

Improvement of Student Achievements with Motivation and Use of Figure Tools in Beautiful Learning Designs for Class X Students of SMKN 10 Medan

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ABSTRACT

This research was realized to find out the increase in student learning outcomes through the application of learning methods using visual aids in drawing various shapes of faces and their parts as well as the appropriate hairstyle. The setting of this study is student activity in learning that is carried out through group discussions, group drawing assignments and individual drawing assignments. Sources of information for this study were teachers, students and principals. The results showed that there was an increase in student activity and student learning outcomes before and after learning which included student activities in learning, student activity in performance, and improvement of student learning outcomes and competency completeness in their field of expertise. Furthermore it is known that learning using teaching aids makes a very positive contribution to improving student learning outcomes in teaching and learning.

Keywords: Vocational Education, Learning Motivation, Teaching Aids, Learning Achievement

INTRODUCTION

Beauty Design subjects are productive learning to prepare for the vocational competency of the Hairdressing Expertise program for class X at SMKN 10 Medan with 2 hours of study. Regular design is translated as applied art, architecture, and various other creative achievements. In a sentence, the word

"design" can be used both as a noun and a verb. As a verb, "design" means "the process of creating and creating new objects". As a noun, "design" is used to refer to the end result of a creative process, whether it is in the form of a plan, proposal, or in the form of a real object. (from Indonesian Wikipedia, free encyclopedia, 2011). Beauty Design is a concept of thought to create images before applying makeup and hair to humans (2004 Hair Beauty Curriculum). Before doing makeup and Hair makeup artist must make a design in accordance with the shape of the face, opportunities, goals, opportunities and makeup goals because everyone has a different face shape and different activities. Submission of material is given by lecture, demonstration, practice and drawing practice methods.

SMK according to the National Education system law No. 20 of 2003 article 3 concerning National Education Objectives and explanation of article 15 states that vocational education is secondary education that prepares students / students mainly to work in certain fields, specifically the aim of the hair beauty expertise program is to equip students with skills, knowledge and attitudes in the field of hair beauty. Learning in SMK is an effort made to obtain competencies or in the form of knowledge, skills and attitudes needed in a job. Competence refers to a person's ability to

transfer knowledge and skills possessed in a new environment. Competence is broader than just skills on a particular task or job, competencies include a set of skills, knowledge and attitudes that are appropriate (Sartono 2002). Competence is a resource of a company's ability which is a source of a company's competitive advantage against competitors. Productive competencies possessed by graduates of hair beauty expertise program become the writer's observation are: Mastering the making of shapes with sub-competence drawing various kinds of face shapes and parts of faces and hair models. Competency-based learning is a form of implementing a competency-based curriculum as a curriculum in action. One of the series of competency-based learning implementation is the evaluation of competency-based learning, implementing learning should hold on what is stated in the planning but the situation faced by the teacher in carrying out learning has a major influence on the learning process itself therefore teachers should be sensitive to various situations faced so that they can adjust their behavior patterns in teaching with the situation at hand. The learning situation is much influenced by factors as follows: 1) Teacher factors; 2) Student factors; 3) Curriculum factors; 4) Environmental factors (Sumanti, Asra, 2007).

Students will be active in their learning activities if there is motivation, both extreme and intrinsic according to Masnur Muslich (2007). Some things that can stimulate the growth of active learning motivation in students include the following; 1) Teacher's warm appearance and foster positive participation; 2) Students know the aims and objectives of learning; 3) Available facilities, learning resources and a supportive environment; 4) The principle of full knowledge of each student's personal knowledge; 5) There is consistency in the application of rules or treatment by the teacher in learning; 6) There is an increase in teaching and learning activities (KBM); 7) The types of learning activities are

