



Development of Soft Skills Oriented to SPA Services (Solus Per Aqua) in the Vocational Education Teaching Factory

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Article Info	Abstract
Article History : Received May 2022 Accepted August 2022 Published December 2022	This research aimed to develop a SPA services-oriented learning model to increase students soft skills. The present study applied Research and Development (RnD) with the ADDIE model. A validity and reliability instrument in the module was conducted by 4 media experts, 5 material experts, 10 teachers, and 30 students. the researcher applied feasibility, practicality, and effectivity analyses after the validity and reliability test. The content validity test result (Content Validity Ratio) showed that the CVI of media and material experts were 0.98 and 0.97, or it can be stated as a valid category. The reliability test depicted that Cronbach's Alpha got 0.707 and 0.766 categorized as reliable. In terms of feasibility, the research achieved 81.25% from media experts and 88.88% from material experts with a very feasible category. The practicality test results from teacher and student responses obtained 79.30% and 76.50% of the percentage or declared as in the practical category. In addition, the effectiveness test showed that the soft skills aspect was 56.06%, and the psychomotor aspect achieved 70.56% or stated as the quite effective category. According to the analysis results, the developed learning module has been declared feasible, practical, and effective to be used in learning body treatment material and can improve the soft skill and psychomotor aspects of Beauty and SPA Vocational School students.
Keywords: soft skills, psdhcomotoric, SPA services, teaching factory	

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INTRODUCTION

Vocational high school (SMK) was one of the education levels that prepared the students to be ready for the workplace. Its curriculum also supports achieving the target and suits the condition, character, potency, industrial development, and society. In industry, academic ability and hard skills were not a priority but they must be completed with soft skill aspect (Ananto, 2020). The higher soft skill was in line with the higher potential for success at work. Also, soft skills are related to language skills, personal habits, interpersonal skills, managing people, and leadership (Choudary & Ponnuru, 2015).

SMK curriculum was emphasized in preparing students to be independent and ready to develop their careers. This can be considered to be a parameter of student success in the world place or industry.

The learning class was not only focused on motorik ability but also soft skill ability since it was very needed in the workplace. It was a fact that most of the company prioritized soft skills when looking for human resources (Apriyani, 2020). Affective learning that involved students being active during learning, the availability of teaching materials and learning media that suit learning outcomes, and extracurricular became several efforts to stimulate students' soft skills. This was supported by Aleydia, G. V. (2019), stated that improving soft skills can be done by including activities that provide stimulus to improve soft skills.

According to Sudira (2018), the basic challenge of vocational school learning is providing real experience for students to practice based on the tasks and work settings. Meanwhile, the student real learning process was obtained when they apprenticed in the industrial or called Field Work Practices (PKL). This program had limited location and time for implementation. The Directorate of Vocational School Development issued a Vocational School revitalization strategy. One of the strategies issued was to run a teaching factory program (TeFa) in vocational schools. Schools were required to have ideas about how industrial concepts were presented in schools. This strategy brought an opportunity to create qualified graduates who gained the soft skills and hard skills

competencies that suit industry standards. Furthermore, this can increase the effectiveness of implementing learning activities.

The Teaching Factory (TeFa) program can provide education that refers to standards and procedures carried out by industry. This program can bring an industrial working atmosphere into the classroom so that students experience a general overview of the industrial world. The students can master soft skills and hard skills competencies by industry standards. The Teaching Factory (TeFa) emphasized an education process that was more demand-oriented, equipping students with entrepreneurial character. This program increased understanding and collaboration between school and industry. It also resulting in a learning process that is increasingly oriented towards industrial needs.

Based on results observations made at SMK PGRI 1 Kudus, the Beauty and SPA expertise program had implemented a Teaching Factory (TeFa) which produced services in the field of SPA and Beauty, so that students' competence was assessed directly by customers. Based on the data interview, there were comments from customers who expressed dissatisfaction with the therapist's service attitude (communication, confidence, and excellent service). Even though the treatment techniques provided by therapists were professional, unsatisfactory attitudes made customers less comfortable. Thus, it can be stated that the soft skills possessed by students were insufficient and incompetent in terms of soft skills and hard skills that were required in the business world.

