

# The Evaluation of Bridal Make Up Training in SKB Grobogan Using Kirkpatrick Model

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**Abstract--Background of the research is motivated by the importance of managing the bridal makeup entrepreneurship education program. This program is a government assistance program that will be implemented every year, with the aim of helping the entrepreneurial community. The aim of this study is to evaluate the implementation of bridal makeup (tata rias) courses with the help of Google form, so that it was found to be excess obstacles in learning bridal makeup courses at Grobogan SKB. The research subjects consisted of 1 activity manager, 1 bridal makeup instructor, and 30 study participants. The method used in this study is the mix method, data collection through questionnaires with Google form, interviews, field notes, photos, and observations. The evaluation model used is the kirkpatrick model, which includes four stages, namely reaction, learning, behaviour, and result. The results of the research obtained in this study were that the training took place well.**

*Keywords: evaluation, bridal makeup, Google form, kirkpatrick model*

## I. INTRODUCTION

The unemployed productive age is a problem that continues to exist, starting from the size of the workforce that is not balanced with employment opportunities, unbalanced employment structure, the need for numbers and educated workforce with providers of educated labor is not balanced. At this time, the government has become a leading program to overcome and reduce the problem, namely by increasing the number of targets and types of entrepreneurial programs.

One of the institutions in charge of entrepreneurship improvement programs is non-formal education institutions. Some government programs related to increasing entrepreneurship are handled by non-formal education units including PKH (Life Skills education), PKW (entrepreneurship education), Vocational Village and other skills courses. Programs in non-formal education are related to efforts to guide, foster and develop community members. Education is one of the things

that are important for improving one's life, because through education someone can improve intelligence, develop personal potential skills and be able to face all challenges and obstacles in the future. The quality of education is one indicator of improving Human Resources (HR) in a country. With the implementation of programs in the field of quality education it will have a positive impact on the productivity of Human Resources (HR).

The role of productive human resources will be able to reduce unemployment, which is still a classic problem in Indonesia. The path of education held in Indonesia consists of formal, informal and non-formal education that can complement and enrich each other. Formal education is education whose activities are systematic, tiered starting from basic education to college and the equivalent. Non-formal education is a way of educating beyond formal education that can be carried out in a structured and tiered manner.

According to WP. Napitupulu (Sutarto, 2007: 14) non-formal education is any educational service effort outside the school that lasts a lifetime and is carried out intentionally, regularly, planned and aims to actualize the full potential of human beings who love teaching and learning in order to improve their quality and standard of living. The function of non-formal education is in accordance with Law No. 20 of 2013 Article 26 Paragraph 1 the first is as a substitute, it is intended that non-formal education can be used as a substitute alternative for the community because one thing cannot take education in formal education.

Non-formal education includes literacy education, early childhood education, equality education, and vocational education / life skills. Non-formal education functions to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities (Sutarto, 2013: v). Seeing the facts that occur at this time, non-formal education plays a big role for the survival of the community.

The existence of training activities that are useful to become one of the right solutions to get the provision of appropriate skills and be able to compete in the world of work for the future. One of the organizers of vocational activities in this matter is the bridal make up in 2018 is the Grobogan learning center (SKB) which is located at Jalan Kapten Rusdiyati II no 49 Purwodadi, Grobogan.

According to Miarso as quoted by Sutarto (2013: 46) states that "training programs are a deliberate, purposeful and controlled effort so that other people learn and behavior changes occur that are relatively settled as a result of experience". A good training is training that can improve the performance of the participants. In order for training participants to receive the training material well, training must be supported by several elements starting from the motivation of the participants, the ability of technical resource persons both in scientific and delivery, learning facilities and activities. From this fact, it requires an evaluation for each training activity carried out so that the evaluation results can be used to improve future training.

From some previous studies, the success of the Kirkpatrick model in proving effectiveness in measuring the success of training or educational programs has become the basis for researchers to use this model in evaluating bridal makeup training conducted by Grobogan's SKB.

