
Journal of Creativity Student

<http://journal.unnes.ac.id/journals/jcs>

Feasibility Study on an Advanced Layered Haircut Tutorial Video for the Beauty Therapy Program

Septia Ayu Imelda¹, Sri Endah Wahyuningsih^{2*}

^{1,2}Universitas Negeri Semarang, Indonesia

*Corresponding Author: s.endah32@mail.unnes.ac.id

Abstract

This study aims to enrich teaching materials by presenting educational videos on advanced *layer cut* techniques and to evaluate their effectiveness as a learning tool. The research method used is *Research and Development (R&D)*, adopting the *ADDIE* development model, which includes the phases of needs analysis, design, product development, implementation, and evaluation. Data collection was conducted using validation instruments completed by subject matter experts and media experts, as well as a questionnaire to gather user feedback. The findings of this study indicate that the developed video media was deemed suitable based on assessments by subject matter experts, media experts, and user responses. Furthermore, this instructional video successfully presented the steps for *layered* hair cutting in a structured, engaging, and easy-to-understand manner, thereby facilitating learners in mastering and practicing the *layered* hair cutting method.

Keywords: *hair styling, instructional media, instructional videos, layered haircuts*

INTRODUCTION

The hair styling industry is experiencing sustained growth, leading to an increased demand for workers with professional skills. This situation requires vocational education and training institutions to produce graduates who are proficient in haircutting techniques that meet industry standards. One essential skill that must be mastered is advanced haircutting techniques, which require precision, innovation, and a deep understanding of operational procedures. In haircutting instruction, greater emphasis is placed on practical aspects rather than theoretical ones. Participants not only need explanations from instructors but also detailed visual demonstrations of tool usage, hand positioning, and cutting steps. However, in-person demonstrations often face challenges, as not all participants can observe the process closely, especially in large groups.

Video tutorials are one tool that can support the practical learning process. As noted by Arsyad (2019), video media has the capability to convey information through both audio and visual channels, which significantly contributes to learners' understanding of procedural material (Arsyad, 2019). Furthermore, Mayer (2021) also noted that presenting information that integrates visual and auditory elements can enhance the level of understanding and optimize the effectiveness of the learning process. By utilizing instructional videos, individuals have the ability to review the material according to their needs and explore each step independently (Mayer, 2021).

Several studies have also shown that the use of instructional videos has a positive impact on learning outcomes. Busyaeri, Udin, and Zaenudin (2016) state that video media can increase students' motivation and learning outcomes because the material is presented in a more engaging and easily understandable way (Busyaeri et al., 2016). Research by Agustini and Ngarti (2020) also indicates that instructional videos are a viable medium because they help students understand practical material more effectively (Agustini et al., 2020).

Nevertheless, the suitability of the developed tutorial videos must be tested before they are used in instruction. The assessment covers aspects of content, media quality, and user feedback to ensure that the resulting videos truly align with the learning objectives. Such evaluation is particularly important for advanced haircutting material, which requires precision in techniques and procedures. Based on this description, this study aims to assess the suitability of advanced haircutting tutorial videos as a learning medium. The research results are expected to serve as a basis for developing more effective learning media and supporting improvements in the quality of learning in the field of hairdressing.

The research was conducted at the Beauty Therapy Study Program, Faculty of Engineering, Semarang State University. This study was limited to the product development stage through expert validation testing; therefore, it did not involve a population or sample of students for field testing. The subjects involved as product feasibility evaluators consisted of 5 subject matter experts and 5 media experts. These experts were selected using purposive sampling based on their expertise in the fields of hair styling and educational media. The development model followed the *ADDIE* framework, which includes the phases of needs analysis, design, product development, implementation, and evaluation. Data in this study were obtained through validation questionnaires and observations. The data analysis technique used was descriptive percentage analysis (Puspitasari & Febrinita, 2021).

METHOD

This study employed a quantitative approach using the *Research and Development (R&D)* method. This method was chosen because it aims to produce a learning media product while simultaneously testing its feasibility before use in the learning process. The product developed is an instructional video on layered hair cutting, which is expected to enhance students' psychomotor skills (Puspitasari & Febrinita, 2021).

The research process combined several methods: a descriptive method to identify needs and explain the stages of media development; an evaluative method to assess the quality and suitability of the product based on validation results; and a limited experiment to determine the application of the instructional media among students. The final result of this study is video-based instructional media used in teaching layered haircuts as an effort to improve students' psychomotor skills.

RESULTS AND DISCUSSION

The analysis of the suitability of this video learning medium is based on the results of media and theoretical validation tests. A subject matter expert validation sheet was developed to determine the content of the instructional video. Meanwhile, the media validation sheet aimed to assess aspects related to the technical aspects of layered haircutting. The data from the validators were then calculated and analyzed using quantitative descriptive methods with the following percentage formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of the component

F = Total score of the research component

N = Maximum possible score

A product is categorized as acceptable or highly acceptable if the validation result percentage falls within the score range of $61 \leq P \leq 100\%$. Conversely, a product is considered unsuitable, less suitable, or only somewhat suitable if the score obtained falls within the range $0 \leq P \leq 60\%$. Details of the suitability interpretation criteria based on these calculation results are presented in Table 1 below.

