Development of Techniques of Evaluation of Courses Hairdressing Hairstyling Education Departement of Family Welfare Education Faculty of Engineering University of Semarang

by Trisnani Widowati

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Abstract: Problems that need attention are: 1) whether assessment techniques that had been carried out in accordance with the expected competencies? 2) How development of techniques of evaluation of courses arrangement of hair which can describe the achievement of competencies, 3) how to determine the appropriate assessment techniques with competency courses hairdressing? The research method used is research development by using the steps listed below: 1) analyzes needs, 2) develop indicators and assessment technique courses hairdressing, 3) the evaluation of the learning process with do the observations and analyzes the results of the practice. The results showed that the development of the technique of evaluation of courses arrangement of hair using a procedure that is systematic way, based on analysis of needs and through the stages of evaluation as an attempt for the refinement of the product, so it can be use to enhance learning outcomes the course arrangement of hair. In addition to the effective, efficient and have the urgency, the development of techniques evaluation in hairdressing courses hair can be used as in common perception hairdressing course teacher and engage students to be able to assess the results of mutual between friends truthfully. Suggestions based on these research results: 1) development of techniques evaluation in Hairdressing courses can be used as an individual practice for students to assessing each other so that will train the honesty and openness. 2) the limit number of 5th student's hairdressing study program, we need to do research on a larger group, 3) In need to develop and evaluating assessment on hairdressing courses together so teachers will have the same commitment and perception.

1 INTRODUCTION

Learning according to UUSPN no 20-year 2003 is the process of interaction with educators and learners learning resources in a learning environment. Learning as a process of learning by teachers to develop the creativity of thinking that can enhance the ability of thinking learners, and can increase the capability of constructing new knowledge in an effort to improve a good mastery of the material against learning.

Mastery Learning materials against measurable learning outcomes are achieved by learners. According to Gagne and Briggs (1988), the results of the study was the ability of the person is obtained after he followed a certain learning process. Being Reigeluth (1983) says that the results of the study are the observable behaviour that demonstrates the capabilities of the person.

The result is the measured capacity of learning changes the desired individuals based on traits or congenital variables through the treatment of specific learning. According to Bloom, Kemp, Morrison and Roos there are five main categories in the learning outcomes, namely: 1) get new knowledge; 2) improve cognitive ability; 3) developing skills psycmotor; 4) has the ability in finding and solving problems; 5) changing attitudes, values, beliefs, or feelings (Caffarella: 2001). The results of the study were the appearance that can be observed through the performance of learners (learner's performance).

The results of the study are expressed in the form of the score obtained by students through the process of evaluation or assessment after following the test held completed the process of learning and of the score may be provided information about the knowledge and skills that have been acquired learners. The results of the evaluation or assessment is used to know the mastery of the competencies of

the students and the effectiveness of the learning process.

The results of the evaluation or assessment in hairdressing courses, is expected to also describe the expected competency attainment. Standards of competence courses hairdressing is students have an understanding of the concept of skill mastery & hairdressing & making bun. A standard of competence is still spelled out in a variety of basic competencies and indicators which should be controlled by students.

Hairstyling courses majoring in family welfare Education Faculty of Engineering University of Semarang is a relatively young course so need to do development to refine the program-the program so that the better. Based on observations in the judgement or evaluation of hairdressing bun-making there is tendency & rated based the end result or the result of the practice of structuring the bun is done by students and assessment conducted globally or thorough without using criteria that should exist in concept structuring.

In the guidelines for the assessment of BSNP (2007) said after identifying competencies will be assessed as well as renders the indicators that made reference, in addition one or more of the appropriate valuation techniques. Based on the foregoing it is necessary do an evaluation technique development can fill or complement existing shortcomings during this learning courses in hairdressing Hairstyling Courses majoring in family welfare Education Semarang State University Engineering Faculty.

2 METHODS

The steps of the process of research and development showed a cycle, beginning with the need, problems that need solving by using a particular product. Broadly speaking there are three measures of research and development, namely: 1. the preliminary study, it examines the theory and observe the existing products or activities; 2. the development of a new product or program activities; 3. test or validate a product or program activities that are new (Gall &,2003 Borg: 8)

In summary will explain the three steps research and development as follows:

3.2 Preparation of development or early studies, which consists of:

a. first, research and collect data including measurement needs, observing, research on a small scale, the study of literature that deals with the theory and concepts of hairdressing.

b. second, planning the development of the technique of evaluation of courses arrangement of hair that is drafting plans for research, including the skills required in the performance of research, the formulation of goals to achieve, develop the design or steps of research.

