

Development of Korean Bridal Makeup Learning Videos in the International Bridal Makeup Course

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Abstract: The advancement of technology has encouraged the integration of digital learning media across various educational levels, including instructional videos in cosmetology education. This study aimed to develop a Korean bridal makeup instructional video that is valid, practical, and effective for supporting learning in the International Bridal Makeup course. The developed product integrates instructional content on Korean bridal makeup theory, tools and cosmetics, makeup application, hairstyling, bridal costume and accessories, and the final makeup result. This research employed the ADDIE development model, consisting of analysis, design, development, implementation, and evaluation stages. Product validity was assessed by one media expert and two material experts. Practicality was evaluated through a one-to-one trial involving three students and a small-group trial involving sixteen students. Effectiveness was examined using a one-group pre-test-post-test field test involving fifteen students who completed a pre-test before watching the learning video and a post-test after its implementation. The media expert validation yielded a score of 85%, while the two material experts obtained scores of 96.4% and 89.4%, respectively, indicating high validity. The one-to-one and small-group trials produced practicality scores of 90.6% and 95%, respectively. In the effectiveness test, the average score increased from 30.6 on the pre-test to 100 on the post-test, with an N-gain of 1.00, indicating a high level of learning improvement. However, the effectiveness findings were based on a limited sample and a single-group pre-test-post-test design without a comparison group.

Keywords: Learning Video, Korean Bridal Makeup, ADDIE, International Bridal Makeup

Abstrak: Perkembangan teknologi telah mendorong integrasi media pembelajaran digital pada berbagai jenjang pendidikan, termasuk penggunaan video pembelajaran dalam pendidikan tata rias. Penelitian ini bertujuan untuk mengembangkan video pembelajaran tata rias pengantin Korea yang valid, praktis, dan efektif untuk mendukung pembelajaran pada mata kuliah Tata Rias Pengantin Internasional. Produk yang dikembangkan memuat materi tentang teori tata rias pengantin Korea, alat dan kosmetik, teknik aplikasi tata rias, penataan rambut, busana dan aksesoris pengantin, serta hasil akhir tata rias. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri atas tahap analysis, design, development, implementation, dan evaluation. Validitas produk dinilai oleh satu ahli media dan dua ahli materi. Kepraktisan dievaluasi melalui uji perorangan yang melibatkan tiga mahasiswa dan uji kelompok kecil yang melibatkan enam belas mahasiswa. Efektivitas diuji melalui field test dengan desain one-group pre-test-post-test yang melibatkan lima belas mahasiswa. Hasil validasi ahli media memperoleh skor 85%, sedangkan dua ahli materi masing-masing memperoleh skor 96,4% dan 89,4% yang menunjukkan tingkat validitas tinggi. Uji perorangan dan kelompok kecil menghasilkan skor kepraktisan masing-masing sebesar 90,6% dan 95%. Pada uji efektivitas, skor rata-rata meningkat dari 30,6 pada pre-test menjadi 100 pada post-test, dengan nilai N-Gain sebesar 1,00 yang menunjukkan peningkatan pembelajaran pada kategori tinggi. Namun, hasil efektivitas masih didasarkan pada jumlah sampel yang terbatas dan desain one-group pre-test-post-test tanpa kelompok pembandingan.

Kata Kunci: Video Pembelajaran, Tata Rias Pengantin Korea, ADDIE, Tata Rias Pengantin Internasional.

INTRODUCTION

Digital technology has expanded the use of learning media that can support both theoretical understanding and practical skill development. In cosmetology education, instructional videos are particularly relevant because makeup and hairstyling techniques require students to observe procedures, visual details, and sequential applications that can be reviewed repeatedly to support both theoretical understanding and practical skill development (Wahida et al., 2023). The need for appropriate learning media is increasingly important in International Bridal Makeup courses, particularly because students require instructional media that can support the learning of practical bridal makeup techniques through systematic visual demonstrations (Tobing et al., 2024).

The International Bridal Makeup course is a theoretical and practical course covering bridal makeup, hairstyling, costumes, accessories, and wedding traditions from various countries. The course includes Chinese, Korean, Japanese, Arabic, Thai, Indian, and Western bridal makeup styles. Within the Korean Bridal Makeup component, three specific Sub-Course Learning Outcomes (Sub-CPMK) are addressed: Sub-CPMK 4.6, performing Korean bridal makeup; Sub-CPMK 5.8, performing Korean bridal hairstyling; and Sub-CPMK 6.7, arranging Korean bridal costumes and accessories. Therefore, learning media for this material should not only explain makeup techniques but also provide integrated visual guidance covering the three targeted competencies.

The relevance of Korean Bridal Makeup learning is also supported by developments in the beauty industry and the influence of The Korean Wave has contributed to the growing popularity of Korean makeup styles in Indonesia and has influenced the adoption of Korean-inspired beauty trends, particularly among Generation Z and K-pop fans (Wardani & Azwar, 2024). further reported a shift in makeup preferences from Western styles toward Korean-inspired looks. Korean Bridal Makeup is characterized by a natural and elegant appearance, emphasizing healthy and glowing skin, soft or pastel color tones, and techniques such as ombre lips and glass-skin effects (Nurhayati et al., 2025). These characteristics require students to understand not only the theoretical concepts but also the detailed visual application techniques needed to achieve the intended bridal appearance. Thus, the development of Korean Bridal Makeup learning media is relevant to both contemporary beauty trends and the specific competency requirements of the course (Regina Apriliyandy, 2020).

