

MOVING FROM ELDERLY TO BRAND NEW VOCATIONAL EDUCATION BY REMODELING THE EFFECTIVENESS OF DIRECT INSTRUCTION ON INTELLIGENCE AND SOCIAL SKILLS IN SIKATRI MAKE-UP TRAINING

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ABSTRACT

The study aims to measure the effectiveness of direct learning on makeup Sikatri material in improving learning outcomes. The study was conducted on seventh grade vocational high school students with a total of twenty seven students. The classroom action research technique is applied throughout the information retrieval method. Analysis is distributed on management knowledge and learning outcomes instruments. Control data are going to be calculated by percentage and cross tabulation testing to determine the link between variables. Significance on basic cognitive goals that a procedure for planning and decoding easy strategies of makeup Sikatri by using video. Observation of students' learning activities is applied throughout the cycle and basic skills to broader and authentic reasoning associated with makeup Sikatri are determined through the applying of direct learning. Important variations were obtained with an average increase of 60%. The findings show not only are more students a lot of conscious of using direct instruction but also when asked to design a broader scientific assessment, several students learn how to construct basic information from direct instructions. Additionally, some students were ready to notice their own learning technique after watching a video. These results indicate that the applying of the direct learning through classroom action research is exactly ready to catch up on learning outcomes have been dominated by the discovery approach within the teaching and learning method.

Keywords: direct instruction, sikatri makeup, learning outcomes, classroom action research.

I. INTRODUCTION

THE subject matter of sikatri makeup is part of the basic makeup principles in the makeup subject taught in class XI of SMK 8 Surabaya Semester 2. The goal is to provide a variety of sikatri makeup skills to students of SMK 8 Surabaya. The learning process emphasizes more on the basic skills of applying makeup to special needs, so that students become more skilled at tidying up the face shape with a makeup form that suits their needs [1]. With this characteristic of learning, many students experience difficulties in following the learning process of sikatri makeup, especially students who have absolutely no basis in basic makeup skills.

It is undeniable that in classical learning will face the problem of heterogeneity of students' abilities [2]. Generally, students in Class XI of SMK Negeri 8 Surabaya are only a small proportion who have the skills or skills in makeup and good academic abilities. So that students have difficulty in following the learning process which emphasizes more on skills that are supported by knowledge and problem solving [3].

One learning model that can be used in this case is the Media Video Direct Learning Model. Direct Instruction is a learning approach that can help students learn basic skills and obtain information that can be taught step by step [4]. Direct learning models are specifically designed to develop student learning about well-structured procedural knowledge and declarative knowledge and can be learned step by step. The theoretical foundation of the direct learning model is social learning theory, which is also called learning through observation, or called behavioral modeling theory [5].

Through direct learning students can develop declarative knowledge (knowledge of something) and procedural knowledge (knowledge of how to do things) in a well-structured manner. DI characteristics, are (1) the existence of learning goals and the influence of models on students including assessment procedures for learning outcomes, (2) the existence of syntax or overall patterns and flow of learning activities, and (3) management systems and

learning environment models needed for certain learning activities can take place successfully. According to [6] direct teaching methods are a good method to teach about rules, procedures, basic skills, especially young students. So that the direct learning model is very suitable to be applied in teaching basic techniques to apply sikatri makeup [7].

This study aims to determine the enhancement of sikatri makeup learning activities in class XI KC 1 students, SMK Negeri 8 Surabaya, 2018/2019 school year, through direct learning models. In addition to knowing how to improve the results of learning sikatri makeup.

II. METHOD

A. Design, Place and Time of Research

This research is a classroom action research conducted on 6 August 2018 until 14 September 2018. It was held at SMK Negeri 8 Surabaya. The subjects studied were students of class XI KC 1 of SMK Negeri 8 Surabaya, 2018/2019 school year, totaling 27 students.

B. Data Collection

The data collected in this study includes information about the state of students seen from the quantitative and qualitative aspects. Quantitative aspects are the results of sikatri face makeup measurements in class XI KC 1 of SMK Negeri 8 Surabaya, 2018/2019 school year. While the qualitative aspects are based on observations and learning notes during the research.

