



Thematic Learning Models in Competence Body Massage Solus Per Aqua in Vocational Education Institutions

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Abstract

This research is motivated by knowing the lack of using the thematic learning models in Vocational Education Institutions. This study aims to: Generate a thematic learning model ensure valid, reliable, feasible and effective on the solus per aqua body competency in vocational high school. This research used research and development (R&D) methods. To obtain the validity and reliability of the contents on learning models and thematic textbooks, I used CVR and kappa coefficients, the feasibility test applied a Likert scale of four score criteria, while to test the effectiveness of the improvement on the learning outcomes within the thematic learning model using an independent t-test.

The results showed that the contents validation on the learning model and textbooks has obtained from 2 assessors. They declared valid category values and reliability, the results of the effectiveness on improving the learning outcomes within the thematic models showed that the t-test 14,489 was effectively used. The conclusion is that the thematic learning model on valid body massage solus per aqua competence (Spa) is reliable, feasible and effective so that it can be used at vocational high schools.

Thematic learning can be implemented by teachers as an appropriate learning strategy through combining the material of several subjects with thematic textbooks to create fun learning. At accordance with this finding useful as curriculum alignment and thematic learning innovations, they can be applied at vocational education institutions.

INTRODUCTION

The Education plays a very important role in the process of improving the quality of human resources. The development of the world of education today is marked by the onslaught of technological innovation that demands an adjustment in the education system that is in line with the demands of the world of work. Vocational Education Institution is one of the right education that can produce a professional generation so that it can improve the quality of service in certain fields.

The thematic learning model is based on the 2013 curriculum. Aligned with the interests or needs of students, school environment, media, and student abilities. Student skills must be supported by facilities and infrastructure that are following the competencies taught because they affect student learning. This is consistent with research which says that the availability of facilities and infrastructure can affect the value of student skills (Sudiyono, 2016; Muchlisin and Sudiyanto, 2017).

Problems from educators were also found by vocational school teachers not yet fully understanding and using the 2013 curriculum. The reason was that teachers were still confused about the change and application of the learning model innovation. The use of learning strategies is still conventional (teacher-centered) so that students become passive, interest in learning when the learning process feels bored. This is by the research of HeriRetnawati (2017) The biggest challenge in the curriculum process is the negative stigma of the teachers. The research found that many teachers have not fully understood the 2013 curriculum. The teaching and learning process has not been fully carried out due to the many difficulties teachers have. Teaching facilities in the form of learning resources and learning media are limited.

Thematic learning on Spa body massage competencies following holistic, meaningful and authentic scientific principles, in line with the definition of *solus per aqua* service. Thematic Learning Model in Body Massage Spa Competence so far there has not been found any research development of thematic learning models in vocational institutions in the field of beauty but based on the search of previous research work has a theme that is most relevant to that raised by researchers namely research V. LilikHariyanto (2016) about learning models future vocational education is a model of results-based learning about subjects in business / industry-based vocational secondary schools.

Thematic learning models in vocational education institutions are new alternatives and innovations in the vocational learning process of skin and hair beauty. This thematic model uses online media games, word guessing games, and video playback. Innovative and themed learning is felt to be able to improve students' abilities because students can directly practice integrated thematic learning which is an approach in learning that deliberately links several aspects both intra-subject and between subjects.

Several previous studies regarding the development of thematic learning models have been conducted. Research relevant to this study according to Okoro C. O (2016) Research findings indicate that teachers' understanding of thematic approaches in teaching social science is insufficient. This study found that teachers do not have an adequate thematic practice approach in teaching students and teaching experience is not required to be used and not the use of thematic instructional approaches in social studies. Salman Asshary (2017) that the thematic learning model is effective to improve students' character in Integrative learning of religious and environmental education for students studying at Adiwiyata school in Tarandam, Padang city area. Chumdari Research (2018) Based on the results of the study, the thematic instructional model in elementary schools can be carried out appropriately, but student learning activities are less than optimal. This is due to the conventional method that applies teacher-centered which emphasizes the active role of the teacher instead of the student. ArnoldusHelmon (2017) shows the results that PBL products are based on Integrative-thematic models that have been developed effectively to improve the critical and environmental care character. Lestanti (2016) found 4 types of characteristics of students' way of thinking, namely types of SK; SA; AK; and AA.

