


Development of a Soft Skills Competency Enrichment Book Model Focused on Hair Treatment Services

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ABSTRACT

This research aims to (1) identify relevant soft skills for students in hair treatment services at SMKN 1 Tegal, (2) design an effective enrichment book model to enhance students' soft skills, (3) compile an enrichment book that effectively improves soft skill competencies in hair treatment services, (4) analyze the feasibility and practicality of implementing the enrichment book in the learning process, and (5) determine its effectiveness in learning hair treatment services. This study employs Research and Development (R&D) using the ADDIE model from Dick and Carey. Data collection techniques include questionnaires, interviews, observations, and documentation. The population consists of Class XII students of SMKN 1 Tegal, with two classes as samples, divided into control and experimental groups. Data analysis techniques involve normality tests, homogeneity tests, t-tests, and feasibility and effectiveness tests. The results indicate a positive and significant impact of the Soft Skills Competency Enrichment Book Model on students' hair treatment skills. Teacher and student needs analysis includes student requirements, user analysis, and facility evaluation. Media development involves media and format selection, question compilation, and application design. Validation results show 93% for material and 94% for media aspects. Learning effectiveness is demonstrated by an increase in experimental class performance from 18% to 85%, proving the model's significant impact on enhancing students' hair treatment service skills.

Keywords: *Development, Books, Enrichment, Soft Skill, Hair Treatment.*

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INTRODUCTION

Soft skills are very much needed by students to enter the business world and industry. In fact, many companies prioritize soft skills over academic and hard skills in seeking human resources (HR). The business world and industry are not only looking for candidates with high academic and hard skills, but also pay attention to the values inherent in a person or in terms of soft skills. Although different from work skills, non-technical skills (soft skills) are a crucial factor in getting and maintaining jobs (Rosenberg, Heimler, & Morote, 2012).

Soft skills are life skills and abilities, both for oneself, in groups, or in society, and with the Creator. Furthermore, Elfindri (2010) argues that having soft skills will make a person's presence more felt in society. Communication skills, emotional control skills, language skills, group skills or working together with others, having ethics and morals, having good manners, good attitude and having spiritual skills. Based on Afriani's research (2015) it shows that there is an influence between soft skills mastery and work readiness, which is 5.08%. This is in line with research conducted by Ngaini (2017) that there is an influence between soft skills mastery and work readiness. Meanwhile, according to Cahyaningrum (2018) there is a positive and significant influence between soft skills mastery and work readiness of 5.34%.

The abilities possessed by humans can be likened to an iceberg that is visible above the surface of the water is the ability of hard skills or technical skills, while the abilities that are below the surface of the water and have the largest portion are soft skills. Soft skills are abilities that are not visible and are often related to human emotions. Basically, soft skills are abilities that are inherent in a person, but can be developed optimally and are needed in the world of work as a complement to hard skills. The existence of hard skills and soft skills should be balanced, in line, and in line. Based on this background, to find out the application of soft skills, this finding shows the great potential for developing soft skills to improve work competence, self-development, and the quality of student work, which is in line with work standards and industry demands which are important aspects in a person to be successful in their work.

Education as the main provider of human resources should be able to direct HR to follow the developments that occur. Currently, the quality of HR needed in the world of work is those who have good technical skills or hard skills and of course have a good attitude (soft skills). With these conditions, there needs to be a strategy or method that supports vocational school graduates to develop their soft skills, so that job opportunities for high school graduates will increase. The mismatch between learning in schools and industry needs is one of the factors causing high unemployment rates (Diem, 2014; Robst, 2017; Granado-Alcón et al., 2020). Therefore, vocational education must be oriented towards industry competency standards as the main reference. The tourism industry, especially in the beauty and SPA sectors, has promising business opportunities in the domestic and regional spheres (Decree of the Minister of Manpower of the Republic of Indonesia number 46 of 2017). Realizing this, SMKN 1 Tegal provides students with the Beauty and SPA expertise program to become professional Beauticians, Hairdressers, Makeup Artists, and SPA Therapists. This program emphasizes mastery of knowledge, work attitudes, and skills needed in the industry.

Books as a source of inspiration to obtain new ideas about science and information that occurs in the world of education. By using books in the educational process, the learning objectives that will be carried out in schools and universities can be achieved. The role of books as a learning resource that can help the educational process anywhere. This is the reason for the government to always develop good and useful books for children to adults, and improving the quality of books in terms of content and physical books needs to be considered.

