INOLYN Learning Model Based on Blended Learning: Improving Learning Outcomes for Basics of Beauty and SPA Vocational School Students

Ferlyn Anggarani Sumbayak
Education Technology,
Postgraduate,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

Efendi Napitupulu
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

Farihah
Education Technology,
Postgraduate, Lecturer,
Universitas Negeri Medan,
Medan,
West Sumatera,
Indonesia

Abstract: The purpose of this study was to determine the feasibility of the blended learning-based INOLYN learning model that had been designed for the basics of beauty and SPA subjects, the practicality of the blended learning-based INOLYN learning model that has been designed for the basics of beauty and SPA subjects, and the effectiveness of the blended learning-based INOLYN learning model that has been designed for the basics of beauty and SPA subjects. This type of research is called research and Development (R&D) research. This development research was conducted at SMK Negeri 10 Medan. The subjects in this study were students of Class X Beauty at SMK Negeri 10. The object of research was manual facial skin care materials. The results showed that: (1) the INOLYN learning model based on blended learning in the basics of beauty and SPA subjects was declared feasible to use; (2) the INOLYN learning model based on blended learning in the basics of beauty and SPA subjects is practically used; and (3) the INOLYN learning model is effective in increasing the learning outcomes of the basics of beauty and SPA compared to using the discovery learning model because tcount = 2.04 > ttable = 1.66, so it is concluded that the learning outcomes of students using the INOLYN learning model are higher than the learning model of discovery learning. In this case, the INOLYN learning model based on blended learning is 72.60% higher than that using the discovery learning model, which is 65.33%.

Keywords: learning models; INOLYN; blended learning; beauty basics; and SPA

1. INTRODUCTION

Technological developments in education enable distance learning to occur using platforms connected to the internet that can connect and make it easier for teachers and students to interact, like the learning process in the classroom. Technological developments provide benefits for education, which can be seen in the creation of learning platforms that make it easier for students to learn, one of which is Google Classroom. Google Classroom is a digital learning platform that can be connected to a variety of other digital resources that can connect users. The Google Classroom platform is increasingly being used as a student learning aid with content desired by teachers or instructors.

Creating effective learning is strongly influenced by supporting and inhibiting factors that exist in each school. Schools must be able to adapt and be open to changes that arise as new technologies and innovations develop in the era of the Industrial Revolution 4.0. Until now, the application of learning models has begun to innovate a lot and utilize more sophisticated and practical technologies. The success of students in achieving their learning goals is also inseparable from the accuracy of the teacher in selecting and implementing learning models in the classroom.

SMK Negeri 10 Medan is one of the SMKs in the city of Medan. One of the majors at SMK Negeri 10 Medan is Cosmetology. One of the subjects in Cosmetology is the Basics of Beauty and SPA. In this subject, there are eight elements of learning material, one of which is the basic practice of skin and hair beauty. The basic practice material for skin and hair beauty includes caring for facial skin without problems, applying daily makeup, caring for hands and coloring nails, caring for feet, and coloring nails, while the scope of learning hair beauty includes washing hair, caring for scalp and hair, drying hair with a dryer, and doing hair styling.

1.1 The Nature of the Facial Skin Care Learning Model

Smaldino et al. [1] stated that the model is a three-dimensional representation of real objects. Law and Kelton [2] argue that a model is a representation of a system that is seen as representing the real system. The same thing was also stated by Richey et al. [3], who stated that a model is a representation of reality that is presented with a level of structure and regularity as well as a simplified ideal form of reality. Furthermore, Snelbecker [4] explains that the model is a concretization of theory that aims to act as an intermediary for the processes and variables contained in the theory. Briggs [5] explains that a model is a set of sequential procedures to realize a process, such as needs assessment, media selection, and evaluation.

Furthermore, Slavin [6] states that the learning model is a reference to a learning approach, including its goals, syntax, environment, and management system. The same thing was also expressed by Arends [7], who stated that the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences in order to achieve learning competence, and the learning model refers to the learning approach to be used, including teaching objectives, stages in learning activities, the learning environment, and classroom management.

Furthermore, Joyce and Weil [8] put forward five important elements that describe a learning model, namely: (1) Syntax, which is a rule and sequence of learning, which is usually also called a phase; (2) The social system, namely the role of students and teachers and the necessary norms; (3) The principle of reaction, namely giving an overview to the teacher about how to perceive and respond to what students do; (4) Support systems, namely conditions or requirements needed for the implementation of a model, such as classroom settings, instructional systems, learning tools, learning facilities, and learning media; and (5) Instructional and accompanying impacts.

