

## Development Of International Bridal Makeup Learning Tools Based On Hybrid Learning

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### Abstract.

*This study aims to produce a learning tool for international bridal make-up based on Hybrid Learning by utilizing the SIPDA Unimed Learning Management System. learning tools in the form of Semester Learning Plans, Bridal Make Up E-books with ISBN, International Bridal Make Up Learning Videos. The development model used is the ADDIE development model which consists of 5 (five) steps including: Analysis, Design, Development, and Evaluate. Data collection was carried out through tests of experts (experts) including tests of media experts, design experts and material experts. After evaluation from the experts, it was continued with trials on respondents, namely cosmetology education study program students through individual tests (one to one), small group tests (Small Group) and Field Tests (field tests). The results of the study show that the learning tools developed for international bridal makeup learning are appropriate for use in learning at the Medan State University cosmetology education program. This is shown from the results of data processing ( $t_{count}=3.285$ ) at a significance level  $\alpha = 0.05$  with  $dk$  56 obtained ( $t_{table} = 1.67$ ), then ( $t_{count} > t_{table}$ ), the effectiveness of using learning tools in an effort to improve learning outcomes is 80.46%. The results of the study from groups of students who studied using learning tools were 71.72%. From these data it proves that the use of learning tools through the UNIMED SIPDA learning management system is more effective in improving learning outcomes*

**Keywords:** Learning Tools, International Bridal Make Up and Hybrid Learning and SIPDA.

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### I. INTRODUCTION

The development of the world of information technology is currently evidenced by the ease for everyone to access information wherever and whenever. It is undeniable that progress in information technology can be utilized by humans to support their needs, one of which is in the field of education (Wulansari, 2018). The pandemic situation that has been going on for a long time has forced the world of education in Indonesia to quickly adapt to a new learning system that is closer to using digital technology. Although it is quite unfortunate that Indonesia is still lagging behind compared to other countries in terms of implementing digitalization of education, the Covid-19 pandemic has never ended, and has even skyrocketed, impacting the accelerated use of digital technology in the form of hybrid learning systems. Hybrid learning is a combination of e-learning based learning methods (electronic learning) with face-to-face learning methods or conventional methods (Jeffrey, Lynn M, et.al. 2014). Hybrid learning is a learning method that combines two or more methods and approaches in learning to achieve the goal of further learning processes (Sutisna, 2016). Hybrid learning is a learning approach that combines face-to-face learning and web-based online education technology which is more effective (Kose, 2010). The application of hybrid learning has a positive impact on teaching and learning activities. The advantages of implementing hybrid learning can be felt by lecturers and lecture participants. The advantages of hybrid learning include being able to overcome frustration and limitations between educators and students in the learning process through online facilities.

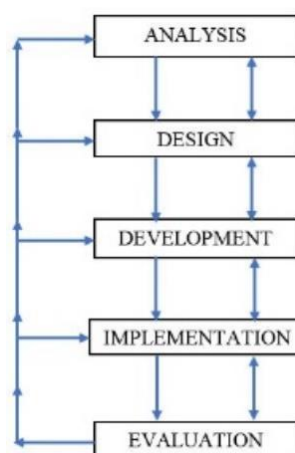
Hybrid learning will make learning more innovative because there are variations in learning in interaction and discussion (Lord & Lomicka, 2008) (Delecay & Leonard, 2002), and Hybrid learning makes the classroom atmosphere conducive because students are happy and active in learning (Buzzetto & Sweat, 2006) (Melton & Joanne, 2009). Learning in the form of Hybrid learning is one of several alternative efforts to improve the quality and quantity of the lecture process (Sutisna, & Vonti, 2020). the implementation of learning using learning tools based on the hybrid learning learning model that utilizes Google Classroom is effective in terms of student learning independence and is able to improve student learning outcomes (Lisdawati, 2020). Through learning using Hybrid learning, students and lecturers can interact in learning

across distance, time and space. Hybrid learning digital technology offers alternative facilities that can be used by everyone. University is a formal educational institution that takes advantage of technological developments. As a form of progress in information technology, currently learning tools as one of the learning resources needed by lecturers have shifted forms for the learning process of hybrid learning, including learning international bridal make-up. Bridal make-up is one of the productive subjects that must be mastered by make-up students. This course consists of national and international bridal make-up. The results of observations and interviews showed that there were still many students who were unable to do bridal makeup.

