

## **Influence of Drill Method in Improving Basic Cosmetology Skills of Deaf Children in Special School**

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### **Abstract**

This research is an experimental study with a quantitative approach with the design of *One Group Pre-test and Post-test*. This study aims to find out the influence of *drill* methods in improving basic cosmetology skills in deaf children. The subjects used in this study were deaf students of SMPLB class VII in SKh Negeri 02 Kota Serang which amounted to 4 people. Based on the results of inferential statistical analysis using the wilcoxon test formula ( $t$ ) indicates that  $T_{\text{calculate}} = 0$  and based on the critical value for the wilcoxon test at the significance level of 0.05 with the sum  $N < 7$ , obtained  $T_{\text{table}} = 0$ , then  $H_0$  is rejected because  $T_{\text{calculate}} = T_{\text{table}}$ . This means that the hypothesis proposed in this study is accepted. This shows that the drill method is influential in improving the basic makeup of deaf children in SKh Negeri 02 Serang City.

**Keywords:** basic cosmetology skills; deaf child; *drill* method.

### **Abstrak**

Penelitian ini merupakan penelitian eksperimen dengan pendekatan kuantitatif dengan rancangan *One Group Pre-test and Post-test*. Penelitian ini bertujuan untuk mengetahui pengaruh metode *drill* dalam meningkatkan keterampilan dasar tata rias pada anak tunarungu. Subjek yang digunakan dalam penelitian ini adalah siswa tunarungu kelas VII SMPLB di SKh Negeri 02 Kota Serang yang berjumlah 4 orang. Berdasarkan hasil analisis statistik inferensial dengan menggunakan rumus uji wilcoxon ( $t$ ) menunjukkan bahwa  $T_{\text{hitung}} = 0$  dan berdasarkan nilai kritis uji wilcoxon pada taraf signifikansi 0,05 dengan jumlah  $N < 7$ , diperoleh  $T_{\text{tabel}} = 0$ , maka  $H_0$  ditolak karena  $T_{\text{hitung}} = T_{\text{tabel}}$ . Artinya hipotesis yang diajukan dalam penelitian ini diterima. Hal ini menunjukkan bahwa metode *drill* berpengaruh dalam meningkatkan tata rias dasar anak tunarungu di SKh Negeri 02 Kota Serang

**Kata kunci:** keterampilan tata rias; metode *drill*; tunarungu.

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## **INTRODUCTION**

Vocational skills are abilities that are developed and learned to deepen one's expertise for particular field that leads to a job and can realize the work so that in the future a person can meet the needs of life and compete properly in the field career world. Vocational skills are certainly an important aspect for every individual because in addition to deepening skills, vocational skills can be used as a means to develop talent or as a place of self-proof through achievement so that learning begins to be prioritized including in the world of education. Rasdi Ekosiswoyo and Joko Susanto (2015: 1) suggest that vocational educators are educational programs whose learning is associated with one's preparation for a particular job or field, vocational education is an education that is devoted and covers all types of

work.

Currently vocational skills learning is held in almost all schools including for children with special needs, one of which is deaf children. According to Dwidjosumarto in Endang Rusyani (2021:7) suggests that someone who is not or less able to hear a voice is said to be deaf. The barriers to deaf are divided into two, namely: deaf and lack of hearing. Deaf people are those whose sense of hearing is damaged or impaired to a severe degree so that hearing no longer works, while lack of hearing is those whose sense of hearing is damaged but still serves to hear, either with or without the use of hearing aids. Based on this opinion, deafness can be defined as an individual or someone who has damage to the sense of hearing whether it still has residual hearing or loss of hearing ability as a whole so that it has an impact on communication skills.

Vocational skills learning for deaf children has been programmed through the curriculum in an effort to encourage children to develop abilities and be the first step to accommodate their potential. The type of skills taught is determined by the school based on the child's ability and class level. Deaf children can learn various types of skills in a wide scope because they are not limited to physical or cognitive skills.

One of the vocational skills that children with hearing barriers can learn is cosmetology. Harymawan (1993: 134) suggests that cosmetology is an art by using cosmetics that are applied to create a role face by giving makeup or giving changes to a person to perform by using the right atmosphere or reasonable makeup.

In Indonesia itself, cosmetology activities develop to suit the needs or become characteristics of an area so that makeup or make-up is divided into several types, namely; traditional or ethnic makeup, fantasy makeup, art makeup, character makeup, and corrective makeup. Of course, a person's ability to apply various types of make-up starts from basic makeup skills.