A preliminary needs survey was conducted with 29 active students from the Cosmetology Education and Beauty Cosmetics and Care Study Programs at Universitas Negeri Jakarta. The survey focused on students' difficulties in understanding Korean Bridal Makeup materials, the learning media predominantly used in the course, students' perceptions of the usefulness of instructional videos, and their need for video-based learning media. The respondents were students who had experienced or were studying International Bridal Makeup materials. The results showed that 22 students (82.8%) experienced difficulties in understanding Korean Bridal Makeup, while 89.7% stated that the learning materials were predominantly delivered through PowerPoint presentations. In addition, 82.8% considered instructional videos helpful, and all respondents (100%) agreed on the need for video-based learning media for Korean Bridal Makeup. These findings indicate a clear gap between students' learning needs and the media currently available in the course, particularly because practical bridal makeup learning requires authentic audio-visual media that can demonstrate procedures systematically and support students in understanding sequential practical skills (Damasanti & Widiartini, 2025).

The identified learning problem is further reinforced by the limited availability of instructional media specifically designed for Korean Bridal Makeup. The current learning process is

dominated by direct demonstrations and PowerPoint presentations, while the limited availability of systematically developed instructional video media indicates the need for learning media that can support students in observing and reviewing bridal makeup procedures (Wahida et al., 2023). This limitation is significant because the targeted competencies require students to learn and perform interconnected practical skills. A video that only presents makeup techniques would not fully address the curriculum requirements. Therefore, the developed learning video was designed to provide integrated content covering Korean bridal makeup application, hairstyling, costumes, accessories, and the final bridal appearance. Through this design, the product is directly aligned with Sub-CPMK 4.6, 5.8, and 6.7. The evaluation of learning effectiveness was also intended to assess changes in students' understanding after exposure to the video content.

Previous studies have demonstrated the potential of video-based media in cosmetology learning. Azahra & Irtawidjanti (2023) developed a learning video for Western Bridal Makeup that was found to be valid and practical and showed potential to support students' learning outcomes. Similarly, Wahida et al. (2023) concluded that an instructional video for bridal makeup learning was highly feasible and practical. These findings indicate that instructional videos can support practical learning in cosmetology. However, studies focusing specifically on Korean Bridal Makeup remain limited, particularly those developing an integrated learning video that addresses makeup, hairstyling, costumes, and accessories while systematically evaluating its validity, practicality, and effectiveness (Sikumbang et al., 2025).

Based on these considerations, this study aimed to develop an instructional video on Korean Bridal Makeup for the International Bridal Makeup course using the ADDIE development model. The video was developed to address the curriculum competencies related to Korean bridal makeup, hairstyling, and the arrangement of costumes and accessories. The study further evaluated the validity, practicality, and effectiveness of the developed product to determine its feasibility as an alternative learning medium for supporting Korean Bridal Makeup instruction.

METHOD

This study employed a Research and Development (R&D) design using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study was conducted at Universitas Negeri Jakarta from April to June 2026. The purpose of the study was to develop an instructional video on Korean Bridal Makeup for the International Bridal Makeup course and to evaluate its validity, practicality, and effectiveness.

Research Subjects and Product Testing Stages

The research subjects consisted of students from the Undergraduate Cosmetology Education Study Program and the Applied Bachelor's Program in Cosmetics and Beauty Care at Universitas Negeri Jakarta. Participants were selected based on their relevance to the product-testing stage and their experience with the International Bridal Makeup course. The preliminary needs analysis involved 29 active students from the two study programs. The one-to-one trial involved three undergraduate students of the Cosmetology Education Study Program from the 2023 cohort who had completed the International Bridal Makeup course. The small-group trial involved 16 students from the same program and cohort who had also completed the course. The field test involved 15 students from the Applied Bachelor's Program in Cosmetics and Beauty Care from the 2023 cohort who were currently taking the International Bridal Makeup course.

The research procedure and the subjects involved at each stage are summarized as follows. The analysis stage involved the identification of students' learning needs and problems through a preliminary survey. The design stage involved the preparation of learning materials, learning competencies, a storyboard, and pre-test and post-test instruments. The development stage included video production through pre-production, production, and post-production activities, followed by validation by one media expert and two material experts. The implementation stage consisted of one-to-one, small-group, and field testing. Finally, the evaluation stage integrated the results of expert validation and student testing to determine the validity, practicality, and effectiveness of the developed learning video.

Product Development Procedure

The development process began with the analysis stage. A preliminary survey was administered to identify students' difficulties in learning Korean Bridal Makeup, the learning media used in the course, and the need for video-based learning media. The results of this analysis were used as the basis for determining the characteristics and content of the product to be developed. At the design stage, the learning competencies and instructional content of the video were determined. The product was designed to cover Korean bridal makeup application, hairstyling, bridal costumes, accessories, and the final appearance. A storyboard was then prepared to organize the sequence of narration, visual presentation, duration, and audio elements. In addition, pre-test and post-test instruments consisting of 10 multiple-choice questions were developed based on the Course Learning Outcomes (CPMK) and the learning content presented in the video.

