

Volume 2, No. 9 September 2023 - (1087-1101)

p-ISSN 2980-4868 | e-ISSN 2980-4841

<https://ajesh.ph/index.php/gp>



THE INFLUENCE OF LEARNING ACTIVITIES, PPT MEDIA WITH VIDEO TUTORIALS ON STUDENT LEARNING OUTCOMES AT SMKN 8 SURABAYA

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ABSTRACT:

This research aims to determine the influence of student learning activities on practical learning outcomes at SMKN 8 Surabaya, to determine the influence of PPT and Video Tutorial media on practical learning outcomes at SMKN 8 Surabaya, to determine the interaction between learning activities and PPT media and Video Tutorials on results. practical study at SMKN 8 Surabaya. The research method uses quantitative methods, the population of students at SMKN 8 Surabaya and the sample is 34 students. Class KC 1A as an experimental class and class KC 1B as a control class with experimental hair cutting practices *solid from horizontal line*. Data collection techniques using experimentation, observation and documentation. The results were analyzed using two-factor Anova. The results of research on student activity in the learning process can influence practical learning outcomes, this is because the learning process can be stimulated and develop their talents, students can also practice critical thinking and can solve problems in everyday life. There are factors that can influence the emergence of student activity in the learning process. There is an influence of using power point media methods and pruning video tutorials *solid horizontal line* on the learning outcomes of hair cutting practices for class XI Beauty and Beauty students at SMKN 8 Surabaya. There is interaction between learning activities and PPT media with Video Tutorials on practical learning outcomes at SMKN 8 Surabaya.

Keywords: Attitude, Creativity, Entrepreneurship, Self-employed, Theory of planned behavior, Unemployment

INTRODUCTION

The city of Surabaya has complete educational institutions at all levels of education, both private and state schools. Vocational High School (SMK) is a form of formal education unit that provides vocational education at the secondary education level as a continuation of SMP/MTs or other forms of equivalent or continuation of learning outcomes that are recognized as the same/equivalent to SMP/MTs (Law Number 20 of the Year 2013, Article 18 paragraph 3).

SMK Negeri 8 Surabaya is on Jl. Cambodia No.18-20, Genteng, Surabaya City. has various majors, namely multimedia, hospitality, culinary design, fashion design, and beauty design. The beauty department at SMK Negeri 8 Surabaya requires 40% theoretical learning and 60% practical learning, so it requires lots of demonstrations and face-to-face meetings. However, during the Covid pandemic season there was no face-to-face meeting, even after the second year face-to-face was held but the quota was still 50% so students took turns entering. Cosmetology majors learn about skin beauty and hair beauty, in hair cosmetology students learn about types of hair care, hair styling, hair curling and hair cutting. Class XI beauty and beauty students study hair cutting subjects, one of which is solid hair cutting.

Solid hair cutting must be mastered by class solid technique. The aim of learning solid hair cutting techniques is that students

are expected to be able to explain the meaning and concept of solid hair cutting and be able to carry out the process of solid hair cutting, but in reality students' competence in this subject is still lacking, there are still many students who have difficulty practicing solid hair cutting well. due to less than optimal learning activities.

Learning activities are an important thing that students must do as students, without activities the learning process will not run effectively and learning objectives cannot be achieved optimally. Successful learning always occurs through various kinds of activities, both physical and psychological. According to the Big Indonesian Dictionary, the word active means something that is capable of action and creativity, according to (Siregar et al., 2021) the word learning is everything that students do in the context of the learning process. The learning process can be optimized by utilizing media, one of which is video and PPT media.

Based on the results of initial observations at SMK Negeri 8 Surabaya on class .

Based on the joint decree of the Minister of Education and Culture Number 03/KB/2021, it is stated that the implementation of secondary education learning during the Covid-19 pandemic was carried out with limited face-to-face learning while still implementing health protocols and distance learning. As a result, several students could not achieve a KKM score of 75 during the pandemic.

Data at SMKN 8 Surabaya based on a list of scores, for the 2021/2022 academic year there were 17 students in class XI Beauty who got scores of 75-90, only a few students. This data can conclude that there has been a decline in student learning outcomes.

