Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Oktober 2025 Vol. 10 No. 4
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 603-608

Using Video Tutorials to Improve Students' Scalp and Hair Care Skills

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Abstract: This study aims to determine the effect of using video tutorial media on improving students' skills in performing scalp and hair care. The study used a quasi-experimental method with a one-group pretest-posttest design. The subjects were 32 students of the Make-up and Beauty Study Program who were taking the Scalp and Hair Care course. Data collection involved administering knowledge tests and observing practical skills, with the results analyzed using a paired t-test. The results showed an increase in the average score from 62.66 (pretest) to 89.84 (posttest) with a t-value = 13.43 and $p < 0.05$. Thus, video tutorial media is proven to be effective in improving students' skills in practicing scalp and hair care.

Article History
Received: 16-09-2025
Revised : 06-10-2025
Published : 15-10-2025

Key Words :
video tutorial, student skills, scalp and hair care

How to Cite: Dewi, S. M., & Merita, Y. (2025). Using Video Tutorials to Improve Students' Scalp and Hair Care Skills. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, *10*(4), 603–68. https://doi.org/10.33394/jtp.v10i4.17591

https://doi.org/10.33394/jtp.v10i4.17591

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Introduction

Vocational education requires students to master in-depth practical skills to prepare them for the demands of the workplace (OECD, 2023). However, limited face-to-face time remains a major obstacle to skill acquisition, as many techniques cannot be fully transferred through theoretical learning (Sirk et al., 2016). In the Scalp and Hair Care course, students are required to master the procedures, sequence of techniques, and correct use of cosmetic products. The biggest challenge that often arises is difficulty remembering the sequence of work steps, which is a crucial part of procedural skills (Bahry et al., 2023). Students understand scalp and hair care material through handouts and worksheets but struggle to apply it during practice (Dewi et al., 2023). Furthermore, practical learning demands precision, accuracy, and consistency, which are often difficult to achieve without intensive guidance from lecturers (Ubihatun et al., 2024). Students' anxiety levels when facing practical assessments can also impact their ability to correctly apply procedures (Istanti, 2020). Lack of opportunities for repeated practice causes students' skills to develop more slowly than expected learning outcomes (Ratri et al., 2025).

Advances in digital technology provide opportunities to address various challenges in practical learning. Practical learning requires media that can present realistic and repeatable processes so that students can clearly observe each step (Hendra et al., 2023). One potential innovation is the use of video tutorials. This media allows students to learn independently and flexibly at their own pace (Erni & Farihah, 2021), and has been proven to increase student

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E-ISSN: 2656-1417
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motivation and retention in beauty practice learning (Maghfiroh & Bivan, 2025). Video tutorials are visual presentations that combine images, audio, and animation designed to help lecturers present learning materials so that students can better understand the material (Kurniawati & Nita, 2018). In addition, video tutorials have several advantages, including: (1) being able to clearly demonstrate phenomena and procedures involving movement; (2) being able to be replayed, sped up, or slowed down to make the material easier to understand; (3) being able to utilize animation to illustrate abstract and moving material; (4) being able to capture students' attention and interest through the integration of moving images, audio, and text; and (5) easy to access via smartphone devices (Kusnadi et al., 2018).

The use of video tutorials as learning media can improve students' understanding of the practical material taught and is effective in improving student skills (Lusiana et al., 2022); (Mandalika & Syahril, 2020). The video tutorial production process must pay attention to multimedia principles, such as: (1) the content of each video clip should focus on one idea or narrow discussion topic, (2) the video duration must be short to maximize student attention, (3) the explanation of the process or solution to a problem must be explained in detail and concretely, and (4) the quality of the image and sound in the video must be clear (Bates, 2015). Learners are able to engage actively in every practical learning activity that aligns with the material presented in the video. Video tutorials allow students to learn independently, repeat the material repeatedly, and observe every detail of the procedure visually and auditorily (Mayer, 2009). Several previous studies have proven the effectiveness of video media in improving students' practical skills (Haryati. Sri; Suwerda. Bambang, 2022); (Zahrah Rifa Qonitah, 2020). There has been no research that specifically examines the effectiveness of video tutorial media in the Scalp and Hair Care course in beauty vocational education. In line with this, the study intends to test the efficacy of video tutorials in strengthening students' performance in scalp and hair care practices. This research fills the gap in the field of hair care makeup that has not been researched using digital media.

Research Method

Using a quasi-experimental one-group pretest-posttest design, this study aimed to determine the effect of video tutorials on students' competence in performing scalp and hair care, by assessing learning outcomes before and after the intervention in the same set of participants. The research subjects were 32 students taking the Scalp and Hair Care course during the current semester. Each student participated in three stages of activity:

1. A pre-test, a practical test to measure students' initial skills in performing scalp and hair care.
2. Treatment, a learning experience using video tutorials that systematically demonstrate the steps of scalp and hair care procedures that students can repeat independently.
3. A post-test, a practical test similar to the pre-test, to measure students' abilities after learning using the video tutorial.