Lack of media and completeness of learning tools are the reasons for the lack of bridal makeup skills. The development of learning tools is considered necessary in order to answer challenges in hybrid learning where the entire learning process is carried out in the SIPDA Unimed Learning Management System (LMS). Unimed as an institution has designed SIPDA as the university's official LMS, in which the LMS has been designed so that lecturers and students can easily communicate according to the agreed lecture plans for one semester. This LMS system can help teachers or lecturers to plan and create syllabus, manage learning materials, manage student lecture activities, manage grades, recapitulate attendance, display grade transcripts, discuss and conduct quizzes. Conventional devices that are currently used are deemed necessary to be converted into digital devices. So that lecturers and students can carry out the learning process properly and efficiently. Based on the background above, the researcher intends to develop a hybrid learning-based international bridal make-up learning tool by utilizing Unimed's SIPDA Learning Management System with the hope that the development of learning tools in the form of lesson plans, assessment instruments, e-books, and international bridal make-up learning videos can be used for learning, can support student learning so that it is easier to understand international bridal makeup theory, makeup techniques and bridal bun styling, as well as the use of bridal clothing and accessories. the basics for doing fantasy makeup well, and adding learning references so that it can improve student learning achievement, especially in the blended learning process as it is today.

## II. METHODS

This research was carried out at the Cosmetology Education Study Program, Medan State University for students in the even semester of the 2021/2022 academic year. The development model used is the ADDIE development model by applying Unimed's SIPDA Learning Management hybrid learning. The development process is carried out with several tests by a team of experts and research subjects on a limited and wide scale (in the field) and revised to improve the final product that is tested empirically and has no more errors (Cahyadi, 2019).



**Fig 1.**ADDIE Development Procedure

The development stage of learning tools with the ADDIE model based on hybrid learning begins with analysis. At this stage an analysis of learning problems is carried out, an analysis of student character and an analysis of device needs. The second stage is design. at this stage it is carried out to compile a hybrid learning learning design, arrange groups of students who are involved and make a flow of writing RPS, E-

Books and videos. The third stage is development. at this stage product development is carried out in the form of learning tools. the fourth stage is implementation, at this stage product validation and trials are carried out on students. the last stage is evaluation. At this stage the effectiveness test is carried out on students. the trials in this study were carried out by distributing questionnaires given to students to determine student interest in the textbooks being developed. Questionnaires are made on a scale of 1 to 5. Guidelines and scoring criteria for interpreting (Criterion Percentage of Response/scoring criteria guideline) (Sudijono, 2009).

III. RESULT AND DISCUSSION

Learning devices are equipment to carry out processes that enable educators and students to carry out learning activities (Zuhdan, 2011). Learning Devices are things that must be prepared by the teacher before carrying out learning. The development of learning tools needs to be done in hybrid learning. Hybrid learning is a learning method that combines face-to-face learning and web-based learning.

The development of learning devices based on hybrid learning uses the ADDIE development model (analysis, design, development, implementation and evaluation). At the analysis stage, an analysis of product needs is carried out by distributing product needs questionnaires. Data on student needs for products were obtained by 92% which stated that learning tools were needed in hybrid learning based learning. The second stage is design. At this stage, the design of the learning device is made. The learning tools made are RPS, Bridal Make Up E-book with ISBN and International Bridal Make Up Learning Videos. The third stage is development. At this stage the development of learning devices is carried out. The following are learning tools that have been developed.