Enrichment books are complementary books for the main learning in schools. Enrichment books can be used by students or the general public to develop thinking, knowledge, skills and develop self-potential. According to Rofiqoh & Subyantoro (2020), enrichment books contain material that can be used to support textbooks. In line with this opinion, Hapsari & Sumartini (2016) explain that enrichment books can help achieve educational goals. It can be concluded from the two opinions above that enrichment books are compiled to support the teaching and learning process. When viewed at the present time, enrichment books are very much needed in learning activities. This can be seen through research by Pertiwi, et al. (2016) which shows that changes in the curriculum that present many new texts are still not accompanied by the availability of supporting books. As a result of the obstacles that have been mentioned, enrichment books are a solution to the lack of supporting books for students and teachers. In addition, enrichment books have the advantage of having a wider scope of material. This broad coverage can make readers understand more about the main topics discussed (Alfarisi & Suseno, 2019).

The book produced in this study is expected to be a companion learning book for students who want to know more about soft skills oriented towards hair treatment services. Through this book, students are expected to be able to carry out independent or directed learning activities to deepen their soft skill abilities in providing services. The enrichment

book created by the researcher has its own characteristics compared to similar books that already exist. The characteristics of the enrichment book are described as follows.

First, the enrichment book created by the researcher is not a book that only explains theory. The book combines theory and practice. Readers are given directions and practical tips in applying soft skill competencies when providing hair treatment services. This combination is often not found in similar books.

Second, the enrichment book created by the researcher is compiled based on a contextual approach. According to Suherman, contextual learning is learning that begins with examples of real-world events experienced by students, then raised to discuss the concept being taught. Students can practice, tell stories, communicate, resolve customer complaints or respond to questions and answers with customers. And the design of this enrichment book will be made attractive and make it easier for readers to understand the material and learning directions conveyed by the author so that students do not hesitate to apply the contents of the enrichment book on soft skills that are oriented towards hair treatment services. Raising several components of the book is expected to not only make it easier for students to understand the book material but also to always be able to apply soft skills well when faced with customers.

Third, the enrichment book created by the researcher is not only intended to support student learning. This book provides self-development materials on soft skills and hard skills of hair treatment practices that begin with receiving incoming customers, offering menus, providing excellent service to customers, providing treatments until packing and communicating suggestions and offering products to customers. This self-development material needs to be provided based on the consideration that currently soft skills must be studied more deeply by students in hair treatment services. The existence of this self-development material is generally not widely found in existing learning companion books for vocational high school students.

Soft skills is a sociological term that refers to a group of personality traits, social harmony, language skills, communication, self-confidence, personal habits, friendliness, and optimism of a person that places people at various levels. Soft skills complement hard skills, which are technically required in life. Soft skills are personal traits that are important for improving individual interactions, work performance, and career prospects for the future. Vocational education, as stated in the National Education System Law Number 20 of 2003 article 15, is secondary education designed to equip students with the skills and knowledge needed to work in a particular field. Many factors need to be integrated to meet this standard, such as student ability, teacher ability, and school facilities and infrastructure. Therefore, it is hoped that by maintaining the integration of soft skills but better so that it is maximized in learning activities with increased time intensity and provision of materials as hard skills, students will gain short-term and long-term benefits. The short-term benefits are increased student learning outcomes, with increased self-confidence, creativity, initiative, adaptability and communication skills, while the long-term impacts obtained are later in the world of work, which currently not only requires hard skills but is more emphasized on soft skills, in accordance with the goals and priorities of Vocational High Schools (SMK) which were established to educate students to be ready to face competition in the world of work. In the world of education, "soft skills" are one aspect of skills that need to be given more attention and are often studied in various educational seminars. Soft skills are considered as aspects of skills that determine the success or failure of the education process.

Hairdressing beauty learning at SMK Negeri 1 Tegal is divided into two large groups, namely Instructional where learning is structured in a curriculum that is divided into normative, adaptive, and productive programs. Non-Instructional where learning activities are outside the curriculum, such as workshops, seminars, and field work practices (PKL). This commercial-based Beauty and SPA Expertise Program produces service in the field of skin beauty and hair treatment. Student competencies are assessed directly by customers,

ensuring their readiness to enter the workforce. This program equips students with skin beauty and hair treatment techniques, and applies a learning model that focuses on soft skills and hard skills. This allows students to master a complete work attitude, character, and skills, as well as build a qualified portfolio.

The productive program in hair beauty expertise competency has competency standards that must be achieved by each student. One of these standards is performing scalp and hair care (Hair Treatment), which includes several basic competencies, such as: analyzing and diagnosing scalp and hair conditions, applying creambath techniques to overcome various hair problems, providing education to customers about proper hair care. The Beauty and SPA Expertise Program of SMKN 1 Tegal is designed to meet these needs, ensuring that its graduates are ready to contribute optimally in the world of work. The learning process in vocational schools needs to focus on developing relevant soft skills to prepare graduates to enter the workforce and build successful careers. Sudira (2018) stated that one of the main challenges of vocational school learning is to provide real experiences for students to practice according to tasks and work settings in the workplace.

