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Trisnani Widowati



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# The Ability to Produce Media Presentation among Beauty Study Program Students to Prepare Competence Vocational School Teachers

Trisnani Widowati

*Home Economic Department, Faculty of Engineering, Universitas Negeri Semarang, Kampus Sekaran, Gunungpati, Semarang, 50229, Indonesia*  
Corresponding author: niwid272@gmail.com

**Abstract.** One of the challenges of this 21st century teachers are teachers who are professionals and always use it in creative ways to convey the subject matter, including the creative use of media in learning. Problems that arise are as Vocational School teachers, Beauty Study Program students have not mastered the manufacture of media presentations. Class action research conducted in three phases with the learning cycle include planning actions, implementation measures, observation/evaluation of the action, and reflection, showed an increase in the results of the study are seen from the average value derived from 55.76 on Cycle I became 71.59 on cycle II and 78.33, in cycle 3. The obstacles encountered in the process of learning that is a limited time for any learning, students are not used to plan the creation of media presentations, limitations of materials supporting the creation of student-owned media presentations: images, animations, videos and the custom copy-paste material. The given solution to overcome the barriers that is emphasized again the steps of making a media presentation, the granting of duty as an exercise, and evaluation

## INTRODUCTION

The development of science and technology and a rapidly increasing demand a teacher not only renew the mastery learning material continuously but must also have the ability to deliver learning material effectively to their students. The quality of the learning activities are also determined by the teacher's teaching ability so that as educators, teachers should observe the basic aspects of learning activities.

Professional teacher always use creative ways in delivering subject matter, including the creative use of media in learning<sup>1</sup>. High-quality learning media is a media development through a process of selection, design, production, and is used as an integral part of the system of learning<sup>2</sup>. It is in accordance with the criteria of the 21st century, teachers must have the understanding that learning in school must be presented as attractive as possible, hence the presence of multimedia in the classroom is a must<sup>3</sup>. Thus a teacher is required to master the use of information and communication technologies in particular computers in the learning activities.

Based on the observations most students already have a laptop but have not been able to use its full potential to support the lesson activities especially in the manufacture of media presentations. The problem that arises is students have not mastered the manufacture of media presentations, therefore as a prospective teachers SMK ability in making learning media in particular media presentations should be improved.

Research results Wicaksono, et,all<sup>4</sup> proved that there is a growing ability by training teachers to create and use media learning through peer tutors who at the beginning of the average ability of teachers in using media learning 28.91 increased be 56.09. Likewise, the results of the research implementation workshop Mehram<sup>5</sup> showed very significant can enhance the ability of the high school teacher Assisted in using microsoft powerpoint slides as a medium of instruction.

It is in accordance with the opinion of Rusman<sup>3</sup> stating the multimedia presentation is one of the media that needs to be mastered in the era of technology and communication at this time, due to the use of the presentation as one method of learning occupies most high frequency compared to other methods. According to Newby, et al<sup>6</sup> media presentation is used to describe the materials to its theoretical orally by the teacher, because in the presentation video can be added at certain material as an additional approach to clarify material presented as well as for learning of classical.

In addition, in the presentation of the teacher can convey, dramatizes or provide information to learners as well as teachers can insert questions that allow students to answer the questions given the teacher or ask a question appropriate the material presented. Thus the interaction in the presentation is controlled by the teacher so that produce effective communication<sup>7</sup>. It is suitable Miarso opinion stating that the media is anything that is used to stimulate the mind, feelings, attentions and volitional students so as to encourage the occurrence of self learning students. Based on the above, it is very important for hairstyling courses students improve the ability of making ICT based media presentations in preparation for Prospective Vocational School Teachers "

## METHODS

Research is a class act, i.e. a form of research that is both reflective of which do some specific action in order to improve and enhance the quality of learning in the classroom are more professional. Subjects in research this is a class act student courses hairstyling semester 4 total 21 children. Class action research was conducted in March-June 2017 within 3 (three) cycle. Each cycle of once meeting with time 100 minutes. Class action research was conducted with 3 cycles and the flow of research in Fig. 1 as follows