Data collection was conducted through practical skills assessments using the same scoring rubric used for the pre-test and post-test. The test data were then analyzed quantitatively in two stages: first, descriptive analysis, to determine the mean, standard

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E-ISSN: 2656-1417
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deviation, maximum, and minimum values for the pre-test and post-test scores. Paired sample t-test was then applied for inferential analysis to evaluate whether there was a statistically significant difference between the scores obtained before and after the learning media treatment. The paired t-test was chosen because the data came from the same group and were measured twice. Before analysis, the data were checked for conformity with the t-test assumptions, and the sample size (n = 32) was deemed large enough to meet the assumption of normality based on the Central Limit Theorem. Then continued with effect size analysis to strengthen the results of the statistical test using Cohen's d formula (for paired designs).

Result and Discussion

Results

This study aimed to determine the effectiveness of using video tutorials in improving students' skills in the Scalp and Hair Care course. Data were obtained from the results of pre-test and post-test practical tests administered to 32 students. Descriptive statistics for the pre-test and post-test results are presented in Table 1 below:

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Variabel	N	Mean	Std. Deviasi	Min	Max
Pre-test	32	62,66	12,30	36	80
Post-test	32	89,84	6,85	65	98

Table 1 shows that the average student score increased from 62.66 in the pre-test to 89.84 in the post-test. Furthermore, the standard deviation in the post-test was smaller than in the pre-test, indicating that student performance after the learning was more evenly distributed.

To determine the significance of the improvement in student performance, a paired sample t-test was conducted. The results are presented in Table 2 below:

Table 2. Paired t-Test Results of Pre-test and Post-test Scores

Statistics	Value
t-test	13.43
p-value (2-tailed)	0.0000000000000183
α	0.05

The t-test results showed a p-value <0.05, indicating a significant difference between the pre-test and post-test scores. This means that the use of video tutorials significantly improved students' scalp and hair care skills.

Furthermore, an effect size analysis was conducted to strengthen the statistical test results using Cohen's d formula, resulting in a Cohen's d value of 2.63, which is considered

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E-ISSN: 2656-1417
P-ISSN: 2503-0602
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very large. Therefore, the use of video tutorials improves students' skills in scalp and hair care, with a very significant impact in practice, not just statistically.

Discussion

The study's outcomes reveal that the implementation of video tutorials successfully improves students' practical competencies. Video tutorials allow students to directly observe scalp and hair care procedures systematically and repeatedly, thereby strengthening their understanding and skills. Videos allow students to learn flexibly and independently, and reinforce procedural understanding through visual and audio displays (Clark et al., 2016). This finding aligns with previous research that suggests video media can improve psychomotor skills because it presents information simultaneously visually and auditorily. Video also allows for self-paced learning, allowing students to replay sections they don't understand indefinitely (Harahap, 2021).

Furthermore, more homogeneous post-test results indicate that video media helps to align perceptions and implementation techniques among students, which are often challenges in learning beauty practices. This supports the view that the use of appropriate media can increase the effectiveness of practical learning (Chávez Arcega, 2019). Video media can increase motivation, participation, and learning outcomes in vocational students (Prameswary & Handayani, 2023). Video tutorials overcome the limitations of classroom practice time, allowing students to study the material at their own pace. Thus, video tutorials can be used as an effective alternative learning medium to support practical learning in the beauty field, particularly in scalp and hair care.

Conclusion

Based on the research results, it can be concluded that the use of video tutorial media significantly improves students' ability to perform scalp and hair care. The average student score increased from 62.66 in the pre-test to 89.84 in the post-test, and the results of the paired t-test showed a value of $t = 13.43$ with $p < 0.05$. This proves that video tutorials can be an effective learning medium in improving students' psychomotor skills in practical courses.

Recommendation

Based on the research results, it can be concluded that the use of video tutorial media significantly improves students' ability to perform scalp and hair care. The average student score increased from 62.66 in the pre-test to 89.84 in the post-test, and the results of the paired t-test showed a value of $t = 13.43$ with $p < 0.05$ and supported by the results of the Cohen's d value of 2.63 with a very large category. This proves that video tutorials can be an effective learning medium in improving students' psychomotor skills in practical courses and the impact is very significant practically, not only statistically significant.

Oktober 2025 Vol. 10 No. 4
E-ISSN: 2656-1417
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Acknowledgment

As the author of this article, I would like to express my gratitude to the Cosmetology and Beauty Study Program, Faculty of Tourism and Hospitality, Universitas Negeri Padang for their assistance in the Research and Development process, both in terms of research permits and funding.

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