
Application of the Cooperative Learning Method in Hair Perming Courses

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ABSTRACT

This study aims to reveal the description of the cognitive, affective and psychomotor aspects of students before and after getting hair perming learning using the Cooperative learning method of the Cosmetology Education Study Program. This research was conducted at the PKK Department of Cosmetology Education Study Program, Faculty of Engineering UNNES. The population in this study were 5th semester cosmetology students. The sampling technique in this study was total sampling, amounting to 70 students. Data collection instruments use assessment sheets and questions. Data analysis was performed using descriptive percentages. The results showed that students had moderate learning achievement categories with successive achievements in three aspects, namely 67%, 90%, and 65% (cognitive, affective, and psychomotor), (2) there was an increase in cognitive, affective and psychomotor learning outcomes hair curling and straightening courses using cooperative learning on pre-test and post-test values.

Keywords: Cooperative Learning, Curling, Hair.

1. INTRODUCTION

Learning is a process of change in a person that is relatively permanent. These changes occur because of a deliberate effort that is through practice and experience. Changes in behavior that occur and are obtained by someone after following or experiencing a learning process in the form of learning outcomes. Student learning outcomes can be described in terms of different domains [1]. Learning activities occur anywhere and anytime throughout a person's life, whether at home, at school or on the streets and in the wider environment. Helping students understand how to learn is an important goal for all subjects and levels of education [2].

Learning strategy is one of the skills that must be mastered by a teacher because the use of the right strategy has a very big influence on learning outcomes. In learning the curling subject, students of the PKK Cosmetology Education study program, FT UNNES, are required not only to master the concept or theory of curling, but also to master various techniques regarding the procedures for arranging the organization of curling. In this regard, appropriate learning strategies are needed so that efforts to achieve the expected goals can be

fulfilled. The learning strategy based on student center learning is a learning approach that is starting to be widely applied because through this approach students are expected to be able to reach the stage of independence.

Cooperative learning focuses on the interaction between the teachers and the students and among the students themselves in the process of teaching, and emphasizes on the interactive cooperation among the students in the teaching and learning activities [3] Cooperative learning, very useful for improving communication skills and cooperate through group activities. Cooperative learning works best for increasing achievement when teams of students have group goals that they can only achieve if the whole group starts learning, so that they focus on teaching and learning from one another rather than just completing group assignments. As students they are also multiple and complex, quite often even conflicting goals [4].

According to Robert E Slavin cooperative learning works best for improving achievement when student teams have group goals that they can only achieve if all group members start learning, so they focus on teaching and learning from each other rather than just completing

group assignments [5]. In his research M.T. Munir conducted research on cooperative learning-based classroom teaching supported by literature. The results show that a collapsible classroom helps develop and enhance students' learning skills and critical analysis. In addition, cooperative learning improves students' communication skills and enables them to build teamwork, problem-solving skills and enhance creativity, and enhance teamwork skills [6] [7]. The result of learning is a manifestation of the ability achieved, controlled or owned by the individual in this case the student after receiving a learning experience and the result can be knowledge, understanding and application of concepts, calculation of problem solving based on the subject. [8]. The purpose of this study was to see an overview of the cognitive, affective, and psychomotor aspects of students before and after receiving cooperative learning in the hair perming course, the Cosmetology Study Program.

2. METHOD

his research refers to a quantitative research approach. While the type of research used in this research is a quasi-experimental design research. The population in this study were 70 students of the cosmetology study program, the PKK Department, Faculty of Engineering, UNNES who took the 5th semester of curling course. The sampling technique uses total sampling. The data collection method in this study was obtained from documentation containing the results of the assessment of hair perm from the cognitive, affective and psychomotor aspects. The analysis technique used in this research is descriptive analysis with a quantitative approach. Descriptive analysis technique used to show how high and low the achievement of learning outcomes by using the cooperative learning method in terms of cognitive, affective and psychomotor aspects. The division of assessment categories can be seen in Figure 1.

Table 1. Distribution of Learning Outcome Assessment Categories.