To improve students' competency, the school applied the TeFa learning model for hard skills, while soft skills were carried out by integrating general and vocational subjects using the 4C learning model (Communication, Collaboration, Critical Thinking, and Creativity). However, the implementation did not show any improvement, it can be seen that many students failed to demonstrate work attitude skills and professional ethics that support their competence. The students lacked confidence in promoting the products/services produced and did not understand how to behave when receiving guests. In other words, the implementation of excellent

service by the skills competency program was not fulfilled.

Based on these conditions, it was necessary to develop soft skills through SPA-oriented learning modules (Solus per Aqua) to support students' learning outcomes and to strengthen the work profile of vocational schools. This module was focused on a modification of 21st-century skills, namely 4C (Communication, Collaboration, Critical Thinking, and Creative Thinking) to 5C by adding the Confident aspect. This additional aspect became an advantage since it touched essential material such as excellent service in receiving guests, service attitudes, and communication in the place of receiving guests. Therefore, this module can advance students' soft skills in providing excellent service to all customers. This research was conducted to develop a learning module that is oriented to SPA services in body treatment teaching materials for students of the Beauty and SPA vocational school program. The research focused on observing students' soft skills improvement after using learning modules.

METHOD

This research applied Research and Development (R&D). The development design used the ADDIE model which consisted of Analysis, Design, Development, Implementation, and Evaluation. The analysis stage (analysis) was carried out through observations and interviews with teachers and students to determine problems and learning needs. After that, the researcher made a design for the module framework and assessment instruments. Next, develop a module based on the learning objectives (ATP) and learning achievements (CP). Finally, the module was implemented in the learning or implementation stage. At this stage, the module was tested for XI students at SMK PGRI 1 Kudus. The respondents involved 30 students of the Beauty and SPA class. The researcher evaluated formative and summative evaluation. Formative evaluation consisted of module feasibility testing by media experts and material experts as well as module practicality testing while summative evaluation was carried out by measuring module effectiveness through the N-gain test.

The obtained data were used for preliminary studies and as a reference to answer several points such as the research objectives, module feasibility test, module practicality, and its effectiveness it. The data collection instruments used a questionnaire (media and material experts and practicality test), observation (soft skills assessment), and performance sheet (skills aspects assessment).

The analysis technique for trial data was carried out using validity and reliability tests. The validity tests comprised content and Point Biserial Correlation. Content validity test (Content Validity Ratio, CVR) aimed to depict feasibility test data and effectiveness modules (soft skills and performance tests) while pointing to Biserial Correlation for practicality test data (teacher and student responses). Meanwhile, the reliability test in this research used the Percentage of Agreement technique to test the feasibility and effectiveness of the module and the Kuder-Richardson Formula (KR 20) to test the practicality of the data.

Content validity meant a substantive explanation of a measuring instrument. Content validity examined the test items to determine the instrument's content relevancies (Kowsalya et al., 2012). For questionnaire data, the validity applied Content Validity Ratio (CVR) with 4 answer choices using the following equation (1).

$$CVR = \left(\frac{2ne}{n}\right) - 1 \quad (1)$$

CVR : Content Validity Rasio

ne : the number of experts who assess an essential item

n : the number of experts who conducted the assessment

The CVR assessment was done by experts or Subject Matter Experts (SME). The CVR value had a range between -1 to 1. If half of the SMEs stated essential, then the CVR value would be 0. The CVR became 1, if all the SMEs elaborated important for an item.