The development stage involved the preparation of locations, equipment, tools, cosmetics, and other materials required for the video production. The process included video recording, narration recording, and video editing. The completed product was subsequently evaluated by one media expert and two material experts. The learning video was revised based on the recommendations provided during the validation process before being used in student trials.

Research Instruments and Data Collection

The study used several instruments to collect data. The preliminary survey questionnaire was used to identify students' learning needs and problems related to Korean Bridal Makeup instruction. Product validity was assessed using expert validation questionnaires administered to one media expert and two material experts. The media expert assessed the quality of the instructional media, whereas the material experts assessed the suitability and quality of the Korean Bridal Makeup learning content. Practicality data were collected using student response questionnaires during the one-to-one and small-group trials. The questionnaires assessed aspects of content, media, and perceived benefits of the learning video. Effectiveness data were collected using pre-test and post-test instruments consisting of 10 multiple-choice questions. The pre-test was administered before students watched the learning video, while the post-test was administered after the learning video had been implemented.

Data Analysis

The data obtained from the expert validation and student response questionnaires were analyzed quantitatively by converting the obtained scores into percentage values. The percentage results were then interpreted according to the predetermined validity and practicality criteria. The results of the one-to-one and small-group trials were used to determine the practicality of the developed learning video. The effectiveness of the product was evaluated through a one-group pre-

test–post-test design in the field test. Students completed the pre-test before viewing the learning video and the post-test after the implementation of the product. The pre-test and post-test results were analyzed descriptively by comparing the average scores before and after learning. The improvement in learning outcomes was further analyzed using the normalized gain (N-gain) score. The results from expert validation, student responses, and the field test were then integrated to evaluate the overall validity, practicality, and potential effectiveness of the Korean Bridal Makeup learning video.

RESULT AND DISCUSSION

Product Development Results

Analysis

At this stage, a preliminary analysis was conducted to identify problems and analyze students' learning needs in order to collect information related to the issues underlying this study. Currently, the beauty industry continues to evolve and innovate, influencing lifestyle trends related to beauty, fashion, and clothing. In particular, in the field of bridal makeup, Korean Bridal Makeup has become a popular and highly demanded trend. However, there is still a lack of appropriate learning videos, which highlights the need for research and product development in this area.

The researcher conducted a preliminary survey by distributing questionnaires to 29 students from the Cosmetology Education Study Program (cohorts 2022 and 2023) who had taken the International Bridal Makeup course. The survey results showed that 22 students (82.8%) experienced difficulties in understanding Korean bridal makeup materials. The survey also revealed that 89.7% of students stated that learning materials provided by lecturers were mostly in the form of PowerPoint (PPT) presentations, and 100% of respondents agreed on the need for video-based learning media for Korean bridal makeup in the International Bridal Makeup course.

Based on these findings, it can be concluded that learning media in the International Bridal Makeup course is still limited in variation, and therefore a Korean Bridal Makeup learning video is needed to support the learning process in this course.

Design

The development of the pre-test and post-test instruments consisted of 10 multiple-choice questions constructed based on the Course Learning Outcomes (Capaian Pembelajaran Mata Kuliah/CPMK) for the International Bridal Makeup course and aligned with the instructional content presented in the developed learning video. The test items were designed to measure students' understanding of the learning material addressed in the video, including Korean bridal makeup concepts and procedures. The same instrument was administered before and after the implementation of the learning video to examine changes in students' cognitive learning outcomes. However, the present study did not conduct separate statistical analyses of item validity, reliability, difficulty level, or discrimination index before the effectiveness test. Therefore, the results of the effectiveness test should be interpreted with caution, as the increase in post-test scores cannot be fully separated from the characteristics and level of difficulty of the instrument. This limitation should be considered when interpreting the finding that the field-test participants obtained a mean pre-test score of 30.6, a mean post-test score of 100, and an N-gain score of 1.00. Future studies should conduct a more comprehensive instrument quality assessment before implementing the effectiveness test.

Development (Pengembangan)

After completing the design stage, the development stage was conducted, which involved the production of the learning video. This stage included preparing the location and equipment used during video shooting, such as lighting, cameras, makeup tools, and materials required for Korean bridal makeup application. Subsequently, the process continued with video recording, audio narration recording, and video editing. In addition, validity testing was carried out by subject matter experts and media experts. The validation process was completed until the learning video obtained an acceptable score, indicating that the product was feasible for use. The video production process is further described in the following sections.

Video Recording

Video recording was conducted by a videographer who captured various segments, including the opening scene, closing scene, preparation of tools and materials, facial makeup tutorial, hairstyling process, application of Korean bridal costume, and the final result of the Korean bridal makeup look on the model.