According to Rachmi [9], facial skin care is the most important action to maintain the health and fitness of facial skin so that facial skin is protected from dead skin cells, dust, dirt, and remnants of make-up that stick to facial skin, and also to avoid the occurrence of various skin problems. This is in line with Tresna's statement [10], which states that facial skin care can help maintain and improve healthy skin function because facial skin cannot be free from dirt, both dust and cosmetics that stick to the skin, especially for someone who travels.

Figure 1. INOLYN teaching materials and learning models based on blended learning

1.2 INOLYN Learning Model

The INOLYN learning model develops a learning concept with an active student approach. This model is oriented towards project-based learning and uses the internet as a learning tool. The INOLYN learning model, as a concept, can be interpreted as a learning approach that involves several methods to provide meaningful experiences to students. It is said to be meaningful because, in the INOLYN learning model, students will understand the concepts they learn through direct experience and relate them to other concepts they already understand by integrating the internet as a learning resource. The focus of the INOLYN learning model lies in the process that students take when trying to understand the content of learning in line with the types of skills that must be developed.

The implementation of the developed INOLYN learning model consists of two elements, namely students and teachers. The activities that will be carried out by students are: (1) carrying out learning in class according to the lesson plan prepared by the teacher; (2) carrying out learning outside of school according to the assignments given by the teacher; and (3) Obtaining learning assistance from the teacher. The activities that will be carried out by the teacher are: (1) Planning and developing the INOLYN learning model; (2) Providing general and specific information, communication, and learning about the INOLYN learning model; (3) Providing learning facilities in class using the INOLYN learning model; (4) carrying out monitoring in class; and (5) carrying out an evaluation of student learning in class using the INOLYN learning model.
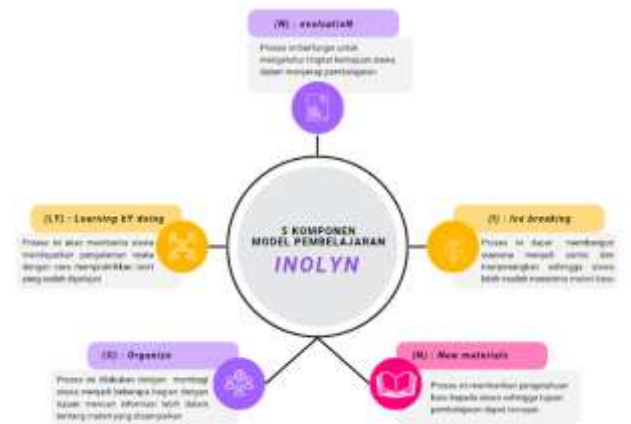

Figure 2. Components of the INOLYN Learning Model

A good learning model must have a clear syntax. The syntax of the INOLYN learning model can be seen in Table 2.1 below: (1) I: Ice Breaking: Activities for "breaking ice" that make students feel more relaxed and comfortable in receiving lessons; (2) N: New Materials: Materials are given to students and selected as optimally as possible to help students achieve their learning goals; (3) O: Organize: The process of organizing and forming students into several parts to carry out deep information or deepening of information as a basis for implementing the learning by doing phase Reconstructing knowledge through assimilation and accommodation processes based on the results of analysis, discussion, and formulation of conclusions from the information provided; (4) LY: Learning by doing: Through learning by doing activities in the INOLYN learning model, students will show more creativity so that they are able to create something new either in the form of ideas, work, or concrete actions that can be useful for life; and (5) N: evaluation: Reconstructing knowledge through the process of assimilation and accommodation starting from the results of analysis, discussion, and formulation of conclusions from the information obtained.

1.3 The Nature of Blended Learning

Watson [11] states that blended learning is a learning activity that integrates face-to-face learning with online learning and aims to improve an active learning atmosphere by having discussions between students and teachers. Thorne [12] defines blended learning as a mixture of e-learning and multimedia technologies, such as video streaming, virtual classes, and online text animations, combined with traditional forms of classroom training. The same thing was also stated by Driscoll [13], who stated that blended learning is learning that combines or combines various web-based technologies, to achieve educational goals. Furthermore, Armitege et al. [14] stated that blended learning is learning that involves students using online and non-electronic resources by mixing distance and face-to-face learning methods.