2. development of model, consisting of:

a. three, development drafts the initial product.

b. four, doing initial product trials, namely: the evaluation done by colleagues who have an adequate competence in hairdressing

c. fifth, the repair of the product the initial trial results.

d. six, performing 2 trials, namely: the evaluation performed material expert (expert Judgement), in addition to the evaluation of the expert (expert judgement), a test product 2 are performed by students.

e. seven, make improvements and refinements based on 2 trial results and analysis.

3. Trying models, this step consists of:

f. eight, field trials

g. nine, the consummation of final product based from input test results implementation field.

h. ten, product implementation

Type of data obtained by experience, working on, asking and observing. field trial of development techniques is quantitative and qualitative evaluation. Qualitative data in the form of feedback and suggestions on improvements obtained from interviews in the form of suggestions and criticisms in written and oral while quantitative data is obtained from the results of the evaluation of hairdressing.

In the capture data obtained from students, teachers courses hairdressing courses, developed an instrument of research. This instrument is of reference materials development interviews and rubric. While the main instrument in this research proposal is a researcher. This is done in order to facilitate adjustment in the process of with real conditions.

There are two types of instruments used in the research of the development of this guidelines interview and question form, both of which are used to: 1) knowing the need for guidelines or criteria of evaluation/assessment courses hairdressing; 2) as an instrument to get input from teachers hairdressing courses against: a) the Receivable product developed i.e. benefits/usefulness for teachers hairdressing courses, b) precision, which includes relevant products developed to meet the needs of teachers hairdressing courses, c) which includes how realistic implementation learning hairdressing courses.

2.1 Data Analysis Techniques

Analytical techniques used are descriptive guidelines or percentage to analyse and assessment of development level in assessing the subject matter eligibility, quality and usability as well as the relevance of product development. With the formula:

$$P = f/N \times 100\%$$

Description: f = the frequency of the subjects
            N = total of number

To take decisions using criteria set out as follows:

Table 1. The criteria determine the percentage

Value	Scale of assessment	Qualifications
4	81 – 100 %	Very good
3	66-80%	Excellent
2	56-65%	fair
1	0-55%	bad

3 RESULTS

3.1 The Results of the Needs Analysis

Based on the observations in the judgement or evaluation of hairdressing courses or making bun there is tendency is assessed based on the end result or the result of the practice of structuring the bun is done by students. Appraisal practice only assessed on form and the assessment conducted globally or thorough without using criteria that should exist in concept structuring.

The results of interviews conducted with lecturer hairdressing courses shows: 1) Yet the existence of a deep determination criteria for hairdressing courses, 2). The existence of the criteria facilitates the duties of Lecturer in evaluating student performance, 3) students can be involved in the evaluation, namely evaluating the between friends, 4) necessity of similarity criteria for courses hairdressing.

3.2 Development of the Technique of Evaluation of Hairdressing Courses

Based on these results, it is necessary the evaluation techniques developed on courses arrangement of hair. Engineering evaluation organized by competency courses hairdressing and syllabus courses on hairdressing hairstyling courses.

Evaluation developed consists of: 1) planning implementation practices, 2) implementation process, 3) the evaluation of the results of the practice. The planning and implementation process of practice developed through observation sheet i.e. completeness of the tools, techniques, sasak in comb, punctuality and cleanliness. The results are evaluated through the practice of the evaluation sheet use the rubric as a guide his judgment.

This research was developed based on the goals of learning in courses hairdressing Hairstyling Courses at the Department of family welfare Education Faculty of Engineering University of the country. In this study the evaluation techniques used for lectures which developed and maintained along with hairdressing courses lecturer

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At this stage it conducted trials with some of the steps undertaken include: self-appraisal (developer), expert appraisal (material), try out, individual field try out.

1). Self-appraisal, repairs done by the developers themselves. A sentence or Word that is less precise is the revision immediately.

