

Development of a Chinese Bridal Makeup Instructional Video for the International Bridal Makeup Course

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Abstract: The use of digital learning media, particularly instructional videos, provides an effective solution for supporting learning in makeup artistry. However, instructional videos specifically addressing Chinese bridal makeup remain limited. This study aims to develop an instructional video on Chinese bridal makeup that is suitable, practical, and effective for the International Bridal Makeup course. The study employed the ADDIE development model, consisting of Analysis, Design, Development, Implementation, and Evaluation. Product feasibility was assessed through validation by material and media experts, while practicality was evaluated through trials involving undergraduate students from the 2023 Cosmetology Education cohort who had studied Chinese bridal makeup. The practicality trials consisted of a one-to-one trial with three students and a small-group trial with 15 students. Material Expert I validation increased from 83.63% in the first stage to 87.27% in the second stage, both categorized as highly suitable. Material Expert II provided a score of 90.90%, categorized as highly suitable, with no revisions required. Media validation increased from 73.75% to 81.25% after revision. The one-to-one trial achieved 94.40%, while the small-group trial achieved 91.56%. The field test showed an increase in the average score from 24 in the pre-test to 100 in the post-test, with an average N-Gain score of 1.00. These findings indicate that the instructional video is highly suitable, practical, and effective as an alternative learning medium for Chinese bridal makeup.

Keywords: Instructional Video, Chinese Bridal Makeup, International Bridal Makeup

Abstrak: Penggunaan media pembelajaran digital, khususnya video pembelajaran, memberikan solusi yang efektif untuk mendukung proses pembelajaran dalam bidang tata rias. Namun, video pembelajaran yang secara khusus membahas tata rias pengantin Cina masih terbatas. Penelitian ini bertujuan untuk mengembangkan video pembelajaran tata rias pengantin Cina yang layak, praktis, dan efektif digunakan dalam mata kuliah Tata Rias Pengantin Internasional. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri atas lima tahap, yaitu Analysis (analisis), Design (perancangan), Development (pengembangan), Implementation (implementasi), dan Evaluation (evaluasi). Kelayakan produk dinilai melalui validasi oleh ahli materi dan ahli media, sedangkan kepraktisan dievaluasi melalui uji coba yang melibatkan mahasiswa Program Studi Pendidikan Tata Rias angkatan 2023 yang telah mempelajari tata rias pengantin Cina. Uji kepraktisan terdiri atas uji perorangan yang melibatkan tiga mahasiswa dan uji kelompok kecil yang melibatkan 15 mahasiswa. Hasil validasi Ahli Materi I meningkat dari 83,63% pada tahap pertama menjadi 87,27% pada tahap kedua dan keduanya berada pada kategori sangat layak. Ahli Materi II memberikan skor 90,90% dengan kategori sangat layak dan tidak memerlukan revisi. Hasil validasi media meningkat dari 73,75% menjadi 81,25% setelah dilakukan revisi. Uji perorangan memperoleh persentase 94,40%, sedangkan uji kelompok kecil mencapai 91,56%. Hasil uji lapangan menunjukkan peningkatan skor rata-rata dari 24 pada pre-test menjadi 100 pada post-test, dengan rata-rata skor N-Gain sebesar 1,00. Temuan tersebut menunjukkan bahwa video pembelajaran yang dikembangkan sangat layak, praktis, dan efektif digunakan sebagai media pembelajaran alternatif pada materi tata rias pengantin Cina.

Kata kunci: Video Pembelajaran, Tata Rias Pengantin Cina, Tata Rias Pengantin Internasional

INTRODUCTION

Education is defined as a system of learning that involves human interaction. According to Putri et al. (2023), education is an effort to optimize the natural and socio-cultural environment that plays a role in shaping the younger generation and learners to make significant contributions in the future. This is supported by Larasaty (2024), who states that education is a crucial element in preparing high-quality human resources capable of competing at the global level. The national education system in Indonesia is regulated by Law Number 20 of 2003 concerning the National Education System, which defines education as a conscious and planned effort to create a learning atmosphere and learning process that enables learners to actively develop their potential, including spiritual strength, self control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state (Lamhabaha et al., 2024). Education is a fundamental human need that must be fulfilled so that individuals can optimally develop their potential, acquire knowledge and skills necessary for a dignified life, and actively participate in the development of society and the nation (Mulansari et al., 2024).

Higher education, as implemented in universities, plays an important role in supporting prior educational attainment (Xiaodi et al., 2024). Universities function as institutions for shaping character, developing scientific thinking patterns, and enhancing professional competencies. One of the functions of higher education stated in Law Number 12 of 2012 concerning Higher Education is to develop an academic community that is innovative, responsive, creative, skilled, competitive, and cooperative through the implementation of the Tridharma. Based on this function, an academic environment that encourages students to think critically and adaptively becomes an essential requirement, particularly in terms of innovative learning and material delivery. Such an environment is also present in the Cosmetology Education Study Program, Faculty of Engineering, Universitas Negeri Jakarta.

The Cosmetology Study Program includes a course on international bridal makeup, which is a makeup technique requiring the ability to create long lasting yet natural looking makeup suitable for weddings. Several aspects must be considered in bridal makeup, including hairstyling, facial makeup, attire, and bridal accessories. Currently, international bridal makeup is offered as a course in Cosmetology Education and Beauty Care programs at several universities in Indonesia, including Universitas Negeri Jakarta. The International Bridal Makeup course at Universitas Negeri Jakarta carries 3 credit units (SKS) with 16 meetings, comprising 8 learning outcomes (CPL), 6 course learning outcomes (CPMK), and 34 sub course learning outcomes (Sub CPMK). One of the Sub CPMK focuses on Chinese bridal makeup. Based on semester 121 grade data for the 2022 cohort of the Undergraduate Cosmetology Education Program, consisting of 56 students across two classes, 3 students obtained a B+, 18 students obtained an A, and 35 students obtained an A. These results indicate that 43.75% of students still achieved grades below A.