interesting, fun and challenging; 8) Assessment of learning outcomes is done seriously, objectively, thoroughly and openly. Based on the author's observations in beauty design subjects there are still problems: 1). Students lack attention, initiative and participation; 2). Submission of material is monotonous; 3) The teaching method is less attractive; 4) There are still students who lack motivation in learning; 5) Mastery learning students are not in accordance with KKM 8.0 due to a change in KKM from 7.5 to 8.0 which has been implemented by schools starting in semester 2 of 2010/2011. This condition shows that only 10 students scored 8 out of 37 students in the class at the beginning of the lesson; 6) Only 50% of students complete assignments / draw on time. To overcome the above it is necessary to make an effort to overcome these problems by applying learning methods using teaching aids. This was chosen as an alternative because it has several advantages. The mutual learning or cooperative learning system is a teaching system that works with each other in structured tasks. One of the best ways to enhance active learning is by giving learning tasks done in small groups of students, peer support and diverse opinions of knowledge, and their skills will help make learning together a working part of the classroom learning climate. (Melvin. L. Silberman, 2007)

MATERIALS & METHODS

Materials

The description of learning activities using props carried out in class X Hair Beauty is as follows; 1) Division of groups consisting of 4 people and 5 people from 37 students namely 8 groups; 2) A brief description of the material; 3) Distribute paper to students in the form of short and interesting material; 4) Students have a discussion about the kinds of face shapes; 5) Each group presents the results of the group; 6) The teacher demonstrates tips on drawing faces; 7) Each group chooses one kind of face shape that is used; 8) Students collect

and are given group assessments; 9) Announce the value obtained by each group; 10) Reviewing together between teacher and students about the material; 11) Question and answer and assignment. The instruments used were curriculum, lesson plans, syllabus, teaching materials / materials, instruments and observation sheets. About the assessment of attitudes, student activity in performance and student success / student mastery in drawing.

Research methods

Research procedures consist of: action planning, implementation, observation of actions and reflection. In the first to third learning is a meeting for adaptation for students. Data collected by assignment techniques (drawing individuals), interviews, observations. About the attitudes, activities and activeness of students in learning. The assignment technique is to draw individuals and fill in the questionnaire sheets about students' attitudes to the subject.

Research Instruments

This class action assessment was carried out at SMKN 10 Medan for Beauty Design subjects, as subjects in this study were students of class X hair beauty with a total of 37 students, all women.

Data analysis technique

This study uses SPSS version 17.0 in data processing. The test that will be discussed to explain all the aims and objectives of the study is explained based on the results of testing by SPSS.

Statistical Analysis [as applicable]

RESULT

HYPOTHESIS TESTING

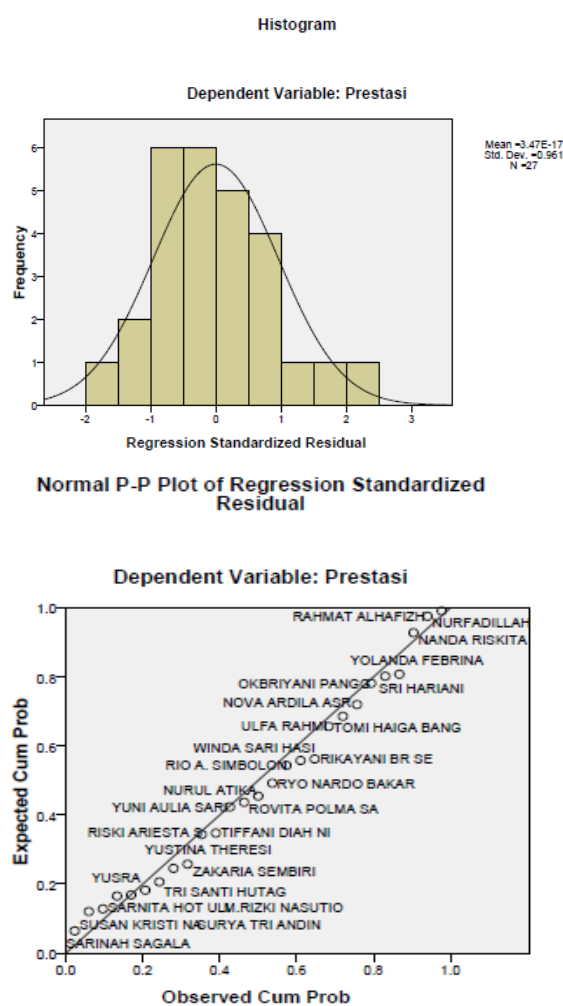
H0: There is no influence of motivation and learning of beauty design with teaching aids on student achievement.

