaining descriptive statistics for pre-test activities, the researcher then conducted a normality test to find out whether the analyzed data was normally distributed or not.

The normality test was carried out to find out whether the pre-test scores obtained came from populations that were normally distributed or not. The submission of the hypothesis is as follows:

Ho : Pre-test data comes from a normally distributed population
Ha : Pre-test data comes from a population that is not normally distributed

Table 3. Pre Test Normality Test

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		Pretest 1	Pretest 2	Pretest 3
N		8	8	8
Normal Parameters, b	Means	56.6250	57.8750	62.2500
	std. Deviation	9.25724	8.42509	6.51920
Most Extreme	absolute	.138	.131	.163
Differences	Positive	089	.119	.158
	Negative	-.138	-.131	-.163
Kolmogorov-Smirnov Z		.138	.131	.163
asymp. Sig. (2-tailed)		.200	.200	.200

The test criteria are to accept Ho if the value is significant > 0.05 and reject Ho if the value is significant ⩽ 0.05. Based on table 3 it can be seen that the Asymp value is obtained. Sig (2-tailed) pre-test 1 was 0.200, pre-test 2 was 0.200, and pre-test 3 was 0.200 using the Kolmogorov Smirnov test. Because the Asymp. Sig (2-tailed) pre-test to 1, 2, 3 > 0.05, then Ho is accepted. This shows that the pre-test values 1, 2, 3 come from populations that are normally distributed. After carrying out the normality test using SPSS software on the 1st, 2nd, 3rd pre-test value data, the researcher then conducted a homogeneity test which aims to find out whether the variations in some data come from populations that have the same variance or not. The results are in accordance with the table below.

Table 4. Pre Test Homogeneity Test

Learning Outcomes of Deaf Students

Levene Statistics	df1	df2	Sig.
.369	2	21	.696

The basis for making a decision on the homogeneity test is:

1. If the Sig value > 0.05, then the data distribution is homogeneous.
2. If the Sig value < 0.05, then the data distribution is not homogeneous.

Based on table 4 it can be explained that the homogeneity test uses the Levene test where the results show the Sig. 0.696. From the results of the homogeneity test it shows a value of > 0.05 which based on statistics this value indicates that the pre-test data comes from a homogeneous population.

Basis for decision making

Ho : There is no difference in the average pre-test score in learning to make basic female body patterns using video tutorials.

Ha : There is a difference in the average pre-test score in learning to make basic female body patterns using video tutorials.

Because the pre-test data comes from a non-homogeneous population, the next statistical test uses non-parametric statistical principles, namely using the Kruskal Wallis hypothesis test where the results are in accordance with table 5

Submission of the hypothesis is as follows:

Ho: There is no difference in the average pre-test score of the learning system using Zahir accounting software tools

Ha : There is a difference in the average pre-test score of the learning system using Zahir accounting software tools

The test criteria are to accept Ho if the value is significant > 0.05 and reject Ho if the value is significant ⩽ 0.05. Based on statistical tests by taking a significance (α) of 0.05, the Asymp value is obtained. Sig. of 0.986. Because the Asymp. Sig = 0.0986 > 0.05 then H0 is accepted. This shows that the initial ability pretest scores of students who use Zahir accounting software are not different. This means that the initial ability of the research class is the same. After carrying out 3 face-to-face pre-test activities, the researcher then conducted 3 face-to-face post-tests with 8 deaf students who were participating in the fashion skills program at SLB N Binjai. The results are described in the following table.

Table 5. Statistical Description of the Post-Test Results for Making the Archetype of the Female Body

	N	Minimum	Maximum	Means	std. Deviation	Miscellany nce
Post test 1	8	50.00	73.00	65.375	7.52021	56,554
Post test 2	8	55.00	79.00	67.875	6.93722	48,125
Post test 3	8	69.00	87.00	75.625	5.44944	29,696

From the results of the post-test presented in table 2 with a sample of 8 students, it can be seen that in post-test 1 the minimum score was 50, the maximum score was 73, the total was 523, the average value was 65.3750, the standard deviation was 7.52021, and variance 56.554. Furthermore, in the 2nd point-test activity, a minimum score of 55 was obtained, a maximum value of 79, a total of 543, an average value of 67.8750, a standard deviation of 6.93722, and a variance value of 48.125. Then the 3rd pre-test activity produces a minimum value of 69, a maximum value of 87, a total of 605, an average value of 75.6250, a standard deviation of 5.44944, and a variance value of 29.696. After obtaining descriptive statistics for post-test activities, the researcher then conducted a normality test to find out whether the analyzed data was normally distributed or not,

