DEVELOPING GERIATRIC FACE MAKEUP ENRICHMENT BOOK FOR STUDENTS OF SKIN BEAUTY PROGRAM IN VOCATIONAL HIGH SCHOOL

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Abstract

This study aims to produce a proper and effective Geriatric Makeup book as enrichment material for beauty students at Vocational School. This study used a research and development approach with a Four-D model. This model consists of four steps of development; they are Define, Design, Develop, and Disseminate. The product feasibility test was carried out by two material experts and two media experts. The feasibility test results were subsequently tested for agreement between experts through Cohen's Kappa coefficient test. The book's effectiveness was seen by the gain score when implemented using a quasi-experimental design with a one-group case study. The research subjects were 28 students of the XI beauty class of SMK N 3 Purworejo. The data collection instrument were observation guidelines, interview guidelines, expert validation sheets, student response questionnaires, and ability tests. The study results show that the enrichment book fulfills the eligibility criteria based on the expert material with a score of 3.59 (very good). According to the expert, there was an agreement between experts of 0.64 (good) and fulfilled the eligible criteria with a score of 3.70 (very good). There was an agreement between expert 1.00 (very good). The developing enrichment book was effective to be used by beauty class XI students SMK Negeri 3 Purworejo with an understanding gain score of 0.5 (moderate) and with a skill gain score of 0.71 (high).

Keywords: *enrichment book, geriatric face make up, skin beauty students*

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INTRODUCTION

Economic development in life has influenced human life, including the way people think about how people can work and survive. The same with the development of people's purchasing power which makes new business ventures grow rapidly. Not only the need for food and clothing, the need to look beautiful and stunning seems to be a necessity for modern society.

Makeup is an art that aims to beautify the face by accentuating parts that are already beautiful and disguising or covering up flaws in the face. Make-up also aims to support one's self-confidence (Tilaar, 1999). The use of makeup cannot be separated from women of all age to keep their appearance beautiful. Makeup services are very much needed at certain events, such as weddings, graduations, or attending formal events. The need make-up for women aged 40 years and over is not as much as for young people, but these needs will remain and cannot be ignored.

Human resources are expected to have special competences to face the competitive world of work. Therefore, they need to acquire knowledge, understanding, and also skills in order to keep up with the demands of the world of work. One of the efforts to improve human resources quality is through vocational education.

Vocational school is a school level that directs students to have certain skills. Accroding to the Regulation of the Minister of National Education of the Republic of Indonesia No. 23 of 2006, vocational school aims to improve intelligence, knowledge, personality, noble character, and skills of students so that they are ready to face the world of work or follow further education in accordance with their vocational program. To work effectively and efficiently, and develop expertise and skills, they are expected to have high stamina, master their field and the basics of science and technology, have a high work ethic and be able to communicate in accordance with the demands of their work, and have the ability to develop (Regulation of Minister of National Education No. 22 of 2006). The business world does not only demand skills, but also a good work ethic for its workers. With these demands, students must instill a good work ethic in themselves from an early age.

In the decree of the minister of manpower and transmigration, Indonesian national working competence standard or *standar kompetensi kerja nasional* Indonesia (SKKNI) is one of the requirements so that training or education and assessment can produce a workforce that is in accordance with industry needs (Decree of the Minister of Manpower and Transmigration No. KEP.248/ MEN/XII/2008). Thus, the competencies taught at vocational secondary school (*sekolah menengah kejuruan* (SMK) or *Madrasah Aliyah Kejuruan* (MAK)) vary widely according to their fields of expertise. One of them is the Beauty Expertise area with the Hair and Skin Beauty Expertise Program. The skin beauty program has six skill competencies, namely competence in the care of hands, feet, nail art, special make-up, and creativity. One of the basic competencies in special makeup subjects that SMK/MAK students majoring in skin beauty must master is geriatric makeup (makeup for elderly women or 40 years and over). However, the results of observations at SMK Negeri 3 Purworejo showed that many students are less interested in practicing geriatric makeup. Students had difficulty in applying cosmetics and correcting facial conditions in learning geriatric makeup practice so that learning geriatric makeup in class became ineffective.

