

DEVELOPMENT OF BUSINESS PLANNING LEARNING VIDEOS FOR STUDENTS OF SMKN 1 MUARO JAMBI

Ervina*¹, Sofyan², Ilham³

¹Jambi University, Jambi, Indonesia; vinaalkan@gmail.com

²Jambi University, Jambi, Indonesia; sofyanzaibaski@unja.ac.id

³Jambi University, Jambi, Indonesia; ilham_bugis@unja.ac.id

*Corresponding author; E-mail addresses: vinaalkan@gmail.com

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Abstract. To foster interest in entrepreneurship, vocational school students need to be taught about business planning. This business planning material is packaged in the form of learning videos so that learning can achieve maximum results. The aim of this research is to describe the planning, design and development of learning videos, assess the theoretical, conceptual and practical feasibility of learning videos, describe peer responses and describe the attractiveness of business planning learning videos. The research method used is Research and Development. The research subjects were class X BDP students at SMKN 1 Muaro Jambi. The development model that is used as a reference is the Trollip and Allesi (2001) development model with the stages of Planning, Designing and Developing. The research results show that the material expert validation results are 96% in the very feasible category. And the media expert validation results were 85% in the very feasible category. And the teacher's

response was obtained with a score of 90% in the very appropriate category. Then the field trial obtained a score of 91.5% in the very high category. So the business planning learning video is suitable for use by students of SMKN 1 Muaro Jambi as an interesting learning media with a score of 89.7%.

INTRODUCTION

Entrepreneurship is one type of Industry 4.0 content. Apart from working in the industrial world or continuing their studies at university, Vocational High School (SMK) graduates are also encouraged to become creative entrepreneurs. According to (Rahmadi & Heryanto, 2016), interest in entrepreneurship is a tendency in the hearts of people who are interested in establishing a company to manage, bear risks and develop a growing company. The importance of learning business planning for vocational school students is undeniable, considering the challenges and competition faced in the modern economy. A comprehensive educational approach, which includes aspects of career skills and planning, is essential. As revealed in research by (Shen, 2021), career planning education, which combines the topics of self-exploration, career exploration, and career development, plays a vital role in supporting young people to manage career-related experiences and prepare them for the future. By integrating these aspects into the curriculum, vocational students are not only armed with academic knowledge but also with career-related competencies, which are critical for navigating and succeeding in this ever-changing and increasingly globalized business environment.

However, learning business planning at vocational schools is not without obstacles. According to [Sumandya, et.al. \(2022\)](#), there are several obstacles and challenges faced in learning business planning at vocational schools, namely: 1) Lack of partnerships with the world of business and industry: developing a partnership model between vocational schools and the world of business and industry is crucial. However, finding and maintaining such partnerships can be a challenge, especially in integrating core strategies such as customer strategy and control strategy in the curriculum. 2) Student work experience during field practice: Relevant and useful work experience during field practice is an important part of business planning education, but is often difficult to realize effectively. 3) Curriculum that is not fully integrated: It is important to integrate the business planning curriculum with existing vocational school education. This ensures that the curriculum covers the important aspects of business planning while remaining relevant to industry and business needs is an ongoing challenge. 4) Readiness of industry and business to support education: Providing sufficient support from the sector is key to providing effective and relevant learning experiences for students.

To become an entrepreneur one must plan the business well, likewise with students who will become potential entrepreneurs, this business planning material is very important to learn. According to [\(Heryati, 2017\)](#), business development is the task and preparatory process of analyzing potential growth opportunities, supporting and monitoring the implementation of company growth opportunities, but does not include strategic decisions and implementation of business growth opportunities. To be able to explain business planning material well, interesting media is needed [\(Widana, 2020\)](#).

Along with the development of science and technology, the use of media learning, especially video media, is an urgent demand. This is due to the complex nature of learning. There are various learning goals that are difficult to achieve just by relying on the teacher's explanation. To train students' independence and critical thinking in learning, learning media support is needed. [\(Ihsan et al., 2023\)](#) learning video media is a way of presenting learning material in the form of images and sound simultaneously to help students' understanding. Meanwhile, [\(Sofyan et al., 2023\)](#) explained that learning with the help of video media can effectively increase learning motivation and develop critical thinking skills and can develop literacy for students.

