Journal of Creativity Student Vol. 9, No. 3s (2026): Special Edition


Journal of Creativity Student

http://journal.unnes.ac.id/journals/jcs
DOI: https://doi.org/10.15294/jcs.v9i3s.63560

# Feasibility of an Ibis Paint X Video Tutorial for Digital Dress Design in Vocational High Schools

Lathifah Wulandari*, Maria Krisnawati

*Fashion Education Program, Universitas Negeri Semarang, Semarang, Indonesia*

*Corresponding Author: lathifahwulandari160403@students.unnes.ac.id

**Abstract**
This study aimed to develop and evaluate the feasibility of a video tutorial for creating dress designs using the Ibis Paint X application as a learning medium for Digital Design in vocational high schools. The study employed a Research and Development (R&D) approach by adapting three initial stages of the ADDIE model: Analyze, Design, and Development. The tutorial was designed to present the complete process of digital dress design, including canvas preparation, tool introduction, body proportion placement, sketching, coloring, and finishing. Product feasibility was assessed through expert judgment involving three media experts and three subject-matter experts using a four-point rating scale. The data were analyzed descriptively using percentage scores. The results showed that the media feasibility reached 81.25%, while the material feasibility reached 84.26%. The overall feasibility score was 82.54%, indicating that the video tutorial was categorized as highly feasible. The findings suggest that the developed video tutorial is suitable as a supporting learning medium for Digital Design in vocational high schools. However, further studies involving student trials are required to evaluate its usability and effectiveness in actual classroom learning.

**Keywords:** *digital design, feasibility study, learning media, R&D, tutorial video*

## INTRODUCTION

In vocational education, students greatly contribute to improving labor quality (Aulia et al., 2025). Students are equipped with highly specialized knowledge and skills, as well as high competitiveness in these digitalization and globalization era (Swaramarinda et al., 2025). The continuous development of technology, especially in the educational field, is inter-related with supporting students' skills (Haleem et al., 2022). To ensure the improvement of students' skills, a creative, innovative, and qualified learning process is important, specifically through independent learning under teacher guidance (Fitriyah et al., 2024).

A Vocational School (SMK) is a formal educational institution providing vocational learning at the high school level. SMK offers various specialized programs, including Fashion Design. Under the guidance of professional SMK teachers who are experienced and competent in their fields, students are expected to develop their creative fashion skills (Choiria et al., 2025). In the Fashion Design program, students learn pattern making, cutting, sewing, and designing. In design classes, students learn to create both manual and digital designs, utilizing tolls that could be accessed through smartphones (Ashari & Nelmira, 2024).

Based on the initial observation during the teaching internship program, several difficulties arose in implementing Ibis Paint X in the design subject. One of the main problems was the students' suboptimal understanding of the basic tools available in the application. Most students were confused by the features, rendering the application ineffective. Furthermore, students often struggle to manage the canvas, particularly when adding, arranging, or ordering layers and work pages. This results in a less structured design process and frequently leads to confusion during revisions or further development of the work. Another commonly cited issue is the limitation of the medium itself—specifically, the relatively small smartphone screen. Drawing with just a finger in such a confined

workspace feels uncomfortable and lacks precision, ultimately compromising the quality of the final artwork.

The subject matter regarding digital design creation is studied in Grade XI under the course title Fashion Design. Based on the Learning Outcomes for Fashion Design and Production, the Fashion Design subject is defined as a course comprising elements essential for mastering fashion design development skills, including digital design (Ashari & Nelmira, 2024). Fashion design incorporates various elements such as line, shape, silhouette, proportion, and texture.

To achieve optimal learning outcomes, it is necessary to address various challenges in the learning process, particularly the limited time available in the classroom. This constraint often hinders the effective delivery of material and restricts students' opportunities to gain a deep understanding of the subject matter. Therefore, there is a need for learning media that serve not merely as aids but also foster active student engagement in independent learning.