C. Data Analysis

The data analysis technique used in this Classroom Action Research is qualitative descriptive. Qualitative data analysis according to [8] [9] is an effort made by working with data, organizing data, sorting it out with manageable units, synthesizing it, finding and finding patterns, discovering what is important and what is learned, and deciding what can be told to others.

D. Research Procedure

The research method used is Classroom Action Research (CAR) or Classroom Action Research (CAR). According to [10] that is action research that begins with planning, implementing actions, observing and evaluating actions (observation and evaluation), and reflecting, and so on until improvements are expected to be achieved (success criteria) [11]. An explanation of the action research flow is explained through the following explanation:

1. Planning is the stage where it explains what, why, when, where, by whom, and how the research was carried out.
2. Application of Action is the stage of implementation or implementation of a plan that has been prepared at the previous planning stage.
3. Observation and Action Evaluation is the stage of observation and evaluation of actions that have been taken during the research.
4. Reflection is the stage of re-disclosure of the results of observation and evaluation in the application of actions in the discussion, so that it can be used to design research programs in the next cycle.

The four stages described above are design actions in one research cycle, in the next cycle the design of the research program used is based on the results of reflection produced in the previous cycle, and so on until the research target is reached [12].

III. RESULTS AND DISCUSSION

A. Pre-cycle

Before carrying out class action research poses, the researcher first conducts an initial survey activity to find out the real situation in the field. The results of the initial survey activities are as follows; Students of class XI KC 1 of SMK Negeri 8 Surabaya in the 2018/2019 school year, who attended sikatri makeup material were 27 students. Judging from the process of learning sikatri makeup, it can be said that the learning process in the category is less successful; Students lack attention and motivation in learning sikatri makeup, because teachers lack the proper teaching methods in sikatri makeup material in too many students [13]. In addition, limited facilities such as; facilities and infrastructure, etc., become another obstacle in obtaining maximum results in the makeup material; From the results of interviews conducted, information was obtained that students tended to be difficult to manage when sikatri makeup material took place. This can be proven by researchers when making direct obser-

variations in the field. When taking makeup material, students show their own attitude, do not pay attention to the teacher's explanation, do not pay attention to the lesson completely, some talk with friends, some even play alone with their friends [14]; Judging from the results of the makeup teacher assessment on makeup material, class XI KC 1, the average student's ability to perform basic sikatri makeup techniques is only 38%. The rest of the students are only able to do some makeup activities, there are even some students who cannot apply sikatri makeup; Teachers are less able to handle the classroom situation, because the number of students who are too much with the situation of the learning place is quite crowded, making the learning situation less well managed [15]. So that the level of students' ability to apply sikatri makeup cannot be maximized.

B. Observation and Interpretation of Action I

Analysis shows observations during the implementation of Action I, the results of the students' work can be identified; Students who have the skills with good categories in sikatri makeup at the end of the first cycle, obtained 9.09% obtained good results; 63.63% get enough results; and 27.27% obtained Less results; Students' ability in performing basic sikatri makeup techniques that achieve Good criteria is 6.06%, while the rest (Good enough 3.03%; Enough 12.12%; Less 78.78%). So that in Act I, students' ability in performing basic sikatri makeup techniques can be said to be Less, so it needs to be repaired again [16].

Student learning outcomes in sikatri makeup material after T-Action I showed results that reached the criteria of Very Good was 3.03%, while the rest (Both 6.06%; Fairly 18.18%; Enough 42.42%; Less 30.30 %). In this case a total of 11 students have been included in the Completed criteria, and 22 Unfinished students.

Based on the description of the initial data, the results of learning sikatri makeup class XI KC 1 students of SMK Negeri 8 Surabaya in 2018/2019 school year after being given Act I was enough with a percentage of 42.42%, less with a percentage of 33.33%, and the rest (Good 6.06%; Good enough 18.18%). A total of 20 students have achieved Completion criteria while 7 students have not completed.