The study was conducted at Grobogan SKB located on Jalan Kapten Rusdiyati II No 49 Purwodadi, Grobogan Regency, Central Java Province. This location was chosen by considering several reasons, including the poor people who need small business entrepreneurship through empowerment that can be used for entrepreneurship. Along with the advancement of technology, we don't need to bother with time and effort to collect data, as well as this evaluation, which uses Google Form as a means to facilitate the collection of participant questionnaires.

## II. METHODOLOGY

Program evaluation is a tool or procedure that is used to know and measure something in an atmosphere by means and rules that have been determined. From the results of the evaluation it is usually obtained about the attributes or traits found in the individual or object in question. In addition to using tests, data can also be collected by using questionnaires, observations and interviews or other

appropriate forms of instruments (Iqbal Hasan, 2002: 3).

Judging from its objectives in the field of education or training, evaluations are of a macro nature and some are micro. S.Q Badu (2012) explained that macro evaluation is the target of educational programs, namely programs planned to improve the education sector. Micro evaluation is often used at the classroom level, especially to find out the learning achievements of students. Achievement of learning is not only cognitive, but also includes all the potential that exists in students.

The evaluation model that will be used in this evaluation is Kirkpatrick's model better known as Kirkpatrick Four Levels Evaluation Model. Kirkpatrick's evaluation covers four levels of evaluation, namely: reaction, learning, behavior, and result (Syarif Romadhon: 2016) Evaluation of trainee reactions means measuring customer satisfaction. The training program is considered effective if the training process is satisfactory for trainees so that they are interested in being motivated to learn and practice. While the success of training is generally measured by the success of participants in carrying out a series of tests in the form of theory or practice. For evaluations conducted by educators must measure affective, cognitive and psychomotor aspects. For level 3 evaluation, behavior is the training material that can be applied by participants in the workplace or by opening a business. For stage 4, the result is whether this program is successful in increasing knowledge and income.

This study uses a mixed method, which is combining or combining quantitative research methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data can be obtained. Sugiono's opinion in line with Creswell (2014: 5) mentions mixed methods research as a research approach that combines or associates qualitative forms and quantitative forms.

The population of this study was 30 people who studied bridal makeup courses at the Grobogan SKB. The respondents in this study included 30 study residents for questionnaire data collection, 5 students for in-depth interviews of 1 tutor and 1 manager. Primary data is obtained from observations or direct observations in the field and respondents or informants, namely those who are directly involved in the activity. The observed aspects include infrastructure. Secondary data in the form of data sourced from documents in the form of photos,

records, recordings, drawings, and other data sources from journals, books, and the results of relevant previous research. It can be seen at table table 1.

**Table 1.** Procedure of Research

No	Procedur e of Research	Activity
1	Prepare of Research	Material Teaching and Learning Make a draf of practicum instruction Prepare rubric assessment Prepare Questioner
2	Research	Teaching and Learning Process Practicum Assessing of participants through assessmentperformance (rubric) as part of the evaluation
3	The last of Research	Collecting the Data Treatment of Data Analysis Data Discussion of result of the data Make a research rapport Make a article of research

### III. RESULTS AND DISCUSSION

After first level bridal make up activity, the training program is considered successful if students feel interested in participating in the activity, are active in participating in the activity and feel happy with the activity. Data is obtained that 69.8% of participants are satisfied with the material that has been delivered, 25, 6% feeling satisfied with 4.7% feeling quite satisfied, so it can be concluded that most participants were very satisfied with the material taught by the technical resource person. The statement that said that the Facilitator had good teaching competencies was considered to be very satisfied 79.1%, considered satisfied by 11.6% of participants and the remaining 9.3% said they were quite satisfied. So in general it can be concluded that students feel very satisfied with the material presented, the learning method, and the competence of the technical resource person.

Through observation, data was obtained that the technical resource persons in teaching used a ratio of 10% theory and 90% practice. Then provide a number of modules about the bridal makeup learning session to be learned by the learning people during the learning process of bridal makeup courses. In addition, the instructor also asked the residents to learn to ask questions that could not be understood.

The use of this method is the result of an agreement with the learning community, because residents who take part in bridal makeup courses are comfortable with the method. Learning citizens are highly motivated to participate in activities because the methods used are mostly with practice so that they are very pleasant and easy to accept.