Based on the results of initial observations at the research location, students like contemporary entrepreneurial content that is present in their daily lives. In terms of presenting learning material, students like specific, interesting and realistic methods. According to students, the characteristics of presenting material like this are easier to understand. Therefore, it can be assumed that learning business planning through video media can more easily facilitate student learning. According to [\(Daryanto, 2010\)](#), the use of video media in learning activities can attract students' attention and can foster high curiosity and increase learning motivation. Daryanto further revealed that some of the advantages of video media are that it can display moving images and sound simultaneously, allowing students to gain new experiences in learning.

This business planning learning video and entrepreneurship motivation video are very relevant and really help students understand the lesson [\(Damayanthi et al., 2022\)](#). Learning videos can help students recognize the characteristics of entrepreneurship, both in theory and practice. This will be able to equip students with the inclination and interest to become entrepreneurs. Video media helps disseminate information more quickly via the internet. The dissemination of video media via the internet network is relevant to connectionism theory.

According to (Wirawan, 2017), connectionism has the following characteristics of learning: 1) Dissemination of knowledge can be done via the internet, 2) Exploration and collection of information, 3) Sources are used as material for reflection. 4) Learning styles and facilitating adaptation in each network. 5) The teaching and learning process or information transformation is supported online. Business planning is the most important part of business development. Business development is any effort to improve current or future job performance by providing information that influences attitudes or improves skills.

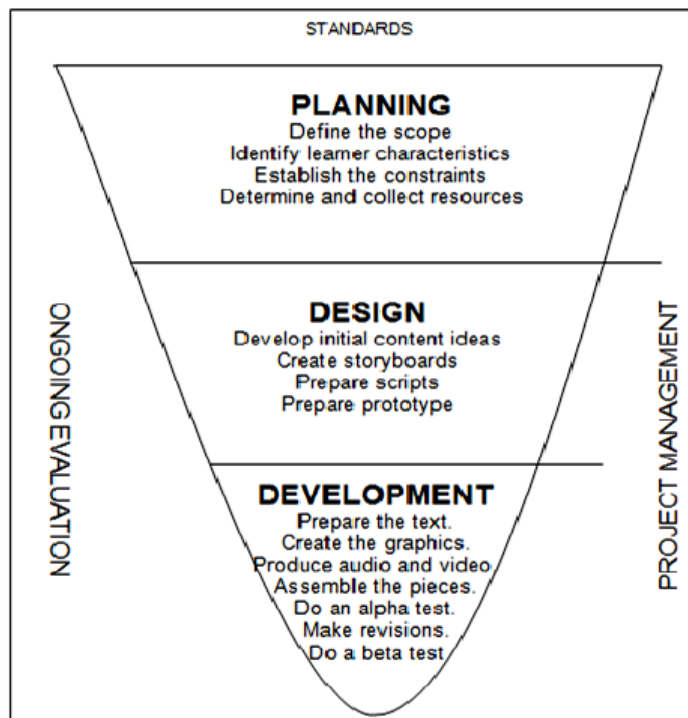
On the basis of considering the facts and data as presented, the development of instructional video media for business planning for vocational school students is important and urgent. Video development is important and urgent because videos can enrich students' learning experiences in an interactive and interesting way. Videos allow for the explanation of complex concepts in a more understandable way, as well as providing real-world examples that are relevant to today's business world (Purnadewi & Widana, 2023). Apart from that, in the digital era, vocational school students are more accustomed to visual and interactive learning, so the use of videos will increase their motivation and understanding in studying business planning. This approach is also very important to prepare students for a world of work that increasingly relies on digital technology.

The question that needs to be answered in this research is how to plan, design, develop and validate business design learning videos for vocational school students? The aim of this research is to describe the planning, design and development of business planning learning videos for students at SMKN 1 Muaro Jambi. This research also aims to describe the feasibility of business planning media and learning materials conceptually, procedurally and practically.