Ha: there is an influence of motivation and learning of beauty design with teaching aids on student achievement.

Classical Assumption Test (the influence of motivation and learning of beauty design with props on student achievement)

1. Normality Test

The use of a regression model for prediction will produce an error (residue), which is the difference between the actual data and forecasting data. Existing residues should be normally distributed. Normality test aims to test whether the regression model of independent and dependent variables have a normal distribution or not. The histogram facility and the normal probability plot will find out the residual normality from the regression model.



On the histogram, the residual value distribution (error) data shows the normal distribution (bell-shaped picture).

Test the residual normality by using a graph that is by looking at the spread of data at the diagonal source on the Normal P-P plot. Plot of regression standardized residual. As a basis for decision making, if the points spread around a line and follow a diagonal line, the residual value is normally distributed. Because these points spread

around the line, the assumption of normality towards the residual distribution is fulfilled.

2. Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). Multicollinearity can be seen from the tolerance value and the opposite variance inflation factor (VIF), if the tolerance value is greater than 0.1 and the VIF is less than 10, it can be concluded that there is no multi-collinearity. Multicollinearity test results can be seen in the following table:

Table 1. Collinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Motivasi	.985	1.016
	Beauty Design	.985	1.016

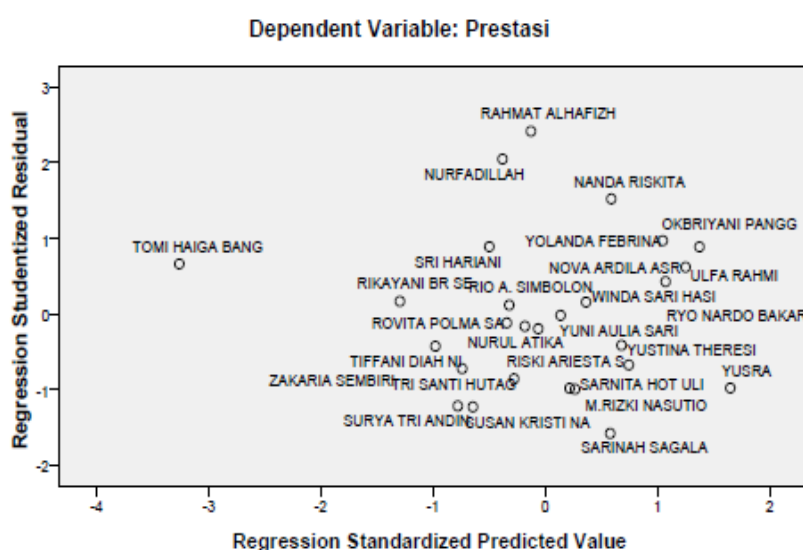
a. Dependent Variable: Prestasi

Table 1 shows that the tolerance value is smaller than 1, namely 0.985, and the VIF value is less than 10 at 1.016. Thus it can be concluded that this study shows that there is no multicollinearity between the independent variables of motivation and learning beauty design with teaching aids. This identifies that there is an influence between the two variables on student achievement.

3. Homoscedasticity Test

Existing residues should have a constant variance (homoscedasticity). If the variance of the residue increases or decreases with a certain pattern, it is called heteroscedasticity. This test uses the Scatterplot as follows:

Scatterplot



The data scatter above does not appear to show a certain pattern, for example a pattern ascending to the top right, or descending to the top left, or certain other patterns. This shows a regression model free from heteroscedasticity.

