



Development Material Test Face Makeup Competency Daily On Vocational Students Skills Program Rules of Beauty

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Abstract

Competency test material is an integral part of an assessment in learning process. What is to be measured in learning and the availability of instrument. The purpose of the study is to analyze the validity of competency test material, the reliability of the test material, and to determine the effectiveness of competency test material. This study employed research and development (R & D) method. The product developed in this study was the daily make up competency test material validated by using expert validation, and has been tested on students of the beauty program in vocational high school in May 2018. The validity of the product was achieved by using validity test, reliability by reliability test and effectiveness of competency test material using normalized-gain test analysis. The results of the study on the development of daily makeup competency test materials for vocational school students in beauty program showed that there were 3 aspects of assessments: knowledge, attitudes and skills. The effectiveness of knowledge competency test material was 20%; attitude 35%; and skill 85%. The testing material was proven to be able to assess students effectively and objectively.

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INTRODUCTION

Material test competence is part integral from an assessment process in learning. What you is measured in learning and the availability of the instrument determines the quality of the learning process to increase the knowledge, the attitude, and the skills based on the competency. Therefore, an assessment is required to have a positive impact on the competency of the learners. The development of standardized testing material based on each subject.

The purpose of this study is to analyze the validation of competency test material, the reliability of competency tests and the effectiveness of competency test material. Nurhairiyah (2013) conducted a study about the development of test instruments to measure the statistical reasoning ability of the students of the tadris statistics. Pinilih (2013) conducted a study about the development of assessment instruments on science subject for junior high school. Supahar (2015) conducted a study on the development of performance instruments and the scoring guidelines for the preparation of inquiry-based junior high school physics reports. Nyoman (2010) also investigated the development of basic practicum assessment skills rubric and chemistry at the chemistry education department.

Aswin's (2016) studied about the development of knowledge assessment instrument for sports and health physical education subjects (PJOK) at 9th grade. Amalia (2014) focused her study on the development of an instrument for assessing the critical thinking skills of high school students in acid and base material to obtain critical thinking skills that meet valid and realistic criteria. Susila (2012) developed an instrument for assessing laboratory performance in physics subjects according to the 10th grade of high school unit level curriculum in Gianyar Regency .

Hamid (2016) developed the ICT-based student learning outcomes assessment instrument on the basic of eclectic electricity by using descriptive data analysis techniques. Kim (2015) concluded that the development of rigorous curriculum instruments and instructional design to address capacity building objectives in the curriculum Library and Information science. The benefit of this study is to motivate learners in the assessment of the competency test and can be used as a guideline for an educator in assessing learners.

METHODS

This study employed Research and Development . This study was aimed to produce a daily makeup competency test material for students covering three aspects: knowledge, attitude and skills. This research was conducted on 10th and 11th graders of beauty program in the 2017/2018 school year using a limited trial.

The steps for R & D by Borg & Goll (1983) developed by Sugiyono (2015) are as follows: (1) a study of the reference product model to see the potential and problems; (2) literature study and information data collection ; (3) design of daily make up competency test material; (4) design validation; (5) revision or improvement of the design of daily makeup make up competency test materials; (6) the limited trial of the daily make up competency test materials; (7) product revision of daily make up competency test material.

The data were collected using these following techniques: (1) the expert validation. It was used to test the validity of its the competency test material, where expert give away assessment and input for repair competency test material; (2) validity and reliability of competency test material for the samples of students from class X and (3) Pre-test and Post-test were used to assess the knowledge before and knowledge after the implementation of the product. The instruments used in this study were questionnaire , pre-test and post test, observation sheet.

RESULT AND DISCUSSION

The result of the study was daily make up competency tests. Indicators of the assessment of daily makeup knowledge are as follows: (1) determining the meaning of daily make up; (2) determining various tools, materials, linen and cosmetics in everyday makeup; (3) steps of works, the principle of daily makeup, face shape correction. The indicators assessment of the attitude are as follows: (1) conducting safety procedure ; (2) looking neat; (3) communicating with client ; (4) creative and innovative ; (5) being responsible. The indicators of the skill assessment consists of : (1) job sheet; (2) preparation of work areas ; (3)personal preparation ; (4) client preparation; (5) tool preparation ; (6) material preparation; (7) linen preparation ; (8) cosmetics preparation ; (9) working procedures ; (10) packing ; (11) evaluation. The daily facial makeup material is equipped with the learning media. The learning media of daily facial make up is the supporting material for the competence test. Therefore, the validity test is required.

