

Aesthetic service consultation (ASC) Board game as a Strategic Tool for Cosmetology Students

NorFarahinbintiJasmi¹, AfrinaMaisarahbintiMohdAzman¹, Isma Rozaida binti Ishak¹, Irma Nurhidayah binti Ismail¹, Farah Atiqah binti Ibrahim¹, Nadya Natasya binti Nordin¹, MohdNazribinAbdulRaji²

¹JabatanHospitaliti, KolejVokasionalSultanAbdulSamad, Banting, Selangor, Malaysia

²JabatanHospitalitidanSainsKonsumer, FakultiTeknikaldanVokasional, Universiti Pendidikan Sultan Idris, Perak, Malaysia

ABSTRACT.

Communications skills are a matter that needs to be emphasized especially among students to increase self-confidence in addition to being able to be a quality person. In this regard, it was found that students are still less skilled in communicating when carrying out Practical Aesthetic Consultation assignment. This is due to teaching and learning techniques that have less impact on students and cause students to be less interested in communicating more confidently. Therefore, this study was conducted to improve the level of communication skills among Cosmetology students to carry out the practical task of aesthetic consultation in continuous assessment. Next, identify students' perceptions for the Aesthetic Service Consultation (ASC) Board game that is used as an activity in the teaching and learning of the Aesthetic Services Consultation (ASC) course. The design of this study is action research. This study was conducted on semester 3 cosmetology students who were made as a target group at a college in the district of Kuala Langat, Selangor which was determined through a purposive sampling technique. The initial survey data was collected by making initial observations using an assessment approach to the pre-test of the Practical Aesthetic Consultation assignment while the collection of improvement action data was a questionnaire on student perception of the ASC Board, then a comparison of the assessment scores between the pre-test and post-test will be carried out to identify whether there was a difference or not.

Keywords: Aesthetic Service Consultation (ASC) Board Game, Role Play, 21st

Century Learning, Cosmetology, Consultation, Aesthetic Service Consultation (ASC), Teaching and Learning (TnL)

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I. Introduction

The communication will not happen until the information conveyed by the sender is received and understood by the receiver with satisfaction [1]. Cosmetology students need to be good at communicating to discuss with customers. This is, with good communication skills, customers will be more interested and give full trust to the aesthetician to undergo services with them [2]. As the beauty industry continues to grow, the role of communication in the cosmetology education system must be examined so that cosmetologists can adequately prepare for a salon career and provide the most ideal experience for their clients [3]. This course is applied to students because it aims to improve students' skills in terms of communication skills, conceptual skills,

interpersonal skills, leadership skills, self-discipline, teamwork and learning skill [4].

1.1 21st Century Learning Techniques

The 21st century learning framework encompasses knowledge across disciplines in academia and is the best way to transfer learning of basic competencies by applying 21st century relevant disciplines teaching and learning (TnL) process factors are less effective factors that contribute to problems in the TnL process are caused by ineffective TnL methods or techniques of teaching staff and teaching strategies, among which the failure of teachers to deliver lesson content using the correct method has the potential to cause students' interest in learning to be affected [5]. The effect of the teacher's lack of teaching effectiveness from the beginning will

cause the TnL process to be problematic because students are not guided in a way that is suitable for them to learn [6].

1.2 Teaching and Learning Process Factors are Less Effective

Factors that contribute to problems in the TnL process are caused by ineffective TnL methods or techniques of teaching staff and teaching strategies, among which the failure of teachers to deliver lesson content using the correct method has the potential to cause students' interest in learning to be affected [5]. The effect of the teacher's lack of teaching effectiveness from the beginning will cause the teaching and learning process to be problematic because students are not guided in a way that is suitable for them to learn [6].

1.3 21st Century Learning Techniques- Role Play Simulation Techniques

There are many teaching techniques that can stimulate and prompt students' communication skills. Teaching techniques in the 21st century are more concerned with 4C skills. Among them are communication, collaboration, critical thinking and problem solving, and creativity and innovation. In line with teaching techniques in the 21st century, role-playing teaching techniques are techniques that can give many advantages that can help solve students' problems in speaking [7] related to role-playing [8]. According to Harmer (1991) says that role play can facilitate students in speaking continuously toward the real world. He also stated that the use of role play can encourage students to communicate in situations so certain. The implementation of role playing in the learning process can be an alternative in the communication class [9].

