

The Use of eBook-based Interactive Multimedia in Increasing Students' Learning Activities and Outcomes in West Sumatera Bridal Makeup Course

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ABSTRAK

Latar belakang yang mendasari pada penelitian ini ditemui adanya permasalahan pada mata kuliah Tata Rias Pengantin Sumatera Barat, Program Studi Pendidikan Tata Rias dan Kecantikan FPP UNP yaitu mahasiswa kesulitan dalam hal memahami teknik pembuatan sanggul Tradisional Suntiung Tusuak, teknik pengaplikasian pemasangan ornamen hiasan tradisional Suntiung Tusuak, serta kurangnya pemahaman mahasiswa terhadap kesesuaian antara bentuk kepala dan wajah pengantin terhadap hasil pemasangan Tradisional Suntiung Tusuak, sehingga hasil pemasangan Tradisional Suntiung Tusuak tampak kurang maksimal. Perkiraan munculnya permasalahan ini dikarenakan adanya penggunaan media pembelajaran yang digunakan kurang tepat, sehingga tidak memberikan hasil yang optimal dalam pemahaman mahasiswa pada materi tradisional Suntiung Tusuak pada mata kuliah Tata Rias Pengantin Sumatera Barat, sehingga aktivitas dan hasil belajar mahasiswa yang mengambil mata kuliah Tata Rias Pengantin Sumatera Barat materi Tradisional Suntiung Tusuak hasil nilai praktiknya cenderung rendah. Diharapkan dengan penggunaan media pembelajaran multimedia interaktif berbasis e-book terjadi peningkatan aktivitas dan hasil belajar mata kuliah Tata Rias Pengantin Sumatera Barat materi Tradisional Suntiung Tusuak. Penelitian ini menggunakan pendekatan kualitatif dan kuantitatif. Subyek dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Tata Rias dan Kecantikan FPP UNP yang sedang mengikuti mata kuliah Tradisional Suntiung Tusuak semester Januari- Juni 2018 berjumlah 20 orang. Data penelitian ini diperoleh dari hasil menggunakan tes hasil belajar, lembar pengamatan, nilai praktek materi Tradisional Suntiung Tusuak. Penelitian ini direncanakan dalam dua siklus. Siklus 1 dilaksanakan sebanyak tiga kali pertemuan sampai terjadi satu siklus kemudian direfleksi dan dilanjutkan dengan siklus II dalam tiga kali pertemuan. Masing-masing siklus melalui tahap perencanaan tindakan, pelaksanaan, observasi dan refleksi. Apabila telah terjadi peningkatan aktivitas dan hasil belajar Tradisional Suntiung Tusuak pada siklus I dan Siklus II maka penelitian dihentikan.

Kata Kunci: Media Pembelajaran, Multimedia Interaktif E-book, Mata Kuliah Tata Rias Pengantin Sumatera Barat.

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I. INTRODUCTION

West Sumatera Bridal Makeup course is one of the local courses in the Diploma (D4/Professional Bachelor) of Makeup and Beauty Program, Faculty of Hotel and Tourism, *Universitas Negeri Padang*. The practical course of West Sumatera Bridal Makeup with Traditional *Suntiung Tusuak* is one of the basic competencies that should be mastered by the students in completing the West Sumatera Bridal Makeup course. In learning Traditional *Suntiung*

Tusuak material, the students are demanded to be able to apply the technique of bun making and the technique of attaching Traditional *Suntiung Tusuak* ornaments, the cultural assets of West Sumatera that need to be preserved and the data have existed in the course module and other learning sources. Besides, the competency in performing the Traditional *Suntiung Tusuak* practical work is strongly needed by the students for being ready to enter the world of work and industries and increase the professionalism

in the Makeup and Beauty sector as a Make-Up Artist (MUA).

