

## **DEVELOPMENT OF VIDEO TUTORIAL-BASED LEARNING MEDIA ON REFLEXIOLOGY TREATMENT COURSES**

**Deby Cinthia<sup>1</sup>, Yuliana<sup>2</sup>, Rahmiati<sup>3</sup>, Hansi Effendi<sup>4</sup>**  
Universitas Negeri Padang<sup>1,2,3,4</sup>  
Email: [debycinthia@gmail.com](mailto:debycinthia@gmail.com)

---

### **KEYWORDS**

Learning Media, Tutorial  
Video, Reflexology

### **ABSTRACT**

In the reflexology course, there are certain stages of treatment, so that students do not understand reflexology treatment if the explanation is only through writing, pictures and practice times, resulting in a lack of understanding of students about the stages of reflexology treatment as a whole. The learning media designed is using video tutorial-based learning media. Video tutorial is one of the media that uses a presentation display in the form of a video that shows the steps of work. The development of learning media based on video tutorials is carried out with 4-D development, namely the development of a model consisting of four stages, including: define, design, development and dissemination. The purpose of developing this learning media is to produce a Reflexology Treatment video tutorial that has valid, practical and effective criteria. From the results of the recapitulation of student learning outcomes with an average gain score of 0.809, that is in the high category. So seen from the cognitive learning outcomes of students who take courses using video tutorials, it shows that the video tutorial-based learning media developed by researchers is effective in improving student learning outcomes.

---

### **INTRODUCTION**

In the learning process, of course, there are many problems, one of which is related to learning outcomes. Learning outcomes become a measure of student success in achieving learning objectives (Smith & Allen, 2014). Learning objectives are considered achieved if students obtain satisfactory learning outcomes. Learning outcomes can be known after the lecturer evaluates learning outcomes. The purpose of evaluating learning outcomes according to Zainal Arifin (2013:15) is to: 1) Knowing the level of mastery of students on the material that has been given. 2) Knowing the skills, motivations, talents, interests and attitudes of students towards the learning program. 3) Knowing the level of progress and conformity of student learning outcomes with the competency standards and basic competencies that have been set. 4) Diagnosing the strengths and weaknesses of students in participating in learning activities. 5) Selection, namely selecting and determining students according to certain types of education. 6) Determine the grade increase. 7) Placing students according to their potential. Benjamin Bloom in Sudjana (2014) explains that the evaluation of learning outcomes is

*Development of Video Tutorial-Based Learning Media on Reflexiology Treatment Courses* divided into three areas, namely the cognitive (knowledge), affective (attitude) and psychomotor (skills) fields.

The global pandemic COVID-19/corona virus that is sweeping the world at this time requires students to study online at home (Muqorobin & Rais, 2020). In order to prevent the spread of Covid-19 to students and to the wider community in general, the Ministry of Education and Culture (Kemendeikbud) issued several circulars related to preventing and handling Covid-19 within the Ministry of Education and Culture (Wajdi et al., 2020). First, circular letter number 3 of 2020 regarding the prevention of covid-19 in education units. Second, circular letter no 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (covid-19), which among other things contains directions on the process of learning from home (Arif, 2020). The following is based on several additional interviews with lecturers of the reflexology treatment course which was held on March 23, 2021, it is known that the pure learning outcomes of students in the reflexology treatment course, namely there are no remedial students, all students pass, but have not been maximized due to the covid 19 pandemic that requires students to study online, but when studying online, the problem is often loss of connection due to intermittent signals. So that it makes teaching and learning interactions not maximized.

Ronal Anderson, (1987: 104) suggests about several goals of learning using video tutorial media, which include cognitive (knowledge), affective (attitudes), and psychomotor (skills). According to Anderson in Prastowo (2011: 55), "The advantages of video tutorials include being able to re-show certain movements so that students can imitate according to the activities shown, besides that video tutorials are an independent learning activity, where students learn at their own pace" . With students watching reflexology treatment tutorial videos on Google Drive on their respective smartphones/computers, it can be used as a form of developing learning media that makes lecturers not have to rely on books, modules or worksheets in delivering learning materials, video tutorial-based learning media that are accessed via Google Drive can be used and stored periodically. The use of video tutorial-based learning media accessed via Google Drive is an independent learning media that is in accordance with the way of learning in higher education, especially during the covid-19 pandemic (Howarth, 2021).