The purpose of this study is to test the validity, reliability, feasibility, and effectiveness of the competence Spa body massage in vocational education institutions. As well as knowing aspects of student skills from the thematic learning model. So it can be useful as the development and implementation of thematic learning models that can be used by teachers as planning, implementation, and evaluation of learning in vocational education institutions on the body massage solus per aqua competency.

METHODS

The method used in this research is the Research and Development (R&D) method with the 4D development model which is simplified to only be 3D consisting of the stages of define, design, develop.

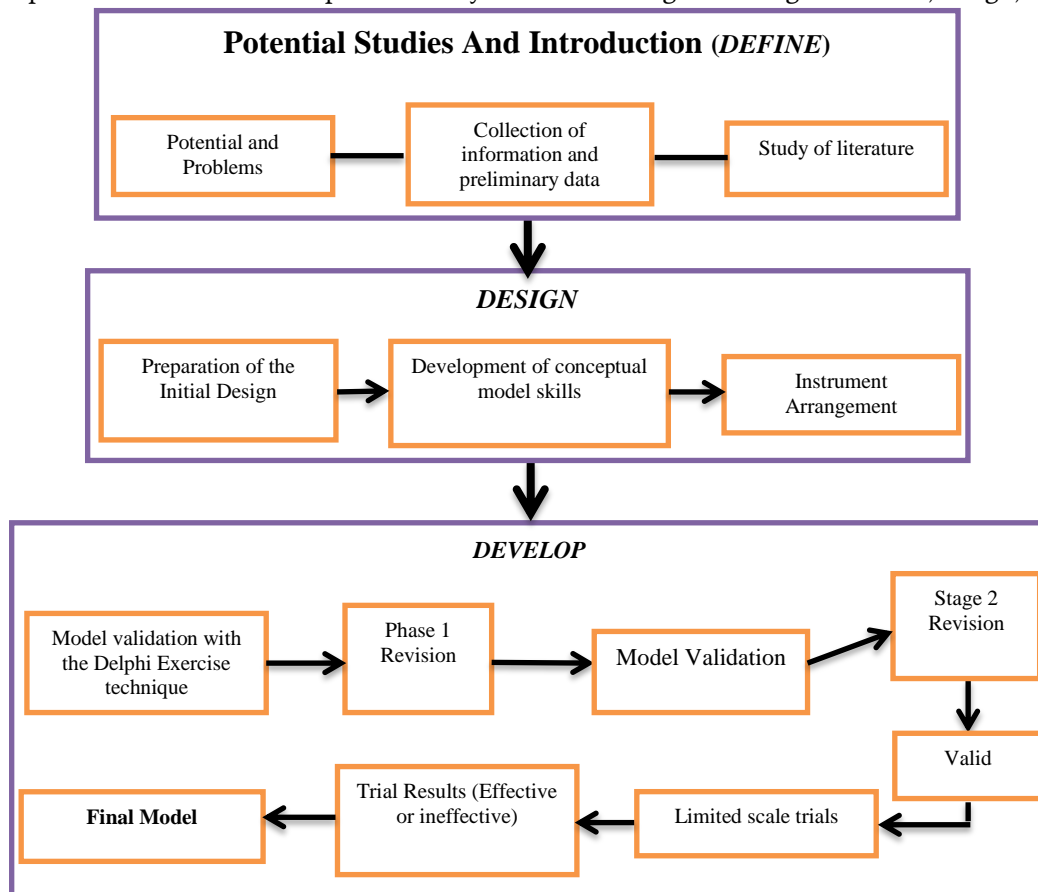


Figure 1. R & D Design Thematic Learning Model

Based on Figure 1. The research was carried out only to the developing phase, and for the dissemination process, only a limited scale test was conducted on students because of the limited costs in learning and the very broad research and development (R&D) domain. This research resulted in a product in the form of a thematic learning model on Spa body massage competencies in vocational education institutions to improve students' knowledge, skills, and attitudes. Quantitative and qualitative data collection. Quantitative collection techniques in the form of a questionnaire assessment of the content of the thematic learning model, questionnaire assessment of learning devices (textbooks), knowledge tests (multiple-choice questions kahoot), and student assessment instruments (Skills & attitude of student practice). While the observation method is used for qualitative data collection techniques as an initial observation. Testing the validity and reliability of the contents of the thematic learning model and thematic textbooks are carried out by each expert/expert. The content validity of the thematic learning model is calculated using the Content Validity Ratio (CVR) according to Suryani

and Hendrayadi (2017) Content Validity Ratio is one method that is widely used to measure content validation, which is a method for measuring agreement among assessors or judges. Reliability in this study used the Cohen's kappa consistency test. While the analysis of the effectiveness or ineffectiveness of the thematic learning model can be used by means of a test of learning outcomes carried out in a limited trial, that is by giving treatment to the experimental group the use of thematic learning models and the control group that is not treated with thematic learning model (experimental group-control group) with the help of the Independent t-test with control group design technique.

