

Basic Makeup Vocational Skills Program for Learners with Hearing Impairment at Special Senior High School Level

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Abstract: This research is motivated by the learning of cosmetology skills that have not been optimal for children with hearing impairments in SKh Negeri 02 Serang City. This condition is allegedly the result of inappropriate provision of skills that have not considered talent interests and teacher competence that is not qualified in cosmetology skills. The purpose of this study is to formulate a basic makeup skills program for students with hearing impairments at the senior high school level. The approach used in this research is research and development with exploratory mixed method research design and at the program trial stage researchers use experimental methods with a single subject research design (A-B-A). The results of the pilot test of the basic makeup program that has been made show that the program improves students' abilities from an initial score of 25% to a final score of 68%.

Keywords: vocational skills; Basic Makeup; Children With Hearing Impairment

INTRODUCTION

Education is one of the efforts in carrying out the development of reliable human resources as a creator of development cadres who are able to compete in penetrating the limitations and backwardness between underdeveloped countries and developed countries. Being a learner and getting a proper education is the right of all individuals without exception for children with special needs, children with special needs have the right to be served according to their abilities, level of need and specificity. This right is also part of what is regulated in the Convention on the Rights of the Child (ratified through Presidential Decree Number 20 of 1990) and Law Number 23 of 2002 concerning Child Protection, with various rights to; (1) Get equal opportunities and accessibility for ordinary education and special education; (2) Receive education, training in a way that allows the fullest possible achievement of social integration; (3) Be protected from acts of violence committed by teachers, school managers, or their friends.

Efforts to optimize the abilities of students with special needs require good teacher competence so that they can meet the needs of each student. Mahyatun & Suryadi (2022) suggest that the different characteristics of children with special needs require teacher abilities related to how to combine the abilities and talents of each child in the ability to think, see, hear, speak, and socialize aimed at the ultimate goal of learning. This kind of teacher ability aims to provide more focused learning in the independence of students so that they can run their lives and support themselves without special assistance from others after students enter the post-school.

Efforts that can be made in improving the ability of students are to provide learning that they can use for personal independence, have the potential to build a more independent life after graduating from school or help students achieve achievements in certain fields, namely by learning skills or skills. Skills are narrowly defined as practical skills related to the world of work (vocational skills) and broadly defined as life skills (Suyanto & Jihad). According to the Broad Based Educations Team (Departemen Pendidikan Nasional, 2001), life skills are skills that a person has to dare to face life and life problems naturally without

feeling depressed, then proactively and creatively seek and find solutions so that they are finally able to overcome them. According to the concept, life skills can be divided into two main types, namely: generic life skills, and specific life skills. Each type of skill can be divided into sub-skills. Generic life skills consist of personal skills and social skills. Personal skills include self-awareness skills and thinking skills.

According to Zulaichah (2018), the objectives of vocational education for children with special needs include developing skills and adapting them to a job. One of the goals of vocational education is to prepare students who have a way of thinking as a skilled workforce (Rosyidi, Junaidi, & Sunandar, 2022). Therefore, the vocational education provided to children with special needs must be in accordance with their abilities and be able to apply it in the field of work, of course, jobs that are classified as easy and difficult for children with special needs. In addition, this adjustment will make it easier for children to follow the learning flow well so that the ability of students will gradually increase and educators can develop learning programs following the development of these abilities. In line with the opinion of Aulia (2023) in his journal who said that vocational education is a form of effort made by schools to combine practical lessons in the curriculum with the aim of forming students who are competent in knowledge and basic knowledge and skills.

