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## The Effect of Demonstration Methods on the Learning of Basic Makeup (Make-up) in Children With Hearing Impairment

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### Abstrak

*This Research aimed to determine the effect of the Demonstration Method on Basic Learning Makeup in Children with Hearing Impairment Class XII at the Samantha Special School Foundation, Serang City. The method used in this research is Single Subject Research (SSR) with A-B-A design. Subject is a grade XII child at the Serang City Samantha Special School Foundation who has hearing impairment. The results showed that the demonstration method had a positive influence on basic learning makeup. This is indicated by the ability of subject W to improve in basic make up after giving the intervention as evidenced by the percentage score at intervention (B) and baseline 2 (A 2) is higher when compared to the percentage score of baseline 1 (A 1). Achievement of positive results for the subject occurs in the three target behaviors of the subjects in recognizing the basic makeup ingredients, the target behavior recognizes the basic makeup tools, and the target behavior applies the ingredients and basic face makeup tools. In the target behavior 1 subject W in the baseline 1 (A1) phase obtained data with an average of 40%. In the interventions there have been changes with an average of 80.8%. Whereas in the baseline phase 2 (A2) data obtained with an average of 66.65%. In the target behavior of 2 subjects W in the baseline 1 (A1) phase obtained data with an average of 37.5%. In the intervention has experienced a change that is with an average of 79.1375%. Whereas in the baseline 2 (A2) phase, data were obtained with an average of 62.45%. In target behavior 3 subjects W in the baseline 1 (A1) phase obtained data with an average of 56.6%. In the interventions there have been changes with an average of 81.2125%. Whereas in the baseline phase 2 (A2) data obtained with an average of 66.625%. This Research shows that the demonstration method can influence basic learning makeup in children with hearing impairment in class XII at the Serang City Samantha Special School Foundation.*

**Keywords:** *Effect of Demonstration Method, Basic Learning Makeup, Children with Hearing Impairment.*

### INTRODUCTION

Education as an effort to foster and develop the human person, spiritual and physical aspects, must also take place gradually. Therefore, a maturity with a final point on optimizing development / growth can only be achieved if it takes place through a process by process towards the ultimate goal of development or growth.

However, a desired process in educational endeavors is a directed and purposeful process, namely directing students (humans) to the optimal point of their abilities. While the goal to be achieved is the formation of a rounded and whole personality as an individual and social human being and a servant of God who devotes himself to Him.

Every human being has the right to receive education and teaching as has been affirmed in Law No. 20 of 2003 concerning the National Education System Article 5 paragraph 1 which reads "Every citizen has the same right to obtain quality education" and Article 5 paragraph 5 "Every citizen the state has the right to get the opportunity to improve lifelong education ". Therefore, it has been explained above that each individual has the right to education including children who have barriers commonly called children with special needs without exception as has been reaffirmed in Law No. 20 of 2003 concerning the National Education System Article 5 paragraph 2 which reads "citizens who have physical, emotional, mental, intellectual and / or social disabilities are entitled to special education".

Special Education is education intended for students who have physical, mental, and social emotional disorders, an integral part of the national education system, having the same goals as education in general. Considering that students in special education have unique characteristics, which differ greatly from students in general, the education process requires a specific learning plan. These specificities include strategies: methods and equipment that need to be adapted according to the needs and characteristics of the child as well as learning material and evaluation.

Invite No. 20 of 2003 concerning SPN states that special education and special services are an inseparable part of national education, namely special education intended for students who have difficulty following the learning process because of physical, emotional, mental, social, and potential intelligence and special talents. . Special education for students who experience learning disabilities can be held in the form of Extraordinary Schools (SLB), Integrated Schools, or Inclusion Schools.

In special education there are some children who experience impairment so that the need for



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special education services based on the problems and needs of children. One of them is a child with hearing impairment. Special education for children with hearing impairments can be accompanied by using demonstration methods in learning basic makeup as investigated by researchers.

The demonstration method is a learning method in which an educator or teacher does a deliberate process to show the class the original object. Demonstration method is applied to children with hearing impairments in special schools, one of which will be examined by the researchers themselves, the Samantha Special School Foundation, Serang City.

Somantri, (2006; 93) deaf children (hearing impairment) can be interpreted as a state of hearing loss that results in a person unable to perceive various stimuli, especially through his sense of hearing. The limits of understanding of deaf children have been raised by many experts, all of which basically contain the same understanding.