Sources of data used were SMK Taman Siswa Kudus students and SMK PGRI 1 Kudus students. These subjects were used to collect data in gathering information to obtain a factual learning model in the beauty majors. Data collection techniques and instruments in this study consisted of techniques

RESULT AND DISCUSSION

Findings of Thematic Learning Models

Findings Thematic learning models on the *solus per aqua* body massage competency are designed at the design stage, and the development stage. The design phase in this study resulted in the design of conceptual models and empirical models from the development of thematic learning models. This model was developed following existing learning in vocational schools such as KI and KD adjustments to the Skin and Hair Beauty Expertise Program, Syllabus of body care subjects, Learning Implementation Plans, and thematic textbooks. Also, research instruments have been arranged to assist in collecting data or information that is useful for answering research problems. The research instrument used in this study serves to determine the validity, reliability, feasibility, and effectiveness of the thematic learning model.

The develop phase is the next step after the planning stage. This stage includes: 1) validation and revision of learning models and their devices, 2) validation of knowledge and skills assessment instruments, and, 3) practicality validation of learning models, 4) limited scale trials, 5) Final models. The validator conducts an assessment and provides input related to the thematic learning model by the learning objectives. The validated model will be tested in the field first to adjust the model to the conditions in the field. The results of the trial are then evaluated to get the final model in the form of a thematic learning model on the competence of Spa body massage. The thematic learning model of body massage competencies is given material including knowledge of anatomy and physiology; massage knowledge, including the benefits of massage, massage methods, things to consider in massage; Ethics and professionalism of a therapist; basic massage movements; type of massage manipulation movements; term massage movements and stages in doing body massage.

The model developed in thematic learning that is applied there are 3 stages based on the thematic syntax as follows: (1) The Planning Phase includes: identifying the objectives of the learning process; determine the theme of learning towards body care competency subjects body massage. (2) The Implementation Stage includes the steps of a creative, innovative themed learning process, preventing boredom of students in the class so that the need for student activity in learning. (3) Evaluation Phase, students' competence in this learning is in the aspects of attitude, knowledge, and skills. Student competencies in this learning in cognitive, affective and skill aspects. The affective aspects/attitudes of students are observed at the same time as students practice. So that you will gain competency as a professional therapist including preparation before doing body massage; when doing types, methods, massage movements; end the massage and evaluate the treatment results. Important aspects of knowledge in assessment include: Knowledge of physiological anatomical theories, physiological effects of the type of movement (manipulation) of massage and the massage component; Consistent knowledge and application of the security principles and benefits of massage applications; Knowledge and application of effective communication, convincing customers; Develop thinking skills; Problem solving

skills; Become an independent, creative and innovative student. The final model of developing thematic learning models on the solus per aqua body competency that has been tested and implemented in the study as follows