One of the children with special needs who has great potential to optimize vocational abilities is children with hearing impairments who can be focused on learning cosmetology skills. Deafness is defined as a state of hearing loss in which a person is unable to detect a variety of stimuli, primarily through his sense of hearing (Apriliani & Aprilia, 2022; Sany & Wardhani, 2022; Ningsih et al., 2022). Brueggemann & Burch (2006) suggest that skills for children with hearing impairments should be provided according to gender, interests and culture. One example of a skill that adapts to gender is cosmetology, which is generally learned by women. According to Tilaar (1995), makeup is the art of beautifying the face by accentuating the beautiful parts of the face and disguising or covering facial flaws so as to better support one's appearance and confidence. Currently, there are many makeup activities that are carried out to accommodate the talents of children with special needs including children with hearing impairments, both in the form of competitions or workshops held at national and international levels, this shows that children with hearing impairments are very likely to learn makeup skills considering they have a good visual sense. In addition, children with hearing impairments also have imagination and perseverance that are not inferior to individuals in general.

Effective learning of basic makeup at school is inseparable from the role of the teacher as a companion when students carry out learning activities. Gunadi (2011) argues that the role of teachers in educating children with hearing impairments in schools is certainly very important. The learning strategy applied is not much different from learning children who can hear. However, in learning children with hearing impairments, the visual side that utilizes the sense of sight must be highlighted more. This situation is important for educators to understand in order to optimize the senses of students who function properly so that it makes it easier for students to understand the learning material presented.

In general, researchers see a tendency that almost every school has not optimized vocational learning according to the interests of students and prefers to direct students to vocational skills available at school so that sometimes this has an impact on the motivation of students to take part in learning with a good mood. Researchers have analyzed that if schools override students' interests or talents in vocational learning, then the goals of vocational learning will not be achieved optimally so that it becomes a separate concern for students because they cannot learn the skills they are interested in and do not achieve optimal results in the vocational learning that is being studied. When associated with the school's

goal of creating graduates who have competence independently, this will be an inhibiting factor in achieving this goal and will further have an impact on the post-school world of children and form a condition of children who lack skills / skills so that they are not ready to compete in the world of work or produce a work that can support children to live independently.

This will be different if the school prepares a vocational skills program that is conceptually and operationally mature with the aim of increasing competence in a particular field and can be used in career development without overriding the interests and talents of students, the result of learning skills is students with professional competence but still with a good mood so that they will be more responsible for what they are doing.

Special Schools (SKh) generally provide vocational learning that aims to provide skills for students so that students have independent and useful skills for their future lives. In general, researchers can see that basic makeup learning in SKh Negeri 02 Serang City has not been programmed. Based on the results of observations, cosmetology learning has not run optimally due to learning planning that has not been programmed properly. This can be seen by the unavailability of teaching teachers who master makeup skills, learning is only carried out at certain times such as when competitions or events will be held and students who participate are selected students without exploring how makeup learning should be carried out and only learning through videos obtained from social media.

The impact is that the implementation of learning has not been able to create graduates who have competence in the field of cosmetology even though cosmetology services can be used as business opportunities or a place to achieve achievements and are classified as prospective skills in the creative industry. As clear evidence, today many people are studying makeup with various types of makeup used according to needs such as stage needs, customs, and many more. Not a few people choose the field of cosmetology as a job or a place to channel hobbies to achieve achievements. Conceptually, the basic makeup program has never been implemented or carried out in daily learning on a regular basis. When the school will participate in a makeup competition with various types, educators determine students who are deemed capable through tests and hold continuous training, after the competition is over, the training is not carried out again. The learning provided does not fully explore the extent of the ability and develop the potential of students. This research seeks to create a learning program in the form of makeup skills that aims to improve the ability of students, especially in basic makeup competencies. The basic makeup skills learning program begins with training for teachers through workshops and practices that are tailored to the teacher's ability based on the results of the initial assessment. The training program conveys the material provided specifically and practically so that the expected result is that teachers have adequate abilities and a comprehensive picture related to basic makeup that will later be taught to students. Based on this background, researchers are interested in conducting research related to the creation of a skills program that focuses on basic makeup. Researchers believe that programs that have the potential to develop students' abilities in the future are determined by proper planning and can be based on learning basic makeup skills to teachers as facilitators in implementing learning for students with hearing impairments as an initial step. Therefore, researchers seek to find, discover and develop the right formula to develop the potential of learners who can then improve their abilities and equip learners with basic makeup skills so that these skills can be useful for their future lives.