Validity test used the Point Biserial Correlation technique with two answer choices (dichotomous data). A question can be stated as valid when it had a correlation coefficient value ≤ 0.30 . The following equation (2) was adopted to calculate the correlation value.

$$rpbi = \frac{M_p - M_q}{St} \sqrt{pq} \quad (2)$$

rpbi : point biserial correlation coefficient;
 Mp : number of respondents who answered correctly;
 Mq : number of respondents who answered incorrectly;
 St : standard deviation for all items;
 p : proportion of respondents who answered correctly;
 q : proportion of respondents who answered correctly (Brown, 1998).

The reliability test adopted the Agreement Percentage technique to test the value consistency of an instrument. It had been done by asking for a percentage of expert judgment. The instrument was said to be reliable if the score obtained > 0.80 based on Ridwan's acceptance criteria (2010: 108). This testing technique was applied for questionnaire data with four answer choices. The Percentage of Agreement can be done from equation (3).

$$\text{Percentage of Agreement} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \quad (3)$$

For data from questionnaires with two answer choices (dichotomous data), reliability testing was carried out using the Kuder-Richardson Formula (KR 20) technique. Riwikdigdo (2007) elaborated an instrument included in the reliable category when it had a reliability coefficient of at least 0.7 through Equation (4) below.

$$KR_{20} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right) \quad (4)$$

KR₂₀ : overall reliability test;
 p : proportion of subjects who answered the item correctly;
 q : proportion of subjects who answered the item incorrectly;
 Σpq : the number of products between p and 1 q;
 N : lots of stuff;
 St² : standard deviation of the test (standard deviation is the root of variance).

The module feasibility questionnaire by experts used a rating scale from 1 – 4 with a division of criteria in Table 2, while the module practicality criteria are in Table 3.

Table 2. Module Feasibility Criteria

No	Percentage (%)	Criteria
1	81 – 100	Very Feasible
2	62 – 80	Feasible
3	43 – 61	Quite Feasible
4	25 - 42	Less Feasible

Tabel 3. Module Practicality Criteria

No	Percentage (%)	Criteria
1	81 – 100	Very Practice
2	62 – 80	Practice
3	43 – 61	Quite Practice
4	25 - 42	Less Practice

Data analysis techniques were used to determine the effectiveness of the learning modules that had been developed. The effectiveness test was carried out using N-gain from the results of the pretest and posttest assessments on the skills aspect (performance test), while attitude aspect (soft skills) using equation (5). The distribution of N-Gain criteria was presented in Table 4, moreover the effectiveness criteria from the Gain test results can be seen in Table 5.

$$N\text{ Gain} = \frac{\text{posttest score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}} \quad (5)$$

Table 4. N-Gain Criteria

No	N-Gain Result	Criteria
1	Gain > 0.7	High
2	0.7 ≥ Gain ≥ 0.3	Medium
3	Gain > 0.3	Low

Tabel 5. Gain Effectivity Criteria

No	Percentage (%)	Criteria
1	< 75	Effective
2	56 – 75	Quite Effective
3	40 – 55	Less Effective
4	< 40	Ineffective

RESULT DAN DISCUSSION

Research Result

Learning Module Development

The module was developed for body treatment teaching material in the Beauty and SPA skills program. The learning outcomes in this material were students can carry out preparations, execute procedures, and complete treatment in SPA services by standard operating procedures (SOP). By using the present module, students tended to be more confident in providing SPA services. So that they could develop SPA services-oriented soft skills. The module was designed to improve students' soft skills in terms of providing excellent service to customers and service attitudes that fulfilled care standards.

The learning module consists of 3 chapters, namely Chapter 1. Excellent Service Skills in SPA Treatments, Chapter 2. Indonesian and International Body Massage, and Chapter 3. SPA Service Procedures. Each chapter was equipped with learning objectives, trigger questions, mapping concepts, keywords, apperceptions, materials, reflections, evaluations, and enrichments. This module not only discusses body care procedures but also focuses on providing treatment services which include professional services, cleanliness of the service room, as well as the procedure of guest reception during pre, process, and post -treatment. After students

applied this learning module, students became SPA therapists who had comprehensive competence in terms of knowledge, work attitudes, and excellent skills in providing services to customers.