This research aims 1). To determine the influence of student learning activities on practical learning outcomes at SMKN 8 Surabaya, 2) To determine the influence of PPT and Video Tutorial media on practical learning outcomes at SMKN 8 Surabaya, 3) To determine the interaction between learning activities and PPT media with Video Tutorials on practical learning outcomes at SMKN 8 Surabaya.

RESEARCH METHODS

This research design uses an experimental design. The requirement in an experiment is that there is another group that is not known to the experimenter and also receives observations. This other group is referred to as a comparison group or control group. The consequences of the treatment can be known with certainty because it is compared with those who did not receive the treatment. This research is experimental research so that in making this experiment it can really be defined and produce the desired information according to the data collected, which can be seen in Table 1 below.

**Table 1
Experimental Design**

Independent Variable	Instructional Media	
	Moderator Variables	PPT (x1)
High student activity (AST)	Y11, kpdt 1	Y12, kpdt1
Medium student activity (ASS)	Y21, bkr 1	Y22, sst 1

Tuckman 1999:2

Information:

- (1). x1 : Media PPT
- (2). x2 : PPT Media and Video Tutorials
- (3). Ast: high student activity
- (4). Ass: moderate student activity

Research variable

In this research there are 3 variables

- a. Independent Variables or independent variables in this research are learning media for student learning activities, PPT and Video Tutorials
- b. The dependent variable or dependent variable in this research is the results of practical learning which is achieved through manipulation skills involving muscles and physical strength which are related to the results of a student's skills or ability to act (Haryati, 2007) (Sangadah, 2019).

- c. The control variables in this research are:
- 1). Learning time is 6 x 45 minutes, 2). Hair cutting techniquesolid from horizontal line is trimming with a straight line pattern of equal length between the back, side and front hair where the trimming process is carried out without any lifting. In this research, tools, materials, linen, cosmetics are used in learning.

Population and Sample

Population

Population is all objects in which there are subjects that can be used as a data source which is expected to provide the data needed by a researcher. The population in this study were students of Beauty Management at SMKN 8 Surabaya.

Sample

According to (Yani et al., 1995) the sample is part of the number and characteristics of the population, so that the sample is part of the existing population, for sampling you must use a certain method which is based on existing considerations. Arikunto stated that if there are less than 100 research subjects, it is better to take all of them so that the research is population research. For a population with more than 100, 10-15% or more is taken, depending on the researcher's capabilities, the size of the observation area and the size of the risk.

Sample of 34 students. Class KC 1A as an experimental class and class KC 1B as a control class by practicing hair cuttingsolid from horizontal line.

Table 2
List of Research Samples

No.	Class	Amount
1	XI KC 1A	17 Students
2	XI KC 1B	17 Students
Amount		34 Students

Method of collecting data

1. Practice

The instruments used to support the data collection process in this research are researchers using instruments in the form of syllabi, lesson plans, learning media, instruments in the form of tests, which will produce quantitative data. The test used is in the form of practice which aims to find out the results of applying PPT media with Video Tutorials. Meanwhile, to measure practical learning outcomes in the form of practical observation sheets (psychomotor). which includes: 1). Preparation (personal, work area, tools, materials, cosmetics), 2). Work time (process, technique, time). 3). Practice results (trimming results, harmony, neatness), 4). Packing and instrumentation of student activities includes 1) student preparation, 2) learning activities, 3) closing activities.

2. Documentation

Documentation was used to obtain data on a list of names of students who were sampled in this research.

3. Observation

Data analysis method

In this research, the data analysis technique uses two-way ANOVA (*Two Way Anova*). Analysis of variance (*Analysis of Variance*) or anova is a method of statistical analysis which is a branch of inference statistics. This two-way ANOVA is used to test the average or treatment effect of an experiment that uses more than one factor, where the two factors X11 are PPT media, X12 PPT media with tutorial media, solid model trimming.