Strategic Synergy of Vocational High Schools and the Business/Industry World to Improve Graduate Quality with close cooperation between Vocational High Schools (SMK) and the business and industry world (DUDI) is the key to improving the quality of SMK graduates. Mustari, et al. (2017) emphasized that this cooperation can be a solution to improve the relevance of education to the needs of the world of work. Cooperation that is built systematically and based on the principle of win-win solution will be an effective link between the world of education and DUDI. According to Isnania (2015) stated in his research that industrial work practices (prakerin) in DUDI have a positive and significant effect on work readiness by 35.2%. This is in line with Fajriah's research (2017) which also stated that industrial work practices have a simultaneous effect on work readiness by 71.7% and a partial effect of 13.46.

Students are equipped with skills for skin, hair, and SPA beauty, which are the foundation for exploring the creative industry and entrepreneurship in the Beauty and SPA sector. Despite having good technical skills, graduates of the Beauty and SPA expertise program are still faced with weaknesses in terms of soft skills. This was proven by Mrs. Dian V Soeryomurti, Head of SPA & Wellness PT Mustika Ratu Tbk, who stated that most students looked inferior, lacked self-confidence, and were weak in communication in the workplace. Students were also less responsive in serving customers and had not been able to apply professional ethics properly. This condition shows that students' soft skills are still low and not in line with the work profile required by the industry. This opinion is reinforced by Apriyani (2020) who stated that soft skills are a support for hard skills. A person with good hard skills without adequate soft skills will not have maximum competence. The results of Samsudi's research, et al. (2019) showed that there are five indicators of 21st century skills in the soft skills aspect that have not been developed in students, namely communication, personal flexibility in the workplace, analytical and critical thinking skills, problem-solving skills, and open and responsive attitudes (creative and innovative). This soft skills gap is a challenge that needs to be addressed by the Beauty and SPA expertise program so that its graduates can compete and succeed in the world of work.

The achievement of teaching objectives can be measured through various aspects, one of which is learning outcomes that show students' mastery of the learning material. One of the materials taught in this field is hair care (Hair Treatment). Although the hair care process carried out by students shows good mastery of knowledge and techniques, some customers feel dissatisfied with the attitude of the service provided. Based on the results of the interview, customers considered students to have less mastery of the guest reception flow, good communication that has not been applied every time they receive customers, and the lack of application of excellent service and self-confidence in the competencies they have.

The gap between skills and attitudes is a challenge that needs to be emphasized more by the Beauty and SPA expertise program at SMK Negeri 1 Tegal.

Increasing training and provision in terms of communication, professional ethics, and self-confidence is needed to improve the quality of service and customer satisfaction. According to Suherli (in Pratiwi, 2016) states that if someone is communicating verbally, then the communication only applies to people who are in one room, and if the conversation is finished, then the communication activity is also finished. In contrast to written communication activities that apply to all readers who read the writing at different times and places in the form of a book. Teaching materials are a necessity that must be met in learning. Teaching materials are also interpreted as a form of material used to help teachers or instructors in carrying out teaching and learning activities in the classroom. The more teaching materials are fulfilled in accordance with the material in the curriculum, the easier it is for educators and students to absorb and understand the learning materials. Enrichment books are one form of written teaching materials. Enrichment books contain supporting, complementary, reference or guide materials in educational and learning activities using a loose, creative presentation and can be used by vocational high school students and grade levels or general readers. Non-textbooks based on their function as enrichment books can enrich readers (including students) in developing knowledge, skills and personality. Enrichment books are books that contain materials that can enrich and improve mastery of soft skills and skills; shape the personality of students, educators, education managers, and other readers (Pusat Pembukuan 2008). The presentation of enrichment books can be varied by using variations in images, illustrations, or variations in the flow of discourse. Enrichment books can be an alternative as a reference book or companion book for students to enrich and broaden their knowledge regarding soft skills material in hair treatment services.

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Minister of National Education Regulation Number 2 of 2008 Article 6 paragraph 2 concerning the use of books in educational units states that in learning activities, educators use teacher guide books, enrichment books, and reference books in addition to textbooks in the learning process. Enrichment books, as non-textbooks, have unique characteristics that distinguish them from textbooks. The difference is in the nature of enrichment books as a complement to textbooks. This is in line with the opinion of Kurniawan and Subyantoro (in Safitri 2018) who stated that enrichment books contain certain materials that are discussed in depth. Teaching materials are a need that must be met in learning. Teaching materials are also interpreted as a form of material used to assist teachers or instructors in carrying out teaching and learning activities in the classroom. The more teaching materials are fulfilled that are in accordance with the material in the curriculum, the easier it is for educators and students to absorb and understand the learning materials.