1. Video recording of the opening and closing sections



Figure 1. Video Recording of Opening and Closing

2. Video recording of the tutorial section



Figure 2. Video Recording of Tutorial

3. Video recording of tools, materials, and cosmetics used in the Korean bridal makeup learning video

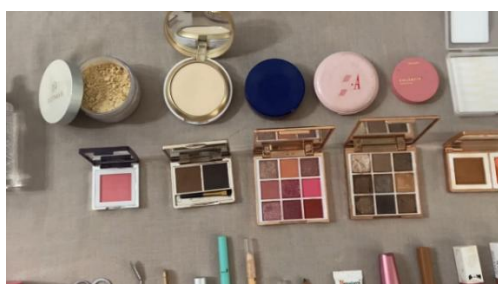


Figure 3. Video Recording of Tools, Materials, and Cosmetics

4. Video recording of the final result of Korean bridal makeup



Figure 4. Video Recording of the Final Result of Korean Bridal Makeup

Editing

The editing stage was carried out by integrating all recorded video segments, including the opening video, presentation of bridal makeup theory, introduction of tools and cosmetics used, Korean bridal makeup tutorial, final result, and closing video. In addition, supporting elements such as background music, sound effects, and voice-over narration were added to enhance the quality and attractiveness of the instructional video.

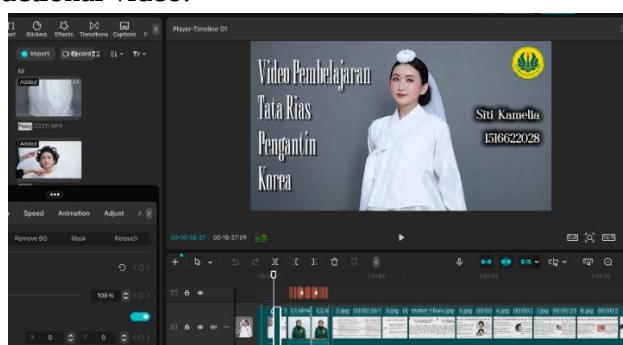


Figure 5. Video Editing Process

Validity Testing

The media feasibility assessment was conducted by a media expert, namely Mrs. Aniesa Puspa Arum, S.Pd., M.Pd., a lecturer in Beauty Education. The material feasibility assessment was conducted by two subject-matter experts. Material Expert I, Mrs. Nurina Ayuningtyas, M.Pd., serves as a lecturer in Cosmetics and Beauty Care, while Material Expert II, Anasya Prilicia Adinda Putri, is a professional makeup artist (MUA) with expertise in Korean makeup. Media validation was carried out online by providing access to the learning video uploaded to Google Drive along with the assessment instrument in PDF format. Meanwhile, the validation by Material Expert I was conducted face-to-face (offline) at Building H, Universitas Negeri Jakarta. Following this process, the learning video was revised in accordance with the expert's suggestions. Furthermore, the validation by Material Expert II was conducted online.

Implementation

The implementation stage was conducted through three sequential testing stages—one-to-one evaluation, small-group evaluation, and field testing—each serving a different methodological function in the product development process. Participants were selected purposively based on their relevance to the International Bridal Makeup course and their ability to provide information appropriate to each testing stage. The participants differed across the three stages, and no participant was involved in more than one testing stage. The learning video was distributed through a Google Drive link, allowing participants to access the product during the implementation process. The one-

to-one evaluation involved three students from the Cosmetology Education Study Program, Universitas Negeri Jakarta, Class of 2023, who had completed the International Bridal Makeup course. This stage was intended to obtain initial information regarding the clarity, usability, and comprehensibility of the learning video from individual users. After watching the video, participants completed a student response questionnaire to assess the practicality of the product.

The small-group evaluation involved 16 different students from the same study program and cohort who had also completed the International Bridal Makeup course. This stage was conducted after the one-to-one evaluation to obtain broader user responses regarding the practicality of the learning video. The participants watched the developed learning video and subsequently completed a response questionnaire assessing the content, media presentation, and perceived usefulness of the product. The results of the one-to-one and small-group evaluations were used to determine the practicality of the learning video and to identify aspects that could be improved before the effectiveness test. The field test involved 15 different students from the Beauty Cosmetics and Care Study Program, Class of 2023, who were currently enrolled in the International Bridal Makeup course. This stage used a one-group pre-test–post-test design to examine changes in students’ cognitive learning outcomes after the implementation of the learning video. Before accessing the video, participants completed a 10-item multiple-choice pre-test. The learning video was then implemented, followed by the administration of the post-test using the same instrument. The pre-test and post-test scores were analyzed by comparing the mean scores and calculating the normalized gain (N-gain). The field test served as an initial assessment of the potential effectiveness of the developed learning video; therefore, the findings were interpreted cautiously because the design did not include a comparison group and involved a limited number of participants.

Evaluation

In the evaluation stage, conclusions were drawn based on the results of product validation by media and material experts, as well as the results of practicality and effectiveness testing conducted with students from the Cosmetology Education and Beauty Cosmetics and Care Study Programs.

Product Feasibility (Theoretical and Empirical)

Media Expert Validation Results

The media expert validation process was conducted online via WhatsApp in two stages. Stage I validation was conducted on May 26, followed by Stage II on June 2, 2025. The validation was carried out by the media expert, Ms. Aniesa Puspa Arum, S.Pd., M.Pd., a lecturer in the Cosmetology Education Study Program, Universitas Negeri Jakarta.

The validation instrument in the form of a feasibility assessment questionnaire was provided to evaluate the quality of the developed product, namely the Korean bridal makeup learning video.

