STUDENT READINESS EVALUATION BEAUTY VOCATIONAL HIGH SCHOOL NEGERI 6 PADANG IN THE IMPLEMENTATION OF INDUSTRIAL WORK PRACTICE IN BEAUTY SHOP

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ABSTRACT

This research is based on unpreparedness students Beauty in the implementation of industrial work practices. This study aims to describe the evaluation of the readiness of students beauty in the aspects of knowledge on the implementation at industrial work practices in beauty shop. Describe the evaluation of readiness of students Hair and beauty in the attitude aspect In the implementation of industrial work practice in beauty shop. Population In this study are students Beauty from vocational high school Negeri 6 Padang, amounting to 46 people consisting of 21 students of Hair Beauty and 25 students Skin beauty and overall population used as the object of research. Type of instrument used is in the form of questionnaire that has been tested the validity and reliability.

The results showed that the evaluation of the readiness of students Beauty on cognitive indicators obtained score 3.90 for Hair Beauty students are in good category and 4.26 for students of skin beauty are in very good category. Evaluation of preparedness system evaluation on psychomotor indicators obtained score 3.91 for Hair Beauty students are in good category and 4.17 for students Skin beauty is on category is very good. Evaluation of student readiness Beauty on affective indicator obtained score 3.70 for Hair Beauty students are in good category and 4.17 for students Skin beauty is in the category very good.

From the results of this study can be concluded that the readiness of students Tata beauty in the implementation of industrial work practices obtained score 3.84 can be categorized both for Hair Beauty and 4.21 categorized excellent for Beauty skincare students.

Keyword: *Evaluation, Readiness, Industrial, Beauty*

1   INTRODUCTION

Vocational secondary education is a sub-system of national education that plays a role in providing educated, trained and skilled workforce in sustainable development. This role is evident from the function of Vocational High School as a school capable of preparing skilled middle-level workers in accordance with the needs of the business and industry, well-known for policy the "Link and Match" or productive program taught in schools tailored to the needs and development of the industrial world. This is clearly stated in clause 3 of Undang-Undang Sistem Pendidikan Nasional (UUSPN), subsection 2 number 29 in 2003 which states that Vocational High School aims to prepare students as middle-skilled workforce to enter employment and develop professional attitude.

In line with these objectives, the existence of Vocational High School and its role is expected in accordance with government policy on the world of

education is the policy of "Link and Match" which brings Vocational High School based on business world and industry world. In this case, the Vocational High School is not only focused on formal education in schools, but also demands graduates to be able to master education outside the school applied in the form of Industrial Work Practice.Industrial Work Practice is a form of organizing education with vocational skills that integrate systematically and education programs in schools with the mastery of skills that take place through work activities directly in the world of work.

The main purpose of the Industrial Work Practice program according to Agamuddin (2006: 1) is "The occurrence of application between the problems of theory learned in schools with existing practices in industrial environments. With this program is expected to occur changes in insight, understanding the aspects of cognitive, psychomotor, and affective or other things that may not be given in school.

Based on the purpose of Industrial Work Practice, students who will carry out Industrial Work Practice must have knowledge (cognitive), skills (psychomotor), and attitudes (affective) acquired during school. Beauty Students who will carry out Industrial Work Practice are divided into two groups of expertise, namely Hair Beauty students who are provided with education for two semesters and Skin Care Beauty Students who are provided with education for three semesters before implementing Industrial Work Practice. The provision of knowledge (cognitive) has been obtained Hair Beauty are: 1) hair wash, 2) scalp and hair care, 3) hair drying, 4) curling hair, 5) pratata, 6) hairstyling, 7) crop hair, 8) hair coloring, 9) care and the formation of hair piece. While the provision of knowledge (cognitive) obtained by Skin Care Beauty students are: 1) facial skin care which not problematic, 2) makeup daily, 3) hand care, foot care and nail coloring, 4) makeup cikatri, 5) skin care facial acne / blackheads manually, 6) facial skin care of pigmentation manually, 7) dry scalp treatment, 8) geriatric makeup, 9) makeup on stage.

In addition to the provision of knowledge (cognitive) vocational students get at school, students also get provision of skills (psychomotor) to perform the practice in accordance with established vocational competencies. The practiced vocational competence is the application of the theoretical knowledge gained previously. The vocational competencies that have been practiced by Hair Beauty Academy students are: 1) doing hair washing, 2) performing scalp and hair, 3) hair drying, 4) perform hair curling, 5) perform pratata, 6) make hair arrangement, 7) performing hair bar, 8) doing hair coloring, 9) perform maintenance and form hair piece. While the vocational competencies that have been practiced by Skin Beauty Academy students are: 1) make facial skin care is not problematic, 2) make makeup daily, 3) doing hand care, foot and nail coloring, 4) make makeup cikatri, 5) doing facial skin treatments / blackheads manually, 6) doing pigmented skin care manually, 7) doing dry scalp treatment, 8) make geriatric makeup, 9) make makeup on stage.

