



Improving the Competence of Solo Bridal Paes Using Latino as a Learning Media in Javanese Bridal Makeup Course

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Abstract. *Latino* is one of the learning media in solo bridal makeup courses. *Latino* can be used as a tool for making solo bridal *paes*. This study aims to see the effectiveness of *latino* as a learning medium for solo bridal makeup when compared to the learning media that has been used in the Beauty Education Study Program so far. The type of the research is experimental research. The *Latino* effectiveness test was conducted at the *Universitas Negeri Semarang* involving 30 students who would be divided into two classes, namely the experimental class and the control class. This study uses a solo bridal *paes* assessment sheet as a data collection tool. The indicators in this study consist of shape, size, and time. The analytical technique used to see the effectiveness of *Latino* is descriptive method. The results showed that the competence of students in making solo bridal *paes* using *Latino* learning media was higher than the learning media that so far had been used in terms of shape, size and time indicators.

Keywords: Competence · Learning Media · Solo Bridal Makeup

1 Introduction

Solo bridal makeup is one of the traditional bridal makeup arts that developed on Java Island. This is supported by the research conducted by *Catra* and *Maspiah* which states that solo bridal makeup is one of the Javanese bridal makeups that has great customers' demand [1]. This is an opportunity for the Beauty Education Study Program at the *Universitas Negeri Semarang (UNNES)* to further improve the competence of its students so that they are ready to compete in the world of work. One of the goals of vocational education is to prepare students for work [2]. This activity can be done through a learning process. In the learning process, students gain experience that they can use as preparation for the world of work [3].

Solo bridal makeup taught in the Beauty Education Study Program at UNNES is one of the competencies contained in the Javanese bridal makeup course. Based on the results of the preliminary study, it was found that there were students who experienced and went through obstacles in making solo bridal *paes*. *Paes* is the forehead decoration

in bridal makeup. *Solo* bridal *paes* is commonly used by brides. *Solo* bridal *paes* has two colors that are green and black. Green is used for *Basahan* Bridal Style and black is used for *Solo Putri* Bridal Style. The obstacles experienced by students in making *Solo* bridal *paes* are (1) they still need a long time to make *paes*. The ideal time needed for *Solo* bridal makeup is approximately 3 h consisting of makeup, hairdo, and clothing. While the current conditions to make their *paes* still takes approximately one hour. This is not able to meet the standard time that has been determined. (2) The form is not in accordance with the provisions that have been set. The form of the *Solo* bridal *paes* consists of *gajahan*, *penitis*, *pengapit* and *godeg*. The problems faced by students are that they have not been able to form *paes* correctly and the average part of the outline is not neat. (3) The final result of *paes* has a disproportionate size to the model's face. The technique used in making *paes* is to use the size of the makeup artist's finger. The problem is that students have not been able to convert their finger size to the model's forehead, so that the results of the *paes* appear to be unbalanced to the model's forehead. In this case there is a shape that is too big or too small.

Bearing in mind of this problem, we need a learning media that can be used by students to help them in making *paes*. It aims to prepare students to work, especially in the field of bridal makeup. Learning media that can be used to overcome this problem is *Latino*. The purpose of this study is to see student learning outcomes on the competence of solo bridal makeup, especially in the *paes* aspect.

1.1 Paes Learning Media (Latino)

Learning media is an intermediary medium from the source to the recipient of the message. Utilization of learning media in the learning process has a particularly important role. Many research results state that the use of learning media can improve the learning outcomes. An instructor must continue to innovate in developing teaching and learning, particularly the use of learning media supported by technology [4].

Latino is a learning media that can be used by cosmetology students to be easier for them to make *Solo* bridal *paes*. *Latino* is made of stainless-steel plate. Each *Latino* basin is designed to make it easier for students to form *gajahan*, *penitis*, *pengapit* and *godeg* (Fig. 1).

Latino is a learning medium that can provide direct experience for students. *Latino* can be used by students when practicing solo bridal makeup. Reviewed from "the Cone of Edgar Dale's experience", *Latino* can provide a real experience. The cone of Edgar Dale's experience states that direct experience is the basis of the learning process, but teachers and students must be able to pass through all levels of experience [6] (Fig. 2).



Fig. 1. Latino [5]

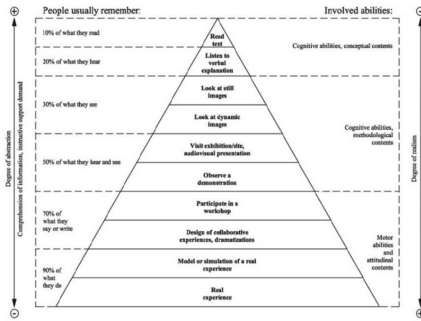


Fig. 2. Edgar Dale’s “Cone of experience” [7]

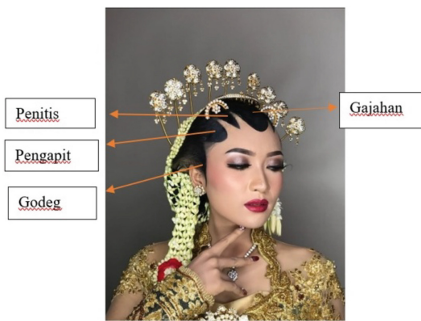


Fig. 3. Parts of Solo bridal Paes (Solo Putri Bridal Style)

1.2 Solo Bridal Paes

Solo bridal *paes* is a part of Solo bridal makeups. Solo bridal *paes* consists of *gajahan*, *penitis*, *pengapit* and *godeg*. These *paes* have a predetermined color, shape and size and are not allowed to be modified. *Gajahan* has a size of 4 fingers, *penitis* is about 2 fingers, *pengapit* is around 2.5 fingers and *godeg* is approximately of 1 finger or can be shortened with a ratio of 4:2:2½:1 [8] (Fig. 3).