Validity and Reliability of Module Scoring Instrument

Validity and reliability were used to test the validity and consistency of the module assessment instrument. The instruments applied questionnaires to test feasibility, practicality, and effectiveness. The feasibility questionnaires were done by material experts, and media experts, while the practicality test questionnaire was assessed by teachers and students. Furthermore, the effectiveness observation sheet was conducted by the teacher. Validity testing used the Content Validity Ratio (CVR) and Point Biserial Correlation techniques. On the other hand, reliability testing uses the Percentage of Agreement and Kuder-Richardson Formula (KR 20) techniques.

The Content Validity Ratio (CVR) technique was used to ensure that the research instrument accurately measured the proposed condition. The validity results of the statement can be seen from the CVR score of 4 media experts and 5 material experts, while the overall validity was obtained from the CVI. The result can be seen in Table 7.

Table 7. Content Validity Result of Module Feasibility from Media and Material Expert

No.	Evaluator	Invalid Question Number	CVR score of Invalid Question	CVI Score
1	Media Expert (30 questions)	27	0.5	0.98
2	Material Expert (40 questions)	2 9 32	0.6 0.6 0.6	0.97

Table 7 shows that 1 question (number 27) assessed by media experts was declared invalid, and 3 questions (number 2, 9, and 32) from material experts were declared invalid because they had a CVR value >1 , namely 0.6. A question item was valid if it had a CVR value of at least 0.99 with five assessors. The revision and improvement were made based on the assessor's suggestions. Furthermore, the CVI values obtained from media and material experts were 0.98 and 0.97, or in the

very suitable category. This assessment result can be said the developed SPA-oriented learning module was valid and feasible for the learning process.

Furthermore, content validity tests were carried out for Soft Skills and Performance Test assessment instruments by using observation and performance sheets. The test results are presented in Table 8.

Table 8. Validity Tets Result of *Soft Skills* and *Performance Test*

No.	Scoring Aspect	Invalid Question Number	CVR score of Invalid Question	CVI Score
1	<i>Soft Skills</i> (30 questions of statement)	25 30	0.2 0.4	0.91
2	<i>Performance Test</i> (16 questions of statement)	-	-	1

Table 8 showed that 2 questions (numbers 25 and 30) on the soft skills assessment instrument were declared invalid. This was because these two questions had a CVR score lower than the SME. From 12 assessors, the SME gained 0.56, while the CVR for questions number 25 and 30 achieved 0.2 and 0.4. The soft skills assessment instrument gained 0.91 of CVI score, while the performance test got 1. In other words, both data had very

suitable criteria. Therefore, the assessment instrument was declared very relevant to use in providing soft skills for students who apply SPA-based learning modules.

Point biserial correlation testing in this study was used to determine the item's validity result from teacher and student responses. The results can be seen in Table 9 below.

Table 9. The data of Validity Test Result from Students' and Teachers' Response

Question number	Students' Response		Teachers' Response	
	Validity Test Result (<i>Pearson Correlation</i>)	Note	Validity Test Result (<i>Pearson Correlation</i>)	Note
1	0.550	Valid	0.457	Valid
2	0.649	Valid	0.486	Valid
3	0.494	Valid	0.710	Valid
4	0.469	Valid	0.484	Valid
5	0.535	Valid	0.645	Valid
6	0.564	Valid	0.689	Valid
7	0.770	Valid	0.528	Valid
8	0.634	Valid	0.411	Valid
9	0.604	Valid	0.706	Valid
10	0.547	Valid	0.694	Valid
11	0.237	Invalid	0.454	Valid
12	0.658	Valid	0.554	Valid
13	0.520	Valid	0.437	Valid
14	0.401	Valid	0.601	Valid
15	0.656	Valid	0.228	Invalid
16	0.687	Valid	0.532	Valid
17	0.226	Invalid	0.417	Valid
18	0.417	Valid	0.528	Valid
19	0.401	Valid	0.623	Valid
20	0.515	Valid	0.548	Valid

A research instrument was valid if it had a value of $r_{hitung} \geq r_{tabel}$. In this study, the r_{tabel} for 5% significance and 20 statement items was 0.444. Table 9 showed that questions number 11 and 17 were invalid since $r_{hitung} < r_{tabel}$. Invalid questions were revised and improved for further

research. These results also showed a question from the teacher response instrument (number 15) was invalid because the Pearson Correlation score was less than 0.444. In this way, these questions can be revised before being used in further research.