With the level of intelligence that is not different from children in general, making children with hearing impairments can develop various potentials they have, both in terms of cognitive and in terms of interests and talents (Nurseha, 2018: 3). The interests and talents that are usually controlled by children with hearing impairments are in the fields of sports, skills, science and arts. Therefore researchers interested in developing the ability of skills, one of which is regarding basic makeup. This basic makeup skill is very important for children with hearing impairments because in addition to decorating their own faces this makeup can also help children's independence and provision in opening a business such as dressing in graduation or party events.

According to Permanasari (2014: 2) cosmetology in general is well-known among the people. Cosmetology aims to beautify and beautify themselves (faces). Make-up is used to display beauty naturally and not too much. Cosmetology is actually a human engineering to give birth to a work in another form in accordance with what is expected or desired. In a large Indonesian dictionary, it is said that cosmetology is an attempt to arrange decorations for an object to be displayed.

As for those who argue that cosmetology is the study of the art of beautifying themselves by disguising imperfect parts of the face with dim colors (shade) and accentuating the perfect parts of the face with bright colors (tint) other than that face makeup or cosmetics (make up) is an activity to change the appearance of the actual original shape with the help of ingredients and cosmetic tools. The term make up is more often shown to change the shape of the face, even though the whole body can be decorated (make up) thus, cosmetology is more an attempt to disguise, change, and improve face shape by using makeup tools and ingredients. This of course emphasizes the needs or interests of the makeup used.

Based on observations that researchers have seen at the Samantha Special School Foundation, Serang City is the organization of special education services in Serang sub-district. In practice the implementation of the SKh education not only focuses on the students' academics but also develops the interests and talents of their students. From the information the researcher got, at the Samantha Special School Foundation there has been a learning of makeup skills but it has not gone well, therefore researchers will conduct research on the Effects of Demonstration Methods on Learning Basic Face Make Up in Children With Hearing Impairment Class XII in Serang City Samantha Special School Foundation.

The purpose of this study was to get to know the ingredients, get to know the tools, apply the materials and tools and find out the Effect of Demonstration Methods on Learning of Basic Makeup (Make Up) in Children With Hearing Impairment Class XII at the Samantha Special School Foundation in Serang City.

## **METHOD**

### **A. Research methods**

According to Sugiyono (2017: 3) the research method is defined as a scientific way to obtain data with specific purposes and uses. The method to be used is a quantitative approach. Sugiyono (2017: 13) quantitative method is called the traditional method, because this method has been used long enough so that it has been transmitted as a method for research. This method is called positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it has fulfilled scientific principles that are concrete / empirical, objective, measurable, rational, and systematic. This method is also called the discovery method, because with this method can be found and developed a variety of new science and technology. This method is called quantitative method because the research data in the form of numbers and analysis using statistics.

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine populations or specific samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative / statistical data analysis with the aim to test hypotheses that are set.

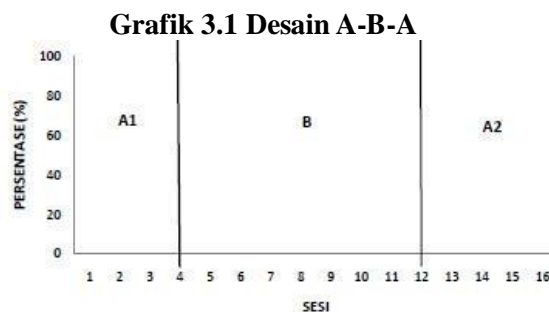
The method to be used is an experimental method, according to (Sukardi 2011: 179). Experimental research in principle can be defined as a systematic method for building relationships that contain causal phenomena (causal-effect relationships).



According to Sunanto, Takeuchi, and Nakata (2005: 23) suggested that this experiment belongs to the category of single subject research or so-called SSR. Researchers with a single subject are the meaning of experiments carried out to find out how much influence from a treatment (treatment) given by the subject repeatedly in a certain time. This aims to find out the demonstration method regarding basic make up that is taught to the subject repeatedly with the aim to find out the effect of the Demonstration Method Against Learning of Basic Makeup (Make Up) in children with hearing impairments in class XII in Serang City Samantha Special School Foundation.

## B. Research design

The research design with a single subject that will be used by researchers in this study using the A-B-A design. According to Sunanto, et al (2006: 61), said that the A-B-A design is one of the development of the basic A-B design, the A-B-A design has shown a causal relationship between the dependent variable and the independent variable. The definition of conditions here is the baseline conditions before and after treatment / intervention is given. A-B-A design can be seen in the graph below:



## C. Place and time of research

### 1. Place of Research

This research was conducted at the Samantha Special School Foundation in Serang City which addressed the Jalan Panancangan Pasir Neighborhood RT.02 / 04 Kaligandu Village, Serang District, Serang Regency, Banten Province..