Nowadays, makeup has become an skill aspect that is widely associated with other activities with different needs in everyday life such as wedding makeup, tor makeup for stage needs, or used as a Support in certain professions so that cosmetology has great opportunities and is in demand in the world of work. Cosmetology learning for deaf children can be started from basic makeup with corrective / natural types. This type of basic makeup can be used as a first step to introduce learners to various tools and types of makeup that are commonly used such as foundation, powder, eyebrow pencil, eye shadow and lipstick.

Maximum achievement certainly starts from learning that is done simply but gradually until the skills that are pursued can be mastered properly. In line with this, the use of the drill method is considered suitable to be applied in basic stage cosmetology learning. According to Roestiyannah (2001:125) suggests that the drill method is a way of teaching or learning that leads students to carry out exercise activities so that students have dexterity or skills that are higher than what has

been learned.

Helmiati (2012: 75), suggests that the drill method aims to show the skill of doing something that builds a habit because it is done repeatedly in learners. This method will help children to better understand the process of cosmetology learning because it is done repeatedly so as to form a habit, so it is expected that learners will learn faster to master the skills and can utilize them in everyday life.

In Banten Province, vocational education in the field of cosmetology has long been developed and facilitated quite well. The local government shows its attention through activities or competitions that are carried out as a form of appreciation for children's skills. Activities that have been carried out by the Education and Culture Office of Banten Province one of them is the inauguration of the Indonesian Special Education Teachers Association (IGPKHI), with this inauguration educators are expected to create a superior working group and program in order to be able to realize the learning goals well so that it will improve the quality of human resources (HR) especially children with special needs, especially in the field of grammar, makeup and dress. Of course, this program can motivate children to be more confident and ready to jump into the world of work. In addition, the Banten provincial government also often holds provincial-level vocational skills competitions for children with special needs with various categories, one of which is the field of cosmetology. Furthermore, the regional government of Banten province facilitates children who managed to win the champion to continue their work to the national level.

Based on the results of observations in SKh Negeri 02 Kota Serang, cosmetology learning for deaf children is focused on the SMPLB and SMALB levels but has not been studied in focus and implemented in everyday learning like other vocational skills. Schools will only provide learning if there are certain activities or events related to cosmetology so that the development of these skills cannot be said to be maximal. When studied, learning is only done once and then learning at the next meeting is replaced with other vocational skills such as sewing, wood craft and others. Although the talents of learners in the field of cosmetology have not been seen thoroughly, teachers consider some learners to show interest in cosmetology learning. The biggest possibility of obstacles that will be faced in learning is the language barrier so that children need time to understand and need several repetitions to achieve maximum results. From the results of the interview can be concluded that vocational learning for deaf learners in SKh 02 Kota Serang has not received maximum guidance so that the learning needs to be improved.

Based on the above explanation, researchers are interested in knowing the extent of the influence of drill methods in basic cosmetology learning. Therefore, the researcher decided to raise a study entitled "The Influence of Drill Method in improving basic cosmetology skills in deaf children in SKh Negeri 02 Kota Serang".

## METHOD

Research method is a way used by researchers in collecting their research (Arikunto 2013: 203). This research was conducted to find out the extent of the effect of drill methods in improving basic cosmetology skills in deaf children, especially in applying foundation, powder, eyebrow pencil, eye shadow, and lipstick. The method used in research is an experimental method that aims to show the presence of causation between free variables and bound variables.

The method of research used in research is an experiment with a quantitative approach, the reason using this experimental method is to demonstrate the existence of a cause-and-effect road between free variables and bound variables. Sugiyono (2017: 72) suggests that experimental research methods are methods used to seek the influence of certain treatments on others under controlled conditions. The design used in this study was One Group Pretest-Posttest. The experimental research design used is as follows:

**Table 1.1**

***One Group Pretest and Post-test Design Scheme***

<i>"One Group Pre-test and Post-test design"</i>			
<i>Group</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
Experiment	→ O <sub>1</sub>	→ X	→ O <sub>2</sub>

Information:

O<sub>1</sub>: pretest value (before treatment)

X: *treatment* or treatment

O<sub>2</sub>: post-test value (after treatment)

(Sugiyono, 2017:74-75)

Free variables are variables that affect changes or bound in the appearance of bound variables. A variable that is dependent (bound) is a variable that is affected or forms due to the presence of an independent (free) variable. Based on the statement, it is suspected that free variables will affect the bound variable. When formulated. Based on the title of this research then that acts as a free variable that is method drill and which acts as a bound variable that is to increase basic cosmetology skills in children with hearing resistance (deafness).