The initial survey involved 24 undergraduate students from the 2022 cohort of the Cosmetology Education Study Program at Universitas Negeri Jakarta. The survey population consisted of 56 students from two classes who had taken the International Bridal Makeup course. Respondents were selected using purposive sampling based on their relevance to the Chinese bridal makeup learning material. The respondents were students who had experience participating in the International Bridal Makeup course and were therefore considered capable of providing information regarding the learning media used and their needs for additional instructional media (Thaitami & Maksum, 2020). Data were collected using a structured questionnaire distributed through Google

Forms. The questionnaire focused on the types of learning media used in the course and students' needs for instructional video media, particularly for Chinese bridal makeup material. The results showed that learning was dominated by PowerPoint (70.8%), followed by Zoom Meetings (25%), while direct demonstrations accounted for only 4.2%. In addition, all respondents indicated the need for instructional video media for learning Chinese bridal makeup. Syamsiani (2022) states that learning media are an integral part of the teaching and learning process and function as tools that can stimulate learners' thoughts, feelings, attention, abilities, and skills. Daniyati et al. (2023) emphasize that instructional media play an important role in the learning process by facilitating the delivery of information and supporting the achievement of learning objectives. Appropriate media selection is therefore essential in creating an effective learning environment.

The development of technology has significantly influenced the field of education, including the advancement of instructional media. Technology enables lecturers to utilize innovative tools and enhances student interaction in the learning process. According to Ahyani and Dhuhani (2024), the use of technology in education can improve learning outcomes, promote active participation, and increase students' motivation, interest, and conceptual understanding. However, technological advancement also presents challenges, as not all educators possess adequate digital competencies to optimize learning processes. Limitations in infrastructure, internet access, and students' digital literacy also affect the effectiveness of technology based instructional media. Therefore, innovative, accessible, and learner centered instructional media are highly needed.

One such innovation is the use of instructional video media, which integrates audio, visual, and narrative elements to deliver material effectively. Kudriani et al. (2023) state that instructional videos provide realistic learning experiences and are considered effective due to their efficient use of time, flexibility for independent learning, and ability to enhance students' understanding of learning topics. Several studies on the development of instructional videos for international bridal makeup have been conducted. Irtawidjanti and Azahra (2023), in a study titled "Pembuatan Video Tutorial Riasan Mata Dengan Teknik Aegyo Sal Pada Pengantin Internasional," reported material feasibility at 76%, media feasibility at 100%, and professional expert validation at 93%, all categorized as highly feasible. Tetha et al. (2024), in "Pengembangan Video Tutorial 'Fresh Make Up Look' Pengantin Pria," reported a material expert validation score of 77.5%, categorized as feasible. Tresna and Irtawidjanti (2023) obtained results of 88.05% (very feasible), 93.33% (very feasible for presentation), and 80.70% (practical for implementation).

However, these studies primarily focus on Indian bridal makeup, and no research has specifically addressed Chinese bridal makeup. Therefore, there is a clear urgency to develop instructional videos focusing on Chinese bridal makeup to enhance students' knowledge, understanding, and practical skills in the International Bridal Makeup course. The Facial Makeup course provides fundamental knowledge, including corrective makeup, special makeup, character makeup, aging makeup, and basic fantasy makeup. However, it does not cover specific techniques such as the douyin look or under eye bag creation, which are important elements in Chinese bridal makeup, both traditional and modern. Modern Chinese bridal makeup is influenced by contemporary trends in China, particularly the douyin look, characterized by flawless and glowing base makeup, larger and shimmering eye makeup, and thin, separated yet curled eyelashes (Faidah & Wahyuningsih, 2020).

The novelty of this study therefore lies not merely in developing an instructional video for Chinese bridal makeup, but in developing a learning medium that integrates the cultural and practical components required to understand and apply the Chinese bridal makeup look. The

instructional video combines an introduction to Chinese bridal makeup and the Tea Pai ceremony with explanations of its distinctive makeup characteristics, step by step facial makeup procedures, hairstyling techniques, and bridal attire (Hamidah et al., 2025). The content is structured according to the learning objectives of the International Bridal Makeup course and is designed to respond to students' identified need for more accessible and demonstrative learning media.

This study introduces novelty through the development of instructional video media specifically designed to meet students' needs in learning International Bridal Makeup, particularly Chinese bridal makeup. The videos are developed based on relevant and up to date learning materials, especially step by step procedures for applying Chinese bridal makeup. The researcher considers the development of this media necessary to support educators in delivering instructional content and to assist students in better understanding the material. The development of instructional videos for Chinese bridal makeup is therefore important to improve students' comprehension, enhance learning outcomes in international bridal makeup, and provide meaningful contributions to both students and lecturers.

METHOD

Research Design

This study employed a Research and Development (R&D) approach using the ADDIE development model. The ADDIE model consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The purpose of this research was to develop an instructional video on Chinese bridal makeup for the International Bridal Makeup course that was valid, practical, and effective for supporting student learning.

Participants

The initial needs analysis involved 24 undergraduate students from the 2022 cohort of the Cosmetology Education Study Program at Universitas Negeri Jakarta. The population consisted of 56 students from two classes who had previously taken the International Bridal Makeup course. Participants were selected using purposive sampling based on their relevance to the Chinese bridal makeup learning materials. The respondents had experience participating in the International Bridal Makeup course and were therefore considered capable of providing information regarding the learning media used and their needs for additional instructional media.