Statistical Testing (the influence of motivation and beauty design learning with props on student achievement)

1. Multiple linear regression

The analysis model that will be used in this research is multiple linear regression analysis which can be seen from the following table:

Table 2. Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.043	37.334		.215	.831
	Motivasi	.053	.124	.084	.427	.673
	Beauty Design	.546	.415	.260	1.316	.201

a. Dependent Variable: Prestasi

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Motivasi	.985	1.016
	Beauty Design	.985	1.016

a. Dependent Variable: Prestasi

$$\text{Achievement} = 8.043 + 0.053 \text{ Motivation} + 0.546 \text{ beauty design (props)} + e$$

The equation of the multiple regression model above can be interpreted as follows:

- If the motivation and learning of beauty design (use of props) is equal to 0, then the achievement will be worth 8,043 units. While other variables are considered unchanged.
- If motivation is increased by 1 unit, it will be followed by an increase in achievement by 0.053 units.
- If the beauty design learning (use of props) is increased by 1 unit, it will be followed by an increase in achievement by 0.546 units.

Thus it can be concluded that the relationship created between motivation, learning beauty design with teaching aids, with achievement is a positive relationship in the same direction.

2. Partial Test (T Test)

Partial test is used to determine the effect of each independent variable on the dependent variable. If Sig. Count - 0.05,

reject H0 accept Ha. The partial test results of this study can be seen in Table 2.

Table 2 shows that the significance value on motivation greater than 0.05 of 0.673 means there is an influence between motivation and achievement. The magnitude of the effect of motivation on achievement by 5.3%. Furthermore, the significance value of the beauty design of 0.201 is greater than 0.050, it can be concluded that there is an influence between learning beauty design and teaching aids with student achievement. The magnitude of the effect of learning beauty design with props on achievement amounted to 54.6%.

3. F Test

This test is conducted to determine the effect of independent variables on the dependent variable simultaneously (simultaneously). If the Sig - value is 0.05, then the alternative hypothesis is accepted, and vice versa.

The results of this F test can be seen in the following table:

Table 3. ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	158.805	2	79.303	1.043	.368 ^a
	Residual	1824.802	24	76.033		
	Total	1983.407	26			

Based on Table 3 above, the probability value or Sig. is 0.368. Because the value is greater than 0.05, the effect of the two

variables simultaneously (simultaneous), namely the influence of motivation and learning of beauty design with props on

achievement is real or meaningful (Ha accepted).

4. Determination Test

This test was conducted to find out how much the percentage of motivation and learning design beauty design with teaching aids are able to explain the student achievement variable. The results of this coefficient can be seen in the following table:

Table 4. Determination Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283 ^a	.080	.003	8.720

Table 4 shows the R-Square value of this study is 0.080 or equal to 8%, meaning that the ability of motivation and learning of beauty design with props in explaining achievement is 8% while the remaining 92% is explained by other variables not included in the model this research.

CONCLUSION

The ability to understand problems with learning methods using teaching aids and media assistance in the form of documents about the kinds of faces and models hair shows results that increase from before. The achievement of learning outcomes is caused by several things, among others; 1) Students begin to understand the various types of face shapes and parts and make hair models in accordance with the procedures given by the teacher; 2) Learning with teaching aids method really helps students deepen their knowledge; 3) Students get more information through discussions and questions and answers in class; 4) Students in the learning process become active because they are in groups and are passionate about their work because they get motivation from the teacher; 5) Student learning outcomes improve because student grades are delivered at the end of the meeting and students are eager to improve their grades. Probability value or Sig. is

0.368. Because the value is greater than 0.05 (Alpha), the effect of the two variables simultaneously (simultaneously), namely the influence of motivation and learning of beauty design with props on achievement is real or meaningful (Ha accepted).

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