



Development and Preliminary Evaluation of a Video Tutorial for Basic Women's Body Pattern Construction Using Draping Techniques

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ABSTRACT

Purpose: This study aims to develop and conduct a preliminary evaluation of a video tutorial for basic women's body pattern construction using draping techniques to support students' practical skills and learning experiences in vocational fashion education. **Methods:** This study employed a Research and Development (R&D) approach using the 4D model (Define, Design, Develop, and Disseminate). The participants were 30 students enrolled in the Draping course in the Fashion Management Program at Padang State University. The developed video tutorial was evaluated through material and media expert validation, a student practicality questionnaire, and a one-group pre-test–post-test design. Data were analyzed using descriptive statistics and percentage analysis. **Findings:** The video tutorial obtained high validation scores from material experts (88.9%) and media experts (86.6%). The practicality assessment yielded an average score of 88%, indicating that the video tutorial was highly practical for learning. Students' mean performance scores increased from 72.4 in the pre-test to 88.6 in the post-test, representing a 22.37% increase from the pre-test score. In addition, 91% of students reported that the video tutorial supported their understanding and learning independence. These findings indicate improved student performance after using the video tutorial, although causal effectiveness cannot be established from the study design. **Research Implications:** The findings suggest that video tutorials can provide a practical digital learning resource for supporting the acquisition of technical skills in vocational fashion education, particularly in learning basic women's body pattern construction through draping techniques. **Originality:** This study contributes a video-based instructional resource specifically designed to support learning basic women's body pattern construction through draping techniques in vocational fashion education, with preliminary evidence regarding its validity, practicality, and student performance outcomes.



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INTRODUCTION

Draping is an important practical competence in vocational fashion education because it enables students to construct garment forms directly on a three-dimensional dress form and to understand the relationship between body shape, fabric, and garment structure. In particular, basic women's body pattern construction is a fundamental competency that supports the development of more complex garment designs and pattern-making skills. Mastering this competency requires students to understand both theoretical concepts and sequential practical procedures, including the preparation of tools and materials, fabric placement, adjustment, marking, and the formation of pattern lines. Therefore, learning draping requires instructional strategies and learning resources that can help students connect conceptual knowledge with accurate practical performance (Widjiningsih et al., 2014; Angendari et al., 2022; Wati et al., 2024).

In practice, learning practical fashion competencies can be challenging when students depend heavily on direct demonstrations by lecturers. Technical procedures in draping contain detailed movements and sequences that may be difficult to remember after a single classroom demonstration. Students may need to observe a particular step several

times before they can reproduce it independently and accurately. The present study also identified that, before the use of the developed video tutorial, students tended to be passive during practical learning and remained dependent on lecturer demonstrations. Such conditions indicate the need for learning resources that allow students to review practical procedures independently beyond the limited time available during face-to-face instruction. Previous studies have emphasized that the effective use of instructional media can support students' learning processes and improve opportunities for independent learning, particularly in practical and technology-supported learning environments (Mansur, 2017; Mun'im Amaly et al., 2021; Thang, 2024; Ibrahim et al., 2023; Nurwati & Purwanti, 2021).

Video-based learning is particularly relevant to practical education because it can present procedures through sequential visual demonstrations, allowing learners to observe the relationship between actions and outcomes. Unlike static instructional materials, video can simultaneously demonstrate movement, sequence, timing, and technical details, while replay functions provide opportunities for students to review difficult steps according to their individual learning needs (Lacey & Wall, 2021; Riyanto & Yunani, 2020; Batubara & Dessy, 2016). In addition, audio-visual learning resources can support students' attention, understanding, and learning motivation by combining visual and auditory information (Hayati et al., 2017; Setiawan & Komalasari, 2020; Safitri et al., 2022). From the perspective of multimedia learning, the coordinated presentation of words and visuals can support learners in selecting, organizing, and integrating relevant information, particularly when learning involves complex procedures (Mayer, 2024). These characteristics make video tutorials potentially useful for vocational subjects in which students must master procedural and performance-based competencies.