Table 6. Post Test Normality Test

		Post test 1	Post test 2	Post test 3
N		8	8	8
Normal Parameters, b	Means	65.3750	67.8750	75.6250
	std. Deviation	7.52021	6.93722	5.44944
Most Extreme Differences	absolute	.230	.163	.206
	Positive	.155	.151	.206
	Negative	-.230	-.163	-.133
Test Statistics		.230	.163	.206
asymp. Sig. (2-tailed)		.200	.200	.200

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The normality test was carried out to find out whether the post-test scores obtained came from populations that were normally distributed or not. The submission of the hypothesis is as follows:
Ho : Post-test data comes from a normally distributed population
Ha : Post-test data comes from a population that is not normally distributed

The test criteria are to accept Ho if the value is significant > 0.05 and reject Ho if the value is significant ⩽ 0.05. Based on table 6 it can be seen that the Asymp value is obtained. Sig (2-tailed) post-test 1 was 0.200, post-test 2 was 0.200, and post-test 3 was 0.200 using the Kolmogorov Smirnov test. Because the Asymp. Sig (2-tailed) post-test to 1, 2, 3 > 0.05, then Ho is accepted. This shows that the post-test values 1, 2, 3 come from populations that are normally distributed. After carrying out the normality test using the SPSS software on the 1st, 2nd, 3rd post-test value data, the researcher then conducted a homogeneity test which aims to find out whether the variations in some data come from populations that have the same variance or not. The results are in accordance with the table below.

Table 7. Post Test Homogeneity Test

Learning Outcomes of Deaf Students

Levene Statistics	df1	df2	Sig.
.276	2	21	.762

The basis for making a decision on the homogeneity test is:
If the Sig value > 0.05, then the data distribution is homogeneous.
If the Sig value < 0.05, then the data distribution is not homogeneous.

Based on table 7 it can be explained that the homogeneity test uses the Levene test where the results show the Sig. 0.762. From the results of the homogeneity test it shows a value of > 0.05 which based on statistics this value indicates that the poat-test data comes from a homogeneous population. Based on the results of the research that the researchers carried out in applying the pre-test in 3 face-to-face meetings, then students were given treatment using video tutorials in making the basic pattern of an adult woman's body 3 face-to-face meetings. The result was that the pre-test 1 activity obtained an average value of 56.6250, the 2nd pre-test activity obtained an average value of 57.8750, the 3rd pre-test activity obtained an average value of 62.2500. Furthermore, the post-test activity 1 showed a value of 65.3750, the post-test activity 2 showed an average value of 67.8750, the post-test activity 3 showed an average value of 75.6250. The following is a graph of the average value.

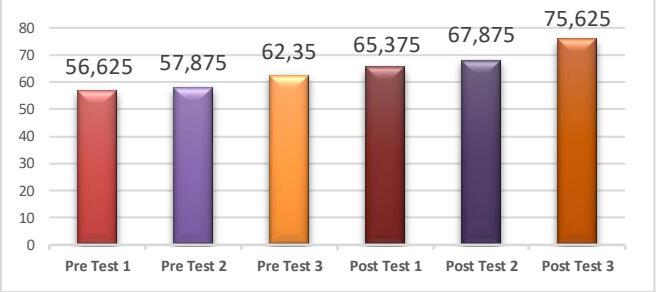

Figure 2. Graph of Results from the Pre test and Post Test

Next is the hypothesis test. The research hypothesis test was carried out by researchers using Arikunto's t-test formula **[15]**. The tutorial video for making the basic pattern of the female body is said to have an effect on the learning outcomes of deaf students if t count > t table at a significant level of 5%, conversely if t count ⩽ t table at a significant level of 5% then the tutorial video for making the basic pattern of the female body is said to have no effect on learning outcomes of deaf students.

T table = Number of variables (k) = 2
Number of respondents (n) = 8
sig level. (2 sides), sig = 5% = 0.025
Degrees of freedom (df) = n – k = 8 – 2 = 6
T table = 2.44691
The value of t count can be seen in the table below

Table 8. Hypothesis Test (T Count)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	std. Error	Betas	t	Sig.
1	(Constant)	25,654	5,330		4,813	003
	Video tutorials	.744	.090	.959	8,242	.000

a. Dependent Variable: Post Test 1

Based on the data above, the t count and t table of the video tutorial variable for making the archetype of the female body (X) on the learning outcomes of deaf students (Y) is 8.242 > 2.44691. This means that there is a significant effect of the video tutorial on making the archetype of the female body on the learning outcomes of deaf students.

IV. CONCLUSION

The results showed that learning using video tutorials for making archetypes of women's bodies can have a positive effect on improving the learning outcomes of deaf students. This is evidenced by the results described in the graph where these values indicate a significant difference between the pre-test and post-test results. This can be interpreted that video

tutorials on making archetypes of female bodies can provide an increase in the learning outcomes of deaf students.

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