The results of the interview with the beauty teacher at SMK Negeri 3 Purworejo stated that the low understanding and value of geriatric makeup practice was influenced by the low knowledge of students about geriatric makeup techniques, students lacking geriatric makeup practice, students were less innovative in finding out geriatric makeup techniques. It can be caused by several things, such as the learning media used by the teacher that is very few and not varied. Resources for learning geriatric makeup are still very limited. The Library of SMK Negeri 3 Purworejo only has beauty books volume 1, volume 2, volume 3, and geriatric makeup modules which have not been used for a long time because they are no longer relevant to current developments. Meanwhile, the make-up learning module does not contain geriatric makeup technique material.

Learning to use various types of learning resources provides benefits to students, including: finding hidden talents in someone who have not been visible so far, allowing learning to take place continuously so that learning becomes easily absorbed and more ready to be applied, and students can learn according to the available time (Abdullah, 2012). Learning resources can be in the form of data, people or certain forms used by students in learning. Learning resources can be used sepa-

rately or in combination to make it easier for students to achieve their learning goals (Darmono, 2010). Learning resources are all sources including messages, people, materials, tools, techniques, and backgrounds that are used singly or in combination to facilitate learning activities and improve learning performance (Januszewski & Molenda, 2008).

Textbooks are part of the teaching materials used by teachers and students to help the learning process run well. Teaching materials are textbooks which one of the factors that can determine success in learning. Without adequate teaching materials, it is difficult to realize a learning process that leads to optimal learning outcomes (Basuki et al., 2015). This is in line with Muslich (2010) who defined that textbooks are books that contain descriptions of subject matter in a field of study that are systematically arranged and have been selected based on objectives, learning orientation, and student development for assimilated.

Textbooks have many functions and benefits for students. Textbooks provide facilities for students in independent learning activities. Lau et al. (2018) said that textbooks can serve as a means for users as work guidelines to be studied so as to direct and stimulate students in facilitating the teaching and learning process. The function of textbooks is to help achieve competency learning objectives through experiences, exercises, and information presented in textbooks.

Textbooks are one of the supporting factors in learning activities at school. Textbooks consist of five components, namely: (1) titles; (2) basic competence or main material; (3) supporting information; (4) training; and (5) assessment (Prastowo, 2015). Based on the classification by the Bookkeeping Centre of Yogyakarta Municipality Education Office, there are four types of educational books, namely textbooks, enrichment books, reference books, and educator manuals (Office of Education of Yogyakarta Municipality, 2019). Regulation of the Minister of National Education of the Republic of Indonesia No. 2 of 2008 article 6 (2) also states that in addition to textbooks, educators can use educators' manuals, enrichment books, and reference books in the learning process. Muslich (2010b) defines a textbook as a book that contains a description of the subject matter of a field of study that is systematically arranged and has been selected based on objectives, learning orientation, and student development to be assimilated.

Textbook is teacher guides in guiding the learning material contained in the book. It is considered a means to achieve educational goals (Milligan et al., 2017). It represents a source of information structured and sequentially based in a particular field of study. Textbooks are essentially an operational description of the curriculum content (Sitepu, 2012). Textbooks are student handbooks as instructional media (Effendi, 2009). Textbook is used as a learning tool in learning activities, both in class and outside the classroom. This is in accordance with the opinion of Nikonovaa et al. (2016), that textbooks are a type of information from educational books that represent the basis of scientific knowledge on a particular subject, in accordance with state educational standards and didactic requirements and officially approved.

Non-text textbooks include all enrichment books that support the learning process at every level of education and other types of books that develop knowledge so that a proper school library can see the book. The Regulation of the Minister of Education and Culture No. 8 of 2016 states that non-textbooks are not equipped with Student Worksheets, such as in the form of question sheets to test students' understanding of book content (Dewayani, 2018).

In the Regulation of the Minister of National Education of the Republic of Indonesia No. 2 of 2008 in chapter 1, enrichment books are books containing material that can enrich textbooks at the primary and secondary education levels. In addition to a good content, enrichment books must also be presented in a fun manner so that it can foster students' interest in reading. Enrichment books serve to improve students' thinking skills and broaden their horizons towards the environment based on current knowledge. Specifically, enrichment books can increase knowledge, skills, and personality insights for students.