For the practicality test, three students participated in a one-to-one trial, while 15 students from the 2023 Cosmetology Education cohort participated in a small-group trial. These students had studied Chinese bridal makeup as part of the International Bridal Makeup course. The effectiveness test involved 15 students from the 2023 D4 Cosmetics and Beauty Care cohort.

Data Collection Instrument

Data were collected using several instruments according to the stages of product development. During the Analysis stage, a structured questionnaire was distributed through Google Forms to identify the learning media commonly used in the International Bridal Makeup course and students' needs for instructional video media on Chinese bridal makeup.

A practicality questionnaire consisting of 12 items was administered during the Implementation stage. The questionnaire used a five-point Likert scale and assessed three main aspects: audio clarity, content quality, and usefulness. In addition, a 10-item pre-test and post-test

were developed based on the learning content presented in the instructional video to measure students' learning outcomes before and after the learning intervention.

Development Procedure

The development procedure followed the five stages of the ADDIE model.

Analysis

The Analysis stage focused on identifying learning problems and students' needs related to Chinese bridal makeup learning media. The researcher conducted an initial survey involving 24 students from the 2022 cohort. The questionnaire examined the learning media commonly used in the International Bridal Makeup course and students' needs for additional instructional video media. The findings from this stage served as the basis for determining the need to develop an instructional video on Chinese bridal makeup.

Design

In the Design stage, the researcher developed a detailed plan for the instructional video. The process included preparing a storyboard, determining learning objectives based on the course learning outcomes, organizing the learning materials, preparing narration scripts and visual elements, and determining the sequence and duration of the video.

The instructional content covered the definition of Chinese bridal makeup, the Tea Pai wedding ceremony, distinctive characteristics of Chinese bridal makeup, hairstyling, and bridal attire. At this stage, the researcher also developed the pre-test and post-test instruments, each consisting of 10 questions based on the content presented in the instructional video.

Development

The Development stage involved producing the instructional video based on the storyboard and learning plan. The production process included recording the opening section, learning materials, tutorial, and closing section. The recorded materials were subsequently edited and integrated with presentation slides, tutorial footage, background music, text overlays, and voice-over narration.

After the initial product was completed, the instructional video was validated by two material experts and one media expert. The first material expert was a lecturer in the Cosmetology Education Study Program, while the second was a professional makeup artist specializing in Chinese makeup. The media expert was a lecturer with expertise in evaluating instructional media.

The material experts assessed the suitability, accuracy, organization, and relevance of the learning content. Meanwhile, the media expert evaluated the presentation and technical quality of the instructional video. Revisions were made based on the experts' suggestions. The validation process was repeated until the instructional video was considered feasible for implementation.

Implementation

The Implementation stage involved testing the developed instructional video with students. The practicality test was conducted through two stages. First, a one-to-one trial was conducted with three students. Second, a small-group trial was conducted with 15 students from the 2023 Cosmetology Education cohort who had studied Chinese bridal makeup in the International Bridal Makeup course.

After watching the instructional video, the students completed a 12-item practicality questionnaire using a five-point Likert scale. The questionnaire assessed audio clarity, content quality, and usefulness of the instructional video.

The effectiveness test was subsequently conducted with 15 students from the 2023 D4 Cosmetics and Beauty Care cohort. Students completed a pre-test before the instructional video was presented and a post-test after the learning intervention. The comparison between the pre-test and post-test results was used to determine the effectiveness of the instructional video in supporting students' learning outcomes.

Evaluation

The Evaluation stage involved analyzing the results obtained throughout the development process. The evaluation covered the expert validation results, revisions to the instructional video, students' responses from the practicality tests, and students' learning outcomes from the pre-test and post-test.

The results of the evaluation were used to determine whether the developed instructional video met the criteria of validity, practicality, and effectiveness. The evaluation also provided a basis for identifying aspects of the instructional video that required improvement.

Data Analysis

The feasibility and practicality data were analyzed using percentage calculations. The percentage was obtained by comparing the total score obtained with the maximum possible score. The resulting percentage was then interpreted according to the established assessment criteria.

The effectiveness of the instructional video was analyzed using the normalized gain (N-Gain) score. The N-Gain analysis was conducted by comparing students' learning outcomes before and after the implementation of the instructional video. The pre-test and post-test scores were used to determine the increase in students' learning outcomes following the learning intervention.

RESULT AND DISCUSSION

Validation Results

The validation results indicated that the instructional video on Chinese bridal makeup was considered feasible for use after undergoing several stages of evaluation and revision. The material validation by Material Expert I increased from 83.63% in the first stage to 87.27% in the second stage, while Material Expert II provided a score of 90.9%. The media validation also improved from 73.75% in the first stage to 81.25% after revision. The aspect level analysis of the validators' comments showed that the main strengths of the instructional video were the relevance of the learning content and its suitability for the Chinese bridal makeup topic. However, several aspects required improvement during the initial validation. Material Expert I identified the need to improve the organization of the material and provide greater focus on the content presented, particularly the fashion component. These comments were addressed by reorganizing the material sequence to begin with the definition of Chinese bridal makeup, followed by the Tea Pai ceremony and the characteristics of the Tea Pai look, while the presentation of fashion related content was made more focused.