## **RESEARCH METHODS**

The research development model is using learning media with the R&D method or known as Research and Development (Gustiani, 2019). According to Putra (2012:67) research and development methods (research & development) are research that is deliberate, systematic, aims to find findings, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / methods, services, procedures which is superior, new, effective, efficient, productive, and meaningful.

The development model used is the 4D development model (Four-D) consisting of 4 main stages, namely, Define (defining), Design (design), Develop (development), and Disseminate (deployment). This development model was chosen because this model has a systematic procedure, in accordance with the problem behind this research, which is realized by observing and then summing up several problems that are seen and contained in the formulation of the research problem. From the principle of this model, researchers will develop a video learning media using Google Drive that is practical, valid and effective.

## *Development of Video Tutorial-Based Learning Media on Reflexiology Treatment Courses*

The procedure for developing learning media based on video tutorials in this Reflexology Treatment course uses a 4-D (four-D) development model (Thiagarajan, 1974). The development process consists of 4 stages and in detail.

### **RESULTS AND DISCUSSION**

The development of learning media based on video tutorials is carried out with 4-D development, namely a development model consisting of four stages, including: define, design, development and disseminate. The purpose of developing this learning media is to produce a Reflexology Treatment video tutorial that has valid, practical and effective criteria (Majeed, 2021). The following is an explanation of each criterion:

#### **1) Video tutorial validity**

At this stage of testing the validity of this tutorial video, it was obtained from the validator's response about the validity of the designed video tutorial (Suaib, 2020). There are 6 validators, namely three media validators and three material validators. Data from the validator is obtained from a validity questionnaire filled out by each validator by showing the video tutorial-based learning media.



**Figure 1** Video of Emphasizing Blood Flow Points on

Based on the video tutorial validation that has been carried out on the media validator, the media value is 0.96 with a valid category (Oktavianingtyas, Salama, Fatahillah, Monalisa, & Setiawan, 2018). Furthermore, for material expert validation, a value of 0.92 was obtained with a valid category. Based on the validator's assessment in terms of media and material, it can be concluded that the video tutorial developed is suitable for use in field trials as teaching materials in the Reflexology Treatment course (Cahya, Suprpto, & Lusiana, 2020). This is in line with research (Sa'adiyah, 2021) which shows that digital-based video tutorials get an average value of 0.91 and are included in the valid and theoretically feasible category for use in distance learning.

#### **2) Practical video tutorial**

Data on the practicality of video tutorial-based learning media were taken through trials conducted at Padang State University (Masdi, 2019). The assessment of the practicality of the video tutorial was obtained from the lecturer's response with practicality values in terms of the convenience aspect of 86.66%, the time aspect of 89.33%, the use aspect of 83.33%, and the average results obtained were 86.44% in the very category practical. While the practicality

*Development of Video Tutorial-Based Learning Media on Reflexiology Treatment Courses* value based on student respondents in terms of the convenience aspect is 85.86%, the time aspect is 86.75%, the usage aspect is 87.29%, and the average results obtained are 86.63%, so it can be concluded that video-based learning media the tutorial as a whole is very practical to use. In accordance with Wahyuni's research (2021) that learning media must have very practical practical values so that they can be used as alternative teaching materials in learning (Wahyuni, Siregar, & Wahyudin, 2021).

### **3) Effectiveness of Video tutorials**

Testing the effectiveness of video tutorial-based learning media through classical completeness testing, and gain score. Guidelines for measuring the effectiveness of the use of video tutorials that were developed are seen from the percentage of the value of mastery learning outcomes obtained by students after completing learning by applying video tutorial-based learning media. The percentage value of student learning outcomes is obtained based on the test activities carried out before and after learning with video tutorials (Ariyanto, Hidayatullah, & Nurtanto, 2020). Based on the gain score test, a value of 0.809 was obtained in the high category. It can be concluded that the video tutorial-based learning media in the Reflection Treatment course was declared effective.