The term "learning media" combines "media"—derived from the Latin plural of "medium," meaning a carrier or intermediary that plays a crucial role in delivering material to students (Nurfadhillah, 2021) and "learning", defined as the process of interaction among learners, educators, and learning resources within a specific learning environment (Bahri, 2026). Many students quickly lose interest when presented with lengthy texts and unclear images, resulting in suboptimal learning; consequently, there is a need for learning media that are interactive, engaging, flexible, and above all easy to understand (Bahri, 2026). Video tutorials represent one such form of learning media.

Video-based learning media have become increasingly popular, facilitating learning by allowing content to be accessed anytime and anywhere (Prayudha, 2021). Video tutorials enable learners to review material taught in school or at home at their own pace; if they do not fully grasp a specific technique, they can replay the video at home (Martin & Martin, 2015). Thus, video tutorials serve as an effective tool for independent learning (Qonitah, 2020). Video tutorials can present both visual and audio elements. which helps students grasp the material being taught. An engaging visual layout, combined with audio and narration, further enhances student interest (Cendana, 2020).

Video tutorial-based learning is known to foster student independence and motivation, leading to more focused practical sessions; research by Yulianti & Marniati (2021) indicated that video tutorial media can improve student learning outcomes. A study on a bridal makeup course by Mandalika & Syahril (2020) demonstrated the effectiveness of video tutorials in instruction, showing that the experimental class using this medium achieved a higher average score (80.13) compared to the control class (60.93). Similarly, a study by Juliag (2025) which developed a video tutorial on bun styling using weaving techniques, concluded that video media is highly effective in supporting the learning process. Comparable results were found in research by Sofa (2024) regarding the development of a video tutorial on creating passepoille pockets; the material was validated, and student feedback gathered via questionnaires was excellent. Furthermore, research by Firmandani, Aini, Irianti, & Kusumawardani (2025) on a material coloring tutorial using the Ibis Paint X application was deemed highly suitable based on validation by media and subject matter experts, and successfully helped students understand the coloring process very effectively.

## METHOD

This study employed a Research and Development (R&D) approach aimed at developing and evaluating the feasibility of a tutorial video on dress design using the Ibis Paint X application as a digital design learning medium for vocational high schools (SMK). The development procedure adapted the first three stages of the ADDIE model: Analyze, Design, and Development. The study was limited to the Development stage because its primary focus is evaluating product feasibility based on expert assessment, rather than testing the medium's effectiveness on students. Although the initial proposal referenced the full ADDIE model, implementation was restricted to the expert validation phase.

In the Analyze stage, learning needs were identified based on observations made during field practice activities at SMK Negeri 2 Temanggung. The analysis focused on the challenges students faced when using Ibis Paint X—specifically regarding understanding tool functions, managing canvases and layers, and creating digital fashion designs on smartphones. The analysis results served as the basis for determining the content and format of the media being developed.

In the Design stage, the structure and content of the tutorial video were planned based on the identified learning needs. The video material was organized sequentially, covering canvas setup, tool

introduction, body proportioning, dress sketching, coloring, and finishing touches. This stage also involved drafting the tutorial script, visual sequence, and narration for the video.

In the Development stage, the design was transformed into a tutorial video through screen recording while using Ibis Paint X, video editing, narration recording, and audio-visual synchronization. The developed product was then evaluated through expert judgment involving three media experts and three subject matter experts. Validators were selected purposively based on their competence and experience in learning media, fashion design, and digital design. Expert assessments were used to determine product feasibility and guide revisions before the product was deemed suitable as a learning medium. The specific product development steps outlined in the documentation included screen recording, editing using Cap Cut, narration recording, validation, and revision.