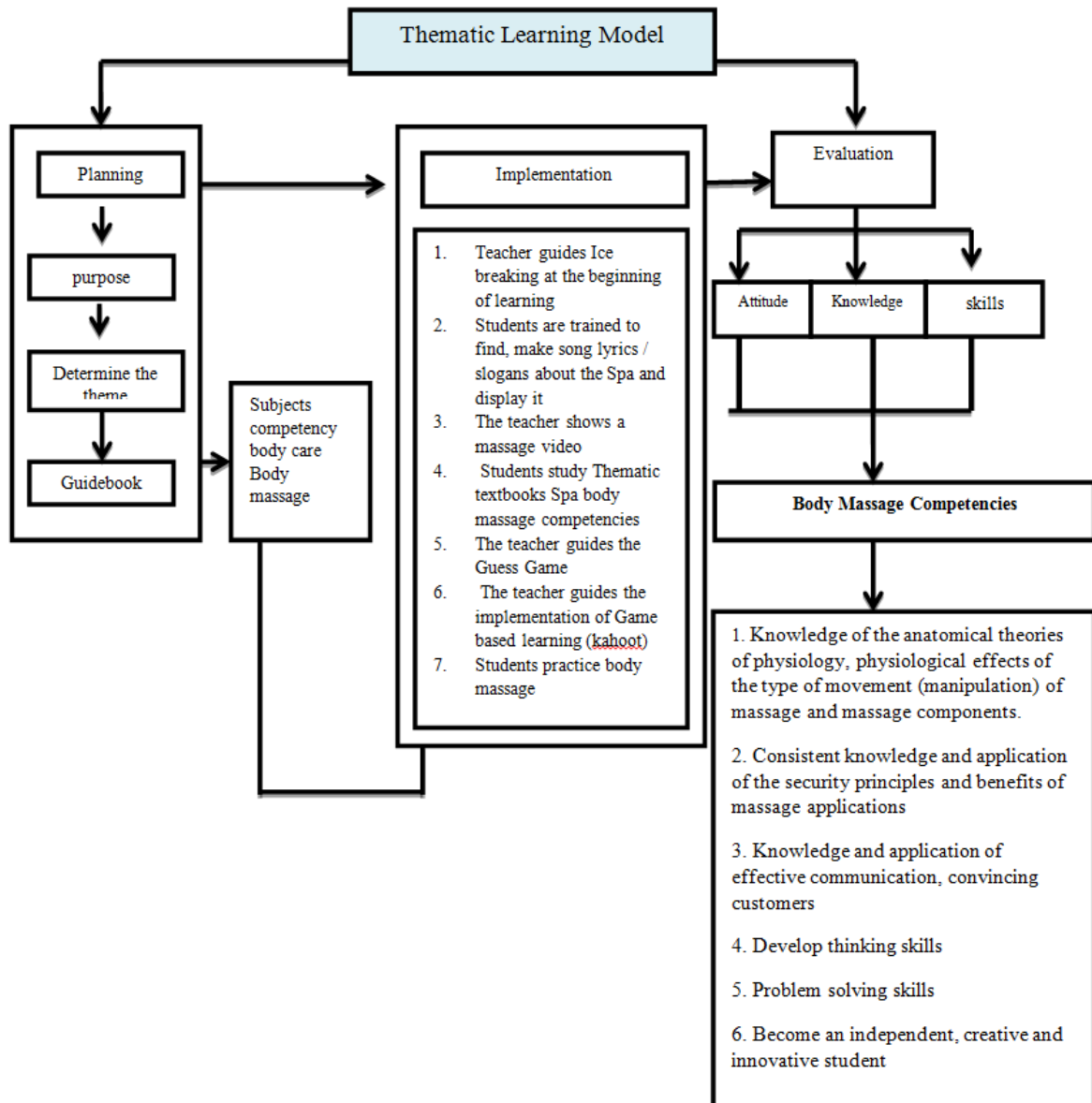


Figure 2. Final Thematic Learning Model

The final thematic learning model was developed based on input from learning experts and practitioners of Spa expert material. The results of the validity and reliability of the thematic learning model on the body massage solus per aqua competency have high validity, this is under the opinion of SuharsimiArikunto (2010). The results of the validation of the contents of the learning model and textbooks indicate that there are 10 items of validity instruments used and 4 other items to be repaired / invalid. While the results of the validity of the textbook instrument all 17 instrument items are all valid. The results of the reliability of the learning model from the kappa value obtained 0.034 with substantial criteria and 5% significance of $0,000 < 0,05$. While the textbook reliability results obtained a kappa value of 0.041 with a substantial sig criterion. 5% ($0,000 < 0,05$). it means that this model has a good level of validity and reliability.

The validity of the knowledge test questions using kahoot games using the item validation calculation results validity values obtained calculations using Spss17 with a condition of correlation >

0.3 obtained from 20 item values > 0.3 then said to be valid while the results of the reliability of items obtained by Cronbach alpha calculation with Cronbach Minimum alpha is 0.6. The calculation of spss 0.963 is greater than 0.6, so it is concluded that all valid knowledge test questions in this study are declared "reliable" with "very high" criteria, this is in line with Khumaedi's research (2012).

Thematic learning model on body massage competence is feasible to prove through the assessment of the facilitator / teacher who uses the thematic learning model developed, respondents said the thematic learning model on body massage competence is very feasible based on the results of the questionnaire assessment by obtaining an average value of the number of observations by scale Likert is 85. In the feasible category. This is in line with the opinion of Sugiyono (2016).

