Analysis of the Ability to Make Traditional Buns Through Online-Based Collaborative Students Learning on Traditional Bun Courses of Cosmetology Study Program

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Abstract. Traditional buns as one of the knowledge areas that must be possessed by beauty students need to make adjustments in accordance with the demands of 21st century competencies, from an individual thinking activity to a communication process that requires a discussion room. Based on the current learning conditions online, the learning carried out collaborative learning is based online. This research aims to analyse the mastery of knowledge and skills of traditional bun making through online-based collaborative learning. The method used is a descriptive qualitative method. The subject of the study was 2nd semester beauty students of 35 people. Data collection instruments consist of questionnaires, assessment sheets. Data analysis is performed using descriptive percentages. The results showed that students had a category of learning outcome achievements: 1) analysis of the ability to make a cepol bun for the high category 42.86%, the medium category 17.14%, the low category 40%, 2) the analysis of the ability to make buns for the high category 31.43%, the medium category 20%, the low category 48.57%.

Keywords: Online · Collaborative · Learning · Traditional bun

1 Introduction

21st century HR competencies that emphasize communication and collaboration skills and mastery of technology are implications of globalization and the development of science and technology. 21st century learning is no longer seen as a process of knowledge transfer, but a process of communication and social interaction in building knowledge.

The learning process in college requires a high level of cognitive abilities, such as synthesis and analysis skills. Learners are expected not only to master factual knowledge or simple applications of some concepts or principles, but can also develop the ability to think critically and express their knowledge and abilities thus making them active and creative personalities. This ability is also needed in learning traditional bun arrangements that not only use the process of thinking individually, but also require a discussion room in their learning.

The main concept of collaborative learning is to work in groups or in pairs to perform tasks easily and with cooperation, learning takes place in a pleasant and friendly atmosphere. Through this concept, learners are encouraged to work in groups or in pairs to find a solution to a problem [1]. In this process, learners share ideas and thoughts with their group members and try to learn new things from each other. Knowledge sharing is the main concept of collaborative learning, knowledge and critical thinking students are expected to improve and can be motivated because they also contribute something to a given task.

In traditional bun learning, this concept of knowledge sharing is carried out in the form of teamwork or group work, especially understanding the customs or characteristics of regional culture in Indonesia. Through this learning, learners are required to learn through discussion and dialogue, develop their ideas and thoughts so as to potentially empower critical and creative thinking, and increase the mastery of knowledge and abilities of learners. Discussion and dialogue activities can reduce the gap between high-achieving learners and low achievers. Learners in the classroom are not only active in learning facts, but also active in practicing skills such as: presenting explanations or presentations, describing, demonstrating and answering questions.

The research aims to analyse the ability of making traditional buns through online-based collaborative learning on traditional bun courses.

2   Research Methods

This research refers to a descriptive quantitative research approach. The population in this study is a student of the beauty study program of the PKK Department of the Faculty of Engineering UNNES who took the traditional bun course in the 2nd semester of 38 people. Sampling techniques use total sampling. The method of collecting data in this study was obtained from documentation obtained from the observation of the results of the assessment of traditional bun arrangements in the form of photos of practical results. The analytical technique used in this research is descriptive analysis with a quantitative approach. Descriptive analysis techniques used to analyse traditional bun making skills through online-based collaborative learning on traditional bun courses based on aspects of composition, proportion, balance, unity (harmony).

3   Online Collaborative Learning

Collaborating means working together with others. Collaborative learning practice means working in pairs or in small groups to achieve shared learning goals. Collaborative learning means learning through group work, not learning in solitude [2]. According to Thobroni [3] the basis of collaborative methods is interactional theory that views learning as a process of building meaning through social interaction. Collaborative learning places more emphasis on the development of meaning by learners than social processes that rest on the context of learning.

Dabbagh [4] stated that collaborative learning is a collection of perspectives consisting of: construction of some knowledge (problem solving together with mutual improvement), negotiating alternatives together through argumentation, debate and other means,

student dependence on each other and teachers as a source of learning. This can mean collaborative learning based on the thought that learning activities should encourage and assist learners in building knowledge so as to achieve deep understanding. Through group learning, in addition to increasing the motivation and interest of learners can also improve and develop creative ways of thinking. This is related to increasing the responsibility of learners in learning in groups so as to create someone who thinks creatively [5].

The impact of the world situation affected by Covid-19 further increases awareness and the need to carry out online learning. On the other hand, the development of science and technology in the 21st century has had a significant impact on the reach of information and networking which makes it easier for individuals in various worlds to easily interact, exchange ideas and even communicate through online media. This greatly supports the needs of education in the implementation of learning in accordance with the demands of the global world.