### 2. Research time

When the research was conducted from February to September the even semester of the 2018/2019 school year

## D. Research variable

### 1. Independent Variable

According to Sugiyono (2017: 61) This variable is often referred to as a stimulus variable, predictor, antecedent. In Indonesian it is often referred to as the independent variable. The independent variable is a variable that influences or is the cause of the change or the appearance of the dependent variable. In this study the independent variable that will be known is the Effect of Demonstration Method.

Demonstration Method is a method that will be used in learning basic make up. According to Aqib (2016: 48) Demonstration method is a method of teaching using a demonstration tool (to demonstrate), to clarify an understanding or show about how to do and the course of a particular manufacturing process to students. In learning basic make up using the method of demonstration, because this demonstration method is the way the teacher practices or demonstrates to the child, then the child imitates it. The components contained in the learning of basic makeup (make up) using the demonstration method is to organize learning of basic makeup (school make up) running well and to increase the interests and talents of children in learning basic makeup (makeup).

### 2. Dependent variable

According to Sugiyono (2017: 61) the dependent variable is a variable that is affected or that is due, because of the independent variable (Independent).

In this study the known dependent variable is learning to make up for children with hearing impairments.

Makeup is a part of human life, both as a complement to appearance, and as a supporter of a particular interest. Every cosmetology worn or used in accordance with the needs on another occasion, cosmetology becomes a condition or condition that must be obeyed, for example in party events with desired themes. So, we need to know the types of makeup that are tailored to the wishes. The make up or make up is distinguished including face makeup in the afternoon, face makeup in the evening and parties. In this case the child can learn various types of basic makeup (make up) according to their interests and talents.

## Data Collection Technique

In a research data collection technique is very important. According to Sugiyono (2017: 193-194) states that data collection can be done in a variety of settings, various sources, and various ways. When viewed from its settings, data can be collected in natural settings, in laboratories with experimental methods, at home with various respondents, at a seminar, discussion, on the road and others. When viewed from the data source, the data collection can use primary sources, and



secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collection, for example through other people or through documents. Furthermore, when viewed in terms of data collection techniques or techniques, data collection techniques can be done with interviews (interviews), questionnaires (questionnaire), observation (observation), and a combination of the three.

Therefore the technique that will be used by researchers in this study is a test. Through tests, researchers will find out the results of the application of research given to the subject.

### Data Analysis Technique

According to (Sugiyono, 2010: 335) data analysis techniques namely the process of systematically searching and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, compiling into patterns, choose what is important and what will be learned, and make conclusions so that it is easily understood by yourself and others.

Observations made are useful in data collection, and after the data are collected then an analysis or processing is carried out into simple descriptive statistics, the data are analyzed by graphical visual analysis. It aims to provide a detailed explanation of how the description of the experiment before the data after the intervention is carried out. The data is analyzed based on the components in each condition (baseline and intervention) with the steps according to Shidik Alamsyah as follows:

#### 1. Analysis Under Conditions

An analysis in conditions is an analysis of changes in data in a condition such as baseline conditions or intervention conditions. Analysis components include:

##### a) Long Condition

Condition length is the amount of data in the condition describing the number of sessions conducted at each baseline condition collected until the data shows a clear direction.

##### b) Direction Trend

The tendency towards direction is represented by a straight line that crosses all data under conditions. To make a line, it can be done by the free hand method and the split-middle method. The free hand method is to draw a line directly under a condition so that it splits as much data as is located above and below the line. While the middle split method is to make a straightline that divides data in a condition based on the median

##### c) Stability Trends

Trend of stability (trend stability) which shows the level of homogeneity of data in a condition. The level of data stability can be determined by counting the number of data points in the range, then divided by the number of data points, and multiplied by 100%. If the stability percentage is 85-90%, then the data is said to be stable, while outside it is said to be unstable.

##### d) Data Traces

Data trace is a change from one data to another data in a condition. Changes in data one to the next can occur three possibilities, namely: ascending, decreasing, and leveling off.

##### e) Range

Range is the distance between the first data and the last data. The range provides the same information as in the analysis of level changes.

##### f) Level Change

The level change is showing the amount of change between the two data. The level of data changes in a condition is the difference between the first data and the last data.

#### 2. Inter Condition Analysis

Inter-condition analysis is the change in data between conditions, for example baseline conditions (A) to intervention conditions (B). Components of analysis between conditions include:

##### a) The number of variables changed, including the dependent variable or target behavior that is changed is one.

##### b) Changes in the direction of the trend and its effects, namely changes in the direction of the graph between the baseline conditions and the intervention shows the meaning of changes in target behavior caused by the intervention. Possible graph trends between conditions are horizontal to horizontal, horizontal to attractive, horizontal to downward, upward to upward, upward to horizontal, upward downward, downward to upward, downward downward, downward downward. While the meaning of the effect depends on the purpose of the intervention.