The results of validation from three validators have showed that the syllabus had 3,55 of validity index with very valid criteria. The validity of the lesson plan reached 3,66 with valid criteria.

The daily facial make up testing competence material was considered valid and could be used for limited test. The validity test of the daily facial make up competence test showed that it can be implemented in the field.

Table 1. The Results pretest and post test in 10th Graders

Aspect	Score	
	Pretest	Posttest
Knowledge	2.99	3.55
Attitude	2.87	3,43
Skills	3.00	3.50

The results of the analysis concluded that the material of daily facial makeup competence test in this study was effective. The results of limited test of the 11th graders were as follows.

Table 2. The Results of the Limited Test of the 11th graders

Aspect	Score	
	Pretest	Posttest
Knowledge	3.05	3.75
Attitude	3.03	3.64
Skills	3 , 3	3.85

This study was corroborated by the research of Sudirtha & Gede, et al (2014) entitled the development of assessment instrument on the fashion design vocational education program. The study explained these following results: 1) the design of the learning instrument of the practicum developed through the needs analysis by literary study and the study on competence of the practicum; 2) a procedure of performance assessment is practical and efficient and can be implemented.

The effectiveness of the daily facial make up competency test material was measured by the results of the students' competency test used as a standard for the competency test material. It emphasized on the assessment of aspects of knowledge, attitude and skills. The effectiveness on the study was observed from individual perspective of the learners. The results of the competence test of the learners were used as the tool to measure the effectiveness of the daily facial make up competence test material. This finding was corroborated by Lissa (2012). Lissa (2012) investigated the instrument to assess the higher order of thinking. This study had similarity the study of Lissa in terms of the introduction which was oriented on the instruments on knowledge, attitude and skill.

Assessment on the knowledge aspect was performed by using pre-test and post-test on test competences conducted based on with the minimal score on the daily facial make up subject. The minimal score of the productive skill competence was 75. The results of the pre and post - test showed the difference on the results and it increased on the post-test. Assessor's aspect attitude and skill. This finding is supported with research conducted by Supahar (2015). He explains that the learners' performance assessment instrument students developed includes the learning continuum formulation, the ability to prepare the practicum report, instrument guidelines, items assessment performance, and scoring guidelines.

The results of the competence test before obtaining treatment using the daily facial makeup test competence material showed that the average score of the learners on the knowledge aspect was 72.00. After the treatment was given, the average score of the learners increased to 84.03. While, the average score of 11th graders on knowledge aspect was the lowest with only 63.00. After the treatment was given, the average score of the learners, increased into 87.00. Therefore, it could be concluded that the use of the daily facial make up competence test material test. This finding was supported by the research conducted by Febrianti in 2012 (Yulianti, Nurul, Nely, Taufiq). This study concluded that one of the benefits of developing competence test material is to help educator measure all of the students' activities. The aim of this study was to develop the competence test material of daily facial make up subject with three aspects: knowledge, attitude, and skills which are valid and effective.

The results of the evaluation to measure the achievement of competency test objectives is considered effective, as evidenced by the increasing competence of students in the subject of daily facial makeup. The results of the assessment of students' skills showed good categories, because in terms of overall assessment. It was concluded that the daily facial makeup competency test material was proven to be effective in improving the competence of students of vocational school students in the beauty program.

This finding is relevant with the results of the study from Widjanarko (2016). This study developed the analytical work sheet for students' practicum for teacher candidates in automotive vocational schools. The aim of this study is to test the validity, analyze the practicality and effectiveness from the analytical work sheet. Basyirun (2017) also supported the finding on his research on the development of the model of pedagogic competence system test on culinary vocational education department. The aim of this study is to produce model of pedagogic competence system test that is specific and could produce the increasing learners' learning outcomes. This finding is also corroborated by the research conducted by Suprptono, et al (2016). Suprptono (2016) aims to develop professionalism of the teachers by implementing action research in the vocational schools in Semarang. The aim of this study is to increase the teachers' professionalism in teaching, as well as the learning process runs well.

CONCLUSION

The validity level of daily facial make up competency test material was proven valid through the expert validation process with a mean of 3.39. It means that the daily facial make up competency test material has a good level of validity because the maximum score in this assessment is 4. The level of reliability of daily facial make up competency test material is proven to be reliable through an expert validation process with a mean of 0.361. This score means that daily facial make up competency test material has a good reliability with a maximum comparative value of 0.5. In addition, the daily facial make up competency test material has proven effective by gaining the effectiveness of 80%. It can develop the competence of students in the field of beauty by using assessment of science, attitude and skills that have good quality.

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