Stein & Graham [15] stated that blended learning combines face-to-face learning with online learning to produce effective, efficient, and flexible learning. Even Cheung & Hew [16] stated in their research that blended learning can improve student communication through synchronous and asynchronous communication technologies. In addition, this learning also provides opportunities for students to meet each other, improves communication between students, reduces costs per student, improves student learning outcomes, and improves the quality of educational institutions. Even Ying & Yang [17] in their research support students ability to access subject matter, carry out online learning activities flexibly, and learn directly in class.

According to Brooke [18], there are four models that are generally implemented in blended learning, including the Rotation model, the flex model, the a la carte model, and the enriched virtual model. Lilina, Rankine, & Cortez [19] stated that the implementation of blended learning in the learning process was found to vary greatly according to the disciplines being taught, student characteristics and learning outcomes, and having a student-centered approach to learning design.

Pradana and Rina [20] explained about Google Classroom, which is a classroom application in cyberspace that can be a means of distributing assignments, submitting assignments, and assessing assignments that have been submitted by students. This application can be obtained free of charge after previously registering with a Google Application for Education account. Class [21] quotes from the official Google website: The Google Classroom application is a free productivity tool, including email, documents, and storage. Classrooms are designed to make it easier for teachers to save time, manage classes, and improve communication with their students. With Google Classroom, it can be easier for students and teachers to connect with each other inside and outside of school. The same thing was emphasized by Asnawi [22]: the Google Classroom application is a blended learning platform intended for every scope of education as a way out of difficulties in making, distributing, and grouping each paperless assignment. This app is one of the best platforms to improve teacher workflow.

The research problem is formulated as follows: (1) Is the INOLYN learning model based on blended learning that has been designed in the subjects of the basics of beauty and SPA suitable for use in the learning process? (2) Is the INOLYN learning model based on blended learning that has been designed in the subjects of the basics of beauty and SPA practically used? And can the INOLYN learning model based on blended learning that has been designed in the subjects of the basics of beauty and SPA be effective in improving student learning outcomes?

2. METHOD

This type of research is Research and Development (R&D) development research. Sukmadinata [23] Research and Development (Research and Development) is a process or steps to develop a new product or improve existing products, which can be accounted for. Richey and Klein [24] stated that R&D research is a systematic study related to design, development and evaluation that aims to develop products that are educational or not, related to the latest findings of products and devices. In this study the development carried out was the development of the INOLYN learning model based on blended learning.

This development research was conducted at SMK Negeri 10 Medan. The subjects in this study were students of class X Beauty at SMK Negeri 10 Medan for the 2022/2023 school year, model expert validators, material experts and learning design experts. The object of research is manual facial skin care material.
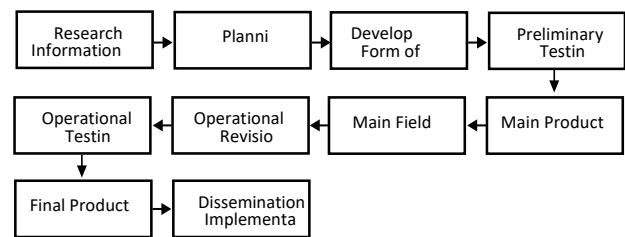

Figure 3. Borg & Gall Development Model (Source: Borg & Gall [25])

Table 1. Feasibility Interpretation

Score Interval	Criterion	
0.00 – 2.49	Not Good	Not feasible
2.50 – 3.32	Less Good	Less Eligible
3.33 – 4.16	Fine	Worthy
4.17 – 5.00	Very good	Very Worth it

(Source : Sriadhi [26])

This research was said to be successful if the results obtained from the questionnaire met the criteria of "Very Good" or "Very Eligible" and "Good" or "Decent" with a score interval of 3.33-5.00.

The practicality of the learning model developed in this study was measured using a questionnaire assessing the use of the learning model in the learning process. The practicality value can be calculated using the formula in Table 2 below:

Table 2. Criteria for the Practicality of the Learning Model

Score Interval	Criterion
3,5 – 4,00	Very Practical
3,00 – 3,49	Practically Without Repair
2,50 – 2,99	Practically Needs Improvement
2,00 – 2,49	Less Practical
1,00 – 1,99	Impractical

The effectiveness of the learning model developed depends on having two types of data, namely qualitative and quantitative. Qualitative data is generated from preliminary or feasibility

studies, either in literature studies or field studies. Quantitative data were obtained from student learning outcomes using quasi-experiments, namely comparing pre-test and post-test scores of students using the developed INOLYN learning model. In this study, the data obtained were student learning outcomes from the experimental and control classes with the assessment criteria as seen in Table 3 below:

Table 3. Assessment Criteria

Value	Criteria	Percentage (%)
A	Very Good	81-100%
B	Good	61-80%
C	Enough	41-60%
D	Less Good	21-40%
E	Very Poor	0-20%