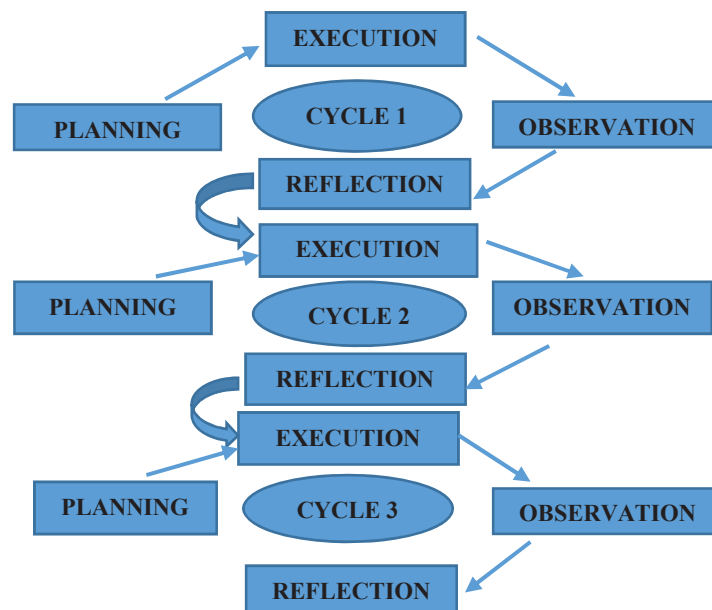


FIGURE 1. Class action research

## Research Instrument

This class action research used two research instruments, namely:

1. Study Results fact sheet  
This sheet is used to record the results of student learning from cycle 1 to cycle 3
2. The observation Sheet.

Observation sheet used to observe and record the results of the observations about the participation of the students in the class in the learning process, including: concentration, enthusiasm, responsibility, and the courage of the students asking questions

## **Data Collection**

Data collection as follows:

1. Observation Techniques, used to collect data about the liveliness of the students in the class, include: concentration, enthusiasm, responsibility, may ask the question, and the courage to answer the question.
2. Ttest Technique, used in research is the creation of media presentations on each cycle in accordance with the criteria
3. Interview techniques, used to collect qualitative data, especially about an overview of the implementation of the study.

## **Data Analysis**

The techniques used for data analysis in this research is descriptive analytic techniques with the following explanation:

1. Quantitative Data obtained from the study results sheets using analysis of percentages, with the formula

$$P = \frac{JSS}{JS} \times 100\%$$

Description:

P = Percentage

JSS = number of students in the score

JS = number of students

2. Qualitative Data obtained from the observation sheets, classified based on the aspects that made the focus of the analysis.

Quantitative data and qualitative data then is associated as the basis for describing the increased ability of making ICT-based presentation media, marked by increasing learning results and changes in participation (behaviour in class) It entails.

3. In accordance with the characteristics of the study is done, the resulting data is analyzed from a descriptive basis-percentage and in accordance with the assessment criteria:

The value of 85 – 100 = excellent

The value of 80 – 85 = more than good

The value of 70 – 80 = good

The value of 65 – 70 = more than enough

The value of 60-65 = pretty

The value of 55 – 60 = less than adequate

The value of 50-55 = less

## **RESULTS AND DISCUSSION**

### **Performance Indicators**

Performance indicators of the quantitative data set criteria that increases learning results acquisition of making media presentations on categories above indicates the criteria to improve the quality of learning in this classroom action research. If in cycle III category very good larger percentage from cycle II, means an increase in the quality of learning. Otherwise as in cycle III category very good smaller or equal percentage with cycle II, means an increase in the quality of learning is not a positive one. The number of performance indicators from qualitative data established that increased student activity and increased positive attitude both in terms of quality as well as quantity as an indicator of increased learning positive, from cycle to cycle. If the reverse happens then as an indication of less successful in this Class Action Research treatment.

## Description Prior To The Cycle

Before the class action was conducted research, observation and questioning conducted on students about media presentation creation ability, and it's been done in lecture presentations. Based on this input is obtained that the student in making media presentation is not based on the correct criteria include: emphasis/emphasis (the limelight), unity, harmony/consistency and balance and in 4 of these criteria There are applications: text, images, sound and graphics & movie.

The above case is also followed by the liveliness of the students (in-class behavior) in the learning process is not optimal. Preliminary observations with observations include: concentration, enthusiasm, responsibility, courage and liveliness of asking questions answered questions, obtained a score of liveliness students (behavior in class).