METHOD

The research was conducted using exploratory mixed method research design. This research was conducted in SKh Negeri 02 Serang City, Banten Province. The subjects in this

study were teachers and students with hearing impairments totaling one person at the SMAKh level.

This research tries to answer two clusters of research questions, namely the first cluster "How is the learning of basic makeup skills for students with hearing impairments at the SMAKh level?". This research question is broken down into three sub-research questions, namely: (a) What is the factual condition of learning basic makeup skills for students with hearing impairment at SMAKh level? (b) What is the teacher's knowledge and skills on basic makeup? (c) What is the learning program for basic makeup skills for teachers and students with hearing impairment at SMAKh level? The data obtained through these three sub-research questions are qualitative data about the learning program of basic makeup skills for students with hearing impairment at SMAKh level.

The second cluster of research questions, "Is the basic makeup program effective in improving the skills of children with special needs? The data obtained from the second cluster of research questions is quantitative data. At this stage, the researcher uses an experimental method with a single subject research design (A-B-A), which is a design that has three phases, where (A) is the baseline, (B) is the treatment or intervention phase and (A') is the repetition of the baseline, in all three phases several sessions are conducted.

In general, this design is applied to explore a phenomenon, identify themes, design an instrument, and then test it. Researchers use this design when there are no instruments, variables, and measurement tools for the population being studied, or the researcher is unaware of their existence (Creswell, 2010). Visually, the design chart can be seen in the following Figure chart:

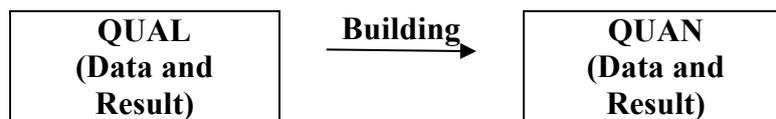


Figure 1. Exploratory Mixed Methods Research Design
(adapted form Creswell, 2010)

RESULT AND DISCUSSION

Results

This research has the ultimate goal of developing a basic makeup skills learning program at SKh Negeri 02 Serang City Banten. The data needed in compiling the program is how the factual conditions of the basic makeup skills learning program, how the basic makeup skills learning program. The data was obtained through observations, interviews, and documentation studies conducted at SKh Negeri 02 Serang City Banten.

The data obtained from the research results are then described and grouped systematically based on the focus of the problem and the research subject, which makes it easier for readers to understand this research. Furthermore, the results of this study will be described as follows:

1. Factual conditions of learning basic makeup skills

a. Basic makeup skills learning planning

Planning for learning basic makeup skills cannot be implemented properly, from the implementation of assessments to making lesson plans, the teacher has not formulated for this because he already has a training module. The teacher recommends the researcher to help make the basic makeup program.

b. Implementation of basic makeup skills learning

Based on the results of observations at SKh Negeri 02 Kota Serang, basic makeup learning for children with hearing impairments is focused on the SMPKh and

SMAKh levels but has not been studied in focus and implemented in daily learning like other vocational skills. The school will only provide learning if there are certain activities or events related to makeup so that the creation of this skills program cannot be said to be optimal. The talent of students in the field of cosmetology has not been seen as a whole, the teacher considers that some students show interest in learning cosmetology but there has been no follow-up related to the interests and talents shown by students. The biggest possible obstacle in the implementation of learning is the absence of educators who master cosmetology skills.

c. Evaluation of learning basic makeup skills

For the implementation of learning evaluation of basic makeup skills in SKh Negeri 02 Kota Serang Banten, it has never been implemented because there is no clear program for this learning, making basic makeup learning activities unrealized.