B. Data on Practical Learning Results

In this study, the data obtained were the results of learning about hair cutting practices *solid from horizontal line*. carried out by students at SMKN 8 Surabaya, data on student learning outcomes was obtained from the results of practice carried out after students received learning treatment, either PPT media alone or PPT media with Video Tutorials, presented in the table below:

RESULTS AND DISCUSSION

A. Description of Research Results

Based on the results of the descriptive analysis as stated below, in general the influence of learning activities, PPT media and Video Tutorials on practical learning outcomes at SMKN 8 Surabaya,

Table 3
Learning Outcome Data Hair Trimming Solid from Horizontal Line Students at SMKN 8 Surabaya

Learning Media		Mean	Std. Deviation	N
PPT	Height	75,0000	3,20156	9
	Currently	73,1250	8,02563	8
	Total	74,1176	5,85109	17
PPT with Video Tutorial	Height	84,7273	7,22621	11
	Currently	82,1667	3,97073	6
	Total	83,8235	6,25735	17
Total	Height	80,3500	7,51332	20
	Currently	77,0000	7,89352	14
	Total	78,9706	7,73612	34

Based on the table above, learning PPT with Video Tutorial, available 11 students obtained an average result value study 84.73 and the very active category, 6 students got an average score of 82.17 in the active category.

B. Test Requirements Analysis

This data analysis will be presented successively (1) normality test, (2) homogeneity, and (3) Hypothesis Test.

1. Normality test

The data distribution in this study was tested for normality of the data. The results obtained are normal data distribution. The normality of data distribution can be seen in the test results as in the following table:

Table 4
Normality Test of Practical Learning Results for Experimental and Control Classes

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Hasil	,098	34	.200*	,975	34	,601

Based on table 2 above, the significance value of learning outcomes is found to be 0.200. The significance level is then compared with the critical value using 0.05 (5%) so that $0.200 > 0.05$ which means the data is normally distributed.

2. Homogeneity Test

The homogeneity test is carried out to determine whether the data obtained is homogeneous or not. Homogeneous data is characterized by variance that is not too large. To determine this homogeneity, it is necessary to test the difference in means, which will obtain the following data:

Table 5
Homogeneity Test of Practical Learning Results for Experimental and Control Classes

F	df1	df2	Sig.
2,199	3	30	.109

In table 3 above, the significance value (sig.) = 0.109 is obtained. This

significance value is then compared with the critical value, so that $0.109 > 0.05$ is obtained, which means it is significant. In this way, the data obtained from the research results have met the requirements for data homogeneity and then variance analysis can be carried out.

C. Hypothesis Testing

In this research, the results of statistical calculations for testing hypotheses 1, 2, 3 will be explained using the Two-Way Anava technique with the SPSS program with results as in the table below:

First Hypothesis

Ha: The working hypothesis or alternative hypothesis states that there is an influence of student learning activities on practical learning outcomes at SMKN 8 Surabaya

Ho: The null hypothesis states that there is no influence on student learning activities on practical learning outcomes at SMKN 8 Surabaya

Table 6
Practical Learning Results with Student Learning Activities

Source	Type III Sum of Squares	df	Mean Square	F	Say.
Corrected Model	841.080 ^a	3	280,36	7,418	0,001
Intercept	201011,893	1	201011,9	5318,29	0
Activity	39,852	1	39,852	1,054	0,313
Error	1133,89	30	37,796		
Total	214011	34			
Corrected Total	1974,971	33			

From the results of the analysis above, the calculated F value for the practical learning outcomes of student learning activities is 1,054 and the probability is 0.313, which is greater than the real level of 0.05, so that H_0 is rejected, H_a is accepted, meaning that there is an influence of student learning activities on practical learning outcomes at SMKN 8 Surabaya

Second Hypothesis

H_a : The working hypothesis or alternative hypothesis states that there is an influence of the use of PPT media with Video Tutorials on practical learning outcomes at SMKN 8 Surabaya

H_0 : The null hypothesis states that there is no effect of using PPT media with Video Tutorials on practical learning outcomes at SMKN 8 Surabaya