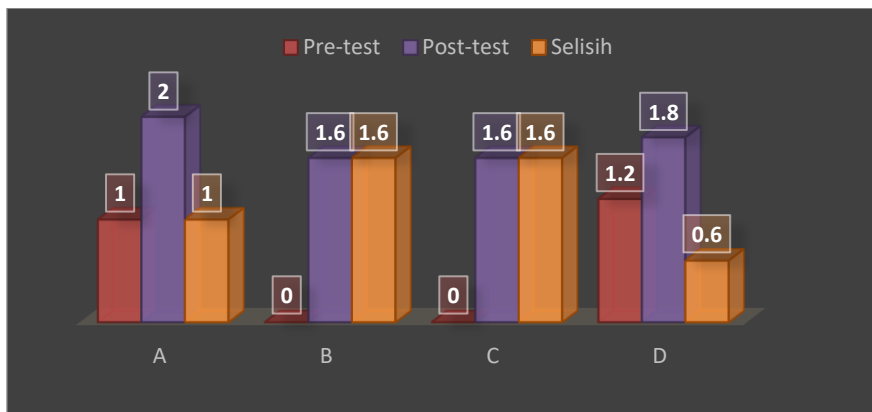
## RESULTS AND DISCUSSION

**Results**

The study was conducted as many as 6 times meeting with a sample of research of deaf students at the junior high level in SKh 02 Kota Serang as many as 4 people from a population of 6 people. This study was conducted with the following steps:

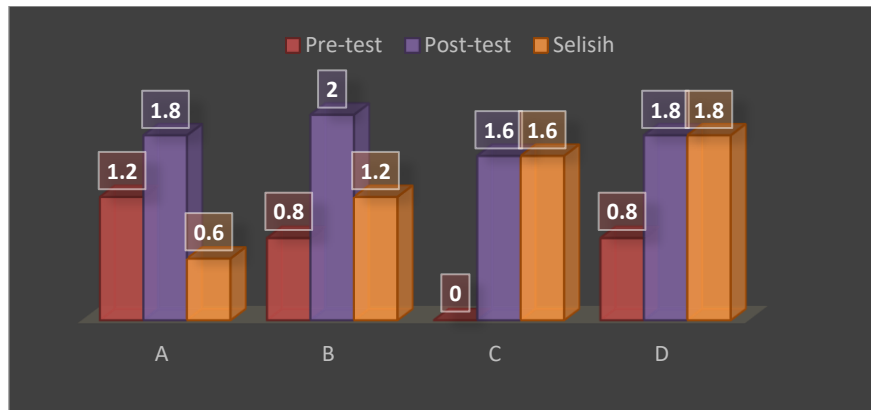
1. Pretest aims to measure the initial ability of the research sample. In this case measured is the initial ability of deaf children in basic cosmetology learning before being given treatment.
2. Providing treatment, the form of treatment given in this research is to provide learning basic cosmetology skills including the use of foundation, powder, eyebrow pencil, eye shadow and lipstick apply with drill method.
3. Conducting a final test (posttest), this is done to re-measure the ability of the research sample in learning basic cosmetology skills after treatment.
4. Give a score on pretest and posttest in accordance with the assessment criteria that have been set. Scores are given by looking at the results of pretest and posttest results of practices that have been done.

Based on the results of research that has been done, it is known that students' test scores increase when before being given treatment (pre-test) and when after being given treatment (post-test). The increase can be observed in the following diagram.



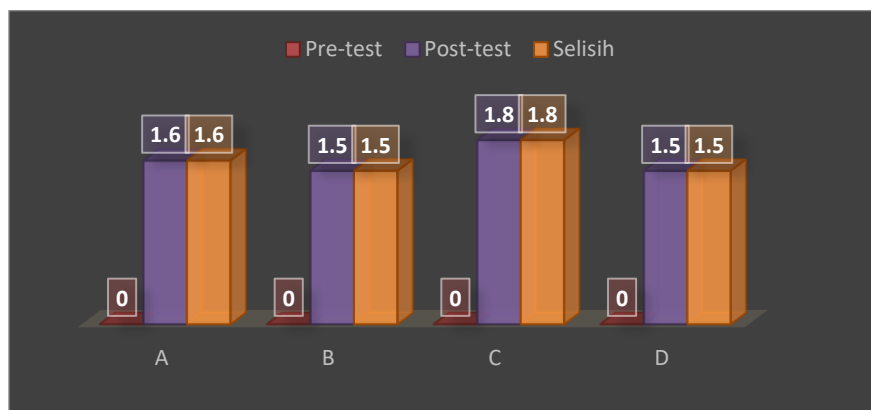
**Picture 4.1. Pre-test and Post-test Score Application of Foundation**