The application of video-based learning in fashion education has been reported in several studies. Angendari et al., (2022) examined video media in learning fashion pattern making and demonstrated the relevance of video-supported instruction to pattern-making competencies. Desvianasari et al., (2022) developed a video tutorial for digital fashion drawing and reported that video-based media could provide additional support for students in understanding practical learning materials. Yanita et al. (2023) also reported the use of tutorial video-based learning media in hair and bun styling, demonstrating the applicability of video tutorials to other practice-oriented competencies in fashion education. More recently, (Oktapiani & Achir, 2014) developed a video tutorial-based training learning model for an embroidery course in undergraduate fashion education and found that the model supported the development of students' practical competencies. These studies indicate that video-based learning has considerable potential as a learning resource for practical skills in fashion education.

More specifically, previous studies have examined the use of video for draping and basic pattern learning. (Widjiningsih et al., 2014) developed a video-assisted draping learning model for higher education using a modified Borg and Gall development procedure. The developed instructional package included a model guide, lesson plans, job sheets, video materials, and performance assessment rubrics. The study demonstrated the potential of video-assisted instruction for supporting draping learning at the university level. Another study examined direct instruction supported by video for basic upper-body pattern construction using draping techniques and reported positive student learning responses and performance outcomes. Wati et al., (2024), meanwhile, evaluated the eligibility of video tutorial media for basic pattern content in vocational high school education. Their study confirmed the feasibility of video tutorials as technology-based learning media for basic pattern instruction, although the educational context was vocational secondary education and the focus was pattern drawing rather than the specific construction of a basic women's body pattern through draping.

Although these studies provide important evidence, several limitations remain. First, (Widjiningsih et al., 2014) focused on a broader video-assisted draping learning model supported by multiple instructional components, rather than a focused tutorial specifically organized around the step-by-step construction of a basic women's body pattern using draping techniques. Second, previous studies conducted in vocational fashion education have often focused on different competencies, such as digital fashion drawing, embroidery, hair and bun styling, or basic pattern drawing (Desvianasari et al., 2022; Yanita et al., 2023; Yuliarma et al., n.d. ; Wati et al., 2024). Recent developments in video-based patternmaking media also demonstrate that video tutorials can be designed using systematic R&D procedures and evaluated through expert validation, practicality, and learning outcomes, but these studies remain focused on basic clothing patternmaking in different educational contexts. Thus, the empirical gap is not the absence of video-based learning in fashion education, but the limited development of a focused video tutorial that specifically guides university-level vocational fashion students through the sequential construction of a basic women's body pattern using draping techniques while also examining its validity, practicality, and changes in student performance.

To address this gap, the present study develops a video tutorial specifically designed for basic women's body pattern construction using draping techniques. The instructional design organizes the content into a coherent sequence beginning with the basic concepts of draping, followed by the identification and use of tools and materials, and continuing with visual demonstrations of the technical construction process. Previous studies have demonstrated the

relevance of video-based resources for presenting sequential patternmaking procedures, including basic women's bodice patterns, CAD-based pattern construction, and draping competencies (Fahriana & Suprihatin, 2018; Putri & Ernawati, 2022; Oktapiani & Achir, 2014; Fitri et al., 2025). The video is intended to function not merely as a recording of a lecturer's demonstration, but as a structured learning resource that students can revisit during and outside classroom practice. Similar applications have been reported in vocational fashion education, including video-based learning for embroidery and basic clothing patternmaking, where instructional videos were developed to support practical skills and flexible access to learning materials (Zulbaidah et al., 2025). Thus, the contribution of this study lies in the integration of a focused draping competency, systematic step-by-step visualization, and independent replay-based learning within a video tutorial designed for vocational fashion education. The study also extends previous research by providing preliminary empirical evidence regarding the validity and practicality of the product and changes in students' practical performance following its use.