Category	Score	Scale
High	$X < (\mu - 1,0\sigma)$	Ordinal
Currently	$(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$	
Low	$X \geq (\mu + 1,0\sigma)$	

3. RESULTS AND DISCUSSION

The results of the descriptive analysis using three achievement categories namely high, medium, and low on cognitive aspects before and after students are involved in cooperative learning are shown in Table 2 and 3.

Table 2. Cognitive Aspect Pretest Results.

Category	Pretest	
	Frequency	Percent
Currently	69	97.5
Low	1	2.5
Total	70	100.0

Table 3. Cognitive Aspect Posttest Results

Category	Pretest	
	Frequency	Percent
Currently	48	67.5
Low	22	32.5
Total	70	100.0

Based on table 2 and 3 of all respondents, it can be seen that there are a number of students in the moderate category on the cognitive aspect. The pretest results showed that 69 students (97.5%) were in the medium category and after receiving treatment there was an increase of 48 students (67.5%) in the medium category. There was a decrease in the number of students who were in the moderate category. This decrease was made possible because the theoretical load was too much, so that lecturers could condense the material more and packaged it in a fun way of delivery. Cognitive Load Theory proposes that extraneous aspects of learning need to be reduced such that learners' working memory capacity will not be overloaded [9]. Besides that, there are several factors that influence the decline in the cognitive aspects of students. Student achievement factors include each individual student's prior cognitive (e.g., knowledge) and non-cognitive (e.g., motivation) factors, which may or may not impact their learning processes and outcomes. [10] The results of the descriptive analysis using three achievement categories namely high, medium, and low on cognitive aspects before and after students are involved in cooperative learning are shown in Table 4 and 5.

Table 4. Affective Aspect Pretest Results.

Category	Pretest	
	Frequency	Percent
Currently	62	87.5
Low	9	12.5
Total	70	100.0

Table 5. Affective Aspect Posttest Results

Category	Pretest	
	Frequency	Percent
Currently	63	90.0
Low	7	10.0
Total	70	100.0

Based on table 4 and 5 of all respondents it can be seen that there was an increase in the number of students in the medium category in the affective aspect. The pretest results showed that 62 students (87.5%) were in the medium category and after receiving treatment there was an increase of 63 students (90%) were in the category currently.

The results of the descriptive analysis using three achievement categories namely high, medium, and low on cognitive aspects before and after students are involved in cooperative learning are shown in table 6 and 7.

Table 6. Pretest Results for Psychomotor Aspects.

Category	Pretest	
	Frequency	Percent
Currently	35	50.4
Low	35	50.6
Total	70	100.0

Table 7. Posttest Results for Psychomotor Aspects.

Category	Pretest	
	Frequency	Percent
Currently	58	83
Low	12	17
Total	70	100.0

Based on table 6 and 7 of all respondents, it can be seen that there was an increase in the number of students in the high category in the psychomotor aspect. The pretest results showed that 35 students (50.4%) were in the high category and 50 students (50.6%) were in the medium category. After getting treatment there was an increase in the number of students in the high category as many as 58 students (83%) and 12 students (17%) were in the medium category.

4. CONCLUSION

The results of the descriptive analysis using three achievement categories namely high, medium, and low on the three aspects which include cognitive, affective, and psychomotor before students are involved in cooperative learning shows that most students have moderate learning achievement categories with successive achievements at the three aspects, namely 67%, 90%, and 65% (cognitive, affective, and psychomotor). Furthermore, the results of student learning outcomes in the hair perming course after using cooperative learning revealed that most students were included in the moderate category of learning achievements both in their cognitive, affective, and psychomotor aspects. It's just that the difference is that after the intervention was carried out in the form of

providing cooperative learning, it appears that there was an increase in the number of students who increased their learning outcomes from pre-test scores to post-test scores. The application of cooperative skills is very effective for improving student skills and is more efficient in managing groups so that they are in accordance with learning objectives [11] [12]. Cooperative learning learning strategies invite students to think critically, so that students really feel the learning experience has a positive and beneficial impact on their lives, therefore there are differences in learning outcomes between students who are given intervention and those who are not given intervention. The application of cooperative learning strategies creates a conducive learning atmosphere in working in groups so as to provide opportunities for students to be more active and creative.

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