The bar diagram above is a pre-test and post-test score applying foundation. It can be seen from the difference in pretest and posttest scores, that in learning to apply foundation there is a very significant increase. Where before being given treatment some samples have not been able to apply foundation, but after being given the treatment all samples can apply foundation even though between one sample with another obtained different values. In this learning of applying foundation, the lowest and highest scores the sample obtained during pretest were 0 and 1.2. After being given treatment, the lowest score during the posttest became 1.6 and the highest score became 2.



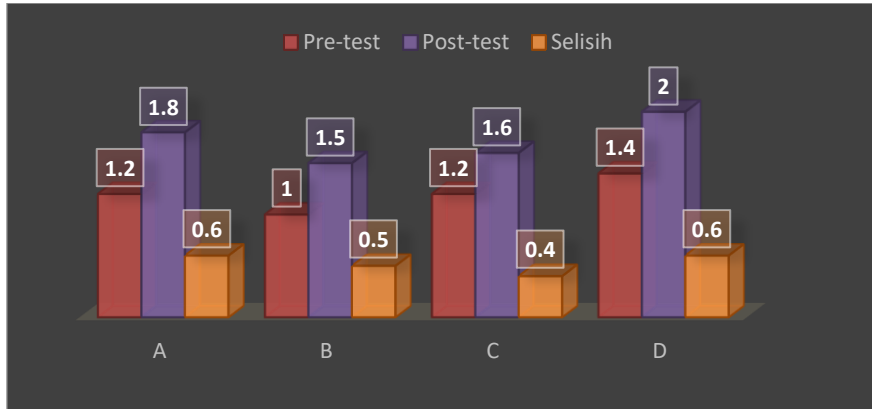
**Picture 4.2. Pre-test and Post-test score Application of Powder**

The bar diagram above is a pretest and posttest score in applying powder and the difference from the pretest and posttest scores. From the diagram it is seen that in learning to apply talcum powder there is an increase, although the increase has not been so significant. In the teaching of applying this powder, the lowest and highest scores obtained by the sample during pretest are 0 and 1.2. After being given treatment, the lowest score during the posttest became 1.6 and the highest score became 2.



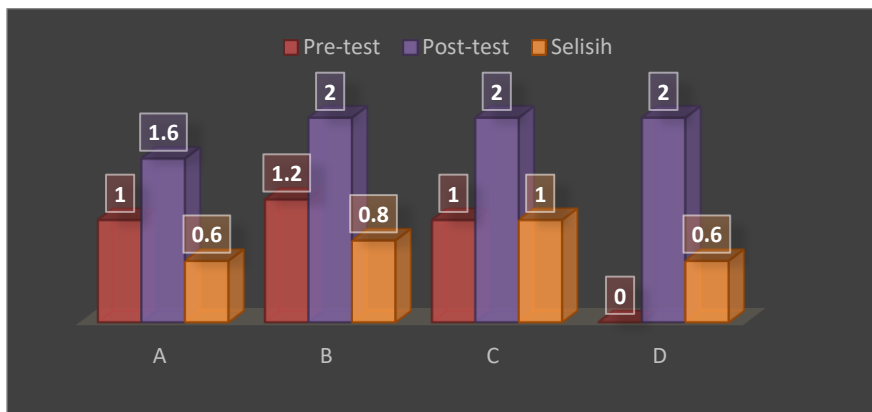
**Picture 4.3. Pre-test and Post-test Score of Eyebrow Pencil Application**

The bar diagram above is a pretest and posttest score in applying eyebrow pencils. From the diagram, the difference between pretest and posttest scores is quite high, this shows that there is a very significant improvement in the child's ability to apply eyebrow pencils. In the teaching of applying this eyebrow pencil, the lowest and highest score obtained by the sample during pretest is 0. After being given treatment, the lowest score during posttest became 1.5 and the highest score became 1.8.



**Picture 4.4. Pre-test score and Post-test papplication of Eye Shadow**

The bar diagram above is a pretest and posttest score and the difference from the pretest and posttest scores on the application of eye shadow. From the diagram it is seen that there is an increase in learning to apply eye shadow although not too significant. In thisteaching, the lowest and highest scores obtained by the sample during pretest are 1 and 1.4. After being given treatment, the lowest score during posttest became 1.5 and the highest score became 2.