Many factors need to be integrated to meet soft skill standards, such as student abilities, teacher abilities, and school facilities and infrastructure. Achievement of teaching objectives can be measured through various aspects, one of which is learning outcomes that show students' mastery of learning materials. SMK Negeri 1 Tegal, as a vocational education institution, focuses on developing expertise in various fields, including hairdressing. One of the materials taught in this field is scalp and hair care. This concept aims to equip students with relevant skills and work habits, so that they are ready to enter and thrive in the world of work after graduation. Graduates of SMK Negeri 1 Tegal are expected to have skills and knowledge that are relevant to industry needs, good work habits, such as discipline, responsibility, and good teamwork, and the ability to adapt to changes in technology and industry needs to create their own jobs.

Based on the results of interviews and observations at SMK Negeri 1 Tegal, SMK Negeri 1 Pekalongan and SMKN Kalinyamatan Jepara in the learning process, students only use textbooks published by the Ministry of Education and Culture for hard skills of hair treatment services. The book used is a student book on hair treatment material written by Dwi Ermavianti W. S. S.Pd and Made Sumiati, M.Pd. The book contains hair care material. The reference book only contains examples of hair care accompanied by material without being explored with maximum soft skill knowledge for students in the hair treatment practice process. From various aspects of the statement above, it can be concluded that there is a lack of learning resources on soft skills that contain not only examples of understanding soft skills but also contain material on hair treatment services. Therefore, this research is very urgent to be done. It is hoped that this research can facilitate SMK Beauty and SPA students in improving their soft skill competencies, work performance, communication, self-confidence and self-learning, as well as improving the quality of their work to comply with

industry standards and the world of work. So the proposed title is "Development of a Soft Skill Enrichment Book Model Oriented towards Hair Treatment Services for Grade XII Students at SMKN 1 Tegal".

METHOD

This research was conducted using the type of research and development or Research and Development. The development design in this study was adopted from the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). This model was chosen because it has simple and systematically structured basic development stages. The five stages are interrelated and systematically structured (Aldoobie, 2015). This research has an analytical nature of needs and to test the effectiveness of the product so that it can function in the wider community, so research is needed to test the effectiveness of the product. The research conducted is a limited study, where the limitations of the stages carried out are only in the ADD Step starting from development to validation testing by a team of experts without intending to reduce the quality of Research and Development. If the research is continued to the implementation and evaluation stages, it will take longer, and the costs and manpower required will also increase. Therefore, limitations are made to the stages of the research steps.

Creswell, J. W. (2018) said that the trial location of the research is the location where the research will be carried out, while this time includes the period or duration during which the research will be carried out. The selection of the right location and the right time greatly affects the accuracy of the data obtained, as well as affecting the quality and context of the data, so it is very important to ensure that the research is carried out under ideal conditions. This research will be conducted at SMKN 1 Tegal which is located on Jalan Dr. Soetomo No.68 Pekauman Tegal Barat, Tegal City during the 2024/2025 academic year, with the trial time adjusted to accommodate the teaching and learning activities taking place in class XII majoring in skin and hair beauty.

Arikunto, S. (2020) in his book *Research Procedures: A Practical Approach* explains that population is all elements that are the object of research. The population of class XII students majoring in skin and hair beauty consists of 2 classes totaling 68 students, consisting of 34 students of XII TKKR 1 and 34 students of XII TKKR 2. Although consisting of several different classes, all classes of the population are one unit, because all of them have similarities, namely that the students are at the same level, namely class XII and are in the same semester, namely semester 2. In addition, these students also receive the same teaching according to the curriculum applied at SMKN 1 Tegal. 2) Sample A sample is part of the population that is taken for analysis. Although the sample is only part of the population, the reality obtained from the sample must be able to describe the population. The sample in this study used some of the class XII students majoring in skin and hair beauty who were representative (representing the population), so correct sampling must be carried out.