1.4 Role Play Techniques- Student Centered Learning

Video can also be used as a learning tool in education to implement role playing techniques. An educational video consisting of acting development. In other words, they need to simulate the development of the educational center, from the beginning of the course to the end of the course [10]. In order to develop a role-playing teaching method through educational videos, students' opinions have been taken into account. This is what marks the action to be developed. The teacher, in this case, supervises the entire procedure, checking that the theoretical provisions have been used [11].

1.5 Role Play in Aesthetic Consultation Practical Assignment

Aesthetic Service Consultation (ASC) course is a practical assignment that must be carried out by Cosmetology students to meet the requirements of the Cosmetology program. The researcher found that the role play technique is a suitable technique to be adapted to students to improve their communication skills as a preparation before carrying out the practical tasks of ASC course and indirectly students can also apply these skills during industrial training at the beauty center later. In addition, role play is also a 21st century learning technique that is suitable as an activity during TnL. In this regard, the Malaysian Ministry of Education (KPM) has also identified 21st century skills that suit the local context and can prepare Malaysians to compete internationally. Among the skills that need to be mastered in the teaching and learning (TnL) of the 21st century are learning and innovation skills, information, media, and technology skills, and life and career skills. While the characteristics of 21st century learning are communication, critical thinking, collaboration, and creativity [12].

1.4 The Framework Establishment: The cycle of Aesthetic Role Play Simulation Board [ARPS] game-based learning

Taken all together, in this study, we proposed a theoretical framework (see Figure 1.0) to conceptualize how game-based learning, including playing games, can be implemented to support students' knowledge about competencies in ASC course and creative thinking. The cycle of ASC board game based learning was proposed, including training and playing phases. In this framework, the learner and player spaces are opened up by games, which refer to any educational game (in the current study, we use board games). Each space contributes two main advantages of game-based learning: teacher scaffolding and strengthening. These two spaces would work as a whole to further create a productive environment for developing ASC competencies and creative thinking.

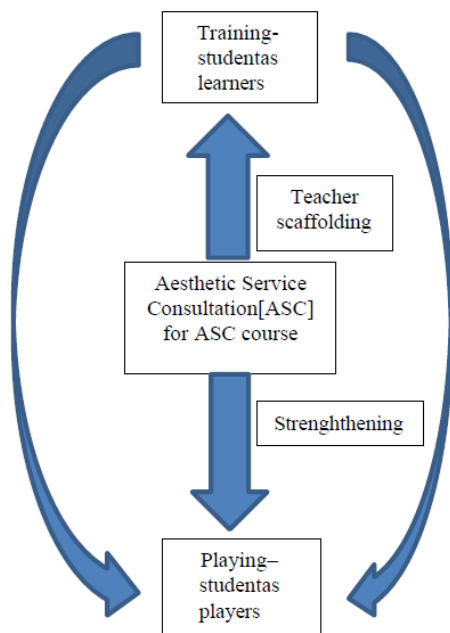


Figure 1.0 The cycle of Aesthetic Service Consultation (ASC) Board game-based learning framework illustrates how game-based learning provides learner and player spaces for students to learn and strengthen the aesthetic service consultation competencies and creative thinking.

II. Methods

The design of this study is action research. This study was carried out the practical task of aesthetic consultation in continuous assessment. The study participants consisted of third semester Cosmetology Program students from a vocational

college in Kuala Langat district, Selangor. The sampling method used in this study is purposive sampling. The target group selected is appropriate for the specific purpose of the research. A class of 16 students but only 8 students were selected as the target group because they got a competent score between 6-8 incompetency one which was obtained from the scores of the Practical Aesthetic Consultation assignment during the researcher's initial observation. Making initial observations using an assessment approach to the pre-test of the Practical Aesthetic Consultation assignment. The action research conducted by this researcher contains three research cycles to report. This action study contains a process that begins with cycle 1: the last teaching and learning (TnL) reflection phase through an initial review of the practical assignments of ASC course carried out by students. Then, the process continues to the initial observation phase based on initial reflection (self-inquiry) and the action planning phase. Then, for cycle 2: action implementation phase and action implementation reflex phase using the ASC Board game method as a treatment action to improve students' communication skills in the ASC course. Next, for cycle 3: re-observation and re-reflect phase to see the comparison of the pre-test and post-test scores in the implementation of the practical tasks of ASC course. Figure 2.0 shows an adaptation from Kemmis and McTaggart's (1988) action research model.