Table 1. Media Expert Validity Test Stage I and Stage II

Assessment Aspects	Question number	Phase I	Phase II
Learning Objectives Aspects	1	4	4
	2	4	5
	3	4	5
	4	4	5
	5	3	4
	6	4	5
	7	3	4

	8	3	4
Media Aspects	9	4	4
	10	4	4
	11	4	4
	12	4	5
	13	4	4
	14	3	4
	15	4	4
	16	4	4
	17	4	4
	18	4	4
	19	4	4
	20	4	4
Total		76	85
Phase I Assessment	Phase II Assessment		
$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$	$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$		
$P = \frac{76}{100} \times 100\%$	$P = \frac{85}{100} \times 100\%$		
P = 76 %	P = 85 %		

The media expert validation was conducted in two stages to systematically improve the quality of the Korean Bridal Makeup learning video. As presented in Table 1, the initial assessment (Stage I) resulted in a score of 76%, indicating that the product was feasible but still required revision. The lowest ratings were identified in several indicators under the learning objectives and media aspects, with items 5, 7, 8, and 14 receiving a score of 3. Following the initial assessment, the media expert provided specific feedback concerning two aspects of the product. First, the expert noted that the volume of the dubbing or voice-over was inconsistent, as some parts of the instructional video sounded lower than others. Second, the expert suggested improving the presentation slides because some textual content was arranged in short fragments rather than in a more systematic and complete paragraph structure.

Based on this feedback, the learning video was revised by normalizing the audio volume to produce more consistent sound throughout the video. The text layout on the presentation slides was also reorganized to create a more systematic structure and complete paragraph presentation. These revisions were intended to improve the clarity and consistency of the media presentation in accordance with the validator's recommendations. After the revision, the product was re-evaluated by the same media expert in Stage II. The validation score increased from 76% to 85%, with several previously lower-rated indicators improving from scores of 3 or 4 to 4 or 5. In particular, items 2, 3, 4, 6, and 12 increased from 4 to 5, while items 5, 7, 8, and 14 increased from 3 to 4. The validator provided no further revision requirements and stated that the video was ready for use without additional revision. These results demonstrate that the increase in the Stage II score was associated with a revision process that directly responded to the expert's feedback rather than with a general claim that the media had simply become better. The final score of 85% indicated that the revised Korean Bridal Makeup learning video met the criteria of being highly feasible for use in the International Bridal Makeup course. The following table presents several notes and suggestions provided by the media expert based on the evaluation results of the learning video product in Stage I and Stage II:

Table 2. Media Expert Feedback, Revisions, and Post-Revision Outcomes

Assessed Aspect	Validator Comments/Suggestions	Revision Made	Outcome After Revision
Audio and voice-over quality	The validator noted that the dubbing or voice-over volume was inconsistent, with some parts sounding lower than others.	The audio volume was normalized throughout the instructional video to maintain a more consistent sound level.	The voice-over became more consistent and easier to follow throughout the video. No further audio-related revisions were requested during Stage II validation.
Text and slide presentation	The validator suggested improving the arrangement of text on the presentation slides because some content was presented in short fragments rather than in a systematic and complete paragraph structure.	The text layout on the slides was reorganized and structured into more complete and systematic paragraphs.	The presentation of textual information became more organized and easier to read. No further revisions to the slide presentation were requested during Stage II validation.

Material Expert Validation Results

The material validation involved two experts selected based on their complementary expertise and relevance to the content of the developed Korean Bridal Makeup learning video. Material Expert I, Ms. Nurina Ayuningtyas, M.Pd., is a lecturer in the Cosmetology and Beauty Care Education Study Program at Universitas Negeri Jakarta and was selected because of her academic expertise and experience in evaluating cosmetology learning materials. Material Expert II, Anasya Prilicia Adinda Putri, is a professional makeup artist (MUA) with expertise in Korean makeup and was selected to provide a practitioner-based evaluation of the suitability of the Korean Bridal Makeup content and its practical application. Thus, the involvement of both validators was intended to obtain assessments from complementary academic and professional perspectives.

The validation was conducted using a product feasibility questionnaire consisting of 17 assessment items covering two main aspects: content/material and learning quality. Material Expert I conducted the assessment in two stages. Stage I was conducted face-to-face on May 29, 2026, followed by Stage II on June 2, 2026, after the product had been revised according to the validator's recommendations. Material Expert II conducted an independent online assessment on June 4, 2026. Each expert's assessment was analyzed individually by converting the total score obtained into a percentage of the maximum possible score. Material Expert I obtained a score of 92.9% in Stage I, which increased to 96.4% after revision in Stage II. Material Expert II obtained a score of 89.4%. The difference between the two validators' scores reflects their independent evaluations and complementary perspectives rather than indicating a single combined final score. Therefore, the results are reported separately, and the feasibility of the product is interpreted based on the category achieved in each expert assessment. All assessments were classified as highly feasible.

The revisions were primarily based on feedback from Material Expert I. The validator recommended blurring or removing cosmetic product branding to avoid promotional elements and improving the visualization of cosmetic products, particularly by clearly showing the product packaging, such as powder and cushion products. The validator also recommended clearer visualization of Korean bridal clothing and accessories. In response, the brand names and logos displayed on cosmetic products were blurred, while additional close-up shots were incorporated to provide clearer views of the cosmetic products and their packaging. The visual presentation of clothing and accessories was also improved through more detailed shots. Material Expert II considered the product suitable without requiring further revision.