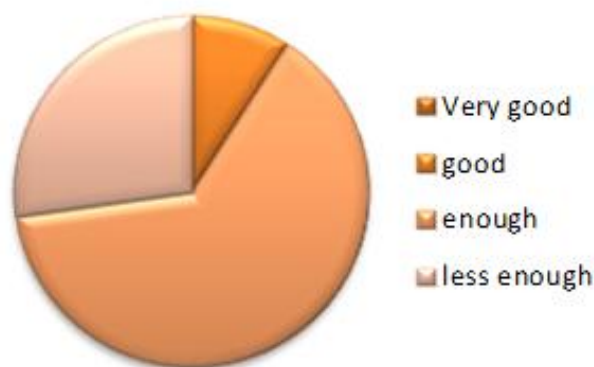


Figure 1. Description of Sikatri Makeup Skill Data

Table 1. Description of Sikatri Facial Makeup Skill Data

Score	Information	Amount	Percentages
A	Very good	0	0%
B	good	3	9,09%
C	enough	17	63,63%
D	Less enough	7	27,27%
Jumlah		27	100%

C. Observation and Interpretation of Action II

Observations during the implementation of Action II shows the results of student work can be identified; Students who have good skills in sikatri makeup at the end of cycle II are good with a percentage of 16.20% and the rest (Enough 65.65%; Less 18.14%). In this case the percentage of students in the category of less increased from the previous cycle due to the transfer of data collection points for makeup skills in the main class (standard class), making some students less adapted to new situations; The ability of students to perform basic techniques of sika-

tri makeup that achieved the criteria of Very Good was 12.14%, while the rest (Good 18.20%; Good enough 9.07%; Enough 12.10%, Less 48.48%); Student learning outcomes in sikatri makeup material after Action II were carried out to show the results that the criteria were Good enough with a percentage of 27.30%; Very well 18.17%; Good 12.13%; Enough 18.15%; Less 24.24%). A total of 19 students have achieved Completion criteria while 8 students have not completed.

Results of the initial data description shows learning sikatri makeup class XI KC 1 students of SMK Negeri 8 Surabaya in 2018/2019 school year after being given Act II is Good enough with a percentage of 27.27% and the rest (Very Good 18.18%; Good 12.12%; Enough 18.18%; Less 24.24%). A total of 20 students have achieved Completion criteria while 7 students have not completed.

Table 2. Completeness of Sikatri Makeup Students

Value Range	Informations	Criteria	Amount	Percentages
>80	Very good	Tuntas	3	12,14 %
78-79	good	Tuntas	5	18,20%
70-74	enough	Tuntas	2	9,07%
68-69	Less enough	Tuntas	3	12,10%
<64	Less	Tidak Tuntas	14	48,48%
	Jumlah		27	100%

D. Observation and Interpretation of Action III

Based on the results of observations / observations during the implementation of Action III, the results of student work can be identified; Students who have good skills in sikatri makeup at the end of cycle III are good with a percentage of 30.30% and the rest (enough 60.60%; less 9.09%); The ability of students to perform basic techniques of sikatri makeup which achieved the criteria of Very Good was 48.48%, while the rest (Good 18.18%; Good enough 9.09%; Enough 0%, Less 24.24%); Student learning outcomes in sikatri makeup material after Action II were performed showing that the criteria reached 56.52% Very Good while the rest (Good 18.18%; Good enough 4.08%; Enough 18.18%; Less 3.03 %). A total of 26 students reached the Tunas criteria while 1 student did not complete. Has met the target with successful results more than expected achievement targets.