Based on the identified learning problems and research gap, this study aims to develop and conduct a preliminary evaluation of a video tutorial for basic women's body pattern construction using draping techniques in vocational fashion education. Specifically, the study evaluates the validity of the developed video tutorial through material and media expert assessments, examines its practicality based on student responses, and describes changes in students' practical performance after using the video tutorial. Previous development studies in fashion education have similarly emphasized expert validation, practicality assessment, and student learning outcomes when evaluating instructional video products (Amri, 2025; Fahriana & Suprihatin, 2018). However, unlike studies employing comparative or inferential approaches, the present study uses a one-group pre-test–post-test design and descriptive analysis; therefore, it focuses on preliminary evidence of changes in student performance rather than making a causal claim regarding the effectiveness of the video tutorial.

METHOD

This study employed a Research and Development (R&D) approach using the 4D development model, consisting of Define, Design, Develop, and Disseminate stages. The study aimed to develop a video tutorial for basic women's body pattern construction using draping techniques and to conduct a preliminary evaluation of its validity, practicality, and changes in students' practical performance. The participants were 30 undergraduate students enrolled in the Draping course in the Fashion Management Program, Faculty of Tourism and Hospitality, Universitas Negeri Padang. The students participated in practical learning activities related to basic women's body pattern construction using draping techniques. The participants were selected using actual sampling technique and met the criteria of being enrolled in the Draping course, participating in the learning activities, and completing both the pre-test and post-test. The product was validated by two subject-matter experts and two media experts. The research was conducted in month and year.

Development Procedure

The development process followed the 4D model. In the Define stage, curriculum, learner, task, and concept analyses were conducted to identify the competencies, learning needs, and practical procedures associated with basic women's body pattern construction using draping techniques. The results were used to formulate the learning objectives and determine the content of the video tutorial.

In the Design stage, the content and instructional sequence of the video were planned. The material covered basic draping concepts, tools and materials, preparation for the draping process, step-by-step construction of the basic women's body pattern, and presentation of the completed pattern. A storyboard and video script were prepared to organize the demonstrations, narration, supporting text, and visual elements. The video was designed to allow students to pause and replay technical procedures according to their learning needs, video duration and delivery platform.

In the Develop stage, the video tutorial was produced and evaluated by two subject-matter experts and two media experts. The subject-matter experts assessed content appropriateness, material presentation, and language, while the media experts assessed graphic feasibility, presentation, and language. The product was revised based on the experts' quantitative assessments and qualitative suggestions. The revised product was subsequently tested with 30 students to assess its practicality and to describe changes in practical performance.

In the Disseminate stage, the revised video tutorial was finalized and made available as a supplementary learning resource for the Draping course. Students could access and replay the video during and outside scheduled practical learning activities. actual dissemination platform and whether dissemination extended beyond the research participants.

Instruments and Data Collection

Data were collected using expert validation sheets, a student practicality questionnaire, a performance assessment rubric, an observation sheet, and documentation of student work. The material validation instrument assessed content appropriateness, material presentation, and language, whereas the media validation instrument assessed graphic

feasibility, presentation, and language. The student practicality questionnaire assessed three aspects: time, material, and benefits. Students' practical performance was assessed using a performance-based test before and after the use of the video tutorial. Observation was used to record student engagement during learning activities, while documentation was used to record students' practical work.

The instruments used a actual Likert scale rating scale. The number of items and detailed indicators were insert actual information if available. Instrument content validity was established through actual validation procedure. If reliability testing was conducted, the reliability coefficient should be reported here; otherwise, no reliability coefficient should be added. Similarly, inter-rater reliability should only be reported if more than one assessor was actually involved in the performance assessment.