2.) Expert appraisal (material), a stage that is necessary to get feedback or feedback obtained from expert hairdressing materials through the submission of some of the questions that are arrayed in the now

with four (4) choices are: the level of urgency, uses/benefits, the level of representation and efficiency.

Based on the table above shows that the criteria/indicators on the assessment/evaluation of hairdressing courses have importance, usefulness/benefits, clarity, precision and efficiency. It shows that the categories of assessment/evaluation of hairdressing courses developed with the assessment rubric shows excellent results

3). An Individual trout, in the development of criteria for the assessment of students is involved so openly students understand assessment procedures courses hairdressing. Students are expected to give input as well as understand the readability and clarity of the assessment criteria. At this stage given to students who have outstanding achievements, medium and low.

Based on the results of individual try out shows that overall assessment categories for the evaluation of courses arrangement of hair that was developed using the excellent classified section

4.) Field try out, evaluation engineering application testing courses hairdressing done on students who attended the course semester 5 hairdressing 18 people

4 DISCUSSION

4.3 The Deliberations of the Expert Review and Analysis Results

Based on the data in table 2 appears to indicate that the development of the technique of evaluation of courses hairdressing is important/urgent, clear and precise, helpful and efficient. Explanation of the results of the study as follows:

a. development of the technique of evaluation of courses arrangement of hair is very important to equate the perception for teacher's hairdressing courses

b. indicators in the assessment/evaluation is very beneficial for teacher's hairdressing courses to be conscientious in carrying out the evaluation.

c. facilitate the evaluation with clear indicators so that highly efficient

d. order of assessment has the accuracy and suitability of the material with a hairdressing course.

e. Assessment Criteria are given very clear making it easier and save time in his assessment of assessments.

4.3 Discussion of the Results of the Analysis of an Individual try out

The results obtained from individual try out in principle is to openly students understand assessment procedures hairdressing courses. Students are expected to give input as well as understand the readability and clarity of the assessment criteria. At this stage given to students who have outstanding achievements, medium and low. The results can be presented as follows:

a. Assessment criteria are given very clear so as to facilitate students in understanding.

b. Provide great benefits in determining the direction of the practice

c. Assessment criteria as well as the level of assessment is very clear so that students can assess the results of practice

d. indicators and criteria in accordance with the learning material of courses arrangement of hair.

4.3 Discussion of the Results of a Field Try Out

The results showed an increase in try out field that quite clearly between the assessment stage 1 assessed globally by the stage 2 assessment using criteria-based evaluation instruments and observation sheets. That is because the evaluation instruments developed in this assessment began in the preparation, process and results.

5 CONCLUSIONS

The principle of developing the engineering evaluation/procedure of courses arrangement of hair consists of:

a. The research collected data include measurements of & needs, observing, study of literature related to the theory and the concept of learning.

b. The planning development of techniques of evaluation of courses setup of hair that is drafting plans for research, including the skills required in the performance of research, the formulation of goals to achieve, develop the design or the steps of research.

c. The development of drafts of the initial product. Development of the technique of evaluation of learning, the learning process and evaluation instruments.

d. The initial product testing, evaluation is carried out by colleagues and students. Colleagues who have adequate competence in the matter.

e. Repair product early trial results.

f. Test 2/field trials, comprising: evaluation and expert evaluation by the student.

g. Repairs and refinements based on 2 trial results and analysis.

The success of the development of the technique of evaluation of courses arrangement of hair can be seen in the results of the assessment phase 1 assessed globally by the stage 2 assessment using criteria-based evaluation instruments and observation sheets. The results of the first assessment of the results showed the lowest 64 and highest 84 were on the assessment phase 2 results of lowest 69 and highest 89. Are the results of the expert evaluations of individual material and try out results are very good?

Based on the results of the research showed that the development of the technique of evaluation of courses arrangement of hair using a procedure that is systematic way, based on analysis of needs and through the stages of evaluation as an attempt for the refinement of the product, so it can be used to enhance learning outcomes the course arrangement of hair. In addition to the effective, efficient and have the urgency, the technique of evaluation of courses arrangement of hair can be used as in common perception for teacher's hairdressing course and engage students to be able to assess the results of mutual between friends broadly truthful and open.

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