The assessment instrument was adapted from Rofiqodduri and Wahyuningsih (2023) and tailored to the specific characteristics of digital design tutorial videos. The instrument employs a four-point scale ranging from 1 to 4. The media expert assessment covers aspects such as readability, ease of use, display quality, program management, documentation, audio quality, unity, balance, and contrast. The subject matter expert assessment covers aspects such as accuracy, completeness, content balance, interest or engagement, alignment with student characteristics, support for the learning process, learning motivation, and instructional flexibility. Validation data were analyzed descriptively using a feasibility percentage calculated with the following formula:

$$P = \frac{\sum X}{\sum X_{max}} x100\%$$

where P represents the feasibility percentage, $\sum X$ is the total score obtained from the validators, and $\sum X_{max}$ is the maximum possible score. Percentages were calculated for both individual assessment aspects and the product as a whole. Feasibility criteria followed the classification used in the study, as shown in Table 1. The stages of product development are shown in Figure 1.

**Table 1.** Conversion of Feasibility Achievement Level Percentages (Risma et al., 2024)

| Achievement Level | Classification | Remarks |
|---|---|---|
| 76% - 100% | Very Feasible | No revision needed |
| 51% - 75% | Feasible | No revision needed |
| 26% - 50% | Less Feasible | Revision needed |
| 0% - 25% | Not Feasible | Revision needed |

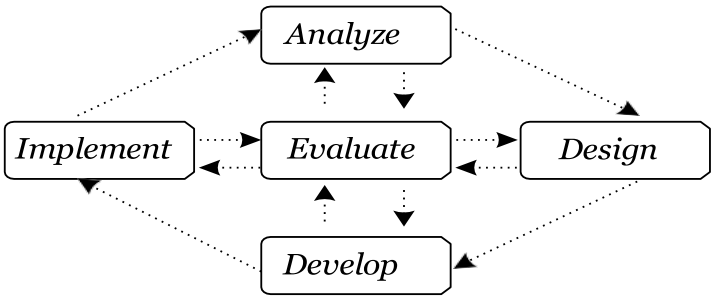


**Figure. 1.** Stages of the ADDIE Development Model

## RESULTS AND DISCUSSION

This study produced a tutorial video on creating dress designs using the Ibis Paint X application as a learning resource for Digital Design in vocational high schools (SMK). The tutorial video was developed in stages, covering canvas setup, an introduction to and use of tools, incorporating body proportions, sketching, coloring, and finishing touches. Snapshots of the dress design process featured in the tutorial video are shown in Figure 2.

**Figure 2.** Video tutorial snippet

The feasibility of the video tutorial was evaluated through expert judgment involving three media experts and three subject matter experts. The media experts' assessment covered nine aspects, while the subject matter experts' assessment covered eight aspects. The assessment results were subsequently converted into a suitability percentage based on the ratio of the obtained score to the maximum score. The results of the media expert assessment are presented in Table 2.

**Table 2.** Results of the Media Expert Validation Assessment

| Aspect | Obtained Score | Maximum Score | Percentage (%) | Category |
|---|---|---|---|---|
| Readability | 9 | 12 | 75.00 | Feasible |
| Ease of use | 11 | 12 | 91.67 | Very Feasible |
| Display quality | 10 | 12 | 83.33 | Very Feasible |
| Program management quality | 10 | 12 | 83.33 | Very Feasible |
| Documentation quality | 19 | 24 | 79.17 | Very Feasible |
| Audio quality | 18 | 24 | 75.00 | Feasible |
| Unity | 9 | 12 | 75.00 | Feasible |
| Balance | 21 | 24 | 87.50 | Very Feasible |
| Contrast | 10 | 12 | 83.33 | Very Feasible |
| Total | 117 | 144 | 81.25 | Very Feasible |

Based on Table 2, the video tutorial achieved an overall score of 117 out of a maximum of 144 (81.25%), placing it in the "highly feasible" category regarding media aspects. The aspect with the highest percentage was ease of use (91.67%), followed by balance (87.50%). Visual quality, program management quality, and contrast each scored 83.33%, while documentation quality scored 79.17%. The lowest percentages were found in the aspects of readability, audio quality, and unity, each scoring 75.00%. The subject matter expert assessment covered aspects of accuracy, completeness, balance of content, interest or attention, suitability for student characteristics, support for the learning process, learning motivation, and instructional flexibility. The assessment results are presented in Table 3.