Data Analysis

The collected data were analyzed using descriptive quantitative analysis. The percentage of expert validation and student practicality was calculated using the following formula:

$$P = \frac{S_o}{S_m} \times 100\%$$

Information:

- P = percentage score
- S_o = obtained score
- S_m = maximum possible score

The resulting percentages were interpreted using the achievement-level criteria presented in Table 1. The pre-test and post-test data were analyzed by comparing the mean performance scores before and after the use of the video tutorial. The mean score increased from 72.4 in the pre-test to 88.6 in the post-test, representing an absolute increase of 16.2 points. The percentage increase was calculated using:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Information :

- P = percentage increase
- X₁ = mean pre-test
- X₂ = mean post-test

The resulting value was **22.37%**, which represents the percentage increase relative to the pre-test score and is not a normalized gain (N-gain). Observation and documentation data were analyzed descriptively as supporting evidence of changes in student engagement and practical work.

Because the study used a one-group pre-test–post-test design without a comparison group and relied on descriptive analysis, the results were interpreted as preliminary evidence of changes in student performance after using the video tutorial rather than as causal evidence of the effectiveness of the video tutorial.

Table 1. Achievement Level Conversion and Qualification

Achievement Level (%)	Qualification	Test Decision
81–100	Very Worthy	No revision needed
61–80	Worthy	No revision needed
41–60	Decent Enough	Revision required
21–40	Less Feasible	Revision required
0–20	Very Less Feasible	Revision required

Source: *Rasiman and Pramasyahsari (2014).*

RESULTS

Results of Video Tutorial Development

The video tutorial for basic women's body pattern construction using draping techniques was developed through the four stages of the 4D model: Define, Design, Develop, and Disseminate. The final product contains five main components: (1) an explanation of the basic concepts of draping techniques, (2) an explanation of tools and materials, (3) a demonstration of basic women's body pattern construction, (4) the presentation and editing of the instructional video, and (5) the final video tutorial product. The development process resulted in a video-based learning resource designed to present the practical procedures systematically and allow students to review the demonstrated steps.

Material Expert Validation

Material validation was conducted to assess the suitability of the learning content presented in the video tutorial. Two subject-matter experts evaluated three aspects: content appropriateness, presentation of materials, and language. The results are presented in Table 2.

Table 2. Material Validation Results of the Video Tutorial

Nu.	Assessment Aspect	Validation Result	Category
1	Content Appropriateness	86.70%	Very Valid
2	Presentation of Materials	89.30%	Very Valid
3	Language Assessment	88.50%	Very Valid
Mean		88.90%	Very Valid

Table 2 shows that the content appropriateness aspect obtained a score of 86.70%, the presentation of materials obtained 89.30%, and the language aspect obtained 88.50%. The overall mean score was 88.90%, which was categorized as very valid according to the achievement criteria.

Media Expert Validation

Media validation was conducted to assess the quality of the video tutorial as an instructional medium. Two media experts evaluated three aspects: graphic feasibility, presentation, and language. The results are presented in Table 3.

Table 3. Media Validation Results of the Video Tutorial

Nu.	Assessment Aspect	Validation Result	Category
1	Graphic Feasibility	85.55%	Very Valid
2	Presentation Aspect	87.50%	Very Valid
3	Linguistic Aspect	85.60%	Very Valid
Mean		86.60%	Very Valid

The results in Table 3 show that graphic feasibility obtained a score of 85.55%, the presentation aspect obtained 87.50%, and the linguistic aspect obtained 85.60%. The overall mean score was 86.60%, which was categorized as very valid.

Practicality of the Video Tutorial

The practicality of the video tutorial was assessed through responses from **30 students** enrolled in the Draping course after they used the developed video tutorial. The assessment covered three aspects: time, material, and benefits. The results are presented in Table 4.

Table 4. Practicality Results Based on Student Responses

Nu.	Assessment Aspect	Result	Category
1	Time	87%	Very Practical
2	Material	85%	Very Practical
3	Benefits	90%	Very Practical
Mean		88%	Very Practical

As shown in Table 4, the time aspect obtained a score of 87%, the material aspect obtained 85%, and the benefits aspect obtained the highest score of 90%. The overall mean practicality score was 88%, indicating that the video tutorial was categorized as very practical based on student responses.