METHOD

This research uses research and development methods. The subjects and place of research were class X BDP students at SMKN 1 Muaro Jambi. The research was conducted between June and December 2023. Data was collected using questionnaire techniques. The questionnaire was addressed to: 1) material experts; 2) media expert; 3) students for one-on-one testing; 4) students for small groups; and 5) students for field tests.

Data analysis used the (Miles & Huberman, 1994) technique. Meanwhile, to test the validity of the data, triangulation techniques from different sources were used. By using triangulation techniques to test the validity of the data, the data obtained will be more consistent, complete and certain (Sugiyono, 2019). The development model used is the Trollip and Allesi Model (2001). This development model is relevant for developing learning videos. The Trollip and Allesi models have continuous evaluation stages so that they can be more effective and efficient in producing quality learning video products. The Trollip and Alessi development model has 3 development stages, namely: 1) Planning, 2) Design, and 3) Development. And the attribute components include Standard, Ongoing Evaluation, and Project Management as shown in the following image.



Source : (Allesi & Trollip S.R, 2001)

Image 1. Model of instructional design.

Descriptors on the 10-item media expert validation questionnaire. Theoretically, a minimum score of 10 and a maximum of 50 will be obtained. The interpretation of the score is as follows:

- Minimum score : 1 x 10 (assessed descriptor)=10
- Maximum score : 5 x 10 (assessed descriptors)=50
- Criteria category : 5
- Value range : 8

The following is a table of expert validation level categories and educator responses

Table 1. Level Category Expert Validation and Educator Response

No	Value Scale	Score	Validation Level
1	5	42-50	Very Worth It
2	4	34-41	Worthy
3	3	26-33	Decent Enough
4	2	18-25	Not Worth It
5	1	10-17	Totally Not Worth It

Then, for the purposes of making a decision regarding whether or not this development product is appropriate, the decision making criteria as in the following table are used:

Table 2. Decision Making Criteria

Percentage of Achievement	Qualification	Information
81% - 100%	Very Worth It	No Revision Required
61% - 80%	Worthy	Needs Minor Revision
51% - 60%	Not Worth It	Requires Considerable Revision
< 50%	Totally Not Worth It	Needs to be repeated

RESULTS AND DISCUSSION

Development Planning Business Planning Learning Videos

Planning for the development of this learning video includes describing the scope of the research. The scope of this research is business planning learning material for class X according to the syllabus. Then identify the student's character. The characteristics of the students analyzed can be seen in Table 3 below:

Table 3. Data and Interview Results for Class X BDP TA Students 2022/2023

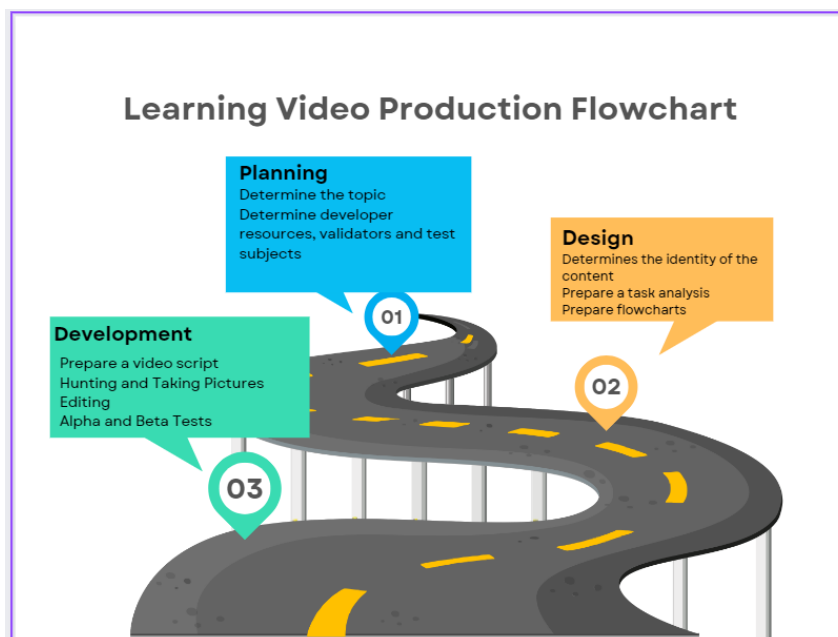
No	Student's name	Age	Preferred learning style	Plans after graduating from
1	Adinda	16 years	Watching video	Searching job
2	Sinta's image	16 years	Watching video	Studying
3	Fina Amelia	16 years	Looking at Picture Books	Work at Alfamart
4	Lilis Soleha	18 years	Read a book	Studying
5	Maghfira	16 years	Looking at Picture Books	Work at Alfamart
6	Meliwan Agustin	16 years	Watching video	Studying
7	Nazila	16 years	Watching video	Work at Alfamart
8	Novia Triandini	17 years	Watching video	Searching job
9	Rindiani	17 years	Watching video	Studying
10	Rita	16 years	Listen to the Teacher's Explanation	Studying
11	Sanita Anggelia	16 years	Watching video	Searching job
12	Sarifa Nadli	16 years	Watching video	Work at Alfamart
13	Vivi Jaliyana S	17 years	Watching video	Work at Alfamart
14	Yunita	18 years	Watching video	Searching job
15	Pitriani	16 years	Listen to the Teacher's Explanation	Work at Alfamart

(Source: Interview, July 24, 2023)

The sample for this research was class X BDP students at SMKN 1 Muaro Jambi for the 2023/2024 academic year. Students have not studied business planning material. The next step is to determine the problem to be overcome, namely the lack of teaching resources available at school, low motivation to learn, low quality of students' thinking. Next, determine and collect supporting resources *crew* and *talents* for learning videos. The video was recorded using a professional digital camera. The shooting was carried out at SMKN 1 Muaro Jambi, which is located at Jalan Lintas Timur Sumatra Km. 28 Tunas Mudo Village RT 02 Kec. Sekernan, Kab. Muaro Jambi. The cameramen are Farel Lasmana and Novel, Editor Farel Lasmana, and Director Ervina. Media validator Akhmad Habibi (Doctor of Educational Technology, Jambi University). The material validator is Bunga Ayu Wulandari (field of expertise of the Doctor of Educational Technology, Jambi University). The final stage of planning is doing *brainstorm* namely discussing all supporting resources and making a plan *prototype* videos.

Business Planning Learning Video Design

In designing a learning video, you first need an idea. The ideas or ideas that emerged in the development included shooting angles, student activities, and learning content scripts in accordance with competency standards, indicators and learning objectives for Business Planning for Class X BDP students. Next, an analysis of the tasks and concepts of all supporting resources such as directors, cameramen, models, editors, script reviewers and media reviewers is carried out. The business planning learning video description is designed by combining video scenes, photos, text, sound, animation. The video design involved several students. The end of the design stage is to create a flowchart and storyboard. The flowchart for developing this learning video is as follows.



Adapted by (Sofyan & Indryani, 2022)

Image 2. Learning Video Development Flowchart.

Image 2 is the workflow carried out by the developer. Flowcharts are a guide to work steps for developers. With the help of a flowchart, developers can organize the activities to be carried out at each stage. This includes anyone who will carry out the activity. The next step is to design a storyboard. Storyboards in video production function as a visual guide that describes the sequence and flow of the video. This allows filmmakers, clients, and other team members to visualize concepts and scenarios before production begins. Storyboarding ensures everyone has the same understanding of the project. Storyboards also help in planning technical aspects of production, such as camera angles, transitions, and special effects, which are important for efficiency and coordination during the production process (McKee, 1997). The following is a storyboard for developing a business planning learning video.



Image 3. Storyboard Initial View of the Business Planning Learning Video

Image 3 shows the storyboard of the business planning learning video at seconds 0.00-0.00. The screen displays the cover of the learning video.