The Traditional *Suntiang Tusuak* learning materials are guided and designed with the Traditional *Suntiang Tusuak* procedure that is elaborated in the form of the worksheet and also explained through a demonstration method. Up until now, the learning process of traditional *Suntiang Tusuak* is conducted using a lecturing method, question and answer, discussion, demonstration and exercises. The media that is currently used is only limited to whiteboard, PowerPoint, and printed media, such as teaching books and worksheets. However, the learning process conducted by using the available media still cannot optimize the students' learning process. The students still have difficulties in mastering the basic concept of Traditional *Suntiang Tusuak* and they still cannot apply the technique of bun making and the technique of attaching Traditional *Suntiang Tusuak* ornaments accurately and correctly by adjusting the bride's head shape and face. It can be seen from the result of the Traditional *Suntiang Tusuak* practical work that is far from maximal. The result of the Traditional *Suntiang Tusuak* practical work is not maximal due to less attractive learning media in terms of inaccurate technique for media application. Hence, eBook-based interactive multimedia needs to be designed to grow and increase the students' learning outcome in delivering the course material on *Traditional Suntiang Tusuak*; moreover, the mastery of concept and multimedia principles are required to be used to make the students competent in the application easily.

Some efforts that have been performed to help the students are repeating the explanation of the Traditional *Suntiang Tusuak* concept and re-demonstrating the basic technique of Traditional *Suntiang Tusuak* individually. This needs a relatively long time and ineffective so that the learning process cannot be conducted based on the syllabus that has been designed. The students' difficulties in mastering the learning material of Traditional *Suntiang Tusuak* affect the low students' learning outcome. This can be seen from the learning outcome in the Traditional *Suntiang Tusuak* course in the students of Makeup and Beauty Education Program, *Universitas Negeri Padang*. The students' weaknesses in performing the Traditional *Suntiang Tusuak* practical work were because the students did not fully master the basic concept of Traditional *Suntiang Tusuak* material and they are not competent in applying the technique of attaching traditional *Suntiang Tusuak* accurately.

In general, the students frequently dealt with difficulties in Traditional *Suntiang Tusuak* learning activities, such as determining the pattern of hair parting for making the Traditional *Suntiang Tusuak* bun and the suitability between the bride's head

shape and face that is adorned. The traditional *Suntiang Tusuak* material, based on the students' perception, is a complicated and difficult technique; this also requires punctuality and carefulness and it is a boring activity. The problem illustration in the Traditional *Suntiang Tusuak* shows that it needs to be improved and optimized to increase the students' understanding of the concept. Therefore, an accurate solution is needed to mitigate the problem, and it is expected to increase the students' learning achievement using eBook-based interactive multimedia.

II. RESEARCH METHOD

Time, Location, and Participants

This activity was conducted in the Makeup and Beauty Study Program, FPP, UNP. The subject was the third-semester students of Makeup and Beauty Education Program batch 2017 who were taking the West Sumatera Bridal Makeup course. The study was conducted from July to October 2018 and in the semester from July to December 2018.

III. RESULT AND DISCUSSION

Implementation Method

The study model was class action research. This study was conducted by designing, implementing, and reflecting the actions collaboratively and in a participative manner that was aimed at improving the learning process in the class through an action in a certain cycle. The investigation activity was started from an initial reflection. This step was performed to collect information about the difficulties that should be overcome immediately. In this study, previously, the researcher conducted a preliminary study in the form of initial observation against the course material on Traditional *Suntiang Tusuak*. This was performed to identify the problems found in the reality in the Traditional *Suntiang Tusuak*. Based on the lecturers' analysis, the foundation of the class action research from cycle I to cycle II was aimed at increasing the activity and achieving the minimum score of 75.

The procedure of conducting this study was done in three cycles based on the syllabus. If the researcher found the success and the obstacles in the first cycle, the researcher should determine the design of the next action for the second cycle. The activities in the second cycle were the same as in the previous cycle but an improvement was made based on the obstacles and difficulties encountered in the action in cycle 1. If the researcher was still dissatisfied with the result, it could be continued with the next cycle.