Preliminary Evaluation of Student Learning Performance

The preliminary evaluation of student learning performance was conducted using a one-group pre-test–post-test design. Student performance was assessed through a practical performance test before and after the use of the video tutorial. The results are presented in Table 5.

Table 5. Preliminary Evaluation of Student Learning Performance

Nu.	Measurement Aspect	Before Video Tutorial	After Video Tutorial	Increase	Percentage Increase	Category
1	Performance Test (Pattern Construction)	72.4	88.6	16.2	22.37%	Very Good
2	Learning Engagement Observation	Relatively passive and dependent on	More active and independently engaged	—	—	Descriptively improved

Nu.	Measurement Aspect	Before Video Tutorial	After Video Tutorial	Increase	Percentage Increase	Category
3	Student Perception of Effectiveness	lecturer demonstration —	91% of students reported that the video supported understanding and learning independence	—	—	Positive
4	Documentation of Student Work	Some construction errors were observed	Work was described as neater and more accurate	—	—	Improved

The performance test results showed that the mean student score increased from 72.4 before using the video tutorial to 88.6 after its use, representing an increase of 16.2 points or 22.37% relative to the pre-test mean. The 22.37% value represents a descriptive percentage increase and was not calculated as a normalized gain.

The observation data indicated a change in students' learning engagement from relatively passive participation and dependence on lecturer demonstrations before the intervention to more active and independent participation during the learning activities. However, because no inferential statistical test was conducted, the change in engagement is reported descriptively and is not interpreted as statistically significant.

The student response data showed that 91% of students reported that the video tutorial supported their understanding and learning independence. Documentation of student work also indicated that the work produced after the learning activities was described as neater and more accurate than the work produced before the use of the video tutorial. Overall, the results indicate that the developed video tutorial obtained very valid ratings from both material and media experts, achieved a very practical rating based on student responses, and was accompanied by an increase in students' mean practical performance scores after its use.

DISCUSSION

The findings indicate that the developed video tutorial was considered highly valid and practical for learning basic women's body pattern construction using draping techniques. The material validation score of 88.90% and media validation score of 86.60% indicate that the content, presentation, language, and visual characteristics of the video were considered appropriate by the experts. The practicality score of 88% also indicates that students perceived the video as useful and easy to use during practical learning. These findings suggest that the developed media can function as a supplementary learning resource that helps students access procedural demonstrations beyond the limited time of face-to-face instruction.

The findings are generally consistent with previous studies on video-based learning in fashion education, although differences in product focus and educational context should be considered. [Widjningsih et al. \(2014\)](#) developed a video-assisted draping learning model for higher education and demonstrated the applicability of video in supporting draping instruction. Their product, however, was developed as a broader learning model accompanied by lesson plans, job sheets, and assessment instruments, whereas the present study focuses specifically on a video tutorial for basic women's body pattern construction using draping techniques. [Wati et al. \(2024\)](#) also reported the feasibility of video tutorial media for basic pattern learning in vocational high school education. The present findings extend this evidence to a higher-education context and to practical pattern construction through draping. Similarly, [Yuliarma et al. \(2024\)](#) demonstrated the potential of video tutorial-based learning in undergraduate vocational fashion education, although their focus was embroidery rather than draping. These comparisons indicate that the usefulness of video-based media is not limited to one fashion competency, while the present study contributes evidence for a more specific draping application.

The increase in the mean performance score from 72.4 to 88.6 represents an increase of 16.2 points or 22.37% relative to the pre-test score. One possible explanation is that the video converts a temporary classroom demonstration into a learning resource that can be repeatedly observed. Draping involves a sequence of physical procedures, including fabric positioning, adjustment, marking, and pattern formation. Students may benefit from being able to revisit these procedures rather than relying only on their memory of a single lecturer demonstration. The positive student response regarding understanding and learning independence also supports the interpretation that students perceived the video as useful for reviewing practical procedures. However, the observed increase should be interpreted as a change following the intervention rather than as evidence that the video alone caused the improvement.

