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IMPLEMENTATION OF COOPERATIVE EXPERIENTIAL LEARNING MODEL BASED ON SOFT SKILL AND HARD SKILL IN IMPROVING THE LEARNING COMPETENCY IN LKP YUWITA BEAUTY COURSE IN TASIKMALAYA CITY

Wiwin Herwina[1], Lilis Karwati[2], Ahmad Hamdan[3], Cucu Hidayat[4]

[1]*Community Education Department, Universitas Siliwangi,*
[2]*Community Education Department, Universitas Siliwangi*
[3]*Community Education Department, Universitas Siliwangi*
[4]*Physical Education Department, Universitas Siliwangi,*
Corresponding author : wiwinherwina@unsil.ac.id

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ABSTRACT

This research is based on the problem of how to implement cooperative learning experiential learning model based on soft skill and hard skill in improving the competence of studying citizen in beauty course of LKP Yuwita in Tasikmalaya City. Theories underlying this research are the theory of out-of-school education, learning models, integrated learning, citizens' learning competencies, and beauty course institutions. The approach used in this research is qualitative approach and research & development (R & D) approach. The research method used is description and experiment method. The result of the research shows that the implementation of cooperative experiential learning model based on soft skill and hard skill can strengthen the concept of cooperative experiential learning development based on soft skill and hard skill, including: clarity of learning objectives, learning materials, methods, media, and evaluation of learning that gives opportunity for the citizens to be creative through cooperation among the villagers and tutors as facilitators whose results contribute to the improvement of the learning system that became the foundation in the development of cooperative experiential learning model based on soft skills and hard skills.

INTRODUCTION

Implementation of training for adults continues to be developed in accordance with the needs of the training participants. Basically the implementation of training as part of education refers to the pillars put forward by UNESCO (2005). There are four things that become pillars for the development of out-of-school education as stated by Sihombing (2000, p. 13), namely (1) expanding service opportunities to obtain education for people who are not taught in the path of school education, (2) increasing the relevance, relevance and comparability of the program education programs outside of the community with community needs, development needs, the needs of the world of work, industrial and economic development of the community and the development of natural resources, (3) improving the quality of the organization and results of out-of-school education, and (4) increasing the efficiency and effectiveness of organizing outside education school.

The four pillars as mentioned above actually mean that non-formal education also carries the government's efforts to solve the problem of education development with regard to quality, equity, relevance, effectiveness and efficiency. To address the educational problems faced, non-formal education organizes various programs including the following (1) Early Childhood Education Program (PAUD), (2) Literacy Program, (3) Basic Education Program, (4) Women's Education Program, (5) Community-based Education Programs (DIKLUSEMAS), and (6) Other PLS programs such as Education and Learning Programs, Internships, and Life Skills Education. Non-formal education programs can be implemented across sectors. Non-formal education programs can be carried out by anyone and any institution. Stakeholders as organizers have sincere and sincere intentions to help education efforts be equitable, quality and sustainable.

Non-formal education is education that is held outside the formal schooling system. The purpose of non-formal education is based on the juridical foundation of national education goals. Education is a planned and continuous effort undertaken to develop the ability of humans to become qualified human beings as stated in the Preamble of the 1945 Constitution explicitly and implied by national ideals in the field of education, to educate the life of the nation.

Non-formal education students are generally adults. Variety of learning, among others, the skills needed to enter the world of work or entrepreneurship. One form of learning courses and training (LKP) which is the focus of training, including in the City of Tasikmalaya. The results of observations on the organization of skin beauty education and training found a number of things, namely 1) the competency elements taught such as collaboration, personality in completing work duration of 1 hour of learning, 2) focus of training is Hard skills with 70% of the hours held, 3) Evaluation of learning carried out is evaluation on hard skills, evaluation of soft skills is not comprehensive, 4) learning models refer to pedagogy learning models, 5) Learning paradigms are based on formal philosophical learning foundations.