Data collection was carried out using a questionnaire by distributing questionnaires to the respondents, namely material experts, media experts, design experts, and students. The respondents gave an assessment of the quality of the INOLYN learning model based on blended learning with the following research criteria:

Table 4. Scoring Rules

No	Category	Score
1	Very good	5
2	Good	4
3	Pretty good	3
4	Not good	2
5	Not good	1

(Source: Arikunto, [31])

The research results of each respondent calculated the average score obtained. The average score obtained is then converted into a qualitative value using the formula and basic guidelines to determine the level of validity as follows:

$$P = \frac{\sum x}{\sum x^1} \times 100\%$$

Information:
P = Large Percentage
$\sum x$ = Number of Validator Answer Scores
$\sum x^1$ = Total Highest Answer Score

Table 5. Product Validation Criteria

Percentage %	Validity Level	Information
80 – 100	Very valid	Not Revised
60 – 79	Valid	Not Revised
40 – 59	Invalid	Some Revisions
20 – 39	Invalid	Revision
0 - 19	Very invalid	Revision

(Source:: Arikunto [27])

Data Analysis of the Effectiveness of the INOLYN learning model based on blended learning

Normality test.
To determine the average value, the formula is used, namely:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

To calculate the standard deviation (s), the formula is used, namely:

$$s = \sqrt{\frac{n \sum x_i^2 - \left(\sum x_i\right)^2}{n(n-1)}}$$

By testing criteria:
If Lo < Lt then the sample is normally distributed and if Lo > Lt then the sample is not normally distributed

Homogeneity Test.
Examination of the variance homogeneity test aims to determine whether the sample data has a homogeneous variance or not. Test the homogeneity of variance using the F test, with the following hypotheses:

$H_0 : \sigma_1^2 = \sigma_2^2$ the two populations have the same variance..

$H_a : \sigma_1^2 \neq \sigma_2^2$ the two populations have different variances

$$F_{hit} = \frac{varians\ terbesar}{varians\ terkecil}$$

Kriteria Pengujian adalah :
$F_{hit} < F_{tab1/2\ \alpha(v1, v2)}$, Ho accepted
$F_{hit} > F_{tab1/2\ \alpha(v1, v2)}$, Ho is rejected

Data processing shows that Fcount < Ftable, then H0 is accepted. It can be concluded that the two samples have a homogeneous variance. If data processing shows that Fcount > Ftable, then H0 is rejected and Ha is accepted, it can be concluded that the two samples do not have a homogeneous variance..

Research Hypothesis Test.
Testing the hypothesis in this study was carried out using the one-party t-test formula where the statistical hypothesis being tested can be formulated as follows:
Ha: here are differences in the learning outcomes of students who study using the INOLYN learning model based on blended learning and students who study with conventional learning media.
H0: There is no difference in the learning outcomes of students who study using the INOLYN learning model based on blended learning and students who study with conventional learning media.
To find out the significant differences of student learning outcomes. The t test formula is as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

The test criteria are that Ha is accepted if tcount < ttable and Ho is rejected if tcount > ttable which is obtained from the t distribution list with dk = (n − 1) and level α = 5%. To see the value of the effectiveness of the blended learning-based INOLYN learning model that is being experimented on, the effectiveness calculation formula is used as follows:

$$X = \frac{number\ of\ students\ who\ completed}{total\ number\ of\ students} \times 100\%$$

3. RESULTS AND DISCUSSION
3.1 RESULTS
The results of the assessment by media experts, material experts, individual trials, small group trials, and limited field trials for all aspects of the assessment are determined by the average score. The results of the assessment were then analyzed and determined whether or not it was appropriate to develop the INOLYN learning model based on blended learning. The average percentage of the results of the assessment of media experts, material experts, individual trials, small group trials, and field trials is shown in Table 6 below:

Table 6. The feasibility of the INOLYN learning model based on blended learning

No	Categorization	Percentage of average score%	Criteria
1.	Material Expert Validation	4,24	Is very feasible
2.	Media Expert Validation	4,41	Is very feasible
3.	Learning Design Validation	4,69	Is very feasible
4.	Preliminary Field Test	3,92	Is very feasible
5.	Main Trial	4,32	Is very feasible
6.	Operational Trial	4,78	Is very feasible
Average		4,39	Is very feasible

Based on Table 6, it can be concluded that the scoring intervals for material expert validation, media expert validation, learning design validation, initial field trials, main trials, and operational trials show an average of 4.39 with very feasible criteria. So the application of the INOLYN learning model based on blended learning is very feasible and appropriate to be taught to class X Beauty Counseling students at SMK Negeri 10 Medan.