According to Butcher et al. (2008), enrichment books are included in the category of learning resources in the form of materials. Materials are everything in the form of written text, printed, electronic records, web, and others that can be used for learning. Meanwhile, according to Kustandi and Sutjipto (2011), enrichment books are included in learning media (printed media). Learning media is a tool that can help the learning process and serves to clarify the message conveyed so that it can achieve better and perfect learning goals (Kustandi & Sutjipto, 2011).

Based on the need of the research and limitations of the problems, the problems in this study can be formulated as follows: (1) How is the development of an enrichment book for geriatric makeup as a teaching material for geriatric makeup for Beauty program students of SMK Negeri 3 Purworejo? (2) What is the feasibility of the Geriatric Makeup enrichment book for Beauty program students of SMK Negeri 3 Purworejo? (3) How effective is the Geriatric Makeup enrichment book for Beauty students of SMK Negeri 3 Purworejo?.

RESEARCH METHOD

The research and development (R&D) approach with a Four-D development model from Thiagarajan et al. (1974) was used to produce a certain product and test its effectiveness (Sugiyono, 2013). The development procedure is elaborated as follows.

The Define Stage consists of (a) Front-end Analysis, in which facts and alternative solutions are presented to determine the initial steps in development. (b) Student Analysis (Learner Analysis), analyzing students including the media, learning topics, language, and formats to be selected and developed to achieve learning objectives. (c) Task Analysis, analyzing basic competencies and indicators related to the material to be developed. (d) Concept Analysis helps to obtain a set of examples and not examples. (e) Analysis of Learning Objectives (specifying instructional objectives), to analyze the learning objectives to determine indicators based on material analysis and competency analysis. This set of objectives forms the basis for constructing test and instructional designs.

The Design Stage consists of: (a) Constructing Criterion Referenced Tests. Criteria-based tests change the objectives in outline for the development of learning tools. (b) Media Selection, selected according to student analysis, concept analysis and task analysis, characteristics of target users, and deployment plans. (c) Format Selection Designing learning content, selecting learning approaches and sources, organizing and designing learning material content in the development of Geriatric Makeup enrichment books including design, layout, pictures, and writing. (d) Initial Design, in which the design of instructional media for the Geriatric Makeup enrichment book that has been made by the researchers is then given input by the supervisor. This design is in the form of draft I of the instructional media for Geriatric Makeup enrichment books

The Development Stage consists of: (a) Expert Appraisal, where the instructional media for the geriatric makeup enrichment book that has been compiled (draft I) is assessed by material and media experts. After the learning media for the draft I was declared feasible and revised, the learning media for the geriatric makeup textbook draft II was produced. (b) Product Testing (Development Testing), the results of testing on this product become a reference in improving the learning media developed. Thus, the learning media developed are becoming increasingly relevant to needs.

The Dissemination stage includes disseminating and testing the effectiveness of the final product learning media for limited geriatric makeup enrichment books to Beauty program teachers and students at SMK Negeri 3 Purworejo.

Product Trial Design

In the prroduct feasibility test, the product developed goes through a due diligence process by experts before being tested in the field. The feasibility trial involved two experts: media experts and material experts. In the preliminary trial, it is conducted to determine the response of teachers and students to the Geriatric Makeup enrichment book that was developed to get suggestions in the development of the Geriatric Makeup enrichment book. This initial trial involved a teacher of geriatric makeup subject and 15 students of class XII beauty program at SMK Negeri 3 Purworejo. In the product effectiveness test, the trial was carried out to determine the level of attractiveness and improvement of student learning outcomes by using the Geriatric Makeup enrichment book. Product testing was carried out using the one-group pretest and posttest case study technique done by comparing the students' pre-test and post-test scores, as presented in Formula (1), where X is the treatment, O_1 is pre-test, and O_2 is post-test.

$$O_1 \quad X \quad O_2 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots.. (1)$$

Data Collection Technique

The data were collected by uisng several techniques, elaborated as follows. (1) Observation was conducted to observe the school's situation directly about the condition of the school used as the place for implementing the learning media product. (2) Interviewing aims to collect the data about the teacher learning model and students' characteristics from the school that will be used as the implementation place of learning media product. The interview was done by two parties, they are interviewer who give the question and interviewee who answer the question (Kamdi, 2007; Moelong, 2014). (3) Testing was done to observe the quality of the enrichment book that was developed. It was done by measuring the skill, knowledge, and intelligence.