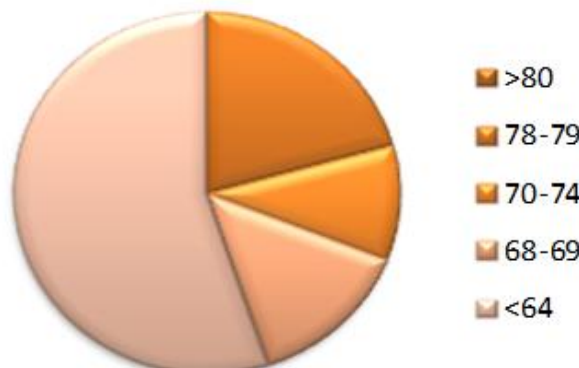


Figure 2. Completeness of Sikatri Facial Makeup students

Through the direct learning model, students are able to see the skills demonstrated by the teacher and shows that can be seen through video, and students can directly practice these skills [17]. On the other hand the teacher can provide corrections and feedback on the performance of the practices carried out by the students. The initial condition of students has not addressed the maximum results the majority of students still have sufficient sikatri makeup skills [18]. In the first cycle there was an increase in the percentage of students with good categories of 9.09%, while in the second cycle there was an increase of 18.18%, and in the third cycle there was a surge of 30.30%. On the other hand in the third cycle the percentage of students who have sikatri makeup skills in the Less category, decreases with a percentage of 9.09% [19] [20].

Comparison of student skills before and after action is presented in the following table.

Tabel 3. Skill Comparison Results

Score	Informations	Percentages			
		Pre	Cycle I	Cycle II	Cycle III
A	Very good	0%	0%	0%	0%
B	good	6,06%	9,09%	18,18%	30,30%
C	enough	66,66%	63,63%	51,78%	60,60%
D	Less enough	27,27%	27,27%	33,03%	9,09%

Through an increase that occurred from the initial condition to being given actions I, II and III it can be concluded that the direct learning model can increase the sikatri makeup activity of students of SMK Negeri 8 Surabaya, through sikatri makeup skills [21].

The learning model of sikatri makeup on the beginner class should be given directly, because the condition of students has not been able to observe the sikatri makeup skills [22] [23]. This method is more effective in giving the basic technical skills learning model for each beginner, because a teacher demonstrates the skills to be learned, while students can immediately practice the demonstrated skills [24] [25] [26]. Besides influencing the improvement of students' ability to apply makeup, the learning model through the model direct instruction learning also influences students' understanding of the basic techniques of sikatri face.

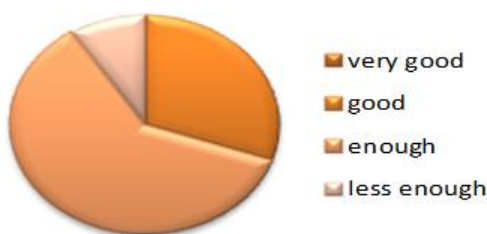


Figure 3. Skill Comparison Results

IV. CONCLUSION

This research provides a clear picture that the success of the learning process depends on several factors. These factors come from the teacher and students as well as the learning tools / media used. Factors from the teacher are the ability of the teacher to develop the material, the ability of the teacher to convey the material, the ability of the teacher in managing the classroom, the methods used by the teacher in the learning process, and the techniques used by the teacher as a means to convey the material. While the factors of students are students' interest and motivation in following the learning process. The availability of interesting learning tools / media can also help students' motivation to learn so that optimal learning outcomes will be obtained.

These factors are mutually supportive of each other, so it must be strived to the maximum so that all these factors can be owned by the teacher and students in the learning process that takes place in the classroom and in the field. If the teacher has good skills in delivering the material and in managing the class and is supported by appropriate techniques and facilities, the teacher will be able to convey the material well. The material will be accepted by students if students also have high interest and motivation to be active in the learning process. Thus, teaching and learning activities can run smoothly, conducively, effectively and efficiently.

The provision of actions from cycles I, II, and III provides a description that there are deficiencies or weaknesses that occur during the learning process. However, these deficiencies can be overcome in the implementation of actions in subsequent cycles. From the implementation of actions which are then carried out a reflection on the learning process, it can be described that there is an increase in the quality of learning Cosmetology (both processes and results) and an increase in students' learning motivation. In terms of the learning process of Makeup, the application of this direct learning model can stimulate the motoric aspects of students. In this case students are required to be active in cosmetology learning which can later be useful to develop skills, develop cooperation, develop knowledge and develop competitive attitudes which are all very important in cosmetology education.

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