Every lesson learned by everyone can be present, even if there is permission, it is very rare. They were enthusiastic about participating in the activity because PKW activities were funded by the government budget. There are study residents who cannot attend because of illness. So the conclusions of the bridal makeup participants can be taken very enthusiastically to take part in the activity.

For the services that the committee provided there were 79.1% of participants feeling very satisfied, 14% feeling satisfied and 7% feeling quite satisfied. So that it can be concluded that the participants were satisfied with the service of the committee. So in general the reaction stages of students feel very motivated, passionate about learning, and feel satisfied with the material. For learning at level 2, for the course of the course the researcher gets information that the bridal makeup course is held for 1 month and the learning process is held 5 times a week, Monday to Friday, with a duration of 4 hours at 09.00-13.00 WIB every meeting. With 55.8% of participants said they were very satisfied, 34.9% said they were satisfied and 9.3% said they were quite satisfied. So that it can be concluded that the participants were satisfied with the timing of the course. Based on the results of interviews with participants why are you interested in the study hours because they can still finish the work at home.

In the process of learning bridal makeup courses, participants bring their own models to make a makeup learning model. According to observations, the media in the bridal makeup classrooms have been effectively used in the learning process. Learning citizens can use the media according to the instructions of the tutor. Learning citizens can also understand the stages of course learning material Bridal makeup during the learning process takes place and the results shown at the end of the lesson are very satisfying both according to the instructor and manager of the activity. With the method used by technical resource persons, 74.4% of participants felt very satisfied, 16.3% felt satisfied and 9.3% felt quite satisfied.

But there were shortcomings during the training, which one of the students revealed that the learning CD was lacking. Even though the learning CD for the introduction of customary procedures is very important. Because the customary procedure material if there is a learning CD equipped with explanations and practices, the meaning will be more easily obtained.

For level 3 evaluation, namely behavior evaluation, from the questionnaire data obtained that 84.3% were very satisfied and 15.7% were satisfied with statements that better understood how to dress brides, especially Javanese customs and added insight into wedding culture and procedures. The statement can be seen in practical evaluations where participants are more working more efficiently to prepare the wedding moment.

In level 4 evaluation, the evaluation of the results obtained data that 100% of participants passed the evaluation, either in theory or practice. From the results of the interview with the technical resource person that the learning citizens were declared to have passed if they had fulfilled the minimum criteria of 90% completing the learning process of the bridal makeup course thoroughly.

To find out the achievement of program objectives, the organizers conduct a scheduling assessment of the abilities that have been achieved by the learning community. Evaluation is carried out by conducting a theory and practice test, where the learning community is given questions and assigned to use up the model as a basahan bride. The evaluation results show that most learning citizens are able to master the skills learned and can practice them correctly. Based on the results of the evaluation, the organizers provide a certificate (local certificate) for the graduation of the program in this bridal makeup course and provide guidance to graduates to be able to utilize the skills they have acquired both now and in the future.

While the results of the questionnaire obtained data that 96% were very satisfied with this activity and hoped for further activities. Sehingga be a great expectation from participants for the holding of similar activities or improvement activities.

#### IV. CONCLUSION

The first:

Learning as an activity process consists of three phases or stages. The phases of the course learning process The bridal make up in question includes: the planning stage which includes the recruitment of

instructors and students, scheduling activities, materials and procurement of materials and tools, the implementation stage, and the evaluation phase.

The second:

Through Kirkpatrick's evaluation, results were obtained that in the first stage, reaction, participants were satisfied with the material presented, the method used and the facilitator also had good competence. Whereas in the second stage, namely learning / learning, it was concluded that participants were satisfied with the learning schedule and learning model which divided 90% of practice material and 10% theory. But there is a lack of learning material, namely the lack of learning CDs. For the 3rd stage, results were obtained that participants could increase the ability to dress up brides and better understand the procedure of marriage. For the 4th stage, evaluation, the results obtained 100% of participants can pass the final evaluation.

Suggestions that can be conveyed: For organizers of bridal makeup courses to determine time allocation, please note the distribution of material with details and given a rather loose time, related to participants who are rather slow in practice  
2) Providing a more varied learning media

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