In the media validation, the main areas requiring improvement included the readability of the learning objectives, the completeness of visual examples, and the clarity of the makeup presentation. The learning objectives were revised by enlarging the text and dividing the

information into two sections. Example images were added to the Tea Pai ceremony section, and the lighting of the material images was adjusted to make the makeup more clearly visible. The increase in the media validation score from 73.75% to 81.25% indicates that these revisions improved the quality of the instructional video, particularly in its visual presentation and readability. Thus, the validation process demonstrated that the main strengths of the product were the relevance and accuracy of its Chinese bridal makeup content, whereas the main areas requiring improvement were the organization of the material and several aspects of visual presentation. The revision process addressed these identified weaknesses before the product proceeded to the implementation stage.

Product Practicality

The practicality test was conducted through a one to one trial involving three students and a small group trial involving 15 students. Both groups consisted of students from the 2023 Cosmetology Education cohort who had studied Chinese bridal makeup material in the International Bridal Makeup course. The one to one trial was used to obtain initial responses from individual users and identify potential problems related to the use of the instructional video. The small group trial was subsequently conducted with 15 additional students, excluding the three participants involved in the one to one trial, to obtain broader user responses before the effectiveness test. The one to one trial obtained a practicality score of 94.4%, while the small group trial obtained a score of 91.56%. These results indicate that the instructional video was considered very practical by the participating students. The practicality assessment covered audio clarity, content quality, and usefulness. The consistently high scores across both trials indicate that students perceived the instructional video as clear, useful, and suitable for supporting the learning process.

Product Effectiveness

The effectiveness test was conducted with 15 students from the 2023 D4 Cosmetics and Beauty Care cohort using a one group pre test and post test design. The pre test was administered before the instructional video was presented, whereas the post test was conducted after the implementation of the instructional video. The results showed an increase in the average score from 24 in the pre test to 100 in the post test, with an average N Gain score of 1.00. These findings indicate an improvement in students' cognitive test scores following the implementation of the instructional video. However, because the effectiveness test used a one group pre test and post test design without a control group, the results should be interpreted cautiously. The observed improvement demonstrates changes in learning outcomes after the use of the instructional video but does not provide strong evidence of a causal relationship. Other factors that may have contributed to the improvement cannot be fully controlled within this research design.

The pre test and post test consisted of 10 questions developed based on the learning content presented in the instructional video. The perfect post test scores obtained by all participants resulted in an N Gain score of 1.00 for each respondent. Before publication, the raw data and scoring procedures should be rechecked to ensure the accuracy of the recorded results. The uniform post test scores may be related to the alignment between the test questions and the content directly presented in the instructional video, the limited number of test items, or the possibility that the instrument was insufficiently difficult to distinguish differences in students' levels of understanding. Therefore, the effectiveness results should be interpreted as evidence of an increase

in students' cognitive learning outcomes following the implementation of the instructional video rather than as definitive proof that the instructional video alone caused the improvement.

Statistical Analysis

The effectiveness analysis in this study was limited to descriptive analysis of pre test and post test scores and the calculation of N Gain. No inferential statistical test, such as a paired samples *t* test or Wilcoxon signed rank test, was conducted. Therefore, the results should not be described as statistically significant. The terms "significant improvement" or "significant effect" should be avoided unless an appropriate inferential statistical analysis is subsequently performed. Accordingly, the findings are described as showing an increase in students' cognitive learning outcomes after the implementation of the instructional video. This interpretation is consistent with the available descriptive data while avoiding conclusions that exceed the analytical design of the study.

Product Development Results

The study was conducted with students who have taken and are currently taking the *International Bridal Makeup* course in the Cosmetology Education and Beauty Care Study Program at Universitas Negeri Jakarta. The research was carried out from May 2026 to June 2026. The research process consisted of several stages, including material and media expert validity testing, product revision, as well as practicality and effectiveness testing conducted with students enrolled in the course. The resulting product is an instructional video on Chinese bridal makeup for the *International Bridal Makeup* course. The purpose of this instructional video is to serve as a feasible, practical, and effective teaching material for Chinese bridal makeup content. The video can be used as a learning resource to support classroom instruction and as a reference for research related to Chinese bridal makeup. The instructional video on Chinese bridal makeup includes a cover, opening, learning objectives, content on Chinese bridal makeup, step by step procedures for Chinese bridal makeup application, hairstyling procedures for Chinese bridal makeup, final makeup results, closing, references, and credit titles. The video was developed through several stages, as follows:

Analyze

The initial analysis revealed that students still experienced difficulties in learning Chinese bridal makeup, and that learning media were still dominated by PowerPoint presentations. This condition is supported by the results of a preliminary survey conducted among students of the 2022 Cosmetology Education cohort, which showed that 100% of respondents stated the need for instructional video media for Chinese bridal makeup.

Design

The design stage of the product titled "*Instructional Video on Chinese Bridal Makeup in the International Bridal Makeup Course*" began with the development of a storyboard outlining the flow of the instructional video, which served as the main reference for video production. At this stage, the cover design was created, learning materials were collected, and the instructional content layout was developed.



Figure 1. Instructional Video Cover Display

The instructional video cover includes the Universitas Negeri Jakarta logo, the video title, student name and identification number (NIM), and makeup results. The design uses red and cream colors to create a visual impression associated with Chinese bridal aesthetics.