##### c) Changes in stability tendencies and their effects are to see the level of stability of changes from a series of data. Data is said to be stable if the data shows the direction (horizontal, attractive, and decreasing) consistently.

##### d) Changes in data level that is showing how much data has changed. The level of change in data between conditions is indicated by the difference between the last data in the first condition (baseline) and the first data in the next condition (intervention). Difference values



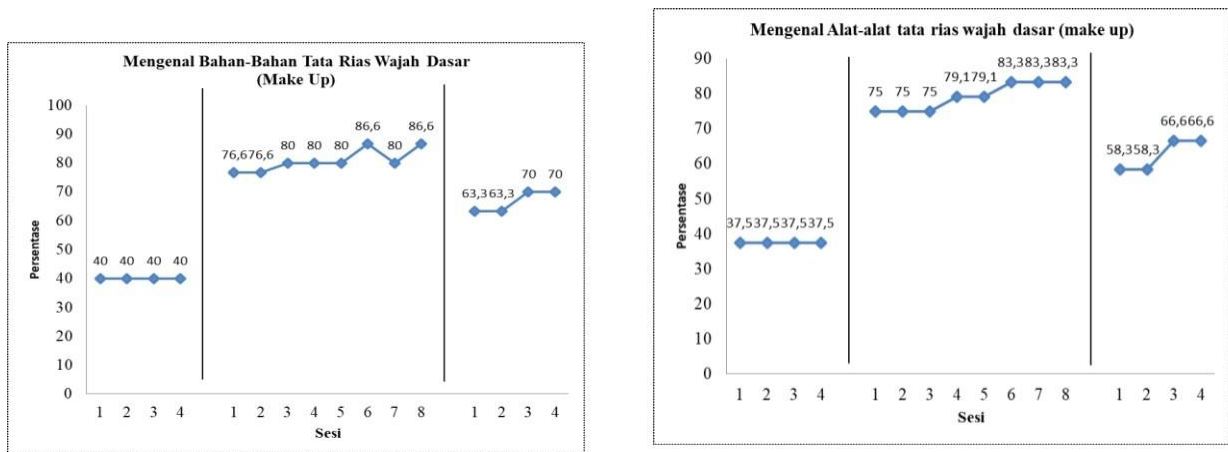
describe how much behavior change occurs due to the influence of the intervention.

- e) Overlapping data means the same data occurs in both conditions (baseline with intervention). Data overlapping shows that there is no change in both conditions. The more data overlap, the more the allegation is that there is no change in the two conditions. If the data in the baseline condition is more than 90% that overlaps in the intervention condition. Thus, it is known that the effect of interventions on behavior change cannot be convinced.

The steps undertaken in analyzing the data obtained are as follows:

- (1) Calculate the percentage of measurement results in the baseline 1 (A1) phase obtained by the subject at each session
- (2) Calculate the percentage of measurement results in the intervention (B) obtained by the subject in each session
- (3) Calculate the percentage of measurement results in baseline 2 (A2) obtained by subjects in each session.
- (4) Make measurement data table at baseline 1 (A1) intervention (B), and baseline 2 (A2).
- (5) Make data analysis in the form of line graphs so that it can be seen directly the changes that occur from the three phases.
- (6) Make analysis in conditions and between conditions to determine the effect of behavior or interventions on the target behavior to be achieved.