By adopting the Percentage of Agreement technique, a reliability test was carried out to determine the level of consistency in the feasibility test instrument and the module's effectiveness. The

reliability test results were shown in Figure 3 (the feasibility test), and Figure 4 (the effectiveness test).

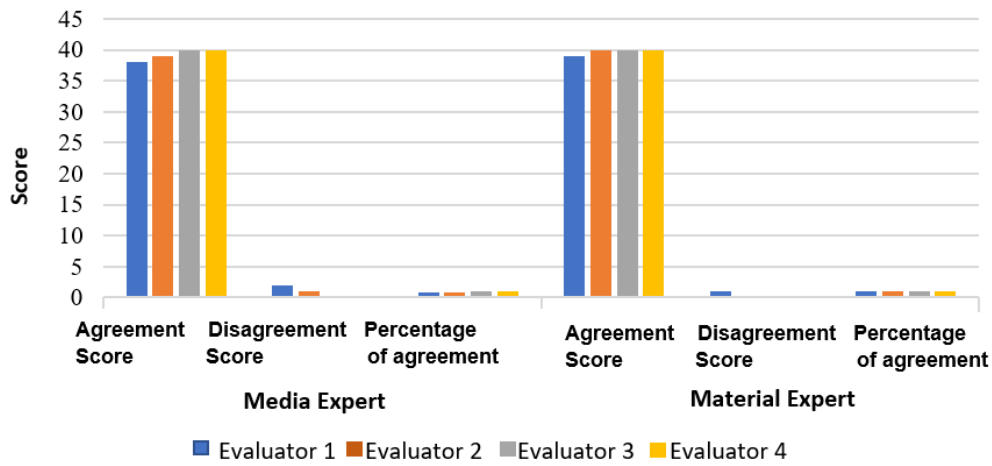


Figure 3. The Reliability Test Result of Module Feasibility Data

Figure 3 showed that most assessors (media experts and material experts) expressed agreement with the aspects of the media and material being assessed. In this way, the assessment instruments

of media experts and material experts were declared reliable and had the same measurement results.