The initial field practicality test was carried out in Class X Beauty at SMK Negeri 10 Medan. The practicality test was conducted on five students. The results of the practicality test in the initial field were in the form of an assessment score on the INOLYN learning model based on blended learning on manual facial skin care material, which can be seen in table 7 below:

Tabel 7. Kepraktisan model pembelajaran INOLYN berbasis blended learning

No	Categorization	Percentage of average score%	Criteria
1.	Criteria	3,30	Is very feasible
2.	Main Trial	3,68	Is very feasible
3.	Operational Trial	3,82	Is very feasible
Average		3,60	Is very feasible

Based on Table 7, it can be concluded that the score intervals for the initial field trials, main trials, and operational trials show an average of 4.56 with very practical criteria. So the application of the INOLYN learning model based on blended learning is very feasible and appropriate to be taught to class X Beauty Counseling students at SMK Negeri 10 Medan.

The pre-test learning outcomes of students who were taught using the INOLYN learning model based on Blended Learning obtained the lowest score of 28 and the highest score of 76, an average score of 51.93, and a standard deviation of 13.14. The frequency distribution of student pretest learning outcomes

taught using the Blended Learning-Based INOLYN learning model can be seen in Table 8 below:

Table 8. Frequency Distribution of Students' Pretest Learning Outcomes Taught Using the INOLYN Learning Model Based on Blended Learning

Class	Interval Class	Absolute Frequency	Relative Frequency
1	28-35	4	12,12%
2	36-43	5	15,15%
3	44-51	7	21,21%
4	52-59	4	12,12%
5	60-67	7	21,21%
6	68-75	6	18,18%
Total		33	100%

The post-test learning outcomes of students who were taught using the INOLYN learning model based on Blended Learning obtained the lowest score of 52 and the highest score of 92, with an average value of 108.90 and a standard deviation of 14.80. The frequency distribution of posttest learning outcomes of students who are taught using the INOLYN learning model based on Blended Learning can be seen in Table 9 below:

Table 9. Frequency Distribution of Posttest Learning Outcomes of Students Taught Using the INOLYN Learning Model Based on Blended Learning

Class	Interval Class	Absolute Frequency	Relative Frequency
1	52-58	3	9,09%
2	59-65	5	15,15%
3	66-72	12	36,36%
4	73-78	5	15,15%
5	79-85	4	12,12%
6	86-92	4	12,12%
Total		33	100%

The pre-test learning outcomes of students taught using the Discovery Learning learning model obtained the lowest score of 24 and the highest score of 68, with an average value of 64.90 and a standard deviation of 15.59. The frequency distribution of student pretest learning outcomes taught using the Discovery Learning learning model can be seen in Table 10 below:

Table 10 Frequency Distribution of Students' Pretest Learning Outcomes Taught Using the Discovery Learning Learning Model

Class	Interval Class	Absolute Frequency	Relative Frequency
1	24-31	2	6,060%
1	32-39	10	30,30%
2	40-47	6	18,19%
3	48-55	9	27,27%
4	56-63	5	15,15%
5	64-71	1	3,030%
6	24-31	2	6,060%
Total		33	100%

The post-test learning outcomes of students who were taught using the Discovery Learning learning model obtained the lowest score of 48 and the highest score of 84, with an average value of 97.27 and a standard deviation of 14.36. The frequency distribution of student pretest learning outcomes taught using

the Discovery Learning learning model can be seen in Table 11 below:

Table 11. Frequency Distribution of Posttest Learning Outcomes of Students Taught Using the Discovery Learning Learning Model

Class	Interval Class	Absolute Frequency	Relative Frequency
1	48-53	3	9,090%
1	54-59	7	21,21%
2	60-65	7	21,21%
3	66-71	5	21,21%
4	72-77	7	15,15%
5	78-84	4	12,12%
	48-53	3	9,090%
Total		33	100%

Data normality checks are used to determine whether the sample comes from a normally distributed population. The test was carried out using the Liliefors test on two sample groups. A summary of the data normality test can be seen in Table 12 below:

Table 12. Summary of Data Normality Test

No	Class	L count	L table	Conclusion
1	Student learning outcomes taught using the INOLYN learning model based on Blended Learning	0,13	0.154	Normal
2	Student learning outcomes taught using the Discovery Learning learning model	0,135	0.154	Normal

In the table above, it is found that the