After the revisions, the score from Material Expert I increased from 92.9% to 96.4%, while the independent assessment from Material Expert II reached 89.4%. These results indicate that the revisions were directly linked to the validator's feedback and contributed to strengthening the clarity and appropriateness of the instructional content. However, because the two experts assessed the product independently and no combined final score was calculated, the results should be presented as separate expert assessments rather than as a single averaged material validation score.

Table 3. Validity Test of Material Experts I and II

Assessment Aspects	Question Number	Material Assessment I		Expert		Material Assessment II		Expert	
		Phase I		Phase II					
Content/Material aspects	1	5		5		4			
	2	5		5		4			
	3	5		5		5			
	4	5		5		5			
	5	5		5		5			
	6	5		5		4			
Quality of Learning	7	5		5		4			
	8	5		5		5			
	9	4		5		5			
	10	4		5		5			
	11	4		4		5			
	12	5		5		4			
	13	4		5		4			
	14	5		5		4			
	15	5		5		5			
	16	4		4		4			
	17	4		4		4			
Total		79		82		76			
Total Score		161							

Material Expert Assessment I

Stage I

$$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$P = \frac{79}{85} \times 100\%$$

P = 92,9 % (Very Eligible Category)

Material Expert Assessment II

$$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$P = \frac{76}{85} \times 100\%$$

P = 89,4% (Very Eligible Category)

Tahap II

$$P = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

$$P = \frac{82}{85} \times 100\%$$

P = 96,4% (Very Eligible Category)

Based on the results of the first-stage validation by Material Expert I, a percentage score of 92.94% was obtained, which falls into the “Highly Feasible” category. The product was then revised according to the suggestions and feedback provided by Material Expert I. After the revision, the second-stage validation results showed an increase to 96.4%, remaining in the “Highly Feasible” category. Meanwhile, the validation result from Material Expert II showed a percentage score of 89.4%, also categorized as “Highly Feasible.”

Based on the interpretation of feasibility assessment results, the developed learning video was categorized as “Highly Feasible.” The following table presents several comments, suggestions, and inputs provided by Material Expert I and Material Expert II during the Stage I and Stage II validation processes. These inputs served as the basis for product improvement and refinement, ensuring that the developed learning video meets the criteria of high feasibility for use.

Table 4. Suggestions for Development from Material Expert Validation

Validator	Comments and suggestions	Revision
Nurina Ayuningtyas, M.Pd	1. Blur/remove the branding on the product. 2. Clearly visualize the product in the packaging/tube (powder, cushion, etc.). Clear images on clothing and accessories.	1. The brand name and logo on the cosmetic product were blurred to avoid any promotional elements. 2. Close-up shots of the cosmetic product in the packaging were added, and the visualization of clothing and accessories was clarified through more detailed shots.
anasya prilicia adinda putri	Suitable without revision	

Practicality and Effectiveness of the Product (Through Trials)

One-to-One Trial

The one-to-one trial was conducted on a limited scale involving three students from the Beauty Education Study Program at the State University of Jakarta, class of 2023, who had taken the International Bridal Makeup course. The results of the assessment at this one-to-one trial stage are presented as follows.

Table 5. One-to-One Trial

Assessment Aspects	No Statement	Respondent 1	Respondent 2	Respondent 3
Contents	1	4	5	5
	2	5	5	5

	3	5	4	5
Media Aspects	4	4	5	4
	5	4	5	4
	6	5	5	4
	7	5	5	4
	8	4	4	5
	9	5	4	4
	10	5	5	5
	11	5	4	4
	12	5	5	4
Benefit	13	4	5	4
	14	4	4	4
	15	5	5	4
Total Score		69	70	65
Total Score		204		

The total score obtained was then processed into a percentage value to measure the practicality level of the developed product.

$$P = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100\%$$

$$P = \frac{204}{225} \times 100\%$$

$$P = 90.6\%$$

Based on the percentage obtained, the practicality level was 90.6%, indicating that the value falls into the “Very Practical” category. The one-to-one trial was conducted to obtain initial user responses to the developed Korean Bridal Makeup learning video before its implementation in the small-group trial. Three students from the Cosmetology Education Study Program, Universitas Negeri Jakarta, Class of 2023, who had completed the International Bridal Makeup course, participated in this stage. The assessment covered three main aspects: content, media, and benefit.

As shown in Table 5, the overall practicality score was 90.6%, indicating that the learning video was categorized as highly practical. The highest-rated indicator was Statement 10, which received a maximum score of 5 from all three participants, indicating strong agreement with the aspect represented by this statement. In contrast, the lowest-rated response was identified in Statement 14 under the benefit aspect, which received a score of 4 from all participants. Several other indicators also received scores of 4 from one or more participants, indicating that these aspects were positively assessed but did not receive the maximum rating from all users (Kholisna & Sukasih, 2025).

The individual total scores were 69, 70, and 65 out of a maximum score of 75. These results indicate consistently positive responses among the three participants, although the third respondent provided comparatively lower scores on several indicators. The one-to-one trial therefore confirmed that the product was generally practical while also showing minor variations in participants' responses across the assessed aspects (Asnafiyah & Muffida, 2026).