Data Analysis Technique

Techniques of analyzing data used in this research consist of: (1) qualitative analysis, in which it describes the results of observations, interviews, lecturer suggestions, validation, and documentation notes when implemented. Some suggestions will be used for product improvement while documentation notes are described to determine the usefulness of the product being developed. (2) Quantitative analysis is used to process numerical data obtained through a product assessment questionnaire using a Likert scale with four-level criteria. A questionnaire contains of questions that are used to obtain information or responses regarding the Geriatric Makeup enrichment book that has been developed. (3) Feasibility analysis, in which there are two expert validation assessment instruments, they are material experts and media experts. The determination of the range of scores and the eligibility criteria for the Geriatric Makeup enrichment book developed in this study refers to Table 1 (Wagiran, 2013), in which Mi is the Mean ideal, SD is the standard deviation. Meanwhile, Mi can be gained by calculating $\frac{Highest\ score\ +\ Lowest\ score}{2}$, and SD is obtained by calculating $\frac{Higest\ score-\ Lowest\ score}{6}$.

Table 1. Product Eligibility Criteria

No	Interval	Criteria
1	(Mi+1.5 SD) > X ≤ (Mi+3 SD)	Very good
2	Mi > X ≤ Mi + 1.5 SD	Good
3	Mi – 1.5 SD > X ≤ Mi	Bad
4	Mi – 3 SD ≥ X ≤ Mi – 1.5 SD	Very bad

Based on the results of expert judgment in the development of an enrichment book for geriatric makeup, an agreement was obtained through the calculation of Cohen's Kappa coefficient test using SPPS version 16.0 as shown in Table 2.

Table 2. Product Eligibility Criteria

No	Kappa Index	Category
1	<0.40	Low
2	0.40 – 0.60	Moderate
3	0.61 – 0.75	Good
4	>0.75	Very good

RESULTS AND DISCUSSION

Preliminary Analysis

The analysis was done with interview and observation. The interview was done by involving the teacher as the interviewees. From the interview's result showed that teacher experienced problems in delivering material related to geriatric make-up because of the difficulty of finding references to geriatric makeup. The references used in the learning process still use very limited books and modules. The printed books used are not in accordance with the material presented, the printed

books are presented with text without pictures, such as it was not in accordance with the current trend. From the preliminary analysis it can be concluded that more references are needed for learning geriatric makeup.

Learning Analysis

This analysis was done by interview and observation. Interviews involve teachers and students as resource persons. The results of the interview show that students are less enthusiastic about geriatric makeup lessons because they are assigned to learn independently from PowerPoint in English. According to the students in the interview, learning with such methods and media felt boring because they do not understand the language used. The absence of a tutorial or geriatric makeup demonstration is also the reason students have difficulty in practicing.

The results of the learning analysis showed that the learning media used were not effective in increasing interest and learning outcomes of geriatric makeup. From the results of the learner's analysis, it can be concluded that there is a need for the development of instructional media that can help students in learning geriatric make-up, especially when practicing.

Task Analysis

The material used in the development of this enrichment book is geriatric make-up. It outlines about the skills and knowledge that required to do the face makeup for elderly women.

Concepts Analysis

The material used in the development of this enrichment book is geriatric make-up material with basic competencies, they are describing special makeup (geriatric makeup) and doing special makeup (geriatric makeup) according to the curriculum and syllabus of beauty vocational high schools. The main materials written in the geriatric makeup syllabus are: (1) various kinds of special makeup tools (geriatric makeup); (2) the benefits of special makeup tools and materials (geriatric makeup); (3) special makeup materials according to purpose (geriatric makeup); (4) benefits of makeup ingredients (geriatric makeup); (5) various geriatric makeup cosmetic products; (6) various geriatric makeup cosmetic products; (7) special cosmetic functions for makeup (geriatric makeup); (8) definition and purpose of geriatric makeup; (9) diagnosis of facial shapes and abnormalities based on the analysis sheet; (10) techniques for applying basic cosmetics; (11) techniques to camouflage wrinkles and facial abnormalities with makeup cosmetics according to the procedure; and (12) color selection in geriatric makeup.