Basically, to meet the needs of a professional workforce, good hard skills education is needed. Vocational and special abilities to master certain fields will complement the performance of an agency. Therefore, vocational education and higher education provide sufficient cognitive abilities to master the fields / majors taken so that when graduating they can find work easily. This is in accordance with the government's program to reduce the amount of unemployment in Indonesia. Therefore, it is true that the development of hard skills is very necessary for the nation's generation. Education that emphasizes hard skills is the key to printing intelligent humans. However, there is one side, that is humanity, which causes humans to not be able to become good if their soft skills are not well developed and applied. Therefore, primary school, middle school and higher education have to pay attention to aspects of personality and soft skills so that the graduates produced are not just smart but also become good human beings.

Soft skills and hard skills are very important to be applied in education, because education is an integral part of the process of preparing quality, strong, and skilled human resources. Through education, qualified, productive, and able to compete candidates will be recruited. For this reason, students as educational products are required to have soft skills and hard skills (Widarto, et.al, 2012: 410).

Hilton (2008, p. 74) states that in the 21st century era soft skills are needed that will support success. Soft skills include communication skills, ability to solve problems, creativity, teamwork, and valuable adaptability in various jobs. Even though it is needed, these competencies are not focused enough to be taught in educational institutions. Most teaching and learning focus on hard skills.

Referring to the results of previous studies Esa et al (2015) reported the results of his research that college graduates have hard skills but are weak in soft skills. The needs of the world of work are more focused on soft skills than hard skills considering the ability of hard skills has become a basic requirement to be accepted to work. Soft skills are needed by students to face competition in the world of work. Laker and Powell (2011, p. 111) state the lack of soft-skill transfer in training will result in inefficiencies in work both time, energy, and money. The projected results of the European Center for the Development of Vocational Training (CEDEFOP) in 2013 related to the skills requirements for workers in the coming years focus on individual characteristics.

Furthermore Chalid (2014, p. 359) stated the importance of the ability of soft skills to support the success of working as a professional. This is as stated by Ayuningtyas (2015, p. 188) that: "Hard skills and soft skills are needed by students in order to increase the potential of students and meet the needs of students to enter the real world and industry". In practice the process of education and learning as in skin beauty in several LKP in Tasikmalaya has not fully paid attention to the development and improvement of soft skills. Tulgan (2015, p. 33) there is a gap in the skills possessed about natural talent, namely the ability to communicate. Success in the world of work is influenced by soft skills. A person's success depends on the quality of the soft skills they have.

The results of observations of the learning process of skin beauty in Tasikmalaya show that the learning process focuses more on the instructor. Discussions became one characteristic of non-formal learning has not become the dominant practice. Reflections on both the practice and the goals of non-formal education among tutors are still limited. Dialogue will direct the soft skill transfer process easier. Dialogue on learning is more focused on the transfer of hard skills. Whereas with the support of technology media, the process of transferring hard skills can be done more easily and the learning process can be more focused on the transfer of soft skills that are precisely the demands of the workforce today.

Development of learning models based on soft skills and hard skills is a necessity. Hoffmann (2012, p. 56) states the need for a training model that integrates soft skills and hard skills, especially communication skills in accordance with the needs of the workforce. Various models are developed to improve soft skills and hard skills as conveyed by Baumann et al (2013) with problem-based learning models. Implementation of soft skills training has become a necessity, including e-learning groups / communities. Marocco et al (2015, p. 441) state that the challenge in e-learning is the lack of open access to the improvement and promotion of soft skills. The proposed model is a game-based learning model to improve soft skills.

Improvement of soft skills through learning models that are developed in accordance with the needs of the learning participants without reducing the weight of the hard skills that are trained, the characteristics of the participants' demands of the world of work or business towards employee competencies are a necessity. One model put forward is cooperation.