**Picture 4.4. Pre-test score and Post-testpaplican Lipstick**

The bar diagram above is a pretest and posttest score and the difference from the pretest and posttest scores on lipstick applications. From the diagram it is seen that there is an increase in the learning to apply lipstick and show a difference with a significant amount. In the teaching of applying this lipstick, the lowest and highest scores obtained by the sample during pretest are 1 and 1.2. After being given treatment, the lowest score during the posttest became 1.6 and the highest score became 2.

In general, the ability of samples in learning basic cosmetology skills, after being given treatment experienced a significant improvement. Based on the acquisition of pretest and posttest scores and the difference in scores in this study, it can be known that the case of the score of basic cosmetology ability of deaf children in SKh 02 Serang City has increased.

## ***Discussion***

This section describes the results found in the study. The results in question are conclusions taken based on the data collected and the results of data analysis that has been done. The main focus that will be discussed in this section is the influence of drill methods in improving the makeup ability of deaf children in SKh Negeri 02 Serang City.

Before learning, researchers made observations to look at the extent of the effectiveness of learning cosmetology skills at the school, observing the extent of the ability of student cosmetology and determining the learning methods that felt the most appropriate to be applied in the learning activities that will be given. In this study, the method used is the drill method where in its application this method is done by repeating the process of learning activities so that it is expected to form a habit.

This basic cosmetology learning is more emphasized on an exercise by learning basic and simple cosmetics or make-up that is often used every day such as foundation which plays an important role in changing the appearance of the face because it can disguise deficiencies and provide correction to the shape of one's face. With the use of foundation will help the texture of the face look smoother and even, in this study researchers using foundation in liquid form and need to be applied using a sponge or beauty bland. After the foundation is applied, we can apply powder with a lightweight formulation to perfect and refine, then the eyebrow pencil used to perfect the shape of the eyebrows to look neater, to beautify the eyes is also studied the use of eye shadow applied to the eyes and made simple to stay comfortable while on the move and lipstick to enhance the bright impression on the face.

In basic cosmetology activities also needed some tools that support so that makeup can be applied properly. For example, sponges that have different functions in accordance with their shape include sponge basic beauty blender suitable for applying makeup that is liquid. In addition to sponges, brushes are also commonly used to apply make-up, sponge powder is a sponge commonly used to apply powder and sponge wedges are sponges that are commonly used to make shading on the nose or cheekbones. Brushes are also commonly used in applying various types of make-up and have various shapes that have their respective functions ranging from applying foundation, doing contour applying facial blush, smoothing eyebrows and much more.

This will give awareness to deaf children that these cosmetology skills are very important to learn and have many job opportunities and achievements in the present. When studying makeup, it is necessary to review the need for makeup to be applied so that it will produce make-up that suits your needs, no less and not excessive. When the makeup needs are different, then the technique in applying the makeup will also be different. For example, when makeup is used for everyday, you can choose a natural color and type of make-up.



From the research that has been done, researchers feel the advantages and still lack of deficiencies during the study. The advantages felt by researchers during this study are that deaf children have a good response during learning, seem to enjoy every learning delivered and listen carefully step-by-step the application of make-up.

The shortcomings that researchers felt during this study was when deaf children learned these basic cosmetology skills, sometimes children prefer to play the existing make-up tools so that attention during the learning process becomes divided.

## CONCLUSION

Based on the results of research and discussion, it can be concluded that the results of the study showed that the *drill* method has an influence on the ability of basic cosmetology skills of deaf children in SKh Negeri 02 Kota Serang. This is evident from the difference between pre-test and post-test obtained by the four samples experienced a significant increase.

After applying *the drill* method, the students' basic cosmetology skills are categorized as adequate because all students achieve the final *grades of the post-test* through pre-test grades. The effect of applying *the drill method*, is also known based on the calculation of the wilcoxon test (*t*). Comparison of the results of *pre-test* and *post-test* capabilities shows that the value of the summation results is taken which is the smallest amount to be used as a value.

Based on calculations that have been done using the wilcoxon test on basic cosmetology learning in deaf people using the drill method  $T_{\text{calculate}} = 0$  and based on the critical value for the wilcoxon test at significance level 0.05 with the number  $N < 7$ , obtained  $T_{\text{table}} = 0$ , then  $H_0$  is rejected because  $T_{\text{calculate}} = T_{\text{table}}$ . This means that the hypothesis proposed in this study is accepted. This is show that the drill method is influential in improving the basic makeup of deaf children in SKh Negeri 02 Serang City.

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