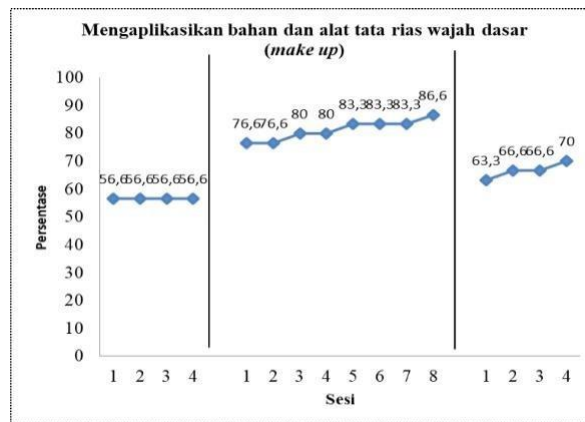
## RESULTS & DISCUSSION



**Picture 1. Target behavior 1 and 2**

In target behavior 1 (familiar with basic make up ingredients) subject W in the baseline 1 (A1) phase obtained data with an average of 40%, the data obtained in this phase is a natural condition of the child without any treatment or intervention. In the intervention that has undergone a change that is with an average of 80.8%, the data obtained in this phase is because the child has been given an intervention using the demonstration method, while in the baseline phase 2 (A2) data obtained with an average of 66.65%, the data obtained in this phase is the child's natural condition after being given treatment or intervention to determine the effect of using the demonstration method. Based on these data, it can be concluded that the use of the demonstration method can influence the ability to recognize basic makeup ingredients (make up) subject W which indicates a greater change in data in phase A2 to phase A1 which is seen from the trend toward increasing line of phase A1 to A2 phase.

In target behavior 2 (recognize basic makeup tools) subject W in the baseline 1 (A1) phase obtained data with an average of 37.5%, the data obtained in this phase is the natural condition of the child without any treatment or intervention. In the intervention, it has experienced changes with an average of 79.1375%, the data obtained in this phase is because the child has been given an intervention using the demonstration method, while in the baseline 2 (A2) phase the data is obtained with an average of 62.45%, the data obtained in this phase is the child's natural condition after being given treatment or intervention to determine the effect of using the demonstration method. Based on these data, it can be concluded that the use of the demonstration method can affect the ability to recognize basic makeup tools (make up) subject W which indicates a greater change in data in phase A2 to phase A1 which is seen from the trend toward increasing line of phase A1 to A2 phase.



**Picture 2. Target Behavior 3**

In target behavior 3 (applying the ingredients and basic makeup tools) the subject W in the baseline 1 (A1) phase obtained data with an average of 56.6%, the data obtained in this phase is a natural condition of the child without any treatment. or intervention. In the intervention that has undergone a change that is with an average of 81.2125%, the data obtained in this phase is because the child has been given an intervention using the demonstration method, while in the baseline phase 2 (A2) the data is obtained with an average of 66.625%, the data obtained in this phase it is a natural condition for children after being given treatment or intervention to determine the effect of using the demonstration method. Based on these data, it can be concluded that the use of the demonstration method can affect the ability to apply materials and basic makeup tools (make up) subject W which shows a greater change in data in phase A2 to phase A1 which is seen from the trend toward increasing line of phase A1 to A2 phase.

## CONCLUSION

Based on the results of research that has been obtained regarding the effect of the demonstration method in learning basic makeup (Make up) in Children With Hearing Impairment Class XII at the Samantha Special School Foundation in Serang City, the following conclusions can be drawn:

1. In target behavior 1 (familiar with basic make up ingredients) subject W in the baseline 1 (A1) phase obtained data with an average of 40%, data obtained in this phase is the natural condition of the subject without any treatment or intervention . In the intervention has experienced a change that is with an average of 80.8%, the data obtained in this phase because the subject has been given an intervention using the demonstration method. In the baseline phase 2 (A2) data obtained with an average of 66.65%, the data obtained in this phase is the natural condition of the subject after being given treatment or intervention to determine the effect of the use of demonstration methods in learning to know basic makeup. (make up).
2. In target behavior 2 (recognize basic makeup tools) subject W in the baseline 1 (A1) phase obtained data with an average of 37.5%, the data obtained in this phase is the natural condition of the subject without any treatment. or intervention. In the intervention has experienced a change that is with an average of 79.1375%, the data obtained in this phase is because the subject has been given an intervention using the demonstration method. In the baseline phase 2 (A2) data obtained with an average of 62.45%, the data obtained in this phase is the natural condition of the subject after being given treatment or intervention to determine the effect of the use of demonstration methods in learning to know basic makeup tools (make up).
3. In target behavior 3 (applying basic make up ingredients and make up tools) subject W in the baseline 1 (A1) phase obtained data with an average of 56.6%, the data obtained in this phase is the natural condition of the subject without any treatment or intervention. In the intervention has experienced a change that is with an average of 81.2125%, the data obtained in this phase is because the subject has been given an intervention using the learning media of The Big Snakes and Ladders Game. In the baseline phase 2 (A2) data obtained with an average of 66.625%, the data obtained in this phase is the natural condition of the subject after being given treatment or intervention to determine the effect of using the demonstration method in learning to apply basic makeup ingredients and tools (make up).
4. Based on data obtained from the three target behaviors, this shows that the demonstration method can influence the learning of basic makeup (make up) in children with hearing impairment in class XII at the Samantha Special School Foundation in Serang City as evidenced by the percentage score on the intervention (B ) and baseline 2 (A2) are higher than the baseline percentage score 1 (A1).

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