**Table 3.** Results of the Material Expert Validation Assessment

| Aspect | Obtained Score | Maximum Score | Percentage (%) | Category |
|---|---|---|---|---|
| Accuracy | 17 | 24 | 70.83 | Feasible |
| Completeness | 10 | 12 | 83.33 | Very Feasible |
| Balance of material | 10 | 12 | 83.33 | Very Feasible |
| Interest or engagement | 11 | 12 | 91.67 | Very Feasible |
| Suitability for student characteristics | 11 | 12 | 91.67 | Very Feasible |
| Providing learning support | 11 | 12 | 91.67 | Very Feasible |
| Fostering learning motivation | 10 | 12 | 83.33 | Very Feasible |
| Instructional flexibility | 11 | 12 | 91.67 | Very Feasible |
| Total | 117 | 144 | 81.25 | Very Feasible |

The subject matter expert assessment yielded an overall score of 91 out of a maximum of 108 (84.26%), placing it in the "highly suitable" category. Four aspects achieved the highest score of 91.67%: interest or attention, alignment with student characteristics, capacity to facilitate learning, and instructional flexibility. The aspects of completeness, content balance, and learning motivation each scored 83.33%, while the aspect of accuracy received the lowest score at 70.83%. To determine

the overall feasibility level, the scores from the media and subject matter experts were combined. A summary of the assessment results is presented in Table 4.

**Table 4.** Summary of Video Tutorial Feasibility Test Results

| Aspect | Obtained Score | Maximum Score | Percentage (%) | Category |
|---|---|---|---|---|
| Media expert | 117 | 144 | 81.25 | Very Feasible |
| Subject matter expert | 91 | 108 | 84.26 | Very Feasible |
| Total | 208 | 252 | 82.54 | Very Feasible |

Overall, the tutorial video achieved a score of 208 out of a maximum of 252, equivalent to 82.54%. Based on the established eligibility criteria, this result indicates that the tutorial video on dress design using Ibis Paint X falls into the "highly suitable" category, according to the assessments of media and subject matter experts. The results of the study indicate that the video tutorial on creating a dress design using Ibis Paint X received a feasibility rating of 81.25% from media experts and 84.26% from material experts, with an overall feasibility rating of 82.54%. Based on the criteria used, these results place the product in the highly feasibility category. These findings indicated that conceptually, the material and presentation of the media meet most of the required aspects for use as a supporting medium for Digital Design learning in vocational schools. However, the feasibility in this study was based on expert judgment rather than demonstrated the media's effectiveness on student learning outcomes.

Regarding the media aspect, ease of use received the highest rating of 91.67%. These results indicates that experts considered the video's structure and presentation to be quite easy to follow. This relates to the tutorial's step-by-step structure, from canvas creation and introduction to tools, inputting body proportions, sketching, coloring, and finishing. Sequential presentation of the process is crucial in digital skills learning because students require not only an explanation of the function of a feature but also a demonstration of how it is used in the design process (Vaszkun & Mihalkov Szakács, 2025). The replayability of the video also provides an opportunity for students to learn specific steps repeatedly as needed. This is in line with Qonitah et al. (2020), who stated that video tutorials can support independent learning because the material can be accessed and repeated by students.

The visual balance aspect also received a high rating, at 87.50%, while display quality, program management, and contrast each received 83.33%. These results indicated that the video's visual presentation is generally deemed adequate for digitally displaying the dress design process. In the context of fashion design learning, visual quality is crucial because students need to observe changes in shape, line, color, and design details at each stage (Jang et al., 2025). The results of this study aligned with Firmandani et al. (2025), who also developed a digital technology-based video tutorial using Ibis Paint X and reported that the developed media was highly feasible based on assessments by media and material experts. These similar findings reinforced the potential of Ibis Paint X as an application that can be integrated with tutorial media to support digital design learning.