The research is in line with the results of Accraf's (2018) research which states that the video tutorials that have been developed on chemical bonding and intermolecular forces are said to be feasible and valid from the results of the assessment of validators from product design experts, materials experts, practitioners and the results of limited trials of developed video tutorials. with very feasible criteria with a percentage of eligibility from material experts 91% validators product design experts 89%, practitioner validation (subject teachers) 95% and limited trials 85%.

This is in line with Sidiq's research (2020), namely the development of video tutorial-based learning media in the Teaching and Learning Strategy course which produces products that meet validation by material experts reaching 93% in the very valid category, learning design experts reaching 82% in the valid category, media experts reached 86% with valid category and 86% percentage for the effectiveness of using media. The implication of the results of this research is that it can build, trigger, strengthen students' interest in learning independently and the learning process is more effective, efficient so that there is an increase in the quality of learning (Stronge, 2018).

Rachmi (2020) who in his research on developing learning media based on video tutorials for the Concrete Structure II course resulted in valid learning module validation with appropriate criteria for use in terms of language, color and letter selection, media operation and creativity development that needed to be developed. with a value of 93 ,26% with very decent category. Then the results of material validation which include conformity to the RPS, evaluation and learning strategies that make it easier for students to learn are very worthy of being a guide or reference for students in independent study (Mariati & Saehu, 2021).

Based on this research and relevant research by other researchers both prove that video tutorials can improve student learning outcomes. The difference between this research and relevant research lies in the object of research and the subjects studied (Ikram et al., 2020). But overall this research and relevant research both prove the success of using the developed video tutorials. Through the use of video tutorials in the learning process, it can help students understand the material better and learn more effectively.

Learning media developed with video tutorial-based learning media help students and increase motivation in independent study. Video tutorial-based learning media provides

*Development of Video Tutorial-Based Learning Media on Reflexiology Treatment Courses* videos, audio and text that are easy to understand, so that students can easily remember learning. Video tutorials also provide references for students in solving problems they find and Reflexology Treatments can be applied in a beauty spa business later (Fritz & Fritz, 2020).

## CONCLUSION

The process of developing this tutorial video-based learning media uses a 4D development model. So as to produce a video tutorial-based learning media that is valid, practical, and effective. The results of the validity of the video tutorial based on the responses of media experts and material experts are in the valid category. The practicality of the video tutorials is seen based on the responses of the subject lecturers in the very practical category and based on the student responses in the very practical category (DeLozier & Rhodes, 2017). The effectiveness of video tutorials is seen based on student learning outcomes which are categorized as effective.

Produce data analysis on video tutorial-based learning media as interactive learning media. From the product validity test based on material and media validation, it was declared "Valid" with a material validation value of 0.92 and a media validation value of 0.96. Then for the practicality test for lecturers, a score of 86.44 was obtained which was declared "Very practical" and for students, a score of 86.63 was obtained which was declared "Very Practical". Furthermore, to test the effectiveness obtained from analyzing the post-test score with classical completeness of 100%, it was declared complete with a KKM limit of 75 with a Quality Score of B (good) and based on the results of the recapitulation of student learning outcomes with an average gain score of 0.809, namely in the category tall. So seen from the cognitive learning outcomes of students who take courses using video tutorials, it shows that video tutorial-based learning media developed by researchers are effective for improving student learning outcomes, which can be interpreted that video tutorial-based learning media are effective in learning Reflexology Treatment.