Laker and Powell (2011, p. 111) suggest that one of the problems in training is the limited transfer of soft skills. Soft skill transfer is more difficult than hard (technical) skills. Hasan et al (2014, p. 138) suggested that one of the obstacles in training to improve soft skills in tertiary institutions was the ability of lecturers to train participants' soft skills. With cooperative learning, learning participants can gain real learning experiences at the same time increasing their ability to work together. Students will be trained to find concepts that are learned in an authentic, meaningful, and active way through small groups that are formed.

The need to develop learning models to improve mastery of hard skills and soft skills is 1) there is a practical need for training participants to work together to produce mastery learning. Learning outcomes are very varied and there is a gap between soft skills and hard skills. The work of the trainees requires a balanced ability of soft skills and hard skills. In addition, the work faced requires cooperation; 2) Cooperative basic values are only limited to the learning process in training. To complete the learning the participants are not enough to just work together in the form of certain groups in the situation designed. Participants need cooperation in real situations. The participants need others to improve the learning process through continuous interaction with their environment. The basic values of cooperative learning cannot answer the need to be completed and sustainably. Trainees need active peers to construct their

own knowledge from real work experience; 3) On the other hand experiential learning practice conducted by students without the help of coworkers is less effective. The process of creating a learning process that is more meaningful and experiences what is learned from reality requires others. Transforming work experience into knowledge requires other people to improve their hard skills and soft skills. An active learning based cooperation model was developed to respond to industry needs for work competencies that meet the needs.

Previously Lurie and Ovrebo (1995) explained the need for a climate of cooperation to support the creation of experiential learning. Haddara and Skanes (2007) emphasized the importance of experiential cooperative learning and suggested bringing cooperative education to the realm of experiential learning. Students need to be given reflective assignments during the work period to enable the development of experiences, integrate work experience into classroom instruction and help students turn their work experiences into learning experiences.

Furthermore, Huser and Munos (2010) show that there is scientific evidence regarding the success of experiential cooperative learning models to improve students' abilities. The ECL model enhances involvement with learning experiences, facilitates critical thinking skills and enhances the communication skills needed in business. The ECL model provides opportunities for students to develop skills with more dynamic learning content. The success of experiential cooperative learning as a learning approach to improve competence (Morellato, 2014). The results of the study indicate that the need for more attention is given to the ethical aspects and practices of social responsibility. An experimental approach is needed to develop digital competence in tourism education by considering the cooperative learning paradigm. Junge et al (2017) suggested the need to build life skills through participation in experiential and cooperative learning.

The research results reinforce the need to develop experiential cooperative learning concepts in the context of adult learning. Research on developing adult learning models in improving soft skills and hard skills provides a broad understanding of the learning practices that are needed by participants and the world of work. The research produced a broader horizon about the participants' learning and their efforts in achieving competencies, especially soft skills that received less attention. Research is a scientific tradition to enhance knowledge that illustrates the understanding of the reality of cooperative learning models in accordance with the needs of the participants and the industry and society.

Method

This study uses a Research and Development procedure whose main activities are taken from Borg and Gall (2003). Research and development have ten steps but can be simplified into six interrelated stages, namely: (1) a preliminary study that is evaluative and exploratory, to previous learning models, (2) preparation of conceptual models, (3) validation of conceptual

models, (4) testing the conceptual model, (5) revising the results of the trial to get the final model, and (6) preparing the research report.

Research and development aims to produce an integrated learning model, in the process of its implementation through four stages, namely: 1) a preliminary study including literature studies and field studies to determine the initial conditions and learning needs; 2) preparation of conceptual models aimed at producing formulations of learning models that are predicted to be implemented and improving citizens' competencies; 3) testing models / implementing models aimed at producing integrated learning models of soft skills and accommodative hard skills; 4) testing the effectiveness of learning models integrated soft skills and hard skills in increasing the competency of participants in beauty course institutions.

Research data collection techniques using questionnaires, observation, in-depth interviews, documentation, and tests. The analysis technique used to test hypotheses from the pre-test and post-test results is the analysis of the average difference test or t-test. This study uses a Pretest-Posttest Experiment model without a control group with one type of treatment. In this model before starting treatment in the experimental group was given a preliminary test or pretest to measure the initial conditions (O1). Furthermore, the experimental group was given treatment (X). The Pretest Posttest Control Group Design Experiment Model with one kind of treatment in this study was used to study the results of a model trial study in the field.