Analysis of Learning Objectives

The final stage of the definition is to formulate learning objectives. The analysis of learning objectives in developing this enrichment book is in accordance with the curriculum and syllabus of beauty vocational high schools, namely: (1) students can understand the meaning of geriatric makeup; (2) students can understand the purpose of geriatric makeup; (3) students can understand the characteristics and conditions of geriatric facial skin; (4) students can diagnose facial skin types; (5) students can understand geriatric makeup techniques; (6) students can prepare work areas, personal needs, and customers according to standards; (7) students can prepare tools, materials, and cosmetics according to hygiene sanitation procedures; (8) students can do geriatric make-up according to the procedure; and (9) students can make corrections to geriatric facial skin.

Design

The second stage in developing this enrichment book aims to design an enrichment book that can be used in learning geriatric makeup. This design stage is done in four processes, elaborated as follows. (1) Constructing the test based on criteria, in which it is the assessment of the appropriateness of the geriatric makeup enrichment book for material and media experts, teacher and student responses, and questions. (2) Selecting media, where in the design stage, this teaching material was developed using Microsoft Word, Adobe PhotoShop CS6, and Corel Draw X7. The making of this

textbook used the services of an illusator to design layouts, views, and illustrations in accordance with the concepts designed by the researchers. (3) Format selection, which consists of designing the learning content, selecting learning approaches and resources, organizing and designing book contents, and making book designs. The format of the geriatric makeup enrichment book was adapted from the standard assessment of textbooks by the National Board for Educational Standard, namely textbooks with a size of b5 (176 mm x 250 mm). The material is divided into five chapters, they are the definition of geriatric makeup, makeup tools and materials, facial diagnosis, facial correction, and geriatric makeup work steps. This enrichment book displays more pictures with the aim of making it easier for students to understand geriatric makeup material and can help in practicing geriatric makeup. (4) Initial design, in which the design of the Geriatric Makeup enrichment book can be described as follows. (a) The cover page contains the material title, UNY symbol, thesis title, and the author's name. (b) The book's spine contains the author's name, graphic design name, photographer's name, makeup name, and model name. (c) The foreword contains an outline of the making of an enrichment book for geriatric makeup, as well as thanks to those who have helped. (d) The table of contents contains the location of the entire content of the geriatric makeup enrichment book. (e) The material in the geriatric makeup enrichment book contains five chapters of material consisting of definition of geriatric makeup, tools and materials, facial diagnosis, facial correction, and work steps. (f) The makeup sheet contains photos of geriatric makeup.

Development Stage

The development stage begins with the preparation of draft I of the Geriatric Makeup enrichment book, expert validation (media experts and material experts). The validation results are used for revision so that it becomes the second draft of the geriatric makeup enrichment book that is ready to be tested on students. After being tested and revised again, an enrichment book for geriatric makeup lessons is ready to be distributed.

Expert Appraisal

Material Expert Validation

The results of the material validation for the geriatric makeup enrichment book for each aspect are (1) the content feasibility aspect obtains a score of 3.68. (2) The presentation feasibility aspect obtains a score of 3.55. (3) The language assessment aspect gets a score of 3.5. Overall, the results of the material expert's assessment of the geriatric makeup enrichment book show a score of 3.59 with an A. The score is in the Very Good category. It is concluded that the developed geriatric makeup enrichment book is feasible to be tested in the field according to the material expert. Test results of the Cohen's Kappa coefficient on the results of the material expert's assessment of the geriatric makeup enrichment book obtained a Cohen's Kappa coefficient of 0.64 which means that there is an agreement between material expert 1 and material expert 2 in the Good criteria.