Sampling techniques include the methods used to select samples from a population. Knowing the population and sample helps in generalizing research results and increasing the representativeness of the data. This is in line with the opinion of Arikunto (2020) who emphasized the importance of selecting the right sample in research to produce valid conclusions. Sukmadinata (2020) emphasized the importance of selecting a representative sample to achieve valid results. It is known that class XII of the beauty department is a homogeneous class because the population is at the same class and department level and receives the same learning, so this research sample can be taken using the simple random sampling probability sampling technique. It is said to be simple because the sampling of sample members from the population is carried out randomly without considering the strata in the population. This method is carried out if the population members are considered homogeneous. Simple random sampling can be done by drawing lots, selecting numbers

from a list of numbers randomly, etc. (Sugiyono, 2013: 64). Therefore, in this study, class XII TKKR became the research sample by drawing lots randomly.

Data collection techniques and instruments were conducted using questionnaires, observations, interviews, and performance tests. Interviews were conducted with grade XII SMK teachers majoring in Beauty Care, students, and media experts and material experts. Observations can be conducted by observing the school environment and the needs of students. The questionnaires used were needs questionnaires and validation test questionnaires. The needs questionnaire was intended for students and teachers to collect data needed in developing a soft skill enrichment book model that is oriented towards hair treatment services for grade XII students of SMKN 1 Tegal. The validation test questionnaire was intended for experts. This validation test questionnaire was used to assess the enrichment book prototype that will be developed and to help researchers improve the book according to the suggestions and improvements given.

Data analysis techniques used in this study include statistical analysis for quantitative data and thematic analysis for qualitative data. Systematic analysis techniques allow researchers to understand and interpret data in a deep and comprehensive manner, resulting in meaningful findings. Data analysis in research and development (R&D) for a soft skill enrichment book model oriented towards hair treatment services requires a systematic approach so that the results obtained are valid and reliable. First, measurement instruments, such as questionnaires and interviews, must be carefully designed, involving experts to ensure that the content covers all relevant aspects of soft skills. Furthermore, instrument trials need to be conducted to obtain feedback and make improvements before being used widely. Representative sampling and proper statistical analysis are also very important to ensure that the research results can be generalized.

FINDINGS AND DISCUSSION

Research Results

The research results explained in this chapter include three things, namely (1) the results of the analysis of the needs of students and educators for soft skill enrichment books oriented towards hair treatment services; (2) the design of an effective enrichment book model for improving soft skills; (3) expert assessment of soft skill enrichment books oriented towards hair treatment services. The development process is carried out systematically and is easy to understand. ADDIE is a simple and systematically structured development model. The stages carried out include the ADD development steps which consist of three main stages, namely: 1) analysis, 2) design, and 3) development.

Analysis

Analysis of media development needs based on the results of observations and interviews with teachers and students, it was found that technical competence (hard skills) in the field of Hair Treatment services are adequate, but Soft Skill aspects such as communication skills, professional ethics, time management, empathy, and teamwork skills still need to be improved. This is important because the beauty industry requires not only technical skills, but also interpersonal skills that support the quality of customer service.

Teachers at SMKN 1 Tegal need practical and relevant teaching materials to train students in applying Soft Skills directly in the context of Hair Treatment services. The enrichment book developed is able to provide guidance that; (1) is systematic, namely something that is done in a regular, structured, and organized manner. This means that everything is done with clear steps and follows a certain pattern, so that the results obtained are more controlled and easy to understand; (2) includes the concept of Soft Skill theory, referring to the understanding or view that explains the non-technical skills needed to interact with others, adapt to the work environment, and manage oneself. Soft skills include abilities such as communication, teamwork, leadership, problem solving, empathy, self-

management and time management; (3) case-based practice exercises, meaning that students do exercises or learning that use real problem examples (cases) to train or hone soft skills; (4) evaluation of student abilities, where the assessment or measurement process is to assess the extent to which students have mastered the material and practical skills. This evaluation can be done through various ways, such as exams, tests, assignments, observation-based assessments, performance and aims to determine the development and understanding of students on what has been learned. In addition, this book must be in line with the needs of the beauty industry that requires workers to have professional service standards and be responsive to customer needs.

The main user analysis of this media is grade XII students majoring in Beauty, who are in the final stage of learning and preparing to enter the workforce or continue their education. These students need practical, relevant, and easy-to-understand enrichment materials to improve their Soft Skill competencies. Based on initial observations, many students have adequate technical skills (hard skills), but still need strengthening in Soft Skills such as effective communication, time management, problem solving, and the ability to provide excellent customer service. These skills are very important in the beauty industry, especially in Hair Treatment services, where direct interaction with customers is a core part of their work.

Design

The design process in the ADDIE research and development model is a systematic step that begins with designing the concept and content of the product to be developed. Each part of the product content is designed in detail, with guidelines for implementing the design or making the product arranged clearly and in detail. At this stage, the product design is still conceptual and becomes the basis for the development process in the next stage.