Table 7
Practical Learning Results Using PPT and Video Tutorial media

Source	Type III Sum of Squares	df	Mean Square	F	Say.
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Corrected Model	841.080 ^a	3	280,36	7,418	0,001
Intercept	201011,893	1	201011,9	5318,29	0
Media	713,556	1	713,556	18,879	0
Error	1133,89	30	37,796		
Total	214011	34			
Corrected Total	1974,971	33			

From the results of the analysis above, the calculated F value of practical learning results using PPT and Video Tutorial media is 18.879 and the probability of 0 is greater than the real level of 0.05, so that Ho is rejected, Ha is accepted, meaning that there is an influence of the use of PPT media with Video Tutorial, on practical learning results at SMKN 8 Surabaya.

Third Hypothesis

Ha: The working hypothesis or alternative hypothesis states that there is an interaction between student learning activities and the use of PPT and Video Tutorial media, on practical learning outcomes at SMKN 8 Surabaya

Ho: The null hypothesis states that there is no interaction between student learning activities and the use of PPT and Video Tutorial media on practical learning outcomes at SMKN 8 Surabaya

Table 8
Learning Outcomes Practice interaction between student learning activities and the use of PPT and Video Tutorial media

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	841.080 ^a	3	280,36	7,418	0,001
Intercept	201011,893	1	201011,9	5318,29	0
Media * Activity	0,952	1	0,952	0,025	0,875

Error	1133,89	3 0	37,796
Total	214011	3 4	
Corrected Total	1974,971	3 3	

From the results of the analysis above, the calculated F value of Practical Learning Results of interaction between student learning activities and the use of PPT and Video Tutorial media is 0.025 and the probability is 0.875 which is greater than the real level of 0.05, so that H_0 is rejected, H_a is accepted, meaning there is an interaction between the activities. student learning and the use of PPT and Video Tutorial media, on practical learning outcomes at SMKN 8 Surabaya

D. Discussion of research results

Research Findings

The findings from the study results are related to previous relevant research regarding the influence of learning activities, power point media with video tutorials on practical learning outcomes at SMKN 8 Surabaya

1. The Influence of Student Learning Activities on Practical Learning Outcomes at SMKN 8 Surabaya

Student activity in the learning process can influence practical learning outcomes, this is because the learning process can be stimulated and develop their talents,

students can also practice critical thinking and can solve problems in everyday life. There are factors that can influence the emergence of student activity in the learning process. According to Gagne and Briggs, these factors include: 1) Providing encouragement or attracting students' attention, so that they can play an active role in learning activities, 2) Explaining instructional objectives (basic abilities to students), 3). Remind students of learning competencies, 4). Provide stimulus (topic problems and concepts to be studied). 5) Give instructions to students how to learn it. 6) Bringing up activity, student participation in learning activities. 7) Providing feedback (feed back) 8) Carrying out bills to students in the form of tests, so that students' abilities are always monitored and measured. 9) Conclude each material presented at the end of the lesson. (Ningsih, 2018) stated "Student activity can support learning success which is manifested in high grades. The facts show that some students

have been able to achieve the KKM, namely 70, in their learning outcomes. Then the Economics Teacher stated that there were 73 students out of a total of 98 class *Understand (Royani et al., 2020)* the research found that there was a significant positive influence of student activity on the learning outcomes of class XII students in the Civil Service subject at SMK N 1 Banyudono for the 2019/2020 academic year.

2. The influence of the use of PPT and Video Tutorial media on practical learning outcomes at SMK 8 Surabaya

The use of media in learning is applied to students to determine learning outcomes. Every use of media also has advantages and disadvantages that will be applied. The application of media in this research is using power point media and video tutorial media. So the results of the discussion in this research will explain the advantages and disadvantages of the media given to students.

The results of research conducted by (Rahmizul, 2019) which applied the demonstration method assisted by video media and compared with research conducted using power point media assisted by solid hair barber tutorial video media, there was a comparison of

each variable where the research results showed an influence on the group. The experiment used power point media and video tutorials for solid horizontal line trimming compared to the control group which used power point media for practical hair cutting learning activities for Class XI Beauty System students at SMKN 8 Surabaya.