Image 4. Storyboard of the final view of the business planning learning video

Image 4 shows the storyboard of the business planning learning video at second 08.37, namely the final display of the business planning learning video in the form of a credit title.

Business Planning Learning Video Development Process

Image production begins with a visual of students starting a business by leaving goods at *business center*. The visual continues with several productive student learning activities. Filming for video content is carried out entirely within the school environment. Meanwhile, some of the animations required as supplements are taken from confirmed sources on the internet. After the production process, the next step is editing. The editor brings together pieces of video, audio, and text *or caption*. The editor combines image, audio, text and other graphic components into a complete video that can be used as learning media. The results of the development are in the form of learning videos with Business Planning material intended for Class X SMK students. After the media is developed, the next step is to carry out an Alpha test or expert test. Expert testing is carried out to test the relevance of the material and principles of learning media developed with the theory used.

Feasibility of Business Planning Learning Videos in Theory, Conceptual and Practice

Validation carried out by learning material experts means assessing the suitability of learning video material both conceptually and procedurally. In line with what was stated by (Rusdi, 2019), the activity of validating and conducting product testing is an activity that determines the quality of research. The results of the validation of learning materials in the development of this learning video are as follows:

Table 4. Material Expert Validation Results

INDICATOR	Intervals	Frequency	Percentage (%)
Material Suitability	42-50	2	100
	34-41	0	0
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			100
Contextuality	42-50	3	100
	34-41	0	0
	26-33	0	0
	18-25	0	0
	10-17	0	0

Amount			100
Depth and Completeness of Material	42-50	2	100
	34-41	0	0
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			100
Ease of material to understand	42-50	2	100
	34-41	0	0
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			100
Motivating Students in Entrepreneurship	42-50	0	0
	34-41	2	80
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			100
TOTAL PERCENTAGE			96
CATEGORY			VERY WORTH IT

Table 4 shows that the expert validation results state that the material in the learning video is said to be very appropriate. Theoretically and conceptually the percentage obtained is 96.00%. This figure is in the very feasible category. Meanwhile, the validation results of media experts aim to test the theoretical feasibility of the audio and visual elements of media. Validation of learning media aims to answer questions related to media quality so that a decision can be made that a media is effectively used in learning (Suryani et al., 2018). The results of the validation of learning media in the development of this learning video are as follows:

Table 5. Media Expert Validation Results

INDICATOR	Intervals	Frequency	Percentage (%)
Effectiveness and Efficiency	42-50	1	100
	34-41	1	80
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			90
Reliability	42-50	0	0
	34-41	2	80
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			80
Maintainability	42-50	0	0
	34-41	2	80
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			80
Usability	42-50	0	0
	34-41	2	80
	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			80
Accuracy of Material Selection	42-50	0	0
	34-41	1	80

	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			80
	42-50	1	100
	34-41	0	0
Compatibility	26-33	0	0
	18-25	0	0
	10-17	0	0
Amount			100
TOTAL PERCENTAGE			85
CATEGORY			VERY WORTH IT

From the media validation results in Table 5, the percentage of eligibility for learning videos is 85.00%. This figure is in the very feasible category. From the validation results, the two experts stated that the Business Planning learning video for Class X Vocational School students was declared very feasible. The recommendation of the two experts is that the media can continue in the trial process. To assess practical feasibility, this is done *beta test* (field test). *Beta test* carried out using the formative evaluation model developed by Dick & Carey model (Dick et al., 2015). To get more accurate practicality and usefulness data by carrying out 3 stages of student testing. Testing on students begins with one-on-one trials, small group trials, and field trials.