Basically, data processing and data analysis activities in this study were carried out qualitatively and quantitatively. Qualitative processing starts from the time data is collected, but the analysis is partial, while the expected analysis is a contextual analysis. To obtain a contextual analysis, it must be analyzed after all data has been collected intact. In this regard, the steps in analyzing the data in this study are as follows: a) collecting field notes derived from interviews, observations, and documentation studies, as well as triangulation; b) collecting similar data; c) compile data in accordance with the problems and objectives of the study; d) analyze the relationship of data to one another; e) provide comments in the form of responses, and interpretations of data contextually; f) describe the data in the form of general questions, as well as compile research findings, whether related to the research problem or not; g) compile findings in the form of innovative ideas; h) concludes the research report in general.

Results and Discussion

Based on the initial analysis of the development of cooperative learning models based on soft skills and hard skills, the researchers formulated the learning system model as can be seen in the figure:

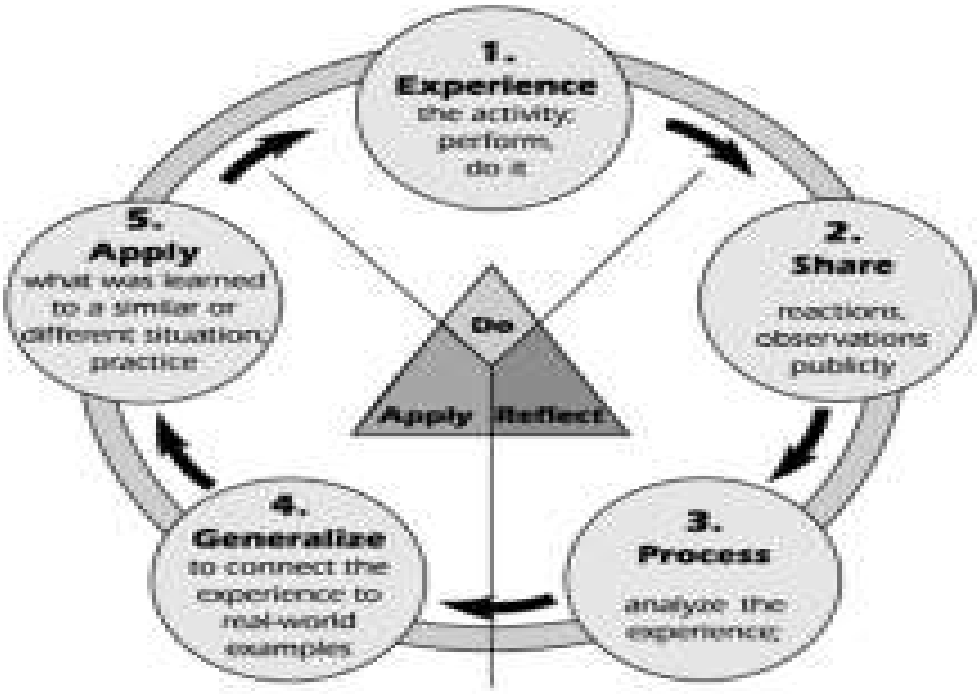

Figure 1
Cooperative Experiential Learning Model Cycle
Base on Soft Skill and Hard Skill

The cooperative learning system model of experiential learning based on soft skills and hard skills as shown in the picture above has four stages which include concrete experience, observation and reflection, forming abstract concepts, and testing in new situation. The learning cycle according to experiential learning like the picture above starts from a concrete experience followed by a process of reflection and observation of the experience. The results of this reflection will be assimilated / accommodated in the cognitive structure (abstract conceptualization) and then formulated a new hypothesis to be tested again in another situation (experiment). The results from the experimental phase will guide the learner back to the stage of concrete experience.