Validation of Media Experts

The results of media validation for the geriatric makeup enrichment book for each aspect are (a) the size of the book gets a score of 4.00. (b) The cover design aspect receives a score of 3.9. (c) The aspects of the content design aspect obtains a score of 3.6. Overall, the results of the media expert's assessment of the geriatric makeup enrichment book show an overall score of 3.7 with an A in the Very Good category. It is concluded that the geriatric makeup enrichment book developed is feasible to be tested in the field according to media experts. The results of the Cohen's Kappa coefficient test on the results of the media expert's assessment of the geriatric makeup enrichment book obtain a Cohen's Kappa coefficient value of 1.00, which means that there is an agreement between media expert 1 and media expert 2 in Very Good criteria.

ProductTesting (Development Testing)

Product testing in this study involved one geriatric makeup subject teacher and 15 students of class XII Beauty. This trial was conducted on January 10, 2019 at SMK Negeri 3 Purworejo.

Teacher Response Assessment

Based on the test results of the teacher's response to the geriatric makeup enrichment book that was developed, it showed an average score of 3.9 with a value of A. The score is in the very good category. Based on the results of this assessment, it shows that the Geriatric Makeup enrichment book is in accordance with the needs in the field.

Assessment of Student Responses

The results of testing the responses of students to the geriatric makeup enrichment book that were developed showed an average score, it is 3.6 with an A. The score was in the Very Good category. Based on the results of this assessment, it shows that the geriatric makeup enrichment book is in accordance with the needs of the students.

Product Revision

Revision Based on The Expert Suggestion

After the Geriatric Makeup enrichment book has been assessed, the next stage is a revision based on the assessment, evaluation, and suggestions given by the material expert. Inputs and suggestions from material experts on the development of an enrichment book for geriatric makeup are (1) changing the image of the eyebrow tweezers that are not suitable, (2) changing the image using the foundation. In the previous picture, the use of foundation directly from the foundation without being transferred to the plate first, this shows a lack of hygiene. (3) Changing the usage image tinting. In the previous picture using tinting directly from the place tinting without being moved to the plate first, this shows less hygiene. (4) Creating an evaluation sheet.

Revision Based on Media Experts

After geriatric makeup enrichment book get an assessment, the next stage is a revision based on the assessment, evaluation, and suggestions given by media experts. Inputs and suggestions from media experts on the development of an enrichment book for geriatric makeup are as follows: (1) changing the cover design so that there is a UNY logo, and (2) including a statement that this book is the result of research.

Disemination

After trial, the next stage is the dissemination stage. The aim of this stage is to disseminate an enrichment book for geriatric makeup. The distribution of the geriatric makeup enrichment book was carried out by giving geriatric makeup enrichment books to Beauty program teachers and libraries at SMK Negeri 3 Purworejo with the hope that the geriatric makeup enrichment book could be used as a learning medium. In the dissemination stage of this study, implementation was carried out to determine the effectiveness of the product being developed. The technique used to test the effectiveness of this product is atechnique one-group pre-test and post-test case study involving all students of class XI majoring in Beauty at SMK Negeri 3 Purworejo totaling 28 students. The effectiveness is evidenced by the increase in the pre-test and post-test student learning outcomes (scores ofgain score).

Based on the analysis of the value of understanding carried out, it is known that the gain value of the pre-test average value and the post-test average value is 0.5, in the medium category. Based on the skill value analysis that has been carried out, it is known that the gain score from the average value of the pre-test mean and the post-test mean score was 0.71, in the medium category and was declared effective for use in class XI of beauty program at SMK Negeri 3 Purworejo.

Discussion

Product Feasibility Study

Enrichment book of the geriatric makeup in this study is a development of the existing geriatric makeup textbooks. The development of it lies in additional components that have not been

contained in the previous geriatric makeup enrichment book. These components include the work steps of geriatric makeup through pictures descriptions coherently so that they can be illustrated more realistically. In addition, in the development of the geriatric makeup enrichment book, geriatric makeup material is explained more broadly, starting from tools and materials to work steps and practice questions.

The appropriateness of it as a learning medium that aims to improve the students' geriatric makeup skills is determined based on expert judgment. The experts who gave the assessment were geriatric makeup material and media experts. The geriatric makeup enrichment book is deemed fit to be used as a learning medium if the material expert and media expert's assessment meets the minimum criteria, namely getting a good category score.