2.1 Design study: Action research

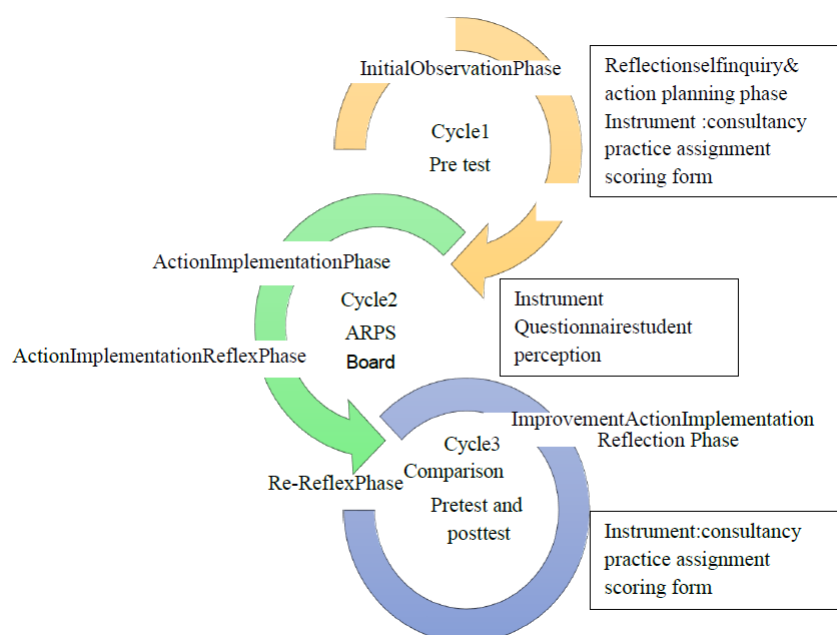


Figure 2.0 Adaptation from Kemmis and McTaggart's (1988) action research model.

2.2 Cycle1:Initialobservationphase(1ststudyobjective)

Throughout the initial observation phase, the researcher has used an assessment approach to the pre- test of the Consultancy Practice assignment to identify the level of communication skills in

competency 1 found in the Consultancy Practice assignment scoring form. The instrument used throughout the initial observation data collection process is a pre-test of the practical assignment of ASC course. Table 2.0 shows the results of the researcher's observations based on self-inquiry and reflection from the researcher.

Table2.0

Observationresultsbasedon self-inquiry and reflection from the researcher. Issue Observations	Selfinquiry	Issueobservation
1) Students face problems in communicating clearly when carryingoutthepracticaltasks of consulting	Is the way the researcher has taught so far not been able to helpstudentstocommunicate well?	We cannot blame students for how they communicate if students are not trained to communicate well. The researcher only teaches students theoretically without doing activities to improve students' communication skills.
2)Studentsarelessconfident to communicate well when carrying out consultation consultations.	What can researchers do to intereststudentssothatthey are more confident to communicate?	Students feel that this consulting course is not important. Whilethiscourseis importanttohelpthembegood at communicating, especially duringindustrialtrainingatthe spabeauty later.

Pre-TestoftheConsultationPracticeAssignment(competency1)

The researcher has used the scoring form for the practical assignment of Aesthetic Consultation by making a pre-test assessment of the Practical Assignment of Aesthetic Consultation to identify the level of communication skills of students in competency 1 which is related to obtaining customer information. The total score of competency test one is 30 marks with a competent score of 10 and a weighting of 3 and the duration of answering the test is 30 minutes.

The pre-test of the Consultation Practice Assignment contains two competencies that are evaluated, namely competency one is to obtain customer information and competency four is to implement consultation documentation of aesthetic therapy services. Competency one was chosen to be evaluated by the researcher because it is related to the students' communication skills when performing the practical tasks of Aesthetic Consultation. Competency 1 includes 12assessed items. Figure 2.1 is a practical assignment scoring form in the first to 13th item that is assessed to students during the pre-test.