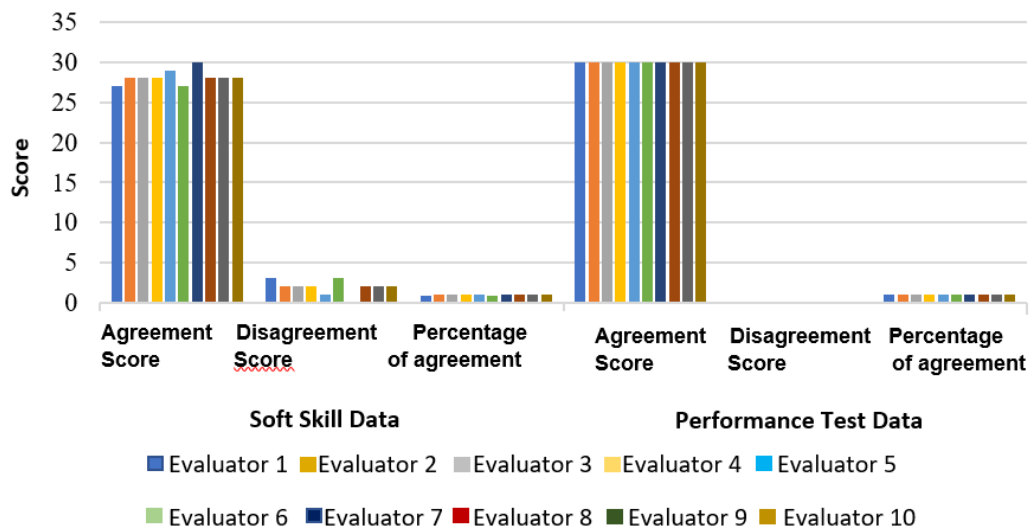


Figure 4. The Reliability Test Result of Soft Skill and Performance Test

Based on Figure 4, the evaluator gave more points of agreement rather than disagreement, which can be seen in the soft skill and performance test data. In other words, the instrument can be stated as reliable and consistent in the measurement result.

Furthermore, for dichotomous data from module usage practicality conducted by teachers and students, the researcher applied the Kuder-Richardson Formula (KR 20) to conduct a reliability test. The result can be seen in Table 10.

Table 10. Reliability Test Result of Teachers' and Students' Response Data

Scoring Aspect	<i>Crocbach's Alpha</i>	<i>Crocbach's Alpha per Item</i>	Note
Student's Response	0.758	0.707	Reliable
Teacher's Response	0.736	0.766	Reliable

Based on the reliability test results, it was found that the Cronbach's Alpha instrument from student and teacher responses achieved 0.758 and 0.736. The results were declared reliable if they had a Cronbach's Alpha value > 0.60 (Sufren & Natanael, 2012). It can be concluded the teacher and student response instruments were reliable, so that the measurement score tended to be consistent.

Module Feasibility Test

The feasibility test for this module was carried out by four media experts. Two expert came from Semarang State University lecturers and two vocational school supervisors. Furthermore, the material experts comprised of two experts from the beauty and SPA industry, a lecturer of the Social Welfare Academy, an expert from BBPPMPV Business and Tourism, and a teacher of SMK PGRI 1 Kudus. The test results depicted in Table 11 below.

Table 11. The Feasibility Test Result of Media and Material Experts

No	Validator	Score	Score Percentage (%)	Criteria	Average Percentage (%)	Criteria
1	Media Expert 1	95	79.17	Feasible	81.25	Very Feasible
2	Media Expert 2	91	75.83	Feasible		
3	Media Expert 3	100	83.33	Very Feasible		
4	Media Expert 2	104	86.67	Very Feasible		
5	Material Expert 1	140	87.50	Very Feasible	88.88	Very Feasible
6	Material Expert 2	127	79.38	Feasible		
7	Material Expert 3	146	91.25	Very Feasible		
8	Material Expert 4	155	96.88	Very Feasible		
9	Material Expert 5	143	89.38	Very Feasible		

The module feasibility greatly influenced the module utility level. An interesting module would always be read since it had high utility value. The results of the feasibility test showed that the developed module was declared very feasible in terms of content appropriateness aspects, presentation, language, contextual assessment, and graphics. In the content suitability aspect, the module contained appropriate material for the learning outcomes and learning objectives, as well as the material accuracy.

Based on the feasibility aspect of the presentation, the module was arranged sequentially, equipped with a table of contents, a mapping concept in each chapter, supporting images and color gradation, a glossary, and a bibliography. Also, the module was structured according to Indonesian language rules and

appropriate to the student's cognitive level, straightforward, and integrated between paragraphs. The module was supported with reflection, assessment, and enrichment at the end of the chapter so that teachers can assist student competencies. This module was developed by paying attention to attractive graphic elements so that the content can be easily read and understood.

Module Practicality Test

The module practicality test results were obtained from 7 teachers and 30 student responses. The teachers and students were asked to respond by answering 20-question questionnaires. This questionnaire was equipped with Agree and Disagree answer model. The results of teacher and student responses can be seen in Table 2.