Media selection is a crucial step to ensure that the media developed is able to support learning objectives effectively. This process begins with an analysis of the needs of grade XII students of SMKN 1 Tegal related to the Soft Skill competencies needed in Hair Treatment services. The selection of media must consider the characteristics of students as the main users, including their learning styles, understanding abilities, and the relevance of the media to the context of practical learning in the beauty field. Enrichment books are chosen as the main media because they have the flexibility to present material in a structured, in-depth manner, and can be accessed by students both inside and outside the formal learning environment. The selection of the book format is a strategic aspect to ensure that this learning media is effective, interesting, and relevant for students. The book format is designed in such a way as to support the development of Soft Skills through a combination of theory and practice. This book is in a modular form, where each chapter or module focuses on one main aspect of Soft Skill competency, such as interpersonal communication, emotional management, teamwork skills, and service ethics in the context of Hair Treatment. The modular approach allows students to learn gradually, with material that is systematically organized and easy to understand.

This book is designed as reading material, but also as an enrichment tool that facilitates students to develop the Soft Skills needed in the context of Hair Treatment services. In terms of design, this book will combine attractive visual elements with an easy-to-understand layout. Each page is designed to guide readers through the material in a structured manner, starting from the introduction of concepts, in-depth discussions, to relevant case studies. Visual elements such as illustrations, diagrams, and infographics are included to help students understand the concepts better, especially in explaining the relationship between Soft Skills such as effective communication, time management, and the ability to work in a team with real practices in Hair Treatment services.

Development

Next, the researcher compiles the script with the application program that has been prepared. This stage is the media production stage where the media creation process is adjusted to the previously created script. The final result of this stage is a product that will be tested. At this stage, the media that has been created is also checked and validated by media experts and material experts so that it can be used in the learning process. The product creation stage involves systematic steps designed to produce a relevant, attractive, and functional product. At this stage, the focus is directed at developing the concept into a tangible form in the form of a structured enrichment book that is in accordance with learning needs. The process begins by compiling a book content framework based on a needs analysis, covering core material relevant to the development of Soft Skills in Hair Treatment services.

At this stage, attention is also paid to design elements such as layout, typography, and the use of aesthetic yet professional colors. Supporting visuals such as illustrations, photos, and diagrams are added to increase the appeal and make it easier for students to understand the material. The book prototype is also designed to be flexible in its use, both independently by students and in learning activities guided by teachers. After the prototype is complete, the next step is to ensure that the product meets the eligibility criteria by involving media and education experts to conduct validation. This validation will provide input on the quality of the material, structure, and design of the book so that the final product can meet the standards of effectiveness and relevance of learning.

The product revision stage is a strategic step in perfecting the book based on the results of the trial and input from various parties. This process aims to ensure that the book developed is not only relevant in terms of material but also interesting, easy to use, and in accordance with the needs of students and teachers. This stage involves an in-depth analysis of trial data that includes input from experts, teachers, and students, as well as technical adjustments to the content and design of the book.

The revision begins by analyzing the findings from the product trial. Input from material experts, media experts, and language experts is reviewed to ensure that aspects of content, grammar, and visual design meet the expected standards. Student feedback on the level of readability, relevance of the material, and the appeal of the book are the main priorities in determining parts that need to be improved. In addition, teachers provide evaluations related to the ease of use of the book in learning and its suitability to the applicable curriculum. Content revision is carried out to improve or add material that is considered incomplete or less relevant to the needs of Soft Skill competencies. For example, if students or teachers consider the case examples in the book to be less representative, then these examples are replaced or expanded to be more relevant to the context of Hair Treatment services. In addition, technical terms are simplified without reducing the meaning to ensure that all students can understand the contents of the book easily.

Next is the adjustment of the visual design, where At this stage, visual elements such as layout, illustrations, graphics, and colors are improved to increase the appeal and ease of reading. If it is found that the book's user guide is unclear or does not support the user, revisions are made to simplify and clarify the instructions. This ensures that both teachers and students can understand how to use the book without difficulty. After all revisions are complete, the book is consulted again with experts for final validation. This aims to ensure that the revisions made have answered all the problems found in the previous stage. The final version of the book is produced by integrating all the improvements that have been made and is able to optimally improve students' Soft Skill competencies, especially in the context of Hair Treatment services.

Analysis of the Feasibility and Effectiveness of Soft Skill Competency Enrichment Books Oriented towards Hair Treatment Services

Data analysis aims to assess the feasibility and effectiveness of the learning media of the Soft Skill Competency Enrichment Book Oriented to Hair Treatment Services that have been developed. The assessment of the feasibility of this media is carried out using data from the evaluation questionnaire filled out by learning media experts and learning material experts. Meanwhile, to assess its effectiveness, data from the student response questionnaire and student learning outcome data are used.