This one-on-one trial aims to see the understanding of students with different levels of knowledge regarding the media being developed. Three students were taken from high, medium and low ability levels. The following are the results of one-on-one trials as presented in the following table:

Table 6. One-on-One Test Results

No.	Aspect	Statement	R1	R2	R3
1.	The Attractiveness of Media Forms	1. I am interested in video design visually and the audio is very enjoyable.	5	5	5
2.	Media Convenience	2. I can learn independently using videos.	5	5	5
		3. I can operate this video easily.	5	5	5
3.	Enjoy learning with media	4. I like it when teachers teach with videos in front of the class.	5	5	4
		5. I can understand the learning objectives through videos.	5	5	5
4.	The Attractiveness of Learning Media	6. I can concentrate well so I can understand the material presented in the video.	5	4	5
		7. It is easier for me to understand learning material by using video assistance.	5	5	5
5.	Increasing Student Motivation and Interest	8. I am enthusiastic and motivated to learn business development material using learning videos.	5	5	5
		9. I am sure that I will succeed in this study, therefore I study seriously.	5	5	4
		10. I am enthusiastic and motivated to learn about the business world.	5	5	5
	AMOUNT		50	49	48
	PERCENTAGE		100	98	96
	TOTAL PERCENTAGE			98	
	CATEGORY			VERY WORTH IT	

The data in Table 6 above describes the quality of students' responses to the media they used during the trial. The total student acceptance percentage stands at 98%. This figure indicates that the Business Planning video media they use is practical and easy to use. The conclusion

is that video media is practical and acceptable to students. Even though they have a tiered level of knowledge.

Next, a Small Group Trial was carried out. Small Group Trials were carried out on 9 Class X BDP students. The nine students involved in this trial were each taken from 3 people from different levels of knowledge, namely: 3 students with high quality knowledge, 3 students with medium knowledge, and 3 students with low knowledge. Students are taken from the teacher's notes on the development of learning outcomes. The results of the small group trial will be presented in the following table.

Table 7. Small Group Trial Results

No.	Aspect	Statement	R1R2R3R4R5R6R7R8R9
1.	The Attractiveness of Media Forms	1. I am interested in video design visually and the audio is very enjoyable	5 5 5 5 5 5 5 5 5
2.	Media Convenience	2. I can learn independently using videos	5 4 5 4 5 4 4 4 4
		3. I can operate this video easily	4 5 5 5 5 4 5 5 5
3.	Enjoy learning with media	4. I like it when teachers teach with videos in front of the class	4 5 4 5 5 5 5 4 4
		5. I can understand the learning objectives through videos	5 5 4 4 4 5 4 5 4
4.	The Attractiveness of Learning Media	6. I can concentrate well so I can understand the material presented in the video	4 4 4 4 5 5 5 5 5
		7. It is easier for me to understand learning material by using video assistance	4 5 4 5 5 5 5 5 4
5.	Increasing Student Motivation and Interest	8. I am enthusiastic and motivated to learn business development material using learning videos	5 5 5 4 4 4 5 5 4
		9. I am sure that I will succeed in this study, therefore I study seriously	4 5 4 5 5 4 4 5 4
		10. I am enthusiastic and motivated to learn about the business world	5 5 5 5 5 5 5 5 5
AMOUNT			45 48 45 46 48 46 47 48 44
PERCENTAGE			90 96 90 92 96 92 94 96 88
TOTAL PERCENTAGE			92.67
CATEGORY			VERY WORTH IT

Based on Table 7 above, the percentage of student responses for small group trials shows an average percentage of 92.67%. This figure is in the very feasible category. The meaning of the student response with an average percentage of 92.67% in the trial use of learning videos which is in the very appropriate category shows that the video is considered very effective and meets the standards expected for educational purposes. This figure shows that the video material is successful in meeting the learning criteria that have been set and is well received by students. This high level of acceptance reflects the quality of the content, presentation, and relevance of the video to students' learning needs and preferences (Mayer, 2009).

The results of small group trials are also relevant to the following opinion, that the use of media in learning, such as videos, must consider the principles of effective instructional design to ensure that the media has a positive impact on student learning outcomes (Smaldino et al., 2015). This means that the learning video media developed has been designed to attract students' attention, facilitate understanding of the material, and provide constructive feedback for student learning outcomes.

Next, field trials. Field trials were carried out on all 33 Class X BDP students. The field trial aims to see the suitability of the media in practice. The results of field trials will be presented in the following table.