Competency	Criteria	Yes (/)	Weighting	Earnscore	Total Score
K1Consultation about customer information	1. Welcomingcustomers 2. Accompanyingcustomersto the consultation room 3. Invitecustomersto sit 4. Providewelcomedrinkto customers				

5. Ensurethattheclientisready
and comfortable for the
consultation session 3
6. Getthecustomer'spersonal
information
7. Obtaintheclient'smedical
history
8. Getcustomerlifestyle
information
9. Recordcustomerinformatio
n in the consultation form
10. Usingtherightbody
language
11. Usingclearvoiceintonation
12. Uselanguagethatiseasyto
understand

Figure2.1isapracrticalassignmentscoringform

2.3 Cycle2:ActionImplementationandActionIm plementationReflexPhase(2ndstudyobjective) with Aesthetic Service Consultation (ASC) Board Game

Inthesecondphase,studentsworkedin2groups.Eachgr
oupconsistof4studenttoexplore
ASCboardgamerelatingtotheASCcourse.TheASCbo
ardgamedesignactivityneededtime,so it was
challengingtoimplement itin the setcourseschedule.
As wellas playingtheirown games, students played
ASCboardgame developed byteacher
andlearnedaboutthe competencyin ASC course
from playing games. Guided by the teacher, each
group introduced and exchanged games and gave
suggestions to each other.

Action Implementation Phase are planned to treat
the problems faced by students in the ASC course

and to improve the teaching practices of the
teaching staff. Improvement actions are
carriedoutface-to-
faceinvocationalcolleges.The datafromthisimplemen
tationactionisusedas post-study data to achieve the
third objective in the third cycle. Based on initial
observations in cycle 1, the researcher found that
students have communication skills problems.
Therefore, the researchermadetheimplementationof
actionsbymakingaplantobuilda
ASCBoardgame.The ASC Board game is used as
an activity in the TnL session in the ASC course.

AsshowninFigure2.2,ASCBoardgamehasdesignedf
orstudentwhohaveacommunication issue in class.
Lastly, the teacher summarised what they learned in
the experimental teaching in a debriefing session.

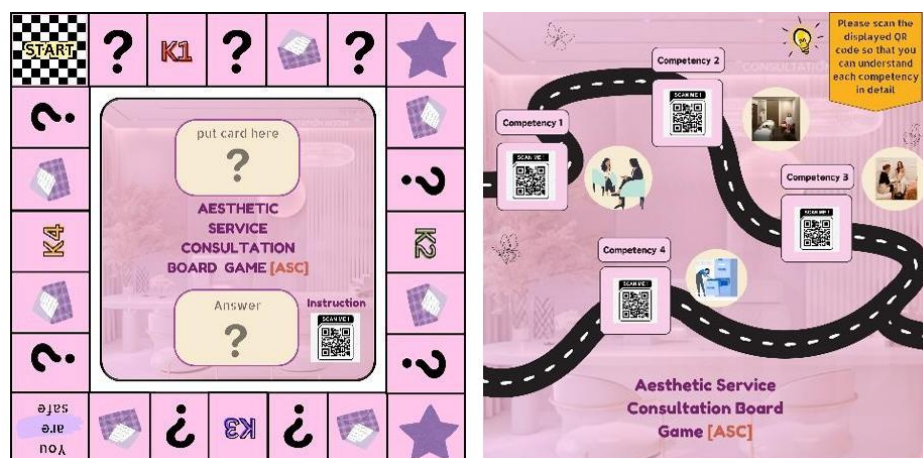


Figure2.2ThedesignofAestheticServiceConsultation(ASC)Boardgame

Procedure for using the ASC board game for ASC training:
 g: Procedure for the ASC Board
 have three steps. Step 1: Teacher train the students. Firstly, QR Code Scanning: The teacher provides students with a QR code. Students scan the code using the IR devices, which link to a video explaining the competencies related to aesthetic service consultation (e.g., client interaction, product knowledge, treatment planning). Video Learning: The video covers each competency step-by-step to ensure students understand the basics before game play begins. Step 2: Game play on the ASC Board game.
 Next step is how to play the game. Students must should make a preparation: ensure there are 4 players (mandatory). Place the ASC board game, question cards, and answer cards in the play area. Players should review and understand the symbols on the board: K1: Explain the competency. Easy Question: Simple recall or foundational knowledge. Medium Question: More detailed and application-based. KBAT Question: Higher-order thinking skills.