## Description Results Of The Cycle I

### 1. Planning the action Cycle I

Planning actions designed in order to enhance the ability of making ICT- based media on Beauty Study Program student in preparation for prospective Vocational School teachers are as follows:

**First:** setting up device research, include:

The plan of implementation of the learning that include: basic competencies, learning outcomes, indicators, learning objectives, instructional material, method of learning, the learning steps, tools and resources/materials, and assessment (scoring). Then make the observation sheet and students make student learning results sheet

**Second:** explains the various criteria for the creation of media presentations.

Explains the emphasis/emphasis (the limelight), unity, harmony/consistency and balance and applied in: text, images, sound and graphics & movie.

**Third:** gives the opportunity to students to answer orally to questions surrounding the emphasis/emphasis (the limelight), unity, harmony/consistency and balance that has been described. It is conceived to find out the extent to which the results of student learning.

### 2. The implementation of the Action cycle I

A learning plan that has been designed in the planning phase, carried out entirely at this stage. In the outline of its activities include things as follows:

a) open the lessons include: apersepsi and motivation that is given to the student.

b) core Activities: delivering the presentation media-making criteria based presentation design principles, namely:

a. The emphasis (emphasis), often also referred to as the center of attention.

In any design presentation slides which will be the center of attention. Emphasis can be given on an element or group of elements. Emphasis may also be given to the most important parts of the contents of the presentation. Emphasis can be given in several ways, for example: the size of the largest, most conspicuous colors or obtrusive, animation, sound, or with the addition of a movie.

b. Harmony

Harmony with regard to taste or feeling. Harmonies can be created in various ways. The color combinations will create harmony. The variations of size/volume for letters/forms will create harmony. So did variations of the form will create harmony.

c. Unity and Consistency

Unity (Unity) and consistency will keep the attention of audien. Unity here does not mean without variation. Unity can be created for example by using the same letters but with different size. The font size for the title-e.g.-28 pt, while regular text size 20 pt. Use the same letter with the same size and color for each of your subtitles will create consistency. If you use a design template, use the same template design for an entire slide will create unity and consistency.

d. Balance

The balance related to the placement of design elements of presentation made up: text (display screens that show the words with different style font, shape & color settings with some emphasis to attract attention),

image ( picture), movie (to give a clear picture in the presentation), animation, Value or tone, texture, sounds, Volume or size.

Balance is a comparison of the composition of the right side and the left side or bottom side with the upper side. The balance can be divided into two kinds:

-Symmetrical or formal Balance. The side that opposed having the weights equal or balanced.

-Asymmetrical Balance. The opposite side has a lighter weight are not the same.

-Direction balance can be divided into: Radial and Diagonal

- c) closing Activities, include: activities make learning results sheet the students through the formative problem, and closing greetings

### 3. Observations

The observation is done from the beginning to the end of the learning process. I cycle to note the liveliness of the students (in-class behavior) include: concentration, enthusiasm, responsibility, courage and the courage of asking questions, answering questions.

### 4. Reflection

Based on the results of observation and student learning outcomes, then the researcher Sets

- what has been achieved by students in understanding the criteria of making media presentations
- material that is not yet fully understood by students in the creation of media presentation
- things that need to be fixed in the next cycle

**TABLE 1.** Student Learning Putcomes Data Cycle 1

No.	Category	Score	The Number Of Students	Percentage
1	Good one	85 – 100	0	0%
2	More than good	80 – 85	0	0%
3	Good	70 - 80	1	4.76%
4	More than enough	65 – 70	1	4.76%
5	Enough	60 – 65	2	9.52%
6	Less than adequate	55 - 60	7	33.33%
7	Lacking	50 - 55	10	47.6%

Based on that Table 1, it can be known to students still don't understand and apply the principles of design in the making of the media presentation of the results of the study looks at the cycle I pointed out most of the score 50-55 = 47.6% (10 persons) and score 55-60 = 33.33% (7 people).

Observations about the participation of the students in the class obtained the following data shown in Table 2.