Expert validation is a stage where the learning media of the Soft Skill Competency Enrichment Book Oriented to Hair Treatment Services that has been completed in the production process is reviewed and evaluated by the validator in order to get improvements. After improvements, the media is validated for suitability so that it can be used in the learning process. The validators consist of material experts and media experts. The media is validated using a questionnaire that has been provided by the researcher. Based on the questionnaire that the researcher has given to the validator, the learning media that has been created is suitable for use in the learning process in the classroom with several revisions. The following are the results of the data analysis.

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Analysis of Expert Validation Feasibility Data for Learning Materials

Validation of learning material experts is an assessment process carried out by an Validation of Learning Material Expert Feasibility Data Analysis is an evaluation process to assess the extent to which learning content in a product, such as an enrichment book, meets scientific standards, relevance, and learning needs. This validation is carried out by material experts to ensure that the material presented is in accordance with learning objectives, curriculum, and student competency needs. The results of this feasibility analysis are used as a reference to improve the product before being tested on users.

Table 1. Expert Validation of Development Materials Learning Media Enrichment Books

Assessment Aspects	Validator			Total Score	Max Score	Percentage (%)	Ket.
	1	2	3				
Material	36	37	37	110	117	94%	Very Valid
Linguistics	20	18	19	57	60	96%	Very Valid
Total				167	177	95%	Very Valid

Based on the Aiken item validity index, the results of the material validity test showed a rater agreement index of 0.96 so that it can be concluded that the learning media for the Soft Skill Competency Enrichment Book Oriented towards Hair Treatment Services has high validity for use by students.

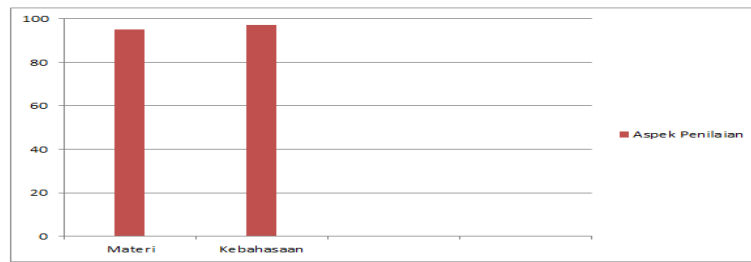


Figure 1. Bar Chart of Expert Material Assessment Results Data

Analysis of Validation Feasibility Data of Learning Media Experts

Media validation aims to provide information input and evaluate the developed learning media. Based on the aspects to be measured. In conducting media validation in this study, it was carried out by learning media experts. If the learning media product in the form of an Enrichment Book that was developed is declared unfit or fit according to revisions and suggestions, then improvements need to be made according to the suggestions that have been submitted by the experts, and if it has been declared fit by media experts and material experts, this Enrichment Book learning media can be used for the next trial stage.

Table 2. Expert Validation of Soft Skill Competency Enrichment Book Learning Media Development

Assessment Aspects	Validator			Total Score	Max Score	Percentage (%)	Ket.
	1	2	3				
Appearance	24	23	24	71	75	94 %	Very Valid
Media Content	18	19	19	56	60	93 %	Very Valid
Language	15	14	15	44	45	97%	Very Valid
Practicali	10	9	9	28	30	93%	Very Valid
Total				199	210	94%	Very Valid

Based on the table of media validation test results above, the final score was 199 out of a maximum score of 210 with a percentage result of 94% with a very valid category. The details of each aspect of the assessment criteria are the media display aspect obtained a score of 71 out of a maximum score of 75 with a percentage result of 94% with a very valid category. The media content aspect obtained a score of 56 out of a maximum score of 60 with a percentage result of 93% with a very valid category. The language aspect obtained a score of 44 out of a maximum score of 45 with a percentage result of 97% with a very valid category. The practicality aspect of use obtained a score of 28 out of a maximum score of 30 with a percentage result of 93% with a very very valid category. From these results, it can be concluded that the Soft Skill Competency Enrichment Book learning media is very valid for use by students.