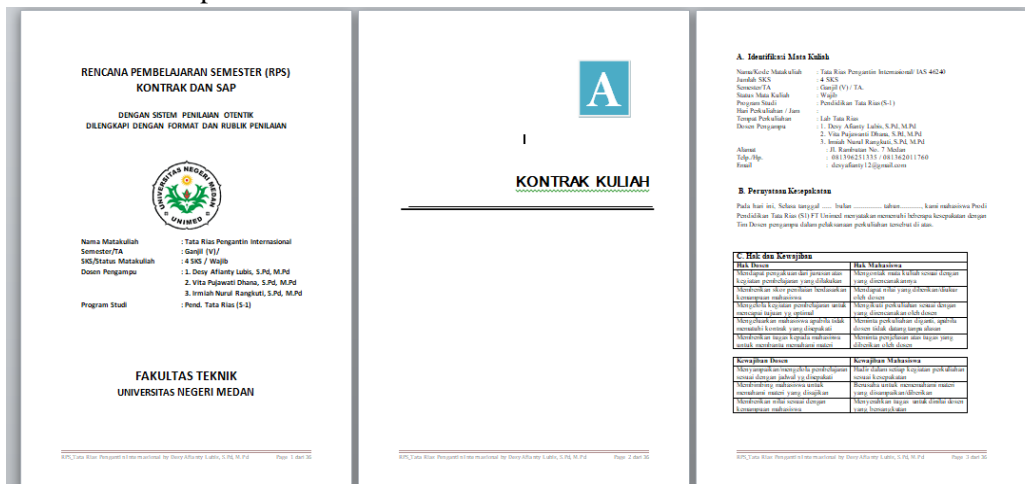


Fig 2. Learning Devices in the form of RPS

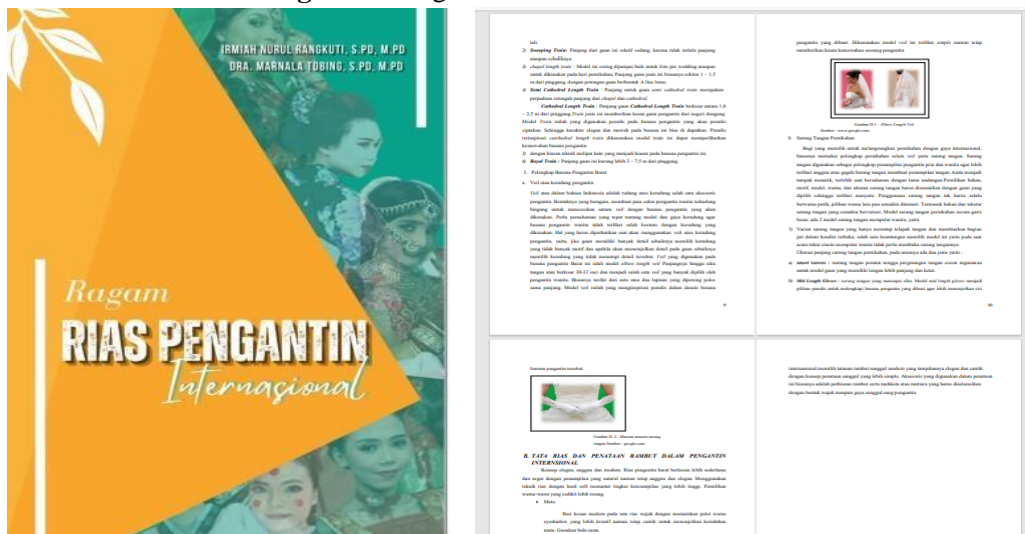
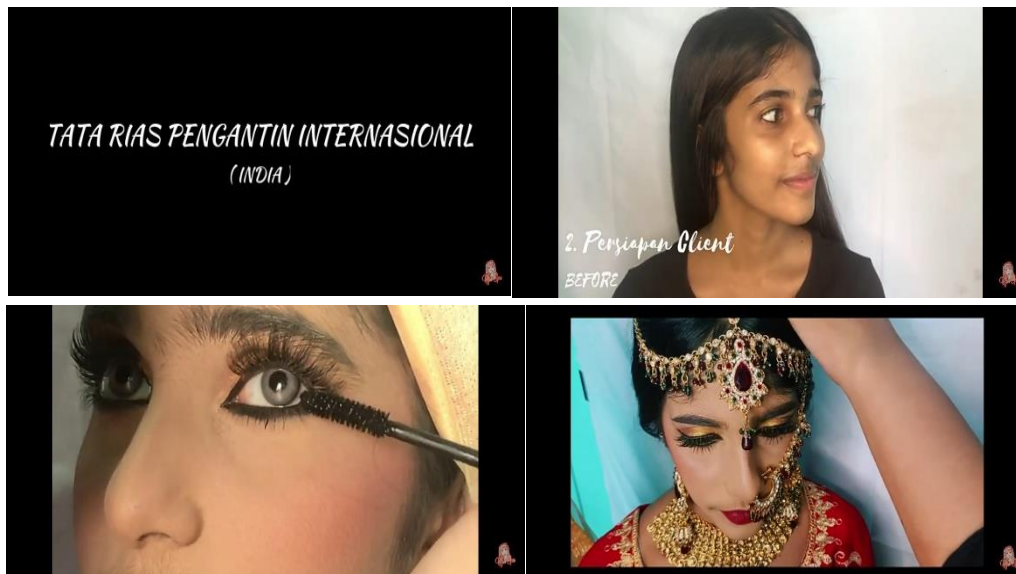