The findings can be further interpreted using Mayer's Cognitive Theory of Multimedia Learning. The contribution of the video is not simply the combination of audio and visual information, but how these elements are organized to support the processing of procedural information. The segmenting principle is relevant because the draping process is presented through a sequence of practical steps, allowing students to process the procedure in smaller units. Signaling is relevant when visual or verbal cues direct attention to important technical actions, while coherence emphasizes the importance of limiting information that is not directly related to the learning objective. The use of spoken explanations together with visual demonstrations can also support the modality principle by presenting complementary verbal and visual information. Thus, the potential learning benefit of the video is related to the organization of instructional information around the procedural nature of draping rather than merely the use of video as a technology.

The practical implication of these findings is that the video tutorial can serve as a re-demonstration and self-study resource that complements lecturer instruction. Lecturers can use the video to provide a consistent reference for technical procedures, while students can replay particular stages when additional clarification is needed. The 88% practicality score supports this use from the students' perspective. Theoretically, however, the study does not propose a new multimedia learning theory or provide evidence for modifying Mayer's theory. Its theoretical contribution is more appropriately understood as an application of multimedia learning principles to practical draping instruction. Pedagogically, the findings suggest that video-based instruction may be particularly useful when learning requires students to observe and reproduce sequential physical procedures.

Several limitations should be considered. First, the study involved only 30 students from a single Draping course, limiting the generalizability of the findings. Second, the one-group pre-test-post-test design did not include a control group, so alternative explanations such as repeated exposure to the task, normal learning progression, lecturer guidance, and testing effects cannot be excluded. Third, the analysis was descriptive and did not include inferential statistics or an effect-size calculation. Therefore, the 22.37% increase should not be interpreted as a statistically significant effect or as a normalized learning gain. Fourth, the 91% positive student response was based on self-report and may be influenced by response bias. The findings should therefore be interpreted as preliminary evidence supporting the usability of the developed video and changes in student performance after its use.

Future research should involve larger samples from multiple institutions and employ a quasi-experimental design with a comparison group. Inferential statistical testing and effect-size analysis would provide stronger evidence regarding changes in learning performance. Future studies could also examine whether the skills demonstrated after using the video are retained over time and transferred to other pattern-construction tasks. Further research may compare different video design features, such as segmentation and signaling, to determine which features provide the greatest contribution to practical skill development in vocational fashion education.

CONCLUSION

This study developed a video tutorial for basic women's body pattern construction using draping techniques through the 4D Research and Development model. The developed product demonstrated high validity based on material expert assessment (88.90%) and media expert assessment (86.60%), while the student practicality assessment reached 88%. Students also showed improved practical performance following implementation of the video tutorial, with the mean score increasing from 72.4 to 88.6, representing a 16.2-point increase or a 22.37% relative increase. These findings indicate that the developed video tutorial can serve as a practical supplementary resource for presenting and re-demonstrating sequential draping procedures in vocational fashion education. In relation to previous research on video-assisted draping and video-based pattern learning, the contribution of this study lies in providing a focused tutorial specifically designed for basic women's body pattern construction through draping techniques in a higher-education fashion learning context.

However, the findings should be interpreted as preliminary evidence rather than causal evidence of the effectiveness of the video tutorial. The study was conducted with 30 students using a one-group pre-test-post-test design without a comparison group, and the analysis was limited to descriptive statistics. Therefore, the observed increase in performance cannot be attributed exclusively to the video tutorial. Future research should involve larger samples across multiple institutions, include comparison or control groups, apply appropriate inferential statistical analyses, and examine longer-term skill retention and transfer to other pattern-construction tasks. Such studies would provide stronger evidence regarding the comparative effectiveness and generalizability of video-based draping instruction.

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