The thematic learning model on the competency of body massage is effectively used as evidenced from the pretest and posttest tests in the experimental group and the control group by using the Paired Sample T-Test, it is known that sig. (2-tailed) of 0,000 <0.05, it was concluded that there were significant differences and the posttest results were better than the pretest results, this is following the opinion of Sukestiyarno (2014). Student's t-test results showed the results of $t(h) = 14.489$ greater than t table $(1-\alpha)$, $(n1 + n2-2) = t$ 0.95, $30 = 1.70$. Showing the results of improving learning outcomes using thematic learning models. Thus the thematic learning model on body massage competencies is effective to use. The results of the increase in learning competencies Spa body massage can be seen in tabel 1,2,3

The aim of the thematic learning model on solus per aqua body massage competencies is to develop a thematic learning model on solus per aqua body massage competencies that is valid, reliable, feasible and effectively used. Based on the results of the analysis of the validity, reliability, feasibility, and effectiveness of the model, the data obtained that the thematic learning model is proven valid, reliable, and feasible and effective is used to improve the competence of body massage Spa.

Tabel 1. Result of Improved leraning

Group	Average value	
	Pre test	Posttest
Experiment	7.8250	18.5750
Control	7.8250	13.1562

(Research Source, 2019)

Tabel 2. Independent sampel pretest

Result of	F	Sig.	t	Keterangan
improved learning	0.043	0.837	0.000	Not dissimilar
Pre test			0.000	Not dissimilar

(Research Source, 2019)

Tabel 3. Independent sampel posttest

Result of	F	Sig.	t	Keterangan
improved learning	0.772	0.387	14.489	Similar
Pre test			14.489	Similar

(Research Source, 2019)

In essence, thematic learning is the implementation of an integrated curriculum (Krissandi & Rusmawan, 2015). According to Okoro & Okoro in the study of Sekar Purbarini Kawuryan (2018), Thematic learning actively involves students and facilitates them to learn various skills. These skills include reading, thinking, remembering, and writing related to the context of real-life situations that allow creative exploration.

The new finding in this research is the use of thematic learning models effectively used in vocational education institutions. The advantages of using thematic learning models are: 1) providing innovations in body care learning, especially in body massage teaching materials where it relates to

anatomy and physiology lessons, 2) making it easier for students to understand teaching materials because students can read textbooks that have concepts and content themed and attract readers. 3) Improve Spa body massage skills 4) make it easier for students to remember, read, and think skills carried out in the concept of themed games.

Implementation of thematic learning using word guessing games, and kahoot games, as a material base and oriented scientific approach, can facilitate students to have a much better attitude, skills, and knowledge. Students are also expected to be more creative, innovative, and productive so that they will be able to face various problems and challenges in their day. The developed learning model pays attention to the characteristics of vocational high school students who are subject to learning, adapts to the applicable curriculum, and is accompanied by the addition of basic anatomy and physiology subject matter, with body care competency subject's body massage Spa treatments. Learning models that think globally will not be realized without the development of holistic abilities and provide higher-order thinking skills. Develop students' critical thinking abilities optimally. Following the era of the industrial revolution 4.0. Therefore, teachers need to develop a balanced domain of cognitive, affective, and psychomotor by applying thematic learning models and scientific approach oriented through five main activities (observing, questioning, experimenting, associating, and communicating).

The impact of thematic learning models on Spa body massage competencies is learning styles with online media, developing creative thinking skills, increasing students reading thematic textbooks, making students active and involved in learning while playing. This results in improving solus per aqua body massage skills. In line with Meilan Tri Wahyuni's research (2018), it was shown that experimental classes treated with thematic character education based on textbooks had student learning outcomes rather than those treated with conventional textbooks. The data shows that the thematic-based character education of textbooks has a positive influence on student learning outcomes. The developed textbooks are used as a medium for teachers and students to create fun learning and provide opportunities for students to become active learners independently

The increase in learning outcomes of Spa body massage competencies is seen from several evaluation aspects including aspects of knowledge, attitudes, and skills. The research on thematic learning models is expected to be useful as the development and implementation of thematic learning models that can be used by teachers as planning, implementation, and evaluation of learning in vocational education institutions on the competency of body massage solus per aqua.

CONCLUSIONS

Based on the results of research and discussion it has been found that the thematic learning model on the body massage competence of Solus Per Aqua (Spa) in vocational education institutions is valid, reliable and appropriate according to expert judgment, effectively used to improve the competency of body massage solus per aqua (Spa). And the development of thematic learning models implemented on a small scale in vocational education institutions is also effective in increasing students' thinking abilities in cognitive, affective and psychomotor aspects because thematic learning model activities can be interesting and impressed in creating students can think critically and creatively.

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