2. Teacher ability in Basic Makeup

a. Teachers' knowledge of basic makeup

Based on the results of observations and interviews conducted by researchers with teachers at SKh Negeri 02 Serang City, it is known that the teacher's knowledge of the use of basic materials commonly used in basic makeup activities is still minimal, especially in the use of basic makeup materials, which include: toner, moisturizer, foundation, powder, eyebrow pencil, eye shadow, mascara and lipstick. In addition to the lack of knowledge of the use of basic makeup materials, teachers also do not really know the use of various forms of make-up tools such as sponges and brushes according to their uses so that they cannot explain to students.

b. Teacher skills in basic makeup

Based on the results of observations and interviews conducted by researchers with teachers at SKh Negeri 02 Serang City, it is known that; (1) The teacher has not been able to form the upper and lower eyebrow lines (2) The teacher has not been able to tidy up the eyebrow lines that have been made (3) The teacher has not been able to flatten the center of the eyebrows with an eyebrow brush (4) The teacher has not been able to apply eye shadow evenly on the eyelids starting from the center and then blending into all parts of the eyelids with a brush (5) The teacher has not been able to apply foundation evenly on the face with a sponge.

3. Basic makeup program for teachers and students with Hearing Impairment at SMAKh Level in SKh Negeri 02 Kota Serang Banten

a. For teachers

The program for teachers is an effort by researchers to improve abilities in terms of knowledge and skills through semi-workshop activities as a provision in providing basic makeup learning to students. In the workshop the teacher will get, including (1) Increase the teacher's understanding of the usefulness of makeup skills both for their own interests or can be developed as a provision for students in the world of work with sharing session activities regarding the usefulness of learning basic makeup skills (2) Improve the ability of teacher skills in learning basic makeup by understanding the series of learning activities carried out including Sharing about the basic makeup learning series, introducing make-up tools and materials used in makeup learning activities, practicing makeup skills including. using toner, moisturizer, foundation, powder, pencil; using toner, moisturizer, foundation, powder, eyebrow pencil, eye shadow, mascara and lipstick (3) Opening the teacher's mindset to understand that makeup skills must be learned and practiced continuously to maximize student abilities the activities carried out are sharing about basic makeup learning must be carried out regularly or continuously.

After the teacher follows the program provided by the researcher, the researcher then invites teachers and experts (Make-up artists) through discussion activities or FGDs to validate the basic makeup learning program for students with special high school level hearing impairments that have been formulated based on the results of the initial assessment by the researcher. The results of the FGD (focus group discussion) were used as an evaluation in the program design prepared by the researcher.

b. For learners

1) Rationale

Schools are obliged to provide life skills learning, which is oriented towards vocational skills. Based on the curriculum in vocational education, the learning system is concentrated on specialized skills and vocations. Learners can directly develop their skills according to the needs of the field or field of work they will face.

One way to equip learners with hearing impairments in makeup skills to look more attractive is with a basic makeup skills program. This program is given to students with hearing impairments who will take part in skills learning at SKh Negeri 02 Kota Serang Banten. The material in this program emphasizes the types of skills that are in accordance with the needs of students with hearing impairments. So that by having the ability and expertise in the field of basic makeup, learners with hearing impairments will later have provisions when they enter the community and enter the world of work which requires them to look neat and attractive.

2) Vision and mission of the program

The vision in this basic cosmetology program is to develop the potential and abilities of students optimally in forming independent and creative individuals. While the mission carried out in the basic makeup program for students with hearing impairments are; a. Provide skills education services as optimally as possible according to the needs of students, b. Improve the ability of students in the field of basic makeup, c. Prepare students with skills so that they can be useful for themselves and society.

Program objectives in the basic makeup learning program include:

- a) Increasing children's skills, especially in makeup activities so that they understand the function of makeup both for personal interests or related to other things, for example work demands that require children to look attractive.
- b) As a provision or initial step for children in achieving and creating types of work in the field of cosmetology.
- c) Fostering children's desire to want to improve their abilities in the field of makeup and learn other types of makeup.

3) Signs

To facilitate the teacher in implementing this basic makeup program then: 1) Learning materials are based on the needs of each individual but the time is given simultaneously, 2) Learning is more oriented towards direct practice so that students with hearing impairments have qualified skills, 3) The tools and equipment needed are adjusted to the existing school conditions, 4) The assessment given is an assessment of attitude, knowledge and skills (practice). Assessment is given in the form of attitude, knowledge and skills (practice) assessment.