Although the overall media feasibility was classified as very feasible, several aspects received lower scores: readability, audio quality, and unity, each with 75.00%. Based on the research criteria, these three aspects are still in the adequate category, but have not yet reached the very adequate category. This finding indicates room for improvement, particularly in the clarity of the text or information presented, the quality and clarity of the narrative, and the integration of visual elements, audio, and tutorial stages. Improvements in these aspects are crucial because instructional videos depend not only on image quality but also on the ability of the audio, text, and visuals to convey information consistently and easily.

The assessments from material experts yielded slightly higher scores than those from media experts. The aspects of interest or attention, suitability to student characteristics, support for the learning process, and instructional flexibility each received a score of 91.67%. These assessments indicate that, from the experts' perspective, the material and its presentation are deemed appropriate to support the learning characteristics of vocational high school students and can be used as a supplementary learning medium. This finding is relevant to the needs identified in the analysis phase, namely, students' continued difficulty understanding tool functions, managing canvases and layers, and following the process of creating digital designs using smartphones. With step-by-step demonstrations, video tutorials have the potential to provide more structured guidance than verbal or written explanations alone. However, the accuracy aspect received the lowest percentage in the material assessment, at 70.83%. These results warrant attention because the accuracy of the material

relates to the appropriateness of the information, procedures, and steps presented in the tutorial. Although the material was deemed very appropriate overall, the score for this aspect indicates that there are still areas that could be improved or clarified based on validator feedback. Therefore, product revisions should not only focus on media presentation but also ensure that the terminology, sequence of procedures, use of tools, and design creation techniques presented align with the Digital Design learning competencies.

This study aligned with the findings of Rahayu et al. (2025), who reported a 97.2% feasibility rating from subject matter experts and a 93.2% rating from media experts for a digital coloring tutorial video using Ibis Paint. Although the percentages in that study were higher, both studies demonstrate that tutorial videos combined with the Ibis Paint application are considered feasible learning media for digital design. Other research on tutorial videos for skills training also highlights the benefits of such media. For instance, Mandalika and Syahril (2020) reported higher learning outcomes in groups using tutorial videos compared to control groups, while Yulianti and Marniati (2021) demonstrated the utility of tutorial videos in fashion skills instruction. While these findings provided context regarding the potential of tutorial videos as learning media, they cannot be used to conclude that the video developed in the current study has improved learning outcomes, as its effectiveness among students has not yet been tested.

Overall, the results indicated that the Ibis Paint X tutorial video possesses a high level of feasibility in terms of both media quality and content. The product's primary contribution lies in providing a visual guide that systematically presents the dress design process within a single tutorial series, making it suitable as a supplementary learning resource for Digital Design courses in vocational high schools (SMK). However, the current findings were limited to expert evaluations. Therefore, future research should involve students, through small-group trials or classroom implementation, to assess user response, actual ease of use, and the media's effectiveness regarding digital design skills and student learning outcomes.

## CONCLUSION

Based on expert evaluations, the video tutorial on dress design using the Ibis Paint X application was deemed highly suitable as a digital design learning medium for vocational high schools (SMK). Media expert validation yielded a score of 81.25%, while content expert validation resulted in 84.26%. Overall, the product achieved a suitability rating of 82.54%, placing it in the "highly suitable" category. Regarding the media aspect, the highest ratings were given for ease of use, whereas readability, audio quality, and unity require further refinement. In terms of content, the highest ratings were awarded for engagement/attention, alignment with student characteristics, support for the learning process, and instructional flexibility, while the aspect of accuracy received the lowest score. Consequently, the developed video tutorial is suitable for use as a learning support medium, provided that improvements are made to the aspects that received lower ratings. This study was limited to a suitability assessment via expert judgment and did not involve direct testing of the medium with students. Therefore, future research should conduct user trials and effectiveness testing to determine the impact of the video tutorial on students' digital design skills and learning outcomes.

## DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

## CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## FUNDING INFORMATION STATEMENT

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

## AUTHORSHIP CONTRIBUTION STATEMENT

**Lathifah Wulandari**: Conceptualization, Methodology, Writing - Original Draft. **Maria Krisnawati**: Methodology, Formal Analysis, Writing - Review & Editing, Supervision, Resources, Validation.

## REFERENCES


Ashari, R., & Nelmira, W. (2024). Pengembangan E-Modul Desain Busana Dengan Ibis Paint X Bagi Siswa Kelas Xi Tata Busana Smk Negeri 4 Jambi. *Jurnal Riset Multidisiplin,* 8(8), 132-137.

Aulia, A.N., Rahma, K.S., Ardiansyah, M.A., Karim, M.Y., & Farliana, N. (2025). The Role of Education in Improving Labor Productivity in the Manufacturing Sector.: Systematic Analysis through a Comprehensive Literature Review Approach. *Jurnal Riset Manajemen dan Bisnis,* 10(1), 11-20.

Bahri, A.A. (2026). *Pengembangan Media Pembelajaran Pop up Book Pada Materi Virus Untuk Siswa Kelas X Sma Sederajat*. Undergraduate, UIN Jurai Siwo Lampung, Bandar Lampung.

Cendana, W. (2020). The Use of Video in Improving Students' Attention in Learning Process of Kindergarten Students. *International Journal of Elementary Education,* 4, https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/28430. https://doi.org/10.23887/ijee.v4i4.28430

Choiria, R., Maspiyah, M., Anifah, L., & Buditjahjanto, A. (2025). The Influence of Fashion Competence and the Implementation of Tefa-Based Learning (Teaching Factory) on the Work Readiness of Fashion Students Program. *Journal of Applied Business, Taxation and Economics Research,* 5, 12-23. https://doi.org/10.54408/jabter.v5i1.452

Firmandani, M.H.D., Aini, N., Irianti, A.H.S., & Kusumawardani, H. (2025). Pengembangan Media Video Tutorialberbasis Teknologi Digitalpada Materi Pewarnaan Tekstur Bahan Menggunakan Ibis Paint X. *Jurnal Ilmiah Pendidikan Citra Bakti,* 12(3), 811-824. https://doi.org/10.38048/jipcb.v12i3.5170

Fitriyah, A., Aminah, U., & Safitri, A. (2024). Educational Innovation through the Independent Learning Initiative in Indonesia. *Eduscape : Journal of Education Insight,* 2, 240-249. https://doi.org/10.61978/eduscape.v2i4.446

Haleem, A., Javaid, M., Qadri, M.A., & Suman, R. (2022). Understanding the Role of Digital Technologies in Education: A Review. *Sustainable Operations and Computers,* 3, 275-285. https://doi.org/https://doi.org/10.1016/j.susoc.2022.05.004

Jang, S.Y., Chung, C., & Ha, J. (2025). A Comparative Study on the Fashion Design Process Utilizing Shape Memory Textiles and Conventional Textiles: Implications for the Industry and Education. *Fashion and Textiles,* 12(1), 12. https://doi.org/10.1186/s40691-025-00421-2

Juliag, A., Pritasari, O., Usodoningtyas, S., & Wilujeng, B. (2025). Pengembangan Media Pembelajaran Video Tutorial Penataan Sanggul Evening Style Dengan Menggunakan Teknik Anyam Pada Siswa Kelas Xi Tata Kecantikan Di Smk Negeri 6 Surabaya. *Jurnal Tata Rias,* 14, 441-448. https://doi.org/10.26740/jtr.v14n3.72000