Furthermore, the provision of attitudes that students get during practice is the value of attitudes implanted in students who implement the Industrial Work Practice are: 1) discipline, 2) honesty, 3) work ethic, 4) hospitality, 5) appearance, 6) responsibility, 7) initiative, 8) motivation, 9) communication, 10) cooperation. This attitudinal value applies to all students who will carry out industrial work practices, both Hairstylist students and Skin Beauty.

Given the importance of Industrial Work Practice in vocational schools, the implementation of this Industrial Work Practice needs to be supported by the school, adequate facilities and infrastructure to practice according to the demands of each department's expertise. The school is obliged to provide debriefing to the students before leaving for industry other than the knowledge already possessed by previous students. The training is provided in accordance with established education and training standards, covering the length of Industrial Work Practice, the division of Industrial Work Practice, the Industrial Work Practice implementation model and the guidance system for Industrial Work Practice participants. In addition, students who will carry out the Industrial Work Practice must meet the requirements set by the school, including the students have graduated subjects vocational beauty with a minimum grade of 7.5 and students are in the third and fourth semesters.

However, Vocational High School as an educational institution to date only demands the terms of the students' success to perform Industrial Work Practice, regardless of the readiness of the students themselves who will carry out the Industrial Work Practice. Plus the industry or place where students practice in general does not demand the graduation value of the practice itself. So this has an impact on the result of evaluation of Industrial Work Practice that students get after practicing.

The above explains that Vocational High School only requires graduation of students to carry out Industrial Work Practice regardless of the readiness of the students themselves before carrying out industrial work practices. So even though the students at the school get high marks, but when carrying out the Industrial Work Practice has no readiness, it will have an impact on the evaluation result after the students carry out the Industrial Work Practice. This is also inversely proportional to students who score below the graduation limit but have the readiness to carry out the Industrial Work Practice, then there is the possibility of the student getting better evaluation results.

In relation to the above description, Vocational High School of Negeri 6 Padang divides the students of Beauty which will carry out Industrial Work Practice into two skill groups, namely Hair Beauty students who are hair expertise, both for treatment and for hair styling. While the students of Beauty Skin Care more trained about the whole body care from face, body, hands, and feet and makeup.

The problem is that Hair and Skin CareBeauty students do not have enough readiness in implementing Industrial Work Practice. Students confessed to have only enough readiness, both in terms mastery of the theory knowledge (cognitive), skills (psychomotor), althoughattitudes (affective) students themselves. This matter we can see less understood and skilled students using the tools contained in the beauty salon. This happens because the tools in the salon are not found the students at school before. This effected in students feeling awkward and scared at the beginning of entering the beauty salon. In addition, with a readiness that can only be said enough to make it difficult for students to understand the new things in the beauty salon. And it will have an impact on the evaluation results of the success of Industrial Work Practice in beauty salons.

2   METHOD

This research is descriptive that aims to see by evaluating the readiness of Hair and Skin Beauty students to carry out industrial work practices. Sugiyono (2008: 14) reveals "Descriptive is a research method that uses statistics to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the public or generelisasi". In accordance with the objectives and limitations of the problems to be studied, this research will describe and interpret data obtained on the evaluation of the readiness of Hair and Skin Beauty students in the implementation of industrial work practices in beauty salons.

The population in this study is the students of Beauty Care Vocational High School of 6 Padang who have done industrial practice in the academic year 2010-2011 and registered in the third and fourth semesters. The sampling technique used in this research is the Total Sampling technique, where the entire population is sampled. This is in accordance with the statement given by Arikunto (2006: 134) that "If the subject is less than 100, it is better to take everything so that the study is a population study". Based on the above statement, the researchers took the total sampling of all the existing population, which amounted to 46 students.

The variables of this research consist of 3 indicators, are: (1) Evaluation of students' hair preparedness in Hair and Skin aspects in the knowledge aspect (cognitive) on the implementation of industrial work practice in beauty salon. (2) Evaluation of student's readiness of Hair and Skin Beauty in skills aspect (psychomotor) on the implementation of industrial work practice in beauty salon. (3) Evaluation of student's readiness of Hair and Leather Beauty in attitude aspect (affective) on the implementation of industrial work practice in beauty salon.

The type of instrument used in this study is in the form of a questionnaire. Questionnaire is a collection of statements or questions used to obtain data about the readiness of students in terms of knowledge, skills, and attitudes submitted in writing to the respondent and the answer also in writing. In writing the questionnaire, the authors are guided by Likerts scale. Alternative answers to the questionnaire used by the Likert Scale model consist of 5 alternative answers, namely: strongly agree (sangat setuju/SS), agree (setuju/S), hesitate (ragu-ragu/RG), disagree (tidak setuju/TS), and strongly disagree (sangat tidak setuju/STS) with value of each answer 5, 4, 3, 2, 1 for positive statements and 1, 2, 3, 4, 5 for negative statements.