Table 1. Feasibility Category Criteria

Average Score	Category
81 – 100	Highly Feasible
61 – 80	Feasible
41 – 60	Moderately Feasible
21 – 40	Less Feasible
0 – 20	Not Feasible

This study produced a learning medium in the form of a video tutorial on layer haircuts for the Beauty Therapy Department. The following discussion covers *Analysis, Design, Development, Implementation, and Evaluation*. The analysis stage is the initial phase of the research, focusing on identifying the need to develop a video tutorial as a learning medium for the layered haircut technique. Various activities were carried out during this stage, including: 1) Student Analysis, the researcher identified the needs, challenges, and characteristics of the students who would be the target audience for this layered haircutting instructional video. The purpose of this analysis was to ensure that the produced media was relevant to the students' needs and capabilities; 2) Competency Analysis, The researchers examined the Core Competencies (KI) and Basic Competencies (KD) that would serve as the foundation for designing the content of the "Layer" haircutting instructional video. The results of this analysis were used to ensure that the material presented aligns with the expected learning outcomes.

Based on the results of the needs analysis, the next stage is to design instructional media in the form of a layered haircut tutorial video aimed at improving students' psychomotor skills. The design process begins with the creation of a *storyboard* to serve as a guide for developing the video's flow and content. Subsequently, the video design is determined based on the *storyboard* to ensure the media development process proceeds systematically and aligns with the learning objectives. The product creation stage involves integrating all the components prepared during the design phase. These components are arranged according to the established design to produce a complete instructional media product ready for evaluation. The developed product then undergoes a validation process by media experts and subject matter experts. At this stage, the validators provide assessments, suggestions, and feedback that serve as the basis for refining the developed product.

Product revisions are made based on the suggestions, comments, and recommendations provided by media and subject matter experts during the validation process. The revised product is then used as the final product, ready for implementation during the pilot testing phase. Following the validation and refinement process, the developed product undergoes a final evaluation by experts in the fields of media and subject matter. Adjustments are made based on all feedback and recommendations received to maximize the quality of this learning resource. If the evaluation results indicate that the product meets the established eligibility standards, the instructional video on layered haircutting techniques will be deemed suitable for use as an educational medium. The product, having been declared eligible for distribution, can then be applied in teaching and learning activities, serving as a tool to assist instructors in delivering lesson content while also helping students understand and practice the layered haircutting method more efficiently.

In this stage, data in the form of suggestions, critiques, and input are collected from media experts, subject matter experts, and practitioners who participated in the validation and pilot testing of the layered haircut instructional video. This feedback is used to identify the strengths and weaknesses of the developed product. The data obtained through surveys or questionnaires was then analyzed to determine the level of suitability of the instructional video. The analysis covered several aspects, including usability, functionality, effectiveness, and *user* satisfaction. The results of this analysis served as the basis for determining whether the developed media met the feasibility criteria for use in the learning process.

The revision stage is carried out based on the evaluation results obtained. If shortcomings or weaknesses that affect the quality of the media are still found, improvements are made to the product. The final revision aims to ensure that the educational video on layered haircuts has better quality, meets suitability standards, and can be used effectively in learning activities. Content validation aims to ensure the accuracy of the tutorial video. The aspects evaluated include content relevance, accuracy, and completeness, as well as the clarity of the step-by-step procedures. Based on the labels below, the five expert validators assigned a 94% validity rate, categorizing each evaluation aspect as "highly valid." Consequently, the content in the advanced *layered* haircut tutorial video can be used for classroom instruction without any revisions. The visual demonstration also helps clarify each stage of the layered haircut practice. These results align with Arsyad's (2019) view, who states that video media effectively conveys procedural material through a combination of visual and audio elements, thereby enhancing students' understanding.

Table 2. Subject Matter Expert Validity Table

Activities	Validator 1	Validator 2	Validator 3	Validator 4	Validator 5	Percentage	of
Content alignment	94	96	93	88	100	94	Very VALID
Technical accuracy	93	97	94	86	100	94	Very VALID
Completeness of material	96	93	96	95	92	94	Very VALID
Completeness of material	92	95	95	93	96	94	Very VALID

Media validation aims to ensure the accuracy of learning media suitable for use, covering aspects such as video quality, audio quality, layout, text readability, and ease of use. Based on the label below, the presentation achieved a score of 94%, falling into the “highly valid” category for the evaluation criteria, making it highly suitable for use in Advanced Haircutting training.