The stages of experiential cooperative learning based on soft skills and hard skills can be described in the following example:

1) Concrete experience. This stage participants are given a stimulus that encourages them to do an activity. This activity departs from an experience that has been experienced before both formal and informal or realistic situations. Activities are provided inside or outside the classroom and are carried out by individuals or groups.
2) Reflection of observation. At this stage participants observe the experience of the activities carried out using the five senses or with the help of visual aids. Then the participants reflect on their experiences and from the results of these reflections they draw interpretations. In this case the reflection process will occur if the teacher is able to encourage participants to describe

the experiences they have gained, re-communicate and learn from the experience.

3) Arrangement of abstract concepts. After making observations and reflections, in the concept formation stage participants begin to conceptualize a theory or model of the experience gained and integrate it with previous experiences. In this phase, it can be determined whether there is a new understanding, learning process or not in the participants themselves. If there is a learning process, then 1) the learner will be able to express general rules to describe the experience; 2) learners use existing theories to intersect conclusions from the experiences gained; 3) learners are able to apply abstract theory to explain the experience.
4) Active experimentation or application. At this stage, the learner tries to plan how to test the feasibility of a model or theory to explain the new experiences that will be obtained next (Kolb, in Mardana 2004). At the application stage there will be a meaningful process because the experience gained by previous participants can be applied to new experiences or problematic situations. Every individual is unique and never two people have the exact same life experience. Two children who grow up in a high school environment and get the high school treatment, will not necessarily have the same understanding, thoughts and high school views on the world around them. Each has its own perspective on each event seen and experienced that perspective which is referred to as a learning style.

In designing experiential cooperative learning based on soft skills and hard skills there are at least three stages that need to be considered as follows: (1) planning phase, (2) implementation phase, (3) evaluation phase. Each of these stages can be explained as follows:

(1) Planning phase

Planning the implementation of experiential learning cooperative learning model based on soft skills and hard skills takes several activities including: (1) Identification of learning needs, tutors and participants determine the material to be delivered in learning in accordance with the curriculum in LKP Yuwita, Tasikmalaya City; (2) determine the learning media to be used.

(2) Implementations phase

Cooperative learning experiential learning based on soft skills and hard skills, the tutor as a facilitator and as a source of learning to facilitate the occurrence of learning process activities by steps: (1) conveying the objectives (competencies) to be achieved, (2) describing the material briefly; (3) explain the steps in using learning media, so as to provide learning experiences to participants, the use of instructional media aims to facilitate participants to conduct cooperative learning based on soft skills and hard skills; and (4) conducting cooperative experiential learning based on soft skills and hard skills using instructional media.

Beauty course participants act individually or in groups collaborating with tutors in carrying out learning activities with the steps: (1) listen carefully to the description of the material; (2) conducting learning activities using instructional media according to the material taught by the tutor; (3) conducting cooperative learning based on soft skills and hard skills using media in this learning activity through the steps of: (a) turning on the computer, (b) carrying out cooperative learning based on soft skills and hard

skills, (c) operating the computer to use instructional media, and (d) plan experiential learning based on soft skills and hard skills for the next stage. The steps taken aim to further enhance the learning independence of participants in actual learning.

(3) Evaluation phase

The evaluation is based on criteria and instruments that will be used to assess the effectiveness of the learning model. Evaluation of the effectiveness of the model is carried out through three stages of assessment, namely (1) assessment of learning outcomes (output); (2) evaluation of the model implementation process, and (3) evaluation of the impact of the model implementation (outcome). Evaluation of learning outcomes is carried out to measure the effectiveness of learning success through initial testing (pre-test) to determine the level of mastery of the material, carried out before the implementation of the model trials, and the final test (post-test) is carried out at the end of the whole learning process after it ends, through tests.