An instrument test is performed to find out and select valid and reliable instrument item. Whether or not the items used as data collection tools are known through validity test and grain reliability using SPSS Version 17.00 program.

Data analysis technique used in this research is descriptive analysis. Descriptive analysis is intended to see the evaluation of students' readiness Beauty Vocational High School of Negeri 6 Padang in the implementation of industrial work practices in beauty salons. Descriptive analysis is performed by presenting data in frequency distribution table, calculating percentage of mean, Standard deviation, and Response Achievement Level (TCR).

3   RESULT AND DISCUSSION

The results of this study will reveal information about percentage, mean, Respondent Achievement Level, and Deviation Standard. The distribution of this data also uses SPSS program version 17.00.

3.1   Preparedness of hairstyles students

3.1.1 Cognitive aspect

The highest score seen in the sub-indicator of cognitive in Hair Beauty students is sub indicator of scalp and hair care item6 with the achievement level of 90.47% respondents with very good category. the lowest score seen in sub washing indicator item 2 with the acquisition level of respondents 71.42% respondents that can be categorized well.

3.1.2 Psychomotor aspect

The highest score seen in sub indicators do cutting hair item 26 obtained an average score of 4.52 with 90.47% respondents achievement level with very good category. the lowest score seen on the sub indicator of hair coloring item 28 obtained an average score of 3.57 with the level of respondents 71.42% of respondents are in either category.

3.1.3 Affective aspect

The highest score on the affective aspect of Hair Beauty is seen in sub indicator discipline item 32 obtained average score 4.14 with the level of respondents 82.85% achievement is in very good category. The lowest score seen in the sub-indicator of cooperation item 43 obtained an average score of 3.47 with the level of respondents achievement of 69.52% is in either category.

The highest score of the three aspects are on the psychomotor aspect item 6 sub indicators perform scalp and hair care with score of 4.52 and 90.47% of respondents are categorized very well. While the lowest value is in the cognitive aspects of item 44 sub-indicators of cooperation with the acquisition score of 3.47 and the level of respondents achievement of 69.52% is categorized well.

3.2   Skin care students' readiness

3.2.1 Cognitive aspect

The highest score on the cognitive aspect of Skin Beauty is seen in the sub faculty of pigmented facial skin care manually item 15 obtained an average score of 4.48 with the level of achievement of 89.60% respondents are in very good category. The lowest score seen on the sub facial / acne facial skin care curator item 11 obtained an average score of 4.04 with the level of respondents 80.8% achievement is in either category.

3.2.2 Psychomotor aspect

The highest score seen on the sub-indicator of facial skin care acne/blackheads manually item 16 obtained a score of 4.52 with 90.4% respondents achievement category is very good. The lowest score seen on the sub indicator of daily makeup item 21 obtained a score of 3.88 with the level of respondents 77.6% of respondents are in good category.

3.2.3 Affective aspect

The highest score seen in the sub indicator discipline item 31 obtained a score of 4.52 with 90.4% respondents achievement category is very good. The lowest score seen in the sub-indicator of responsibility

item 38 obtained a score of 3.8 with the level of respondents 76% achievement is in either category.

The highest values of the three aspects were in the affective aspects of items 26 and 31 sub-indicators of facial / acne facial skin treatments and discipline with score of 4.52 and 90.4% respondents were categorized very well. While the lowest value is in the affective aspect item 38 sub indicators of cooperation with the acquisition score of 3.8 and the level of respondents 76% good categorized.

4   CONCLUSION

Based on the results of research that has been done writers can be taken conclusion: (1) Preparation of students Beauty in the aspects of cognitive in the implementation of industrial work practices categorized both based on the average score of 3.90 with the level of respondents reach 78.15% for Hair Beauty and is in very good category based on the average score of 4.26 with the level of respondents achieving 85.28% for the Beauty of Skin. It shows that the students of Beauty Care have good readiness in the implementation of industrial work practice. (2) Preparation of students Beauty in psychomotor aspects in the implementation of industrial work practices categorized well based on the average score of 3.91 with respondents achieving 78.22% for Hair Beauty and the category is very good based on the average score of 4 , 17 with respondent achievement level 83,52% for Skin CareBeauty. It shows that the students of Beauty Care have good readiness in the implementation of industrial work practice. (3) Preparation of students Beauty on affective aspects in the implementation of industrial work practices are categorized based on the average score of 3.70 with 74.03% respondents for Hair Beauty and excellent category based on the average score of 4, 17 with 83.52% respondent achievement rate for Skin Beauty. It shows that the students of Beauty Care have good readiness in the implementation of industrial work practice.

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