Fig 3. International Bridal Makeup E-book



**Fig 4.** Video of international bridal make-up learning

The next stage is implementation. At this stage validation is carried out by media experts and material experts. The results of the media expert's assessment were 87.50% in the very feasible category and material experts were 89.25% in the very feasible category. From the data above it can be seen that the learning device is suitable for use in learning using the hybrid learning method. Trials were also carried out on students to see the effectiveness of learning devices. The test results show that the learning tools developed for international bridal make-up courses fulfill the requirements for use in learning in the Medan State University cosmetology education program. This is shown from the results of data processing ( $t_{count}=3.285$ ) at a significance level  $\alpha = 0.05$  with  $dk$  56 obtained ( $t_{table} = 1.67$ ), then ( $t_{count} > t_{table}$ ), the effectiveness of using learning tools in an effort to improve learning outcomes is 80.46%.

The evaluation stage is carried out by looking at the benefits of learning tools. The results of the study from groups of students who studied using learning tools were 71.72%. From these data it proves that the use of learning devices through the unimed SIPDA learning management system is more effective than students using learning devices without utilizing the unimed SIPDA learning management system. Hybrid learning has significantly higher learning effectiveness than students from face-to-face courses and shows that students in hybrid learning classes feel a stronger sense of community than students in traditional classrooms (Bryan & Hua-Huei Chiou, 2014). Furthermore, the research results of Aristika also show that there are significant differences in learning outcomes and motivation between learning using hybrid learning and conventional learning. Learning using hybrid learning is able to motivate students to study more actively (Aristika, 2021).

#### IV. CONCLUSION

The results of the study show: (1) The development of learning tools is feasible for use in hybrid learning. development of learning tools using the ADDIE development model. The results of the media expert's assessment were 87.50% in the very feasible category and material experts were 89.25% in the very feasible category. (2) Hybrid Learning-based learning tools by utilizing the SIPDA Unimed Learning Management System are more effective in increasing students' competence and knowledge in learning international bridal make-up hybrids. from the results of data processing ( $t_{count}=3.285$ ) at a significance level  $\alpha = 0.05$  with  $dk$  56 obtained ( $t_{table} = 1.67$ ), then ( $t_{count} > t_{table}$ ), the effectiveness of using learning tools in an effort to improve learning outcomes is 80.46%. The evaluation stage is carried out by looking at the benefits of learning tools. The results of the study from groups of students who studied using learning tools were 71.72%.

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