Table 8. Field Trial Results

NO. ITEMS	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	R31	R32	R33			
	1	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	
2	5	4	5	5	5	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	5	5	4	5	4	5	4	4	5	4	4	4	4	4		
3	4	4	4	4	4	5	5	5	5	4	5	5	5	5	4	4	4	5	5	5	5	4	5	5	4	5	5	5	4	5	4	5	4	5	5	
4	4	5	4	5	4	4	4	5	5	5	4	4	4	5	5	5	5	5	4	4	5	5	5	4	4	4	5	4	4	5	5	5	5	4	4	
5	4	5	5	4	5	5	5	4	5	4	5	5	5	4	4	5	5	5	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	5	
6	4	4	5	5	5	4	4	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	5	5	4	4	5	5	4	5	4	5	4	5	
7	5	4	4	4	4	5	4	5	5	5	4	4	5	5	5	5	4	5	4	5	5	4	5	5	5	4	5	4	4	5	4	4	5	4	5	5
8	5	5	5	5	4	5	5	5	5	4	5	5	4	4	4	5	4	4	5	4	5	5	4	5	4	4	4	4	5	4	4	5	4	4	4	
9	4	5	4	4	5	4	4	4	4	5	4	4	5	5	4	5	4	4	5	4	5	5	5	5	5	5	4	4	5	5	4	4	5	4	4	4
10	5	5	5	5	4	5	5	5	4	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
TOTAL																											1510									
PERCENTAGE																											91.52									
CATEGORY																											VERY WORTH IT									

Based on Table 8, field trials show an average percentage figure of 91.52%. This percentage figure shows that video media is in the very feasible category. This research is relevant to previous research by (Sonia et al., 2021) regarding the feasibility of entrepreneurship learning videos for Economics Education students at FKIP Tanjung Pura University. However, the difference with previous research lies in the development model used and the characteristics of the research subjects.

Student responses with an average percentage of 91.52% in field trials using learning videos were in the very adequate category, indicating that the videos were very successful in meeting students' learning needs and preferences. These figures indicate a high level of effectiveness, implying that students found the material not only useful but also interesting and accessible. Mayer's Multimedia Learning Theory states that learning media that integrates words and images can improve understanding (Mayer, 2009). Research by (Hattie, 2009) shows that the use of visual media such as videos in learning can have a significant positive effect on learning outcomes. Meanwhile, (Clark & Mayer, 2011) also stated that to achieve effective learning, learning videos must be designed with cognitive principles that enable students to process information actively.

The Attraction of Business Planning Learning Videos

The business planning learning video that has been developed has proven to be very interesting so that it can not only increase students' interest in learning, but is also able to motivate students to become creative entrepreneurs. This can be shown in the attractiveness aspect statement in the field trial questionnaire (statement items 8,9 and 10) with a result of 89.7%. It is important to convey that even though it was carried out using scientific procedures, this research still has weaknesses. This weakness is the limited trial sample. If research is conducted with a small or non-diverse sample, this may limit the generalizability of the findings. Therefore, the suggestion that the next developer or researcher should make is to conduct a study with a wider and more diverse sample. This will provide a better understanding of how instructional videos affect different types of students.

CONCLUSION

Based on the findings during the development process, it can be concluded that the results of expert validation of business planning learning video development have an average of above 90% with a very feasible category. Video media has feasibility, both theoretically and conceptually and procedurally. Business planning learning videos are also in the practical category after being tested on students. The business planning learning video is also very interesting so that it can not only increase students' interest in learning, but is also able to motivate students and think critically to develop a creative and competent entrepreneurial spirit.

Recommendations that can be given from the results of this research are: 1) Integrating learning videos into the curriculum at vocational schools is important, especially for complex material, to facilitate understanding and increase student involvement in the learning process. 2) Develop interactive and engaging videos that not only convey lesson content but also spark critical thinking and discussion among students. 3) Provide training and resources to teachers to develop and use instructional videos effectively, so they can design materials that suit the needs and learning styles of vocational school students.

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