3. Interaction between student learning activities and the use of PPT media with Video Tutorials, on practical learning outcomes at SMKN 8 Surabaya

The results of the research show that there is an interaction between student learning activities and the use of PPT media with Video Tutorials, on practical learning outcomes at SMKN 8 Surabaya, which is each learning method variable and student activity variable are interrelated in building interactions, so it is more profitable if applied together or not separately in their application. These results also show that the positive influence of these two factors is interdependent or influences each other. each on student learning outcomes. Interaction is cooperation between two or more variables in influencing a related variable. More precisely, interaction means that the work or influence of an independent variable on the dependent variable depends

on the state of the other independent variables. According to KBBI (2016), mutual action is a two-way process that contains reciprocal actions or acts of communication.

Student activity in the learning process can be stimulated and develop their talents, students can also practice critical thinking and solve problems in everyday life. According to (Akbulut, 2007), (Royani et al., 2020), (Ninghardjanti et al., 2023) states that there is a significant positive influence of student activity and learning facilities together on the learning outcomes of class XII students in civil service subjects at SMK N 1 Banyudono for the 2019/2020 academic year.

The research found that there was an interaction between the application of the demonstration method and the activeness of students. This is in line with research on the Influence of the Talking Stick Type Cooperative Learning Model on the Activeness and Cognitive Learning Outcomes of Class VIII Middle School Students by Y Bare in 2021, as well as research conducted by Fahzun (Qoyyimah et al., n.d.) in 2017 entitled The Effect of Using Video Tutorial Media on Learning Achievement in Basic Beauty, Skin, Class X, Hair Beauty at SMKN 1 Sooko, Mojokerto. The learning

outcomes of class X-TKR students at SMK Negeri 1 Sooko Mojokerto are still low. The pretest results showed that of the 31 students, only 19.36 percent or 6 people whose scores reached the minimum completion criteria set, namely 75 and as many as 80.64 percent or 25 students did not reach the minimum completion criteria. To overcome this, it is necessary to apply learning using video tutorial media.

Student activity in the learning process can be stimulated and develop their talents, students can also practice critical thinking and solve problems in everyday life. According to (Ebner & Holzinger, 2007), (Royani et al., 2020), (Nurhayati et al., 2020) states that there is a significant positive influence of student activity and learning facilities together on the learning outcomes of class

CONCLUSION

The article was effective in analyzing the connection between risk-taking inclination, personal qualities, and entrepreneurial goals among Nigerian undergraduate students. As a result, the data indicated a positive and strong relationship between undergraduate students' risk-taking inclination and entrepreneurial motivation. To recap, the country's continuously high unemployment

rate has driven undergraduates into tiny businesses. This conclusion is backed by (Raimi et al., 2021). While many students were involved in selling and purchasing activities, especially internet importation sfirms, when the new day dawned, it was revealed that risk-taking propensity and need for accomplishment had a considerable favorable association with the entrepreneurial objective.

Individual qualities have also been demonstrated to have a major influence on undergraduate students' entrepreneurial inclinations. Students' entrepreneurial tendencies are favorably affected by personality traits. As a result, the country's state has moved undergraduates' viewpoints away from seeking a white-collar employment after graduation. This fact accords with (Espejo-Siles et al., 2022). Undergraduates nowadays opt to build their own business or join a partnership with like-minded individuals. Undergraduates have transformed into risk-takers and entrepreneurs in today's Nigeria, according to the conclusions of the research. Environmental events, on the other hand, have taught them what they are. The results of the research can be concluded 1). student learning activities influence practical learning outcomes at SMKN 8 Surabaya, 2) the use of PPT media with Video Tutorials influences practical learning outcomes at SMKN 8 Surabaya, 3) There is an interaction between student learning activities and the use of PPT and Video Tutorial media on

learning outcomes. practice at SMKN 8 Surabaya.

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First publication right:

Asian Journal of Engineering, Social and Health (AJESH)

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