Feasibility Study of Material Experts

The results of the validation analysis of the geriatric makeup enrichment book by material experts in terms of the aspects of content feasibility, presentation feasibility, and language assessment showed a score of 3.59 in the Very Good category. Based on the results of the analysis, it shows that the development of the geriatric makeup enrichment book meets the eligibility requirements and is declared feasible by the material expert. Thus, the geriatric makeup enrichment book can be used as a learning medium for geriatric makeup.

Feasibility Study of Media Experts

The results of the validation analysis of the geriatric makeup enrichment book by media experts in terms of book size, book cover design, and book content design showed a score of 3.70 in the Very Good category. Based on the results of the analysis, the development of an enrichment book for geriatric makeup has the eligibility requirements and is declared feasible by media experts, so the developed enrichment book can be used as a learning medium for geriatric makeup.

Product Effectiveness

The effectiveness of the geriatric makeup enrichment book consists of the effectiveness of improving the learning outcomes of geriatric facial enrichment knowledge and the effectiveness of improving the learning outcomes of students' geriatric makeup practice. The effectiveness of the geriatric makeup enrichment book can be seen based on the increase between the pre-test and post-test scores of the learning outcomes of geriatric makeup knowledge and the learning outcomes of geriatric makeup practice.

Comprehension Value of Geriatric Makeup

The learning result of students' knowledge of geriatric makeup got the pre-test average score of 2.36 and the mean post-test is 3.18. The score from the average value of the pre-test and the mean post-test score is 0.5. Based on the analysis of the value of understanding that has been carried out, the geriatric makeup enrichment book developed is in the moderate category and is declared effective for use in class XI Beauty program of SMK Negeri 3 Purworejo.

Value of Geriatric Makeup Skills

The pre-test average value of the learning outcomes of students knowledge of geriatric makeup is 2.67 and the average value of the post-test is 3.62, and the average value of pre-test and the mean post-test score is 0.71. Based on the analysis of the value of understanding that has been carried out, it can be concluded that the Geriatric Makeup enrichment book developed is in the high category and it is effective to use in class XI Beauty program of SMK Negeri 3 Purworejo.

Relevant Research Studies

This research is inseparable from relevant previous research studies used as a reference in determining the research position, one of which is by Novita and Yuswati (2013). The study used the R and D cycle research method by Borg and Gall. It shows the success in making media as an

increase in student success in learning geriatric makeup. The similarity with this research is the material used in media development. The difference with this research is the media developed and the method of development.

Another similarity is found in the product assessment in their research, about the development of geriatric makeup video media for vocational school students, such as validating by material experts and media experts to get revision suggestions. The difference is that this research is assessed by (1) material experts, in terms of the feasibility of content, presentation feasibility, and language assessment. (2) The results of the validation analysis of the geriatric makeup enrichment book by media experts are reviewed from the aspects of book size, book cover design, and book content design. (3) The effectiveness of the geriatric makeup enrichment book consists of the effectiveness of improving the learning outcomes of geriatric facial enrichment knowledge and the effectiveness of improving the learning outcomes of students' geriatric makeup practice. Whereas in the research on the development of geriatric makeup video media for vocational school students, the assessment of the products developed was carried out by students, among others (1) assessing the quality of the display of the developed media according to their needs and interests in following audio-visual learning. (2) the results of the evaluation carried out by students to show success in making media as an increase in student success in learning.

CONCLUSION

Based on the results of the analysis and discussion that has been carried out, this research can be concluded as follows. (1) The appropriateness of the geriatric makeup enrichment book developed in this study was assessed according to material experts in terms of the aspects of content feasibility, presentation feasibility, and language assessment. It is shown that the development of a geriatric makeup enrichment book had the eligibility requirements and was declared feasible by the expert. Thus, the geriatric makeup enrichment book can be used as a learning medium for geriatric makeup. (2) The effectiveness of the book developed in this study is in accordance with the calculation of the gain score. It can be concluded that the geriatric makeup enrichment book developed is in the medium category for understanding values and high categories for skill values and declared effective for use in class XI of Beauty program students at SMK Negeri 3 Purworejo.

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