4) Program implementation strategy

What is meant by the program implementation strategy is the time used in implementing the program. The implementation of the program will be carried out on the skills lesson schedule which has four lesson hours in 3 (three) meetings each week. The implementation of this skills learning can be done together, but the material of each learner is adjusted to their needs.

5) Assessment of Learning Outcomes

Assessment of learning outcomes should be followed up with no follow-up. Assessment data is very useful for teachers as material for improving learning programs, correcting learning weaknesses, and tutoring activities for students who need it. The assessment of the learning outcomes of basic makeup must be carried out comprehensively, meaning that the abilities measured include cognitive, affective and psychomotal aspects. Cognitive aspects include: knowledge, understanding, application, analysis, synthesis, and evaluation proportionally.

4. **The effectiveness of the results of the pilot test of the basic makeup skills program for learners with hearing impairments at the SMAKh level in SKh Negeri 02 Serang City Banten.**

Researchers conducted a direct trial of the cosmetology program, this is to ensure that the material compiled in the program is really in accordance with the needs and abilities of students with hearing impairments. For data on the results of the trial, it is shown in the following table;

Table 1. Data from Trial Results with A-B-A Design

Baseline (A1)	Sessions	Basic makeup skill score (%)
	1	25
	2	25
intervention (B)	Sessions	
	1	76,25
	2	81,25
	3	92,5
	4	97,5
Baseline (A2)	Sessions	
	1	61,25
	2	68,75

From the table above we can see that in phase A (baseline-1) which is the initial condition of basic makeup skills getting the same score of 3 for 2 days a week. Then in phase B (Intervention) shows an increase in scores in 4 meetings conducted despite the ups and downs produced by students in basic makeup skills. However, in the last phase, namely A2 (baseline-2), students' abilities tend to decrease compared to the intervention but increase more than the initial ability (phase A).

Discussion

Based on the findings of the research results in the field, the following will discuss matters related to the basic makeup skills learning program at SKh Negeri 02 Serang City Banten.

1. **Factual conditions of learning basic makeup skills for students with hearing impairments at the Special Senior High School level in SKh Negeri 02 Kota Serang Banten.**

The existence of a learning program is very important because it is a series of activities that are agreed upon in order to achieve the competency targets that will be

expected as stated by McDavid & Hawthorn (2006) defines a program as a meaning relationship that is designed and implemented purposively. A program can be understood as a group of activities intended to achieve one or related several target outcomes. And Tayibnabis (2000) argues that: Program as everything that someone does with the hope that it will bring results or influence. Thus the program can be interpreted as a series of activities that are carefully planned and in their implementation take place in a continuous process, and occur in an organization that involves many people. One example of a vocational program can be realized by forming a Learning Implementation Plan (RPP). RPP is a lesson plan that is prepared by a teacher before carrying out a lesson. RPP is very important because it is a reference in carrying out the learning process (Sakirin, 2020).

From the results of data collection conducted through interviews, observations, and documentation, it was found that basic makeup learning had not been carried out properly and purposefully. The absence of a learning program can have an impact on the learning process directly such as the difficulty of determining the material in each meeting, determining lesson planning, lesson implementation, evaluation etc., so that the process carried out by the teacher in guiding, assisting, and directing students to have a learning experience can not be achieved properly. Because this is not in accordance with Abidin's statement (2009) that a learning program is a method/process that is previously planned and directed to achieve goals and is designed to facilitate the learning process.

2. Teacher ability in Basic Makeup

The teacher's ability in basic makeup skills at SKh Negeri 02 Serang City Banten is still lacking in terms of knowledge and skills. This can be seen during observations and interviews, the teacher has difficulty explaining the use of basic materials used in basic makeup activities, the teacher also does not know the use of makeup tools according to their uses and also the teacher has not been able to explain the use of makeup tools according to their uses.