Through online-based collaborative learning, traditional bun courses are carried out, in addition to Covid-19, it is hoped that students can improve digital literacy and be active in developing knowledge and abilities in the field of beauty, especially traditional buns. Students can find various information related to various cultures in Indonesia, especially traditional buns with their characteristics, meanings and philosophies.

4 Strategies for Implementing Online-Based Collaborative Learning

The steps in the application of collaborative learning methods consist of five steps, namely (Barkley et all,2014: 9): a) orienting students; b) forming a learning group; c) composing learning tasks; d) facilitate student collaboration; e) provide value and evaluate the collaborative learning that has been implemented. Based on the reference above online-based collaborative learning in traditional bun learning as follows:

a. Convey the purpose of learning.
b. Presenting information related to culture in Indonesia, especially traditional buns
c. Forming study groups and motivating learners in learning.
d. Facilitate students to present collaboration results giving input and advice from other learners
e. Evaluating the results of collaboration & reflection, uploaded results

In collaborative learning, learning strategies are applied with a number of learners as members of the study group and each member of the group must work together actively to achieve predetermined goals so that a meaningful learning process occurs. Collaborative learning is judged productive when the teacher takes only a few interventions and allows students to practice their ability to solve problems presented in learning.

5 Traditional Bun

Traditional bun [6, 7] is one of the compulsory courses in the beauty education study program located in semester 2. The purpose of this course is to be able to do hair styling

with certain styles and shapes that give special characteristics to a person, a group of people, tribes, regions or nations related to customs/cultures and traditions in every region in Indonesia. Lecture studies include: History and development of traditional buns, various kinds of traditional buns from their own hair and hair pieces, their role for special occasions, the basic concept of buns and how to make and ornaments or decorations.

Traditional bun learning is focused on buns that have been standardized by regions or regions in Indonesia as well as institutions related to cultural development. Because the number of traditional buns in Indonesia is quite large while the time for learning is limited, it is felt that this collaborative learning can be done by students in groups to work together in understanding, discussing, analysing, evaluating and presenting in online learning. Thus, the learning of traditional buns emphasizes the theory and mastery of making traditional buns along with the placement of ornaments or bun decorations.

The manufacture or arrangement of traditional buns and the placement of ornaments or bun decorations are an integral part of the sense of art. Therefore, in the manufacture or arrangement there are several considerations that must be considered, namely:

a. Composition: size of the bun, shape, colour, number & type of ornaments or decorations in accordance with the provisions applicable to an area or customs.
b. Proportion: location of bun or placement in accordance with customary provisions
c. Balance: must consider the size of the head, height, hair condition, age, and the purpose of its use so that the bun that is styled already looks balanced/harmonious as a whole
d. Unity or harmony: balance, accuracy of the location of the bun & ornaments as a whole.

In this study, the assessment was carried out on 2 traditional buns, namely: cepol buns from betawi and bun nyimas gamparan from banten.

6   Results and Discussion

The results of the analysis of the ability to make traditional buns obtained in 2 traditional bun arrangements, namely: Cepol buns from betawi and bun nyimas gamparan from banten with the achievement category of high, medium, and low.

Table 1. Cepol Bun Assessment Results from Betawi

Category	Frequency	Percent	Valid Percent	Cumulative Percent
high	15	42.86	42.86	42.86
medium	6	17.14	17.14	17.14
low	14	40	40	40
total	35	100.0	100.0	100.0

Table 2. Nyimas Gamparan Bun Assessment Results from Banten

Category	Frequency	Percent	Valid Percent	Cumulative Percent
high	11	31.43	31.43	31.43
medium	7	20	20	20
low	17	48.57	48.57	48.57
Total	35	100.0	100.0	100.0

Based on Table 1, the results of the Cepol Bun Assessment from Betawi, it can be known that there are a number of students in the high category as many as 15 students (42.85%), are in the medium category of 6 students (17.14%) and the low category of 14 people (40.5%).

Based on Table 2, the results of the Sanggul Assessment, it can be known that the number of students in the high category as many as 11 students (31.43%), is in the medium category of 7 learners (20%) and the low category of 17 people (48.57%).

7 Conclusion

Based on the results of the analysis shows that there are differences in the results obtained from 2 types of buns, namely cepol buns from betawi and bun nyimas gamparan from banten this can be caused because not all learners have complete equipment, namely hair fir with various length sizes which is the main tool in making buns because each bun uses a different length of hair fir according to its characteristics. In addition, obstacles in online-based learning are unstable networks that result in observation of less maximal learning.

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