The results of the application of the experimental cooperative learning model based on soft skills and hard skills in improving the competency of learning citizens can be seen in the table below explaining the results of the pre-test and post-test assessments conducted on the citizens of beauty courses in LKP Yuwita, Tasikmalaya City. The pre-test results of learning citizens can be seen in the table below:

Table 1
Pre test value

No.	Name	Number of Question				□
		1	2	3	4	
1	Anita Yulyani	10	15	-	10	35
2	Hasanah	-	20	20	20	60
3	Dian Fitriyani	10	-	10	15	40
4	Yeni Anggraeni	-	15	10	10	35

(Source: Pre-test Assessment Results, 2019)

Participant's post-test results can be seeing in the table below:

Table 1
Post-test value

No.	Name	Number of Question				□
		1	2	3	4	
1	Anita Yulyani	15	25	15	25	80
2	Hasanah	25	25	25	25	100
3	Dian Fitriyani	20	25	10	25	80
4	Yeni Anggraeni	15	25	20	20	80

(Source: Post-test Assessment Results, 2019)

Information

10 – 25 less
26 – 50 Enough
51 – 75 Good
76 – 100 Very Good

The results in the table regarding the pre-test and post-test for beauty course participants through the basic beauty knowledge test are as follows:

1) Anita Yulyani (S1), According to the results of the basic beauty knowledge test conducted on Anita Yulyani (S1), the pre-test results obtained with a score of 35, the score shows results that can be said to be sufficient, while the post-test results obtained by S1 subjects get a score 80 and can be said to be very good. Based on the results of the pre-test and post-test, it is known that there is an increase in the results of tests of basic beauty knowledge performed on S1 subjects.
2) Hasanah (S2), According to the results of the basic beauty knowledge tests conducted on Hasanah (S2), the pre-test results with a score of 60 show that the results can be said to be good, while the post-test results obtained by S1 subjects get a score of 100 and can be said to be very good. Judging from the results of the pre-test and post-test, it is known that there is an increase in the results of tests of basic beauty knowledge performed on S2 subjects.
3) Dian Fitriyani (S3), According to the results of the basic beauty knowledge tests conducted on Dian Fitriyani (S3), the pre-test results obtained with a score of 40, the score shows results that can be said to be sufficient, while the post-test results obtained by S3 subjects get a score 80 and can be said to be very good. Judging from the results of the pre-test and post-test, it is known that there is an increase in the results of tests of basic beauty knowledge performed on S3 subjects.
4) Yeni Anggraeni (S4), According to the results of the basic knowledge of beauty tests conducted on Yeni Anggraeni (S4), the pre-test results obtained with a score of 35, the score shows results that can be said to be sufficient, while the post-test results obtained by S4 subjects get a score 80 and can be said to be very good. Judging from the results of the pre-test and post-test, it is known that there is an increase in the results of tests of basic beauty knowledge performed on S4 subjects.

Percentage of measurement after following a series of pre-test and post-test tests, it can be seen that there is an increase in competencies that occur in participants. This can be seen from the results of the percentage calculation conducted by the tutor based on the results of the pretest and post-test. Implementation of skills practice tests is carried out to determine the level of mastery of the material skills of participants. Skill tests for participants are conducted to measure the ability of participants to master the types of skills being taught. Type cosmetology skills test participants were given the task by the tutor to make up the other participants.

Evaluation of the learning process is carried out to measure the effectiveness of the application of the learning model, through the distribution of questionnaires about participants' opinions in the learning model developed. Evaluation of the impact of the implementation of the model (outcome), carried out on reflective activities to determine the competence of participants, was carried out through questionnaires to participants in LKP Yuwita, Tasikmalaya City.

Conclusion

The implementation of experiential cooperative learning models based on soft skills and hard skills can strengthen the concept of developing cooperative learning experiential learning based on soft skills and hard skills,

which include: clarity of learning objectives, learning materials, methods, media, and evaluation of learning that provides opportunities for participants to creative through collaboration between participants and tutors as facilitators whose results contribute to the improvement of the learning system that is the foundation in the development of cooperative experiential learning models based on soft skills and hard skills.

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