**TABLE 2.** Student Participation Data Cycle I

No.	Category	Score	The Number Of Students	Percentage
1	very good	5	0	0%
2	good	4	2	9.52%
3	Good enough	3	4	19.04%
4	Less good	2	15	71.42%
5	Not a good	1	0	0%

Student activity data in Table 2 was almost the same as the data results of the learn cycle I in table 1, which scored 4 only 9.52%, 19.04% as much as a score of 3 and 2 pretty much 71.42%. But the presence of several students who got good learning results score 3 of 9.52%.

## A Description of The Results The Cycle II

### 1. Planning the action Cycle II

Action planning cycle II is basically the same as the action on the Planning Cycle I. However there are additional actions on cycle II, namely providing solutions to student learning outcomes is still less well or well enough in order to increase the message to be good or very good

2. The implementation of the Action cycle II

A learning plan designed at the stage of planning, carried out entirely at this stage. In the outline of its activities include things as follows:

- open the lesson: apersepsi and motivation
- core Activities: delivering the presentation media-making criteria based presentation design principles, namely: emphasis (emphasis), often also called limelight, harmony, unity and consistency and balance. Cycle II is also more focused on the placement of design elements of presentation made up: text (display screens that show the words with different style font, shape & color settings with some emphasis to attract attention), image (image), movie (to give a clear picture in the presentation), animation, Value or tone, texture, sounds, Volume or size.
- closing Activities, include: activities make learning results students sheet through the formative problem, and closing greetings.

3. Observations

The observation is done from beginning to end of the learning Cycle II to record observations about the liveliness of the students in the learning activity.

4. The results of research and reflection the cycle II

After done actions on Cycle II, student learning results sheet from the retrieved data as follows.

**TABLE 3.** Student Learning Outcomes data Cycle II

No	Category	Score	The Number Of Students	Percentage
1	Good Once	85 – 100	0	0%
2	More than good	80 - 85	2	9.52%
3	Good	70 – 80	13	61.90%
4	More than enough	65 – 70	3	14.28%
5	Enough	60 – 65	1	4.76%
6	Less than adequate	55 – 60	2	9.52%
7	Lacking	50 - 55	0	0%

In Table 3 it seems clear an increase in learning results from cycle to cycle I II. Provenstudent get score 80- 85 = 9.52% (2 persons), score 70-80 = 61.90% (13 people). The increase in the results of the study clearly visible if in cycle I, the lowest value 50-55= 47.6% (10 people) are the lowest value cycle II is on the value of as much as 55-609.52% (2 people). Improvement of the learning results, it was supported by an increase in student activities (behavior in class) in cycle II. From student observation sheet on cycle II obtained the following data:

**TABLE 4.** Student Participation Data Cycle II

No	Category	Score	The Number Of Students	Persentase
1	very good	5	0	0%
2	good	4	17	80.95%
3	Good enough	3	4	19.04%
4	Less good	2	0	0%
5	Not a good	1	0	0%

The data in Table 4 students may look the more increasing, who got the score 4 = 80.95%, score 3 as much as 19.04%

### Description Of Cycle III Results

1. Planning the action Cycle III

Action planning cycle II is basically the same as the action planning Cycle I and cycle II. Additional action on cycle III also provides solutions to student learning outcomes is still less well or well enough in order to increase the message be good or very good.

2. The implementation of the Action cycle III

A learning plan designed at the stage of planning, carried out entirely at the stage of implementation. Outline of activities include the following:

a. open the lesson: apersepsi and motivation

b. core Activities: delivering the presentation media-making criteria based presentation design principles, namely: emphasis (emphasis), often also called limelight, harmony, unity and consistency and balance. Cycle III is also more accentuated on the placement of design elements of the presentation on kesimbangan: text (selection of words with different style font, shape & color settings with some emphasis to attract attention), image (select the image proper), movie (to give a clear picture in the presentation), animation, value or tone, texture, sounds, volume or size.

c. closing Activities, include: activities make learning results students sheet through the formative problem, and closing greetings.

3. Observations

The observation is done from beginning to end of the learning Cycle III and also observations about the liveliness of the student in following the activities of learning.

4. The results of research and reflection Cycle III

After done actions on Cycle III, of student learning results sheets retrieved data as follows.