Table 12. Module Practicality Test Result Based on Teacher and Student Responses

No	Scoring Aspect	Scoring Result	
		Teacher Response	Student Response
1	Attractivity	30	135
2	Material	30	125
3	Language	25	100
4	Competency	26	99
	Score	111	459
	Maximum Score	140	600
	Score Percentage (%)	79.30	76.50
	Criteria	Practical	Practical

Table 12 showed that the average percentage score from teacher responses was 79.30%, or it was declared in the practical category. While the average score of student responses was 76.50%, or it was practice. These results depicted that the developed learning modules were practical and could be used by teachers and students to develop students soft skills.

Module Effectivity Test

The module was applied in the classroom to test module effectivity. The pretest–posttest Control Group Design technique was applied to gain the data. The sample class did a pretest before being given treatment. After that, the students joint learning activities by using modules. At the last, the sample class did a posttest, and the data were analyzed by the N-Gain test. The results can be seen in Table 13.

Table 13. The Result of N-Gain Test of Research Sampling Class

No	Scoring Aspect	Score	Result		N-Gain	Criteria
			Pre-test	Post-test		
1	<i>Softskill</i>	Average	71.93	87.67	0.561	Medium
		Maximum	100	100		
		Minimum	70	80		
2	Phsycomotoric	Average	77.17	87.37	0.706	High
		Maximum	100	100		
		Minimum	75	80		

Based on the data, the XI class students of Vocational High School (SMK) 1 Kudus, majoring skin and hair beauty had an improvement in the soft skill competence. Also the phsycomotoric tended to positively increase after using the developed module. It was proven by pretest and posttest result which achieved gain score of 0.561 and 0.447 on the medium criteria.

Discussion

This research was conducted to develop students' soft skills through SPA service-oriented learning modules on body treatment material. The soft skills included non-academic abilities that were needed by students to face career and life challenges in the future. The soft skills

development in today's learning must be balanced with improving the student's cognition. A learning did not only focus on improving thinking skills, but also on improving other abilities such as communication, self-confidence, emotional control, teamwork, good character, and leadership. It was in line with the research of Widarto, Pardjono, & Widodo, N. (2012), the soft skills aspect was used as the dominant requirement in the workplace. In this case, modeling and learning media-based soft and hard skills must be facilitated to the students (Ngang et.al, 2015). Soft skills and hard skills must be integrated and become a crucial aspect of creating qualified graduates who are able to compete and be successful in their jobs (Sutianah, C. 2021).

Developing soft skills in students can be done through various learning methods and media that lead to student-focused such as project-based learning. This learning pattern required students to participate actively and provided real challenges for each student to make decisions effectively. In this research, soft skills development was carried out with the help of learning modules. As a learning medium, the module led students to be active and skillful in handling SPA activities. It was in line with the research results of Setiani & Rasto (2016) that a learning process can actively involve students, attract students' interest and attention, arouse student motivation, apply the principle of individuality, and demonstrated in teaching for achieving goals.

The learning modules had been tested in several stages, such as feasibility tests by material experts and media experts, and practicality tests by teachers and students. Also, the effectiveness tests were conducted by teachers, students, and customers through questionnaires. The validity and reliability level of the questionnaire as an assessment instrument in this research was tested using validity tests, namely CVR (feasibility and effectiveness instrument). The researcher also applied point biserial correlation (practicality instrument), as well as reliability tests using the percentage of agreement technique (feasibility and effectiveness instrument). In addition, the researcher adopted the Kuder -Richardson Formula (KR 20) for testing practicality instruments. The questionnaire was used to assess feasibility. This instrument ensured the validity and reliability level of each statement (content validity ratio) and reliability (percentage of agreement) tests. The results showed that there were still several questions that were invalid and needed to be corrected. The results of expert validation were used as a basis for improving the instrument, especially in material aspects (Dewi et al., 2019).