Mandalika, M., & Syahril, S. (2020). Pengembangan Media Pembelajaran Berbasis Video Tutorial Untuk Meningkatkan Efektifitas Pembelajaran Pada Mata Kuliah Tata Rias Pengantin Indonesia. *INVOTEK: Jurnal Inovasi Vokasional dan Teknologi,* 20(1), 85-92. https://doi.org/10.24036/invotek.v20i1.725

Martin, N., & Martin, R. (2015). Would You Watch It? Creating Effective and Engaging Video Tutorials. *Journal of Library & Information Services in Distance Learning,* 9, 40-56. https://doi.org/10.1080/1533290x.2014.946345

Nurfadhillah, S. (2021). *Media Pembelajaran Sd*: CV Jejak (Jejak Publisher).

Prayudha, J. (2021). Video Based Learning as a Media for Teaching English During Pandemic Covid-19. *Journal of Language Intelligence and Culture,* 3, 1-11. https://doi.org/10.35719/jlic.v3i1.53

Qonitah, Z. (2020). Pengembangan Video Tutorial Dalam Materi Rias Fantasi Di Program Studi Tata Rias. *Jurnal Tata Rias,* 10, 1-12. https://doi.org/10.21009/10.1.1.2009

Rahayu, A., Irianti, A.H.S., Sulistyaningwati, B., Apriliyanawati, A., & Harianto, A.A. (2025). Penggunaan Video Tutorial Untuk Meningkatkan Pemahaman Siswa Tentang Teknik Pewarnaan Digital Dengan Aplikasi Ibis Paint Pada Mata Pelajaran Desain. *Jurnal Ilmiah Profesi Pendidikan,* 10(3), 2216-2225. https://doi.org/10.29303/jipp.v10i3.3469

Risma, F., Deny, A., Mita, Y., & Mein, K. (2024). Pengembangan Media Video Tutorial Pada Pembuatan Desain Busana Anak Secara Digital Berbasis Sketchbook Di Kelas Xi Smk Negeri 1 Jabon. *Journal on Education*(Vol 7 No 1 (2024): Journal on Education: Volume 7 Nomor 1 Tahun 2024), 1732-1740.

Rofiqodduri, N., & Wahyuningsih, S.E. (2023). Kelayakan Media Pembelajaran Video Tutorial Kemeja Berfuring Pada Mata Kuliah Produksi Busana Pria. *Fashion and Fashion Education Journal*(Vol 12 No 1 (2023)), 1-9.

Sofa, I. (2024). Pengembangan Media Video Tutorial Pembuatan Saku Passepoille Mata Pelajaran Menjahit Produk Busana Di Kelas Xi Smk Negeri 3 Blitar. *Jurnal Bintang Pendidikan Indonesia,* 2, 312-320. https://doi.org/10.55606/jubpi.v2i2.2994

Swaramarinda, D.R., Isa, B.B., Puruwita, D., Faslah, R., Arfiando Sebayang, K.D., & Adha, M.A. (2025). Preparing Vocational Students for the Digital Economy: Exploring the Role of Digital Literacy, Entrepreneurial Agility, and Digital Entrepreneurship Education. *Social Sciences & Humanities Open,* 12, 101926. https://doi.org/https://doi.org/10.1016/j.ssaho.2025.101926

Vaszkun, B., & Mihalkov Szakács, K. (2025). Looking for Student Success Factors Outside of the Educators' Scope: The Effect of Digital Literacy, Personal Skills, and Learning Habits and Conditions on Self-Evaluated Online Learning Effectiveness in Management Education. *The International Journal of Management Education,* 23(2), 101188. https://doi.org/https://doi.org/10.1016/j.ijme.2025.101188

Yulianti, L.E., & Marniati, M. (2021). Video Tutorial Berbasis Youtube Sebagai Media Belajar Pembuatan Hiasan Busana. *Jurnal Online Tata Busana,* 10(3), 15-25. https://doi.org/10.26740/jurnal-online-tata-busana.v10i3.42965