## BIBLIOGRAPHY

- Ariyanto, Sudirman Rizki, Hidayatullah, Rachmad Syarifudin, & Nurtanto, Muhammad. (2020). Practical Learning Innovation: Real Condition Video-Based Direct Instruction Model in Vocational Education. *Online Submission*, 6(1), 79–91. [Google Scholar](#)
- Cahya, R. N., Suprpto, E., & Lusiana, R. (2020). Development of Mobile Learning Media Based Android to Support Students Understanding. *Journal of Physics: Conference Series*, 1464(1), 12010. IOP Publishing. [Google Scholar](#)
- DeLozier, Sarah J., & Rhodes, Matthew G. (2017). Flipped classrooms: A review of key ideas and recommendations for practice. *Educational Psychology Review*, 29, 141–151. [Google Scholar](#)
- Fritz, Sandy, & Fritz, Luke Allen. (2020). *Mosby's Fundamentals of Therapeutic Massage-E-Book: Mosby's Fundamentals of Therapeutic Massage-E-Book*. Elsevier Health Sciences. [Google Scholar](#)
- Gustiani, Sri. (2019). Research and development (R&D) method as a model design in educational research and its alternatives. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 11(2). [Google Scholar](#)
- Howarth, Mike. (2021). 45° Learning: a guide to organising teaching online in the Covid pandemic, including peer observation revision. *Work Based Learning E-Journal*



*Development of Video Tutorial-Based Learning Media on Reflexiology Treatment Courses International*, 10(1), 1–138. [Google Scholar](#)

Ikram, M. Arfan, Brusselle, Guy, Ghanbari, Mohsen, Goedegebure, André, Ikram, M. Kamran, Kavousi, Maryam, Kieboom, Brenda C. T., Klaver, Caroline C. W., de Knegt, Robert J., & Luik, Annemarie I. (2020). Objectives, design and main findings until 2020 from the Rotterdam Study. *European Journal of Epidemiology*, 35, 483–517. [Google Scholar](#)

Majeed, Ban Hassan. (2021). The impact of reflexive learning strategy on mathematics achievement by first intermediate class students and their attitudes towards e-learning. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(7), 3271–3277. [Google Scholar](#)

Mariati, Mariati, & Saehu, Uun Ahmad. (2021). Character-Oriented Development of Accounting Teaching Materials and Higher Order Thinking Skills (HOTS). *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 391–403. [Google Scholar](#)

Masdi, Hendri. (2019). *Simulation of a Prototype D-Statcom for Voltage Sag Mitigation*. [Google Scholar](#)

Muqorobin, Muqorobin, & Rais, Nendy Akbar Rozaq. (2020). Analysis of the Role of Information Systems Technology in Lecture Learning during the Corona Virus Pandemic. *International Journal of Computer and Information System (IJCIS)*, 1(2), 47–51. [Google Scholar](#)

Oktavianingtyas, Ervin, Salama, Fadilah Safinatu, Fatahillah, Arif, Monalisa, Lioni Anka, & Setiawan, Toto Bara. (2018). Development 3D animated story as interactive learning media with lectors inspire and plotagon on direct and inverse proportion subject. *Journal of Physics: Conference Series*, 1108(1), 12111. IOP Publishing. [Google Scholar](#)

Smith, Cathleen L., & Allen, Janine M. (2014). Does contact with advisors predict judgments and attitudes consistent with student success? A multi-institutional study. *NACADA Journal*, 34(1), 50–63. [Google Scholar](#)

Stronge, James H. (2018). *Qualities of effective teachers*. Ascd. [Google Scholar](#)

Suaib, Febrianti Rosalina. (2020). Development of interactive video based powerpoint media in mathematics learning. *Journal of Educational Science and Technology*, 6(2), 167–177. [Google Scholar](#)

Wahyuni, Resty, Siregar, Alfitriani, & Wahyudin, Rakhmat. (2021). Adobe Flash Media Learning English Through E-Learning System In University Of Muhammadiyah Sumatera Utara. *Jurnal Tarbiyah*, 28(2), 94–105. [Google Scholar](#)

Wajdi, Muh Barid Nizarudin, Kuswandi, Iwan, Al Faruq, Umar, Zulhijra, Zulhijra, Khairudin, Khairudin, & Khoiriyah, Khoiriyah. (2020). Education policy overcome coronavirus, a study of Indonesians. *Edutec: Journal of Education And Technology*, 3(2), 96–106. [Google Scholar](#)