How to start the game: Player 1 rolls the dice. The dice determines where Player 1 lands on the board (indicated by a symbol). Question and Answer: Player 1 picks a question card corresponding to the symbol they landed on. Players 2, 3, and 4 review the answer card to verify whether Player 1's answer is correct. Repeat the Cycle: Player 2 rolls the dice next, and the process repeats with question and answer validation. Step 3: Understanding the Symbols. Before starting the game, students must familiarize themselves with the four symbols on the ASC board game: K1 – Competency Explanation: The player must explain the competency related to the symbol. Easy Question: Basic questions that test understanding of aesthetic therapy concepts. Medium Question: Intermediate-level questions requiring more detailed responses. KBAT (Higher-Order Thinking): Advanced questions that involve problem-solving, analysis, or evaluation within the context of aesthetic therapy.

In conclusion, student effectiveness is measured based on the need of the outlined situation and the student's role in communicating to solve issues or problems received. Instructors will ask students to fill in information in an online questionnaire provided in the form of a Google Form to find out the students' perception of the role play simulation technique strategy that has been carried out. Next is the reflection phase of implementation of improvement actions. This phase involved the researcher building a questionnaire to see the students' perceptions after using

the ASC Board game. Therefore, the process of face validity and content validity of the questionnaire instrument is done before the researcher distributes the questionnaire to the students.

2.4 Cycle 3: Re-observation and Re-reflect Phase (3rd study objective)

Re-observation phase

This phase involves the researcher re-observing by making a post-test evaluation of the practical assignment of Aesthetic Consultation. Then the researcher obtains data from the post-test assessment and the researcher compares the pre-test and post-test assessment scores to see the effectiveness of the ASC Board game.

Re-reflect phase

The analysis method used to achieve the third objective of the study is to make a comparison between the pre-test and the post-test of the practical assignment of Aesthetic Consultation. Therefore, the paired t-test inference statistical analysis method was used to see the relationship between two variables in this study, namely the level of student communication skills before using the ARPS Board and the level of student communication skill after using the ASC Board game in the ASC course to achieve the third objective of the study.

3 Result and Discussion

3.1 Result Pre-Test

Based on the findings of the initial observation data obtained, it can be concluded that the level of communication skills of students to obtain customer information is at a moderate level. Based on the findings in Table 3.0 obtained, it was found that all students reached competent level 8 in competency 1 which is related to obtaining customer information which requires students to use communication skills well in the pre-test of the practical assignment of Aesthetic Consultation. Based on the findings of the initial observation data obtained, it can be concluded that the level of communication skills of students to obtain customer information is at a moderate level.

3.2 Result Questionnaire of Student's Perception

The cycle 2 phase begins with reflection from the implementation of improvement actions after using the ASC Board game. The researcher made a reflection based on the students' perceptions after they filled out the questionnaire after the improvement actions were implemented.

Throughout the improvement action process, the researcher has obtained students' perceptions about the ASC Board game. The instrument used throughout the data collection process for cycle 2 phase is a questionnaire form for the perception of cosmetology students after they have carried out activities using the ASC Board game during the TnL process. Descriptive analysis method by determining the meanscoreandstandarddeviationisusedtoanalyzeeac hiteminthestudentperceptionquestionnaire. Theanalysismethodusedtoachievethe thirdobjectiveof thestudyistomakeacomparisonbetween the pre-test and post-test of the practical assignment of Aesthetic Consultation in the cycle 1.

Based on the findings of the student perception questionnaire, it was found that the average valueofthemeanscore=3.46wasatamoderatelyhighle

vel.ThisASCBoardgamemanagedtoget a positive perception for students becausethe strategies used bytheteachingstaff can build students' confidence to communicate better as well as make students more active during TnL sessions. ASC Board game is an educational method where participants play certain roles and act out those roles. Game guidelines are based on realistic criteria that bring students with real life. In this case, ASC Boardgameisaneffectivetoolto beimplementedanyw herespecificallyineducation[16].Proposed further study with a new focus. This study can be used as reference material for future studies. This studycanbeprocessedaccordingtothesuitabilityofthe coursesstudiedbythestudent.Thisproposal aims to expand the ASC Board game to all Cosmetology Program students so that the TnL process becomes more interesting and at the same time can improve students' communication skills.