1.3 Learning Results of Solo Bridal Makeup Paes

According to the Solo Bridal Makeup Competence Certification Institute (literal meaning of *Lembaga Sertifikasi Kompetensi - LSK*), there are several competencies that must be mastered by students. The competence of solo bridal makeup is presented in Table 1.

The focus of this research lies in making *paes*, so the learning outcomes are only seen from the value of Solo bridal *paes*. From Table 1, it can be derived sub-indicators for the assessment of Solo bridal *paes* (Table 2).

Table 1. Competence of Solo Bridal Makeup Course

Topic	Competence
Preparation	Students can determine tools to make Solo bridal makeup equipment.
	Students can determine the materials used for making Solo bridal makeup.
Fashion	Students can determine the clothes and accessories of the bride.
	Students can arrange clothes and accessories of the bride.
	Students can dress the outfit of Solo Putri bride
Make Up	Students can prepare the face of the bride
	Students can determine the tools and materials used for the Solo bridal makeup.
	Students can arrange tools and materials used for the Solo bridal makeup.
	Students can apply makeup for the bride.
	Students can reorganize the tools and materials used for the Solo bridal makeup.
Hairdo	Students can arrange tools and materials used for the Solo bridal hairdo.
	Students can do the hair of the bride.
	Students can reorganize the tools and materials used for the Solo bridal hairdo.

Table 2. Competence of Solo Bridal *Paes*

Topic	Competence	Sub Competence
Makeup	Students can apply makeup for the bride	The accuracy of making Solo bridal <i>paes</i> by paying attention to the aspects of shape, size and time.

2 Research Methodology

The type of the research is experimental research. The research design was quasi-experimental with a randomized pretest-posttest control group design (an experimental design with an experimental group and a randomized control) [9].

Experimental group R O1 X1 O2
 Control group R O3 X2 O4

Information:

X1 = making *paes* using Latino learning media

X2 = making *paes* using commonly used learning media.

The populations in this study were students of the Beauty Study Program, Department of Family Welfare Education, Faculty of Engineering, UNNES class of 2018 who took the Javanese Bridal Makeup course totaling 30 people. The sampling technique used was total sampling. The data collection method used in this study was a practice assessment sheet with indicators seen from the aspects of shape of *paes*, size of *paes*, time needed

Table 3. Conversion Table of Competence Assessment

Rating Score	Competency Conversion
91–100	Very Skilled
76–90	Skilled
61–75	Skilled Enough
≤60	Less Skilled

and overall look of *paes*. The data analysis used the descriptive method. The assessment category in this study refers to the 2013 curriculum categorization (Table 3).

3 Results

In this study, students were divided into two classes, namely the control class and the experimental class with each class consisting of 15 students. Students in the experimental class carry out making *paes* using Latino learning media. Students in the control class carry out making *paes* by using the learning media that has been used so far, namely learning videos. Data on learning outcomes for making Solo bridal *paes* are presented in Table 4.

Table 4 shows that students in the experimental class have a higher average score compared to students in the control class in terms of shape, size, time and overall look. Judging from the aspect of the test form, the score of students in the experimental class got an average score of 85.8 (skilled), while students in the control class got an average score of 79.27 (skilled). Even if they are both in the skilled category, if seen from the numbers, it shows that students in the experimental class have higher scores than students in the control class.

Judging from the aspect of the size of the test, the score of students in the experimental class got an average score of 81.4 (skilled, while students in the control class got an average score of 69.24 (quite skilled). Judging from the aspect of the time needed to make *paes*, students in the experimental class only needed 38 min on average, while students in the control class needed 52 min to make *paes*. Judging from the overall look of the test, the score of students in the experimental class got an average score of 75.8 (skilled), while students in the control class got an average score of 63.8 (quite skilled).

4 Discussion

By looking through the research results listed in Table 4, there is a change in behavior from cycle 1 to cycle 3. Behavior change occurs as a result of learning; meaning that from learning activities students can gain experience whereas the experience will later be constructed into knowledge. Learning based on experience is said to have occurred if there is a change in students; in which the change consists of judgments, feelings, knowledge and skills [10]. The use of *Latino* is able to provide a learning experience for students. By using *Latino*, students are able to make *paes* with shapes and sizes that are

Table 4. Results of Assessment of Solo Bridal Paes

Rating indicators	Experiment Class				Control Class			
	Cycle 1	Cycle 2	Cycle 3	Average	Cycle 1	Cycle 2	Cycle 3	Average
Form	75.00	89.15	93.40	85.8	76.00	82.54	80.89	79.27
Size	68.23	82.55	93.40	81.4	67.92	70.55	73.57	69.24
Time/Minute	60.00	30.00	25.00	38.3	60.00	45.00	45.00	52.50
Overall Look	59.52	80.15	88.68	75.8	59.70	67.86	73.89	63.78

more proportional to the model's face. In addition, the results of the study also showed that the time needed by students to make solo *paes* proved to be faster with an average of 38.3 min. This shows that by utilizing technology as a medium of learning can improve student learning outcomes.

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