The available one-to-one trial data were collected through quantitative response questionnaires and did not include documented qualitative comments or specific revision recommendations from the participants. Therefore, no additional product revisions were reported between the one-to-one and small-group trials (Masniyah et al., 2025). This represents a limitation

of the initial user-testing process because potential usability problems identified through direct user feedback could not be systematically traced and addressed before the subsequent testing stage (Wanda Zefanya et al., 2025). Future development studies should complement questionnaire scores with interviews or open-ended response sections to identify specific difficulties, user comments, and revision needs during the one-to-one stage.

Small Group Trial

The small group trial was conducted with 16 students from the Undergraduate Program in Cosmetology Education, Universitas Negeri Jakarta, class of 2023, who had already completed the International Bridal Makeup course.

Table 6. Results of Small Group Trial

Respondent	Answer to Question Number															Score Total
	Contents					Media Aspects					Benefit					
Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	4	4	4	4	4	3	3	4	4	4	3	3	4	4	5	57
2	4	5	5	4	5	4	4	4	5	4	5	5	3	4	4	56
3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	74
4	5	5	4	3	3	4	4	4	4	4	4	5	5	5	5	64
5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	73
6	4	4	4	4	5	4	4	5	4	4	4	4	5	5	5	65
7	5	5	4	4	5	4	5	4	5	5	4	4	5	4	5	68
8	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	61
9	4	5	5	5	5	5	4	4	4	4	4	4	4	4	4	65
10	5	5	5	5	5	5	4	3	4	4	4	5	4	5	5	68
11	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	69
12	5	5	5	5	5	5	5	5	5	5	4	5	3	5	4	71
13	4	4	4	4	5	3	4	4	5	4	4	4	4	5	5	63
14	5	5	5	5	4	4	4	4	5	5	5	5	5	4	5	70
15	5	5	5	5	5	5	5	4	4	4	5	5	4	5	5	71
16	4	4	5	5	5	5	5	4	5	5	5	5	4	4	4	69
Score Total																1.141

The total score obtained was then converted into a percentage value to measure the practicality level of the developed product.

$$P = \frac{\text{Total score obtained}}{\text{Maximum score}} \times 100\%$$

$$P = \frac{1,141}{1,200} \times 100\%$$

$$P = 95\%$$

Based on the percentage obtained, the practicality level of the learning video reached 95% and was categorized as “Very Practical.” Thus, it can be concluded that the Korean Bridal Makeup learning video is highly practical to be used as a learning medium in the International Bridal Makeup course. The small-group trial was conducted with 16 students from the Cosmetology Education Study Program, Universitas Negeri Jakarta, Class of 2023, who had completed the International Bridal Makeup course. This stage was intended to obtain broader user responses and to identify whether the learning video remained practical when evaluated by a larger group of

students. The questionnaire assessed three main aspects, namely content, media, and benefit, across 15 assessment statements.

The results showed a total score of 1,141, which was converted into a practicality percentage of 95%, indicating that the Korean Bridal Makeup learning video was categorized as highly practical. Analysis of the individual item responses revealed several patterns. The highest responses were concentrated on statements that received a score of 5 from most participants, particularly Statement 5 and several statements within the benefit aspect, indicating strong positive responses to the aspects represented by these items. However, the table also shows variation in participants' responses, with several items receiving relatively lower scores of 3. These lower scores were found across the content, media, and benefit aspects, including Statement 4, Statement 6, Statement 7, Statement 8, and Statement 13.

Although some individual responses were lower than the maximum score, no item received a consistently low rating across the 16 participants. The lowest scores appeared only in responses from individual participants and did not indicate a systematic problem affecting the overall practicality of the learning video. Therefore, the results did not identify a specific aspect that required major product revision before the field test (Hakeu et al., 2023). The overall practicality result of 95% supported the decision to proceed with the field test using the developed product.

Nevertheless, the relatively lower individual ratings remain important as an indication that some aspects of the video may have been perceived differently among participants. Because the small-group trial relied primarily on quantitative questionnaire responses and did not document specific qualitative comments or revision recommendations, the reasons underlying these lower ratings could not be further identified (Nurokhman et al., 2025). Consequently, no additional product revision was reported between the small-group trial and the field test. Future studies should complement quantitative practicality data with open-ended comments or interviews so that lower-scoring aspects can be traced to specific problems and used more directly as a basis for product refinement (Eri et al., 2023).

Field Test (Product Effectiveness)

At the field test stage, effectiveness was measured through the administration of pre-test and post-test assessments. Both tests were conducted directly during the learning process in the International Bridal Makeup course with 15 students from the Cosmetology and Beauty Care Study Program, class of 2023. The pre-test was administered before students watched the learning video, while the post-test was conducted after the video presentation was completed.