SPA service-oriented learning modules were designed to develop soft skills and to prepare students in the work place. The researcher found that simple and essential material and clear and stimulating skills were more effective through learning modules usage. The results of this research also depicted that the module was reliable in the learning process. The students tended to be

skillful in customer body treatment by implementing excellent service. In addition, the module can be used as an alternative, and it was very easy to learn independently (Andriadi, Fitriani & Suhandri 2018; Sari, Farida & Rahmawati, 2020). These results were also in line with research by Sitthisomjin, Chaiwan, Rongraung, & Somprach (2013) that developing soft skills, critical thinking, creative, communication, and problem-solving skills in employees required innovative information management development that oriented towards these soft skills. Ariwibowo, et al. (2020) also supported that educators must provide skills strengthening, collaboration, critical thinking, creativity, and innovative to achieve better soft skills. This module was developed as an alternative learning media that facilitated the student to gain soft skills oriented towards SPA services.

The learning module has also been stated to be practical and can make it easier for students to achieve learning achievements. A learning module was said to be practical if teachers and students found it easy to use it and achieve its development goals (Akbar, 2016). The module consisted of 3 chapters, namely Chapter 1. Excellent Service Skills in SPA Treatments, Chapter 2. Indonesian and International Body Massage, and Chapter 3. SPA Service Procedures. The modules had been arranged in an attractive, easy-to-understand manner, according to the stages of soft skills development in SPA services, and had been adapted to the demands of expertise in the Beauty and SPA industry. The results of other researchers state that a crucial factor in analyzing the needs of learning media users must be easy to use (Saputra & Bambang, 2011). The industry believed that superior and skilled human resources were humans who had skills in hard skills and mastered the soft skills area (Iriani, T., 2017).

The researcher found that after using the SPA service-oriented learning module, there was quite good soft skills development. It was because the modules paid attention to the skills that needed in the industry. These results were in line with other research, which stated that soft skills can develop better if the learning is integrated with industrial needs (Dubey, R.S. & V. Tiwari, 2020). In the Industrial Revolution 4.0 era, the abilities that must be possessed to face job competition

were complex problem-solving, critical thinking, creativity, human management, emotional intelligence, communication skills, and decision-making. These abilities are related to soft skills that were possessed after graduating from vocational school. The students can adapt quickly to all challenges in the career development process. According to Bunyamin, Samsudi, & Rohman (2022), improving the soft skills of vocational school students based on learning careers in the 21st century can optimize personal strengths, which give job opportunities. Therefore, the goal of learning can be focused on developing soft skills that can be used in the workplace. It was in line with the research results of Asyuyuti, Sudana, and Kuswardinah (2022) which had succeeded in improving students' soft skills through industrial culture-based learning modules.

Thus, the SPA-oriented soft skills development learning module has been declared feasible, practical, and effective in improving students' skills in terms of treatment techniques and providing services to customers. The use of this module in learning had a significant influence on the development of students' soft skills. This module provided real learning experiences for students to practice based on the industrial or business atmosphere.

CONCLUSION

This research produced a learning module on body care material for students of SMK PGRI 1 Kudus for the Beauty and SPA skills program. The development of this module focuses on improving students' soft skills related to service attitudes (providing excellent service), communication, and self-confidence as a beautician in beauty and SPA clinics. The modules adapted 21st-century skills standards, namely 4C (Communication, Collaboration, Critical Thinking, and Creative Thinking). The researcher modified and added one aspect, namely Confidence. The results of the module feasibility test showed that the module was declared very suitable to use as a learning media. The students' soft skills increased during the treatment. It based on the results of a feasibility test by media experts which obtained a percentage of 81.25% with very feasible criteria. The results from material experts obtained a 88.88% and were declared very feasible.

Based on these results, the learning module for developing students' soft skills towards SPA services was valid and suitable to be adopted. The learning module was practical to support the learning process in the class. It based on responses from module users that the module developed was practical since the results showed that 79.30% and 76.50%. Furthermore, the effectiveness test was gained from the soft skills and psychomotor aspects of the pretest and posttest results. The gain score in the soft skills aspect was 56.06%, or declared quite an effective category, while the gain in the psychomotor aspect was 70.60% or quite effective.

SUGGESTION

The researcher saw that the module can be developed for further research. The following developments in educational technology can be applied to a wider range of research subjects, so that the reliability value can be higher.

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