Table 3. Media Testing Results

Assessment Aspect	Validator 1	Validator 2	Validator 3	Validator 4	Validator 5	Percentage (%)	Category
Video Quality	93	95	94	93	92	93	Highly Valid
Audio Quality	93	96	95	94	95	94	Highly Valid
Layout	95	97	96	96	95	95	Highly Valid
Text Readability	92	91	94	95	88	92	Highly Valid
Ease of Use	94	94	96	100	97	96	Highly Valid

Table 4. Participant Test Results

Assessment Aspect	1	2	3	4	5	6	7	Percentage (%)	Category
Ease of Understanding Material	98	93	88	86	99	95	95	93	Highly Valid
Media Attractiveness	88	98	95	97	94	95	93	94	Highly Valid
Media Usefulness	97	93	92	91	94	92	91	92	Highly Valid
Display / Visual Quality	98	92	94	92	90	92	91	92	Highly Valid
Audio Quality	95	85	84	86	83	90	93	88	Highly Valid
Learning Motivation	93	98	90	92	91	90	92	92	Highly Valid

CONCLUSION

The feasibility study of the advanced *layered* haircut tutorial video has produced digital learning media that can be used in the beauty therapy program. Based on the feasibility assessment conducted by media experts, all five experts assigned a feasibility score of 94%, placing it in the “HIGHLY VALID” category; thus, this video-based learning material can be used as a supplementary learning resource for beauty therapy students.

REFERENCES

- Afandi, T. (2024). The Effectiveness of Video Tutorial-Based Learning Media for the Fantasy Makeup Course Among Beauty Therapy Education Students. *Journal of Beauty Education*, 13(1), 1–11.
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer.
- Delanda, M. S. (2023). Development of Video Learning Media for Fantasy Makeup in the Beauty Care Department at State Vocational High School 6 Padang. *Jurnal Tata Rias*, 13(2), 23–30.
- Efrianova, V., Silvia, F., & Lusiana, M. (2023). Development of Instructional Video Media for the Hairstyling and Updo Course in the Department of Cosmetology and Beauty at Padang State University. *Tambusai Education Journal*, 7(3), 27552–27560.
- Fauziah, F. F. (2021). *Guidebook Hair Cutting and Perming for Vocational High Schools in Beauty: Uniform Layered Haircuts*. Surabaya State University.
- Hidayat, K. A. A. Z. P., Dewi, A. S., Tyas, S. F., Nurhayati, I., & Magfiroh, A. (2025). Literature Review: The Effect of Video Media on Practical Haircutting Skills. *Rafflesia Journal of Vocational Education*, 5(2), 89–97.
- Kurniawan, M. I. I., & Rachmadyanti, P. (2024). Development of Monocard Learning Media for the Social Studies Subject in 6th Grade Elementary School. *JPGSD*, 12(6), 1060–1069.
- Mayasari, L. E. (2021). *Module on Increase Layer*. Beauty Therapy Education Program, Faculty of Engineering, Semarang State University.
- Nurfadilah, S., & Azhar, C. R. (2021). Development of Technology-Based Learning Media to Improve Student Learning Outcomes at Pinang 1 Public Elementary School. *BINTANG*, 3(1), 153–168.

- Nurhayati, I., Khumaedi, M., & Yudiono, H. (2018). The Effectiveness of Using Video Media in Learning Scalp and Hair Care Competencies Among Vocational High School Students in the Beauty Department. *Journal of Vocational and Career Education*, 3(1), 40–47.
- Okpatrioka. (2023). Research and Development (R&D): Innovative Research in Education. *Journal of Education, Language, and Culture*, 1(1), 86–100.
- Rahmiati, & Putri, A. D. (2024). The Validity and Practicality of Learning Videos as Character Makeup Learning Materials for Photo/Film and Character Makeup Courses. *Proceedings of the Vocational Engineering International Conference*, 5, 75–80.
- Sianipar, M. L. B. (2024). *Development of Video Tutorial Learning Media for the Hair Care and Beauty Course at PAB 12 Saentis Medan* [Bachelor's thesis, Medan State University].
- Sugiyono. (2016). *Research Methods: Quantitative, Qualitative, and R&D*. Alfabeta.
- Tara, S., & Tarigan, C. U. (2026). *Haircut Haircuts: Innovations in Modern Layered Haircut Designs*.
- Wulandari, D. A., & Pritasari, O. K. (2020). Development of a Video Tutorial Learning Media on Daily Face Makeup to Improve Practical Skills Among 10th-Grade Students at SMK Negeri 3 Kediri. *Jurnal Tata Rias*, 9(2), 70–78.
- Yanita, M., Ambiyar, A., Syah, N., & Syahril, S. (2023). The Effectiveness of Tutorial Video-Based Edmodo Learning Media in Hair and Bun Styling Courses. *Jurnal Paedagogy*, 10(2), 504–512.
- Yudianto, A. (2017). Application of Video as a Learning Medium. *Prosiding Seminar Nasional Pendidikan 2017*, 234–237.