Table 7. Field Test Results (Pre-test and Post-test)

Respondent	<i>Pre-test</i>	<i>Post-test</i>	<i>N-Gain</i>
1	10	100	1,00
2	10	100	1,00
3	20	100	1,00
4	30	100	1,00
5	30	100	1,00
6	30	100	1,00
7	30	100	1,00
8	30	100	1,00
9	30	100	1,00

10	50	100	1,00
11	40	100	1,00
12	20	100	1,00
13	50	100	1,00
14	40	100	1,00
15	40	100	1,00
Average	30,6	100	1,00
Median	30	100	
Mode	30	100	

$$\text{Gain Score} = \frac{\text{Posttest score} - \text{Pretest Score}}{\text{Maximal Score} - \text{Pretest Score}}$$

$$\text{Gain Score} = \frac{100 - 30,6}{100 - 30,6} = 1,00$$

The field test involved 15 students and employed a one-group pre-test–post-test procedure to examine changes in students' cognitive learning outcomes after using the Korean Bridal Makeup learning video. Before the field test, the scoring procedure was reviewed using the test answer key and the raw response data from each participant (Delvia et al., 2025). The instrument consisted of 10 multiple-choice questions, and each correct answer was assigned a score of 10 points, resulting in a maximum total score of 100. The same 10-item instrument was administered as both the pre-test and post-test. The pre-test was conducted before participants accessed the Korean Bridal Makeup learning video, whereas the post-test was administered after the learning video had been implemented. Consequently, the pre-test and post-test assessed the same learning indicators and used the same answer key. The same test instrument was administered before and after the implementation of the learning video to measure changes in students' learning outcomes (Nurokhman et al., 2025).

As presented in Table 7, the pre-test scores ranged from 10 to 50, with an average score of 30.6. The post-test results showed that all 15 participants obtained a score of 100, indicating that each participant answered all 10 questions correctly after watching the learning video. Based on the scoring procedure, the individual scores were calculated by dividing the number of correct answers by the total number of questions and multiplying the result by 100. Thus, the pre-test score of 10 represented one correct answer, while a score of 50 represented five correct answers. The N-gain values were calculated using the difference between the pre-test and post-test scores relative to the maximum possible score. Because all participants achieved the maximum post-test score, each participant obtained an N-gain value of 1.00, resulting in an average N-gain of 1.00.

Nevertheless, the highly uniform post-test result should be interpreted cautiously. Since the instrument contained only 10 questions and the same items were used for both the pre-test and post-test, the improvement may have been influenced not only by students' learning after watching the video but also by familiarity with the test questions. In addition, the limited number of test items and the absence of item-level validity, reliability, difficulty, and discrimination analyses restrict the strength of the effectiveness interpretation (Yunitasari & Syalendra Putra, 2025). Therefore, the field test results should be considered preliminary evidence of the potential effectiveness of the Korean Bridal Makeup learning video rather than conclusive proof of its effectiveness. Future studies should use a larger and more comprehensive test instrument, establish its psychometric

quality, and consider using equivalent but different pre-test and post-test items to reduce potential testing effects (Thaitami & Maksum, 2020).

Table 8. N-Gain Results

<i>N-Gain</i>	<i>Category</i>
1,00	High

Based on the results of the pre-test and post-test calculations in the field test involving 15 respondents, the average pre-test score was 30.6, whereas the average post-test score was 100, resulting in an average normalized gain (N-Gain) score of 1.00. Therefore, the results indicate that the developed Korean bridal makeup learning video was effective in improving students' learning outcomes in the International Bridal Makeup course. The effectiveness of the learning video was analyzed using the normalized gain (N-Gain), with a value of 0.70 or higher generally categorized as indicating a high level of improvement (Sariwedani et al., 2025). All 15 participants achieved a post-test score of 100, resulting in an average N-Gain of 1.00, which falls within the high-improvement category. Nevertheless, these findings should be interpreted with caution because the same 10-item instrument was administered for both the pre-test and post-test, which may have introduced a testing effect. In addition, the limited sample size, the small number of test items, and the absence of a comparison group restrict the interpretation of N-Gain as the sole indicator of the effectiveness of the learning video.

CONCLUSION

This study developed a Korean Bridal Makeup learning video using the ADDIE development model to support learning in the International Bridal Makeup course. The developed product provides integrated learning content covering Korean bridal makeup application, hairstyling, bridal costumes, accessories, and the final bridal appearance. Thus, the product was designed to support the achievement of the relevant learning competencies in the course. The findings indicate that the learning video met the feasibility criteria based on assessments from media and material experts. Student responses in the one-to-one and small-group trials also showed that the product was well received and considered practical for use in the learning process. The field test further demonstrated an increase in students' test scores after using the learning video, suggesting that the product has the potential to support students' understanding of Korean Bridal Makeup material. However, the effectiveness findings should be interpreted cautiously because the field test involved a limited number of participants and employed a one-group pre-test–post-test design without a comparison group. In addition, the learning outcomes were measured using a limited test instrument, which may not fully represent students' practical performance in applying Korean Bridal Makeup. These limitations also restrict the generalizability of the findings to other student populations and learning contexts. Overall, the developed learning video contributes an integrated instructional medium that can complement existing learning methods in the International Bridal Makeup course. The product may support more flexible and repeatable learning, particularly for visually based procedures that require sequential demonstrations. Future studies should involve larger and more diverse samples, employ comparison or experimental groups, and use more comprehensive assessment instruments, including practical performance evaluation, to provide stronger evidence regarding the effectiveness and broader applicability of the learning video.

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