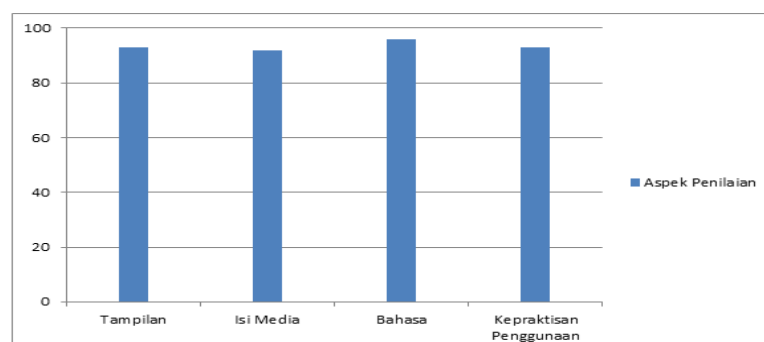


Figure 2. Bar Diagram of Data from Media Expert Assessment Results

Analysis of Question Reliability Test

The instrument test analysis was conducted on class XII students of SMK Negeri 1 Tegal City in the 2024/2025 academic year for each student with 20 trial questions.

Experimental Class

The data in table 4.7 above shows that out of 34 students who took the pre-test, only 6 students were in the completion criteria with an average score of 56.17 and a learning completion percentage of 18%, with the number of students who had not completed as many as 28 students and a percentage of incompleteness of 82%. Meanwhile, out of 34 students who took the post-test, there were 29 students who were in the completion criteria with an average score of 74.70 and a learning completion percentage of 85% with the number of students who had not completed as many as 5 students and a percentage of incompleteness of 15%. So, it can be seen that the learning outcomes of students for the post-test are better than the learning outcomes of students for the pre-test with the percentage of completeness increasing by 67%.

Control Class

The data in table 4.8 above shows that out of 34 students who took the pre-test, only 5 students were in the completion criteria with an average score of 55.29 and a learning completion percentage of 14.70%, with the number of students who had not completed as many as 29 students and a percentage of incompleteness of 85.30%. Meanwhile, out of 34 students who took the post-test, there were 26 students who were in the completion criteria with an average score of 69.41 and a learning completion percentage of 76.47% with the number of students who had not completed as many as 8 students and a percentage of incompleteness of 23%. So, it can be seen that the learning outcomes of students for the post-test are better than the learning outcomes of students for the pre-test with the percentage of completeness increasing by 61.77%.

Analysis of Soft Skill Improvement oriented towards Hair Treatment Services

Validity in the questionnaire describes how well the questionnaire is compiled in relation to the measurement scale being measured. A good questionnaire must be able to measure how clear the criteria to be targeted are. Before being distributed to respondents (students), the questionnaire is first tested by content experts so that researchers can identify deficiencies in the questionnaire construction that has been compiled.

Based on the results of validation by Expert judgment content questionnaire, the overall assessment results on the statements/assessment aspects are sufficient, which means they are included in the "good/valid" category with the statement that the questionnaire may be used with minor revisions. The instrument trial was conducted in January 2025 at SMK Negeri 1 Tegal.

Discussion

The development of enrichment book media in improving soft skill competencies oriented towards Hair Treatment services uses the ADD (Analysis, Design and Development) development model as developed by Dick and Carry (1996). In this development model, the development procedure is more systematic, where each step that will be taken refers to the previous step so that at the end of the development it will produce an effective product for use. In the early stages of development, the analysis stage is first carried out to support the learning media development procedure. The analysis is carried out by conducting observations in the field to analyze findings in the field in the form of learning processes or curriculum, user analysis and analysis of facilities and infrastructure to find existing problems so that it is necessary to develop a learning media. At the design stage, the researcher prepares an initial design before developing the learning media. At this stage, the researcher prepares a material map, competency map, media content outline and media script. The next stage, the development stage, is the stage where the product is ready to be

developed according to the design that has been prepared in the previous stage. At the development stage, it is divided into several phases, including the production development stage consisting of pre-production, production, and post-production. After that is the expert validation stage which consists of material validation, media validation, questionnaire content validation and expert validation of the question item instrument.

CONCLUSIONS

The need for soft skill enrichment books oriented toward hair treatment services for students and educators includes student needs analysis, user analysis, and analysis of facilities and infrastructure, all of which are realized in the enrichment book product. The developed enrichment book, titled "Smart Soft Skills in Hair Treatment Services," is designed in B5 size (17.5 x 25 cm) and consists of four main sections: (1) the book cover, which includes the title, illustrations, and author's name, (2) the introductory section containing the title page, preface, usage instructions, and table of contents, (3) the content section covering soft skills in services, hair treatment knowledge, and work procedures, and (4) the final section with a bibliography and author's identity. Validation tests by three experts—material, learning, and media experts—resulted in a material validation score of 95% and a media validation score of 94%, indicating the book's high feasibility and effectiveness. The enrichment book model for soft skill competencies in hair treatment services for Class XII students has proven effective, as demonstrated by the significant improvement in student learning outcomes, with the experimental class's performance increasing from 18% to 85%, making the book highly suitable for enhancing students' soft skills in hair treatment services.

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