Sadirman in Rahman (2022) explains nine points about the role of educators in teaching and learning activities including (1) Teacher as an informant or as a source of learning for students; (2) Teacher as a facilitator or provider of facilities, facilities in the teaching and learning process, for example by creating an atmosphere of conducive learning activities, harmonious with student development, so that teaching and learning interactions take place effectively and optimally. (3) Teacher as a motivator in order to provide stimulation, encouragement and reinforcement to develop students' potential, foster self-help (activity) and creativity (creativity), so that there will be dynamics in the learning process. (4) Teacher as Evaluator or evaluate the results that have been carried out during these learning activities (5) Teacher as Organizer or manager of academic activities, syllabus, workshops, lesson schedules and others. (6) Teacher as Director must be able to guide and direct student learning activities in accordance with the aspired goals. (7) Teacher as an Initiator or originator of ideas in the learning process. The ideas sparked should be creative ideas that can be emulated by students. (8) Teacher as Transmitter or disseminator of educational wisdom and knowledge. (9) Teacher as or mediator in student learning activities. For example, mediating or providing a way out or solution to a problem.

In the skills aspect also shows the results that the teacher has not been able to make the upper and lower eyebrows, flatten the middle of the eyebrows with an eyebrow brush, apply eye shadow evenly and also the teacher has not been able to apply foundation evenly on the face with a sponge. This also shows that there are no professional teachers in the field of cosmetology in line with the opinion of Surya (2003) Professional

competence is a variety of abilities needed in order to realize himself as a professional teacher. Professional competence includes expertise in the field, namely mastery of the material to be taught and its methods and a sense of community with other teachers.

3. Basic makeup program for teachers and students with Hearing Impairment at Special Senior High School Level in SKh Negeri 02 Kota Serang Banten

The learning program is essentially a long-term planning carried out by the teacher to be able to estimate the various actions that will be taken in the classroom or outside the classroom. Learning planning needs to be done so that teachers can coordinate various learning components that are oriented (based) on the formation of learner competencies, namely basic competencies, standard materials, learning outcome indicators, and assessment. Tarjiah (2017) argues that good learning planning can be started by compiling a syllabus or lesson plan, Syllabus is a learning plan made for one semester for certain subjects. The syllabus is made in the form of a matrix (table) which contains 8 components, namely: (1) competency standards, (2) basic competencies, (3) formulation material, (4) success indicators, (5) learning activities, (6) time allocation, (7) resources and learning media, (8) evaluation. The syllabus is made for each subject, in one semester in class. In addition to containing the 8 components above, the syllabus is usually preceded by the identity of the subject. Learning Implementation Plan (RPP) is a learning plan made for one or several times in a particular subject. The lesson plan elaborates more details and operations of the syllabus. The components are written more or less the same as the syllabus RPP. The difference with the syllabus is that the lesson plan is made not in the form of a matrix (table) but a description that extends to the base of the syllabus.

This basic makeup skills learning program is formulated based on the results of a qualitative study in the field. The findings of the qualitative study state that SKh Negeri 02 Serang City Banten does not yet have a basic makeup skills learning program. Therefore, the learning program that will be formulated is more focused on learning basic makeup skills, after the basic makeup learning program is made, the program is shown again to the teacher. The assessment that the teacher gave to the learning program made was very positive, the determination of the material for each session was made carefully according to the material in the training module, so that the program made could be used.

The basic makeup skills learning program is the final goal of this research. The birth of the program at this stage is the result of the researchers' reflection starting from the stage of looking at the factual conditions of the basic makeup skills learning program at SKh Negeri 02 Serang City Banten, the process of making this basic makeup skills learning program is closely related to the basic elements of the curriculum, namely subject matter objectives, learning experiences and assessment of learning outcomes. The basic makeup skills learning program that has been prepared is expected to develop and improve the competence, creativity and independence of each learner, and can be a reference material and motivation for teacher development in providing good skills teaching, from the aspects of planning, implementing, and evaluating the work of students.

4. The effectiveness of the results of the pilot test of the basic makeup skills program for learners with hearing impairments at the Special Senior High School Level in SKh Negeri 02 Serang City Banten.