Table3.0ResultsofthePre-TestoftheConsultancyPracticeAssignment

Student	CompetencyScore Earned (1-10)	Total Competent Markswith weighting3	Totalmarks(%)	Competentlevel
Student1	8.0	24	80	Competent
Student2	8.5	25.5	85	Competent
Student3	8.0	24	80	Competent
Student4	8.2	24.6	82	Competent
Student5	8.1	24.3	81	Competent
Student6	8.0	24	80	Competent
Student7	8.4	25.2	84	Competent
Student8	8.0	24	80	Competent
AverageCompetencyScore81.5%				

3.2 ResultsofthePost-TestoftheConsultancyPracticeAssignment

Table3.1ResultsofthePost-TestoftheConsultancyPracticeAssignment

Student	Competency ScoreEarned (1-10)	Total Competent Markswith weighting3	Totalmarks (%)	Competentlevel
Student1	9.3	27.9	93	Competent
Student2	9.2	27.6	92	Competent
Student3	9.0	27	90	Competent
Student4	9.0	27	90	Competent
Student5	9.1	27.3	91	Competent
Student6	9.5	28.5	95	Competent
Student7	9.7	29.1	97	Competent
Student8	9.6	28.8	96	Competent
AverageCompetencyScore93%				

Based on the findings in Table 3.1, it was found that 8 students have managed to achieve a goodcompetentscore,whichmeanstheoverallaverage scoreis9outof10.Althoughthestudentsdid not get the

full score, which is 10 out of 10, but the students have shown a positive improvement in terms of competent scores in competence 1 which involves testing students' communication skills.

Therefore, the scores for the post-test of all students have successfully achieved an increase of 11.5% from the pre-test. Therefore, it clearly shows that using the ASC Board game in the ASC course has successfully improved the level of communication skills among students.

3.3 Result of the comparison between pre-test and post-test

Therefore, the scores for the post-test of all students have successfully achieved an increase of 11.5% from the pre-test. Therefore, it clearly shows that using the ASC Board in the ASC course has successfully improved the level of communication skills among students.

Table 3.2 Paired T-Test analysis on pre-test and post-test

Type of test	n	min	Standard deviation	Difference min	t
Pre Test	81.50	8	2.000		
Post Test	93.00	8	2.726	11.5	7

Based on Table 3.2, the test results show a mean increase of 11.5 between the pre-test and post-test. The t value is -10.00 and the significant value (2-tailed) obtained is .000 which is less than 0.05. The null hypothesis is rejected if the significant value (2-tailed) is $p < 0.05$ (Because the significant value is < 0.05 , the mean difference between the two types of tests is significant [14]. Since the post test mean (93.00) is higher than the pre mean (81.50), the researcher concludes that the post score is higher and the difference is significant. It can be concluded that, students show an increase in competency score 1 in the practical assignment of consultation consultation after using ASC Board game.

3.2 Discussion

Discussion of Findings on the Effectiveness of Using the ASC Board game before and after the consultation. Based on the data findings regarding students' perception of ASC Board game, there is a difference in the level of students' communication skills before and after the aesthetic consultation is implemented. By taking into account the assessment scores before and after the practical aesthetic consultation assignment, the ASC Board game has been proven to be successful in gaining a positive perception among students and can subsequently improve students' communication skills after they carry out activities using the ASC Board game. Therefore, the third objective and research question has been

successfully answered.

IV. Conclusion

Suggested Improvements

Therefore, in order to further improve the level of student's communication skills when using the ASC Board game, the teaching staff needs to be skilled in managing the steps in teaching and learning activities by using appropriate techniques to achieve a teaching objective. In addition, the teaching staff alone needs to show examples of ASC Board game that are appropriate to the situation at the beauty centers so that the students better understand the practical tasks of aesthetic consultations. In this case, it can indirectly improve students' communication skills in the field of beauty. Among the importance of improving communication skills for students is to help them in increasing their level of marketability to get a job in the field they are engaged in [15]. Besides, this study can be used as reference material for future studies. This study can be processed according to the suitability of the course studied by the student. This research aims to expand the ASC Board game to all Cosmetology Program students in Malaysia and abroad so that the TnL process becomes more interesting and at the same time can improve students' communication skills.

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