The researcher performed the learning activities in the class by using interactive multimedia for the West Sumatera Bridal Makeup course with

the topic of Traditional *Suntiang Tusuak*. The activities were 1) the researcher as the lecturer for practical work conducted Traditional *Suntiang Tusuak* learning by using eBook-based interactive multimedia in the discussion of the basic concept of Traditional *Suntiang Tusuak* and determined the theme and the design of Traditional *Suntiang Tusuak* as well as correcting it using the course syllabus (SAP) that has been made. 2) the observer performed the observation using the observation sheet and recorder; 3) the researcher and the observer discussed the actions that had been performed and then reflected the result. The result was used for the improvement in the next stage.

The increase in the students' learning activities in Traditional *Suntiang Tusuak* material using the eBook-based interactive learning media could be seen, namely from 35% in cycle 1 to 95% in cycle 2. The students seemed more serious, diligent, and enthusiastic in the learning process. Besides, by using the eBook-based interactive learning media, the learning process could be more alive and full of enthusiasm since the students' responses to the material presented by the lecturers increased. This can be seen from the students' activities in doing their assignments both the exercises at campus and homework that eBook-based interactive multimedia strongly helped the students to face the difficulties both outside the class and during the class.

An increase in the students' learning outcome in Traditional *Suntiang Tusuak* material was found by using eBook-based interactive multimedia. The use of eBook-based interactive multimedia can increase the students' learning outcome. In this case, based on the collected data, it can be seen that there is an increase in the total student who get a score of 75 or over (according to the success criteria) in the course in cycle 1; 7 people (35%) got a score of above 75 and 13 people (70%) still got a score of below 75. In cycle 2, the total student who got a score of above 75 increased to 19 people (90%), and the total student who got a score of below 75 decreased to 1 person (5%).

The increase in the students' learning outcome was affected by several factors that could increase the learning activities implicating the increase in learning outcome. As suggested by Sudjana (2009: 39) that the factors affecting the learning outcome can be classified into two factors, namely, the primary factor that is the internal factor coming from oneself and the factor coming outside the students (external factor). These factors can be in the form of intelligence level, learning motivation, interests, learning styles, aptitude, the frequency or duration of learning, task load or assignments, self-discipline level, learning media, available teaching materials, and so on.

Further, Usman (2006: 4) stated that the learning process is a process containing a series of a teacher's and students' actions for a reciprocal relationship that happens in an educative situation to achieve a certain goal. It means that the more active the students, it can develop cognitive, affective, and psychomotor competencies through an interaction between the teachers/lecturers, colleagues, learning materials, learning media, and environment. Consequently, the richer and the more significant the learning experience they get. Therefore, the lecturers or the students should create an opportunity for the students to get various learning experiences to help them achieve an optimal learning process.

IV. CONCLUSIONN

Conclusion

The use of eBook-based interactive learning media can increase the students' learning activities in the Traditional *Suntiang Tusuak* material, Makeup Education Program; the increase occurs from cycle 1 to cycle 2. It is shown in the students' seriousness and attention in participating in the learning process due to the use of eBook-based interactive multimedia. This is considered as a breakthrough in learning the Traditional *Suntiang Tusuak* that can ease the learning concept that is being delivered using attractive features for the students. The pictures in the eBook-based interactive multimedia strongly support the learning concepts, accelerate the duration for task completion, and increase the students' responses in learning (questioning, expressing opinions, and the implementation of practical work). The use of eBook-based interactive learning media can increase the students' learning outcome in the Traditional *Suntiang Tusuak* course. It can be seen in the students' average score from pre-cycle 1 to cycle 2, whereby the average score in pre-cycle 1 was 62.25, in cycle 1 (70.45%), and in cycle 2 (86.5). Further, the percentage of students who obtain a score based on the success criteria (above 75) also increases from only 35% in cycle 1 to 90% in cycle 2.

Suggestion

Conducting training for lecturers, such as training on technology-based learning media, can be one of the ways for increasing their professionalism in teaching. The competency to design and use the learning media based on the technology-based era in the class can also increase. The students can also use the eBook-based interactive learning media well to make them have more quality and be more professional in the makeup and beauty sector.

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