This study aims to develop a basic makeup learning program for teachers and students with hearing impairments at the Special Senior High School Level, and also to determine whether or not there is an effect of the program that has been made with the results of increasing the basic makeup skills of students with hearing impairments at Skh Negeri 02 Serang City. Aspects of basic makeup were tested including the application of

foundation, powder, eyebrow pencil, eye shadow, mascara and lipstick using an experimental method with a single subject research (SSR) A-B-A design.

There is a difference in the basic makeup ability scores of students in all phases, where the intervention phase score (B) is greater than baseline-1 (A1) this indicates an increase in score, and is assumed to be the result of the treatment that has been given, but in the baseline-2 phase (A2) the score obtained decreases again. The following is a recapitulation of the results of the basic makeup program trial made into the graph format below.

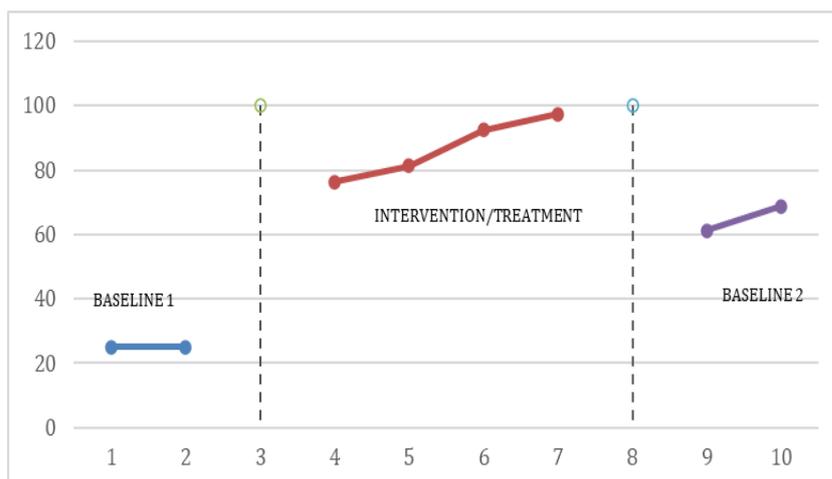


Figure 2. Test results of the basic makeup program for hearing impaired learners

From the research that has been conducted, the researcher feels that there are advantages during this research. The advantages that the researcher felt during this study were that children with hearing impairments quickly understood when learning, looked happy, wanted to continue to try to learn to make and experiment to apply makeup. In addition, the learning process using this basic makeup learning program is more effective and efficient, because the teacher is no longer groping for what material to give. The results of the trial on students with hearing impairments in learning basic makeup skills shown in the Baseline 1 and Baseline 2 results tables described earlier, show that the program is effective and can be useful and useful, especially for teachers and students with hearing impairments at the Special Senior High School Level in SKh Negeri 02 of Serang City Banten.

Supported by Aisyah's research (2023) which examines the vocational skills of deaf children who experience problems in their skills classes, one of which is in makeup, thus this study aims to improve the vocational skills of deaf children's makeup using video tutorial media. This study uses a quantitative approach with the type of research SSR (Single Subject Research), the design used in this study is A-B-A, the first A is the baseline 1 phase, B is the intervention phase, and the second A is the baseline 2 phase. The subject in this study was a deaf student who was in grade IX SMPLB. It is evident from the data obtained during the baseline 1 (A1) condition that the mean level is 35%, then during the intervention condition (B) the mean level is 60.3 during the baseline 2 (A2) condition the mean level is 82%. The overlap result from A1 to B is 0% B to A2 is 0%. This shows that the SSR method is effective for seeing improvements that occur to students after intervention.

CONCLUSION

The basic makeup skills learning program can be used to improve the ability of basic makeup skills of students with hearing impairments. The results of the learning program trial show an increase in the basic makeup skills of students with hearing impairments, this can be seen from the results of baseline 2 (A2) which has increased its achievement from the previous results, namely baseline 1 (A1) although it is not so big an increase and even stagnant.

The results of this achievement are inseparable from the role of teachers who also always support researchers in the implementation of the entire basic makeup learning program. The entire process of learning basic makeup to improve the basic makeup skills of students with hearing impairments is well delivered so that the objectives of the study are maximally achieved.

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