Tujuan Pembelajaran	
Otorasi	Rencana Pembelajaran Semester
Sub Capaian Pembelajaran Mata Kuliah (Sub-CPMK)	Sub-CPMK - 4.6 Mahasiswa Mempraktekan Tata Rias Wajah Pengantin Cina/ <i>Chinese Bride</i>
	Sub-CPMK - 6.1 Mahasiswa menganalisis macam-macam model busana untuk pengantin Cina
	Sub-CPMK - 6.5 Mahasiswa menata busana, perlengkapan dan asesoris Pengantin Cina/ <i>Chinese Bride</i>

Tujuan Pembelajaran	
Otorasi	Rencana Pembelajaran Semester
Capaian Pembelajaran Mata Kuliah (CPMK)	CPMK - 1 Menguasai Konsep dasar Tata Rias Pengantin Internasional
	CPMK - 2 Mengidentifikasi Peralatan dan Kosmetika Tata Rias Pengantin Internasional
	CPMK - 3 Menganalisa Bentuk Wajah
	CPMK - 4 Mempraktekan Tata Rias Wajah Pengantin Internasional
	CPMK - 5 Mempraktekan Tata Rias Rambut Pengantin Internasional
	CPMK - 6 Mempraktekan Tata Busana dan Asesoris Pengantin Internasional

Figure 2. Display of Learning Objectives

Learning objectives are designed based on Course Learning Outcomes (CPMK) and Course Learning Sub Outcomes (Sub CPMK International Bridal Makeup).

Tata Rias Pengantin China

Tata Rias Pengantin merupakan salah satu teknik makeup yang memerlukan kemampuan untuk merias wajah yang dapat bertahan lama dan tetap terlihat natural untuk pernikahan. Pengantin China berfokus pada penampilan kulit wajah yang bercahaya dan dipadukan dengan blush on berwarna coral, bibir berkilau, dan alis yang lurus.

Pernikahan Pengantin China biasanya didominasi oleh warna merah dan emas.

- Merah : Mengartikan keberuntungan
- Emas : Mengartikan kemakmuran

Upacara Minum Teh (Tea Pai)

Salah satu upacara adat dalam pernikahan China adalah Tea Pai atau upacara minum teh yang dilaksanakan di hari pernikahan. Prosesi penyuguhan teh dimulai dari orang tua, kemudian dilanjutkan dengan kakak nenek, paman bibi, dan saudara lainnya yang sudah menikah.

Setelah sesi penyuguhan teh selesai, pihak yang disuguhan akan memberikan hadiah kepada mempelai, seperti angpao, emas, atau perhiasan lainnya.

Upacara minum teh ini dilambangkan sebagai penghormatan mendalam, rasa syukur, dan penerimaan resmi pasangan pengantin ke dalam keluarga besar.

Ciri Khas Tea Pai Look

A. BASE MAKE UP (Riasan Alas Wajah)

- Menggunakan teknik bertayer tipis sehingga menghasilkan kulit natural.
- Mengaplikasikan dengan spatula dan diratakan dengan sponge secara tipis.
- Pemilihan warna foundation sesuai dengan warna kulit asli.

B. CONTOURING MAKE UP (Dimensi Wajah)

- Menggunakan contour cool tone di sisi bawah tulang pipi wajah, rahang, dan tulang hidung dengan sapuan ke arah bawah untuk menghasilkan efek bayangan.
- Menggunakan blush berwarna coral di area pipi.
- Highlighter di tulang pipi, hidung, dan ujung bagian dalam mata.

Ciri Khas Tea Pai Look

C. EYE MAKE UP (Riasan Mata)

- Membuat kontung mata yang tegas.
- Eyeshadow dengan warna coral, peach, atau coklat muda lembut untuk memberikan kesan segar.
- Menggunakan scot mata untuk memberikan kesan mata yang lebih besar.
- Eyeliner yang dibuat tipis dengan wing yang sedikit keluar untuk efek mata yang naik.
- Penggunaan bulu mata yang cluster dan natural.
- Alis dibuat lurus seperti pedang.

D. LIP MAKE UP (Riasan Bibir)

- Menggunakan warna deep red/coral yang memberikan kesan anggun.



Figure 3. Display of Chinese Bridal Makeup Learning Materials

The learning materials were developed based on relevant references and knowledge regarding Chinese bridal makeup. The instructional video covers the definition of Chinese bridal makeup, the Chinese wedding ceremony known as *Tea Pai*, and the distinctive characteristics of makeup, hairstyling, and bridal attire used in the *Tea Pai* ceremony look. In the design stage, pre test and post test questions were developed based on the content presented in the instructional video. After carrying out the design stage, there were 10 pre test and post test questions.

Development

The development process involved video production and editing. The instructional video was recorded using a camera during shooting sessions at Siddhi Studio. Presentation slides for the introduction and learning materials were created using Canva, while video editing was performed using CapCut. The production process is described as follows.

a. Video Production

Video production consisted of creating opening, closing, and Chinese bridal makeup tutorial segments featuring a model.



Figure 4. Recording of Opening and Closing Videos

The opening section includes greetings and an introduction of the researcher, including name and university affiliation. It also explains the learning objectives and introduces Chinese bridal makeup content. The closing section contains expressions of gratitude and concluding remarks.



Figure 5. Recording of Tutorial Video

The tutorial video demonstrates step by step procedures, including model preparation, preparation of tools and cosmetics, preparation of the workspace, facial makeup application, hairstyling procedures, and the final Chinese bridal makeup look.

b. Editing

The editing stage involved combining all recorded video components, including the opening video, presentation slides, tutorial footage, final results, and closing section. Background music, text overlays, and voice over narration were added during this stage.



Figure 6. Editing of Instructional Video

c. Validity Test

The validity test was conducted after the instructional video had undergone the editing process. This evaluation involved two material experts and one media expert. The material experts in this study were Nurina Ayuningtyas, S.Pd., M.Pd., and Kharleen Jolinn. Meanwhile, the media expert was Dr. Aniesa Puspa Arum, M.Pd. During the validity testing stage, revisions were made based on the assessments provided by both material and media experts.