**TABLE 5.** Student Learning Outcomes data Cycle III

No	Category	Score	The Number Of Students	Percentage
1	Good Once	85 – 100	2	9.52%
2	More than good	80 - 85	9	42.85%
3	Good	70 – 80	10	47.61%
4	More than enough	65 – 70	0	0%
5	Enough	60 – 65	0	0%
6	Less than adequate	55 – 60	0	0%
7	Lacking	50 - 55	0	0%

In Table 5 the apparent existence of a significant increase in the learning results of the cycle cycle II to III. students who obtain a score 85-100 = 9.52% (2 persons), score 80-85 = 4.85% (9 people), score 70-80 = 47.61% (10 people). The increase in the results of the study clearly visible in cycle II, the lowest value 50-55 = 47.6% (10 people) are the lowest value cycle III on the value of 70-80 as much as 47.61% (10 people). Improvement of the learning results, it was supported by an increase in student activities (behavior in class) in cycle II. From student observation sheet on cycle III obtained the following data:

**TABLE 6.** Student Participation Data Cycle III

No	Category	Score	The Number Of Students	Percentage
1	very good	5	18	85.71%
2	good	4	3	14.28%
3	Good enough	3	0	0%
4	Less good	2	0	0%
5	Not a good	1	0	0%

The significance of the increase in the learning results, apparently supported by increased activity of students (behavior in class) in cycle III, the Data in Table 6 students may look the more inflated, according to the results of student learning data in the Table 5. There is a growing data based on the criteria of good and very good. To know the increase in student learning results from cycle to cycle III I, can be seen in the results of the study data between cycles on the Table 7.



**TABLE 7.** Intercultural Learning Results data Cycle

No	Name	Cycle 1	Cycle 2	Cycle 3
1	Wulan	55	71.25	71.25
2	Maida	52.5	75	82.25
3	Zaskia	55	80.75	83.75
4	Niken	61.25	78.75	86.5
5	Salsa	62.5	75.75	80
6	Erni eka	55	74.5	77.5
7	Amalia	57.5	72.5	80.5
8	Jasmine	51.25	70	70
9	Faiza hamida	51.25	70	70
10	Sofa	51.25	58.75	73.25
11	Mega ayu	50	60	71.25
12	Bias nurul	51.25	57.5	72.5
13	Faiz.R	53.75	68.75	75
14	Alfi putri	71.25	74.5	75.75
15	Abida layyina	55	73.25	84.25
16	Meyti farah	53.75	75.75	82.5
17	Anggit oviana	57.5	68.75	75
18	Sulfi ainun	65.75	72.5	80.75
19	Stefanie ratna	57.75	75	82.5
20	Alfiah	51.25	69.5	86
21	Siti nur	51.25	80.75	84.5
	Total	1171	15035	1645
	Average	55.76	71.59	78.33

Based on the data in Table 7 can be inferred that the ever increasing student learning outcomes on the category on the top of the cycle to cycle indicates the criteria to improve the quality of learning in this classroom action research. In other words, the performance indicators of the quantitative data can be achieved on a cycle III, so no need for action at the next cycle.

Class action research results in order to improve the ability of making media presentation-based ICT Beauty Study Program students as preparation for prospective Vocational School teachers can be done as follows: the discussion. First, the generally increasing student learning results from cycle to cycle indicates the criteria to improve the quality of learning in this classroom action research. And increased ability of making ICT-based presentation media students from cycle to cycle showed an increase in positive attitude both in terms of quality as well as quantity as an indicator of increased learning positive. Second, the increased ability of making ICT-based media presentation, which in this case is marked by an increase in student learning outcomes and the liveliness of the students in the class; began to seem real from cycle to cycle I II, and more tangible longer learning from quality improvement cycle cycle II to III. Where in the cycle of learning results acquisition III students attain the criteria of good, better and best, and was followed by an increase in the participation of students who are also all reached the criteria of good and very good. Third, this research essentially as an attempt to get the how to of learning more effective, in particular in order to improve the ability of making ICT based media presentations for Beauty Study Program students preparation of prospective vocational school teachers

## CONCLUSION

Through research proven class actions can improve the ability of making ICT-based presentation media Beauty Study Program students in preparation for prospective Vocational School teachers. Class action research conducted in three phases with the learning cycle include planning actions, implementation measures, observation/evaluation of the action, and reflection, showed an increase in the results of the study are seen from the average value derived from 55.76 on Cycle 1 became 71.59 on cycle 2 and 78.33, in cycle 3.

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