In the first stage of the validity test, minor comments were provided by both material and media experts, resulting in revisions for the second stage of validation. After revisions were made, the second stage validation indicated that the instructional video was appropriate and no further revisions were required.

Implementation

The implementation stage involved applying the Chinese bridal makeup instructional video to undergraduate students of Cosmetology Education (Class of 2023) for one to one and small group testing. The one to one test was conducted with three students from the same cohort, while the small group test involved additional students from the 2023 cohort excluding the three one to one respondents. Data were collected through questionnaires distributed after the instructional video was implemented. Both tests were conducted to measure the practicality of the instructional video.

Evaluate

The evaluation stage involved drawing conclusions based on the results of product validity tests conducted by material and media experts, as well as practicality and effectiveness tests conducted with students of Cosmetology Education at Universitas Negeri Jakarta. A field test was also conducted with D4 students of Cosmetics and Beauty Care (Class of 2023), using a pre test at the beginning of learning and a post test after the instructional video was implemented. The field test results were used to assess students' cognitive understanding.

Product Feasibility

Product feasibility was determined through a validation process conducted by material and media expert validators. These validators possessed expertise relevant to the developed product, namely an instructional video on Chinese bridal makeup. The assessment process used a validity questionnaire instrument with a Likert scale. The validation process was carried out through several stages of evaluation and revision to produce a feasible and effective product.

Material Expert Validation Results

The first stage material expert validation was conducted online using Google Drive as a platform for document submission and took place in two stages. Material validation I was carried out by a lecturer in the Cosmetology Education Study Program, Nurina Ayuningtyas, S.Pd., M.Pd. Material validation II was conducted by a makeup artist specializing in the Chinese makeup look, Kharleen Jolinn. The validity questionnaire was given to both material experts, who then assessed the content of the instructional video on Chinese bridal makeup. Based on the first stage validation results from material expert I, a percentage of 83.63% was obtained, categorized as “very feasible.” After revisions based on expert feedback, the score increased to 87.27%, still categorized as “very feasible.” Meanwhile, the first stage validation from material expert II resulted in a score of 90.9%, also categorized as “very feasible.” Based on these interpretations, the instructional video was considered highly feasible for use as a learning medium.

The following table presents comments and suggestions from material expert I during the first and second validation stages to improve the quality of the instructional video.

Table 1. Suggestions for Development from Material Validation

Validator	Comments	Improvement Actions
Nurina Ayuningtyas, S. Pd., M. Pd.	1. Improve the structure of the material	1. Reorganize the material, starting with the definition of a Chinese bride, the definition of Tea Pai, and the characteristics of the Tea Pai look.
	2. Focus on the material being presented.	2. Focus on the material, especially on fashion.

Media Expert Validation Results

The media expert validity test was conducted online and was carried out by the media expert lecturer, Dr. Aniesa Puspa Arum, M.Pd., a lecturer in the Cosmetology Education Study Program at Universitas Negeri Jakarta. A validity instrument in the form of a product feasibility questionnaire was given to the media expert, who then assessed the Chinese bridal makeup instructional video developed for the International Bridal Makeup course.

Based on the first stage media validation results, a percentage of 73.75% was obtained, categorized as “Feasible.” Revisions were then made according to the expert’s feedback, resulting in an improved score of 81.25%, categorized as “Very Feasible.” Based on the overall interpretation, the instructional video is considered highly feasible for use in the International Bridal Makeup course.

The following table presents comments and suggestions provided by the media expert during the first and second validation stages to improve the quality of the instructional video product.

Table 2. Media Validation Development Suggestions

Validator	Comments	Improvement Actions
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Dr. Aniesa Puspa Arum, M.Pd.	a. The learning objectives text should be enlarged and divided into two sections.	a. The learning objectives section has been enlarged and split into two tables.
	b. Add example images in the tea ceremony (Tea Pai) section.	b. Tea Pai example images have been added to the material section.
	c. Adjust the lighting in the material images so that the makeup is more clearly visible.	c. Lighting in the images has been adjusted so that the makeup appears clearer.

Product Practicality and Effectiveness

After the product had undergone feasibility testing and was declared valid by experts, practicality and effectiveness testing was conducted involving students from the 2023 cohort of the Cosmetology Education undergraduate program and the 2023 cohort of the D4 Cosmetics and Beauty Care program, who have studied or will study Chinese bridal makeup material.

Individual Trial (One to One Test)

The one to one trial was conducted with three students from the 2023 Cosmetology Education cohort who had already studied Chinese bridal makeup in the International Bridal Makeup course. The following table presents the results of the one to one evaluation.

Table 3. One to One Trial Results

Assessment Aspect	Question No.	Respondent 1	Respondent 2	Respondent 3
Audio Clarity	1	4	5	4
	2	4	4	5
	3	5	5	5
	4	5	5	5
	5	5	4	5
Content Quality	6	5	5	5
	7	5	4	5
	8	5	4	5
	9	4	5	5
	10	4	5	5
Usefulness	11	5	4	5
	12	5	5	5
Total Score		56	55	59
Grand Total		170		

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

$$P = \frac{\text{total obtained score}}{\text{maximum score}} \times 100\%$$
$$P = \frac{170}{180} \times 100\%$$
$$P = 94.4\%$$

Based on the percentage obtained, the product practicality score in the one to one test was 94.4%. This indicates that the product falls into the “Very Practical” category in terms of practicality criteria.

Small Group Trial

The small group trial was conducted with 15 students from the 2023 Cosmetology Education cohort who had studied Chinese bridal makeup in the International Bridal Makeup course. The results of the small group trial are presented in the following table.

Table 4. Small Group Trial Results

Respondent	Jawaban Nomor Soal												Total
	Audio Clarity					Contents					Usefulness		Score
Assesment	1	2	3	4	5	6	7	8	9	10	11	12	
1	5	5	4	5	5	5	4	5	5	4	4	5	56
2	5	4	5	5	5	5	4	4	5	5	5	5	57
3	5	5	5	5	4	5	5	4	4	5	4	4	55
4	5	4	4	5	4	5	4	5	5	4	4	4	53
5	5	4	5	4	5	5	4	4	5	5	4	5	55
6	4	4	4	4	5	4	4	5	5	5	5	5	54
7	5	5	5	5	5	5	4	4	5	4	5	4	56
8	4	5	4	4	4	4	4	5	4	4	4	4	50
9	4	4	5	4	4	4	4	5	4	4	4	5	51
10	4	5	4	4	5	5	5	4	5	4	4	4	53
11	5	5	4	4	5	4	5	5	5	4	5	4	55
12	4	4	5	5	5	5	4	5	5	5	5	5	57
13	5	5	5	5	4	4	4	5	5	5	5	5	57
14	5	5	5	4	4	5	5	5	5	5	5	5	58
15	5	4	4	5	4	5	5	5	5	5	5	5	57
Total Score													824

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

$$P = \frac{\text{total obtained score}}{\text{maximum score}} \times 100\%$$

$$P = \frac{824}{900} \times 100\%$$

$$P = 91.56\%$$

Based on the percentage obtained, the practicality score of the product in the small group test was 91.56%. This percentage indicates that the product falls into the “Very Practical” category according to the practicality criteria. It can be concluded that the instructional video on Chinese bridal makeup is highly practical and suitable for use as an alternative learning medium and learning resource for Chinese bridal makeup content in the International Bridal Makeup course.

Field Test (Product Effectiveness)

The field test was conducted using a classroom based assessment in the form of pre test and post test, implemented during the International Bridal Makeup learning sessions. The pre test was administered before the instructional video was shown, while the post test was given after the video had been presented. The results of the field test are presented in the table below.

Table 5. Field Test Results (Pre Test and Post Test)

Respondent	Pre Test	Post Test	N Gain
1	0	100	1.00
2	30	100	1.00
3	30	100	1.00

4	40	100	1.00
5	20	100	1.00
6	20	100	1.00
7	30	100	1.00
8	20	100	1.00
9	20	100	1.00
10	30	100	1.00
11	40	100	1.00
12	30	100	1.00
13	30	100	1.00
14	20	100	1.00
15	0	100	1.00
Average	24	100	1.00
$N - Gain = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximal Score} - \text{Pretest Score}}$			
$N - Gain = \frac{100 - 24}{100 - 24} = 1,00$			

Based on the results of the pre test and post test analysis involving 15 respondents, the average pre test score was 24 and the post test score was 100. The average N Gain score was 1.00. These findings indicate that the developed instructional video on Chinese bridal makeup is effective in improving students' learning outcomes in the International Bridal Makeup course.

Discussion

The product developed in this study is an instructional video on Chinese bridal makeup, which incorporates audio visual learning media. The product is complemented by a presentation containing material on Chinese bridal makeup, videos demonstrating makeup and hairstyling techniques, and is supported by background music, captions, and voice over narration. Through this study, the product is expected to serve as an engaging alternative instructional medium for learning Chinese bridal makeup (Apriliyandy, 2020). An instructional video can be considered feasible, practical, and effective if it has undergone validity testing by material and media experts, as well as practicality and effectiveness testing with students (Nugraha et al., 2025). Based on these evaluations, feasibility scores were obtained from both material and media expert validators. The first stage validation by material expert I yielded a score of 83.63%, categorized as "Very Feasible," with several notes requiring revision. After revisions, the second stage achieved a score of 87.27%, also categorized as "Very Feasible."

The validation by material expert II resulted in a score of 90.9%, categorized as "Very Feasible," with no revisions required. Meanwhile, the first stage media expert validation obtained a score of 73.75%, categorized as "Feasible," which led to revisions and improvements. In the second stage, the score increased to 81.25%, categorized as "Very Feasible." The one to one practicality test with students produced a score of 94.4%, while the small group trial resulted in 91.56%. In the field test, the average pre test score was 24 and the post test score was 100, with an average N Gain of 1.00. Based on these findings, the instructional video is considered feasible, practical, and effective as a learning medium. This aligns with the theory proposed by (Ramadhani & Asrul, 2024), which states that elements such as color, sound, and motion can enhance students' understanding of learning materials, as evidenced by the improvement shown in the effectiveness test results.

The findings indicate that the developed instructional video on Chinese bridal makeup was considered feasible, practical, and effective in improving students' cognitive learning outcomes. However, the interpretation of these findings should extend beyond the numerical results. The positive evaluation of the product may be explained by the characteristics of instructional video as an audio visual learning medium (Wang & Park, 2021). The combination of visual demonstrations, narration, text, and sequential presentation allows students to observe the learning process more concretely and repeatedly. This is particularly relevant to Chinese bridal makeup, which involves specific procedures and visual characteristics that may be difficult to understand through text based or PowerPoint based instruction alone. In this study, the instructional video provided systematic content covering the Tea Pai ceremony, makeup characteristics, facial makeup procedures, hairstyling, and bridal attire.

The validation process also demonstrates the importance of revision in the development of learning media. Although the material content was considered highly feasible, the initial validation identified weaknesses in the organization and focus of the presented material (Lusiana et al., 2025). Similarly, the media validation identified issues related to text readability, the completeness of visual examples, and lighting quality. The revisions improved these aspects and resulted in higher validation scores. This finding suggests that the quality of an instructional video is influenced not only by the accuracy of its content but also by how the content is visually organized and presented to learners (Wahida et al., 2023).

The practicality results indicate that students responded positively to the instructional video in terms of audio clarity, content quality, and usefulness. The positive responses may be associated with the accessibility of the video and the opportunity for students to replay the learning content according to their individual needs. Unlike conventional demonstrations, instructional videos can provide students with opportunities to review each procedure repeatedly and focus on specific stages of the learning process. This characteristic is particularly relevant in makeup education, where students need to observe procedures before applying them independently.

The present study shares several similarities with previous research on instructional videos for international bridal makeup. Irtawidjajanti and Azahra (2023) developed a tutorial video on Aegyo Sal eye makeup and demonstrated that instructional video media could achieve high feasibility scores. Tetha et al. (2024) also reported that a tutorial video for the "Fresh Make Up Look" for male brides was considered feasible. These similarities indicate that instructional videos have consistently shown potential as learning media in cosmetology education.

However, this study differs from previous research in terms of its instructional focus and content scope. Irtawidjajanti and Azahra (2023) focused specifically on Aegyo Sal eye makeup, while Tetha et al. (2024) focused on a "Fresh Make Up Look" for male brides. In contrast, the present study specifically focuses on Chinese bridal makeup within the International Bridal Makeup course and integrates cultural and practical learning components. The developed video includes the Tea Pai ceremony, Chinese bridal makeup characteristics, facial makeup procedures, hairstyling, and bridal attire. Therefore, the contribution of this study lies not only in developing another instructional video for cosmetology education but also in providing learning media for a specific international bridal makeup topic that had not been addressed by the previously identified studies. The increase in cognitive test scores after the implementation of the instructional video suggests that the product may support students' understanding of Chinese bridal makeup concepts. Nevertheless, this result should not be interpreted as evidence that students' practical makeup skills improved to the same extent. The effectiveness evaluation in this study was limited to the cognitive

domain through pre test and post test measurements (Traversa, 2023). Cognitive understanding is important because students need to understand the concepts, characteristics, sequence, and procedures of Chinese bridal makeup before performing the techniques. However, knowledge of these procedures does not automatically demonstrate the ability to perform them accurately in practice. Makeup education involves psychomotor competencies such as hand movement, product application, tool control, precision, creativity, and the ability to produce the expected final appearance. Therefore, future research should complement cognitive tests with psychomotor performance assessments using appropriate observation sheets or performance rubrics (Rinjani et al., 2026).

Several limitations should also be considered when interpreting the findings of this study. First, the number of participants was relatively limited, including 24 students in the needs analysis, three students in the one to one trial, 15 students in the small group trial, and 15 students in the field test. The findings therefore reflect the responses and learning outcomes of a relatively small group of participants. Second, the effectiveness evaluation used a one group pre test and post test design without a control group. Consequently, the observed improvement in learning outcomes demonstrates an increase after the implementation of the instructional video but does not provide strong evidence of a causal relationship because other factors could not be fully controlled (Asnafiyah & Muffida, 2026).

Third, the effectiveness assessment was limited to cognitive learning outcomes and did not evaluate students' psychomotor performance in applying Chinese bridal makeup techniques. This limitation is particularly important because the developed product was intended to support learning in a practical cosmetology course, where students are expected not only to understand conceptual knowledge but also to demonstrate procedural skills. Anderson and Krathwohl (2001) emphasize the importance of aligning learning objectives, instructional activities, and assessment strategies to accurately measure learning outcomes. Therefore, future research should incorporate performance-based assessments, such as observation sheets or practical skill rubrics, to evaluate students' psychomotor competencies in applying Chinese bridal makeup techniques. Finally, the study was conducted within the context of a single institution, namely Universitas Negeri Jakarta, and involved students from specific study programs and cohorts. Therefore, the findings should not be generalized directly to all cosmetology students or other educational institutions. Future studies should involve larger and more diverse samples, include comparison or control groups, and evaluate both cognitive and psychomotor learning outcomes to provide stronger evidence regarding the effectiveness and broader applicability of the developed instructional video (Anggraeni et al., 2021).

CONCLUSION

This study developed an instructional video on Chinese bridal makeup as an alternative learning medium for the International Bridal Makeup course. The development process indicated that the instructional video was feasible and practical for implementation based on expert validation and student-based evaluation. Furthermore, the effectiveness assessment showed an improvement in students' cognitive learning outcomes after using the instructional video. These findings indicate that the integration of systematic visual demonstrations, audio explanations, and step-by-step learning sequences can facilitate students' understanding of Chinese bridal makeup concepts and procedures. The main contribution of this study lies in the development of culturally integrated instructional media that combines theoretical and practical aspects of Chinese bridal makeup,

including the Tea Pai ceremony, facial makeup techniques, hairstyling, and bridal attire. The instructional video can serve as an additional learning resource to support lecturers in material delivery and provide students with opportunities for independent learning and content review.

However, the findings should be interpreted considering several limitations. The effectiveness evaluation was conducted with a limited number of participants, without a control group, and focused primarily on cognitive learning outcomes. Therefore, the improvement observed in students' learning outcomes should not be considered as definitive evidence of causal effectiveness, particularly regarding the development of psychomotor skills. Moreover, the study was conducted in a single institutional context, which may restrict the broader applicability of the findings. Future research is recommended to involve larger and more diverse samples, apply experimental designs with comparison groups, and evaluate multiple learning domains, including cognitive, psychomotor, and affective outcomes, to obtain more comprehensive evidence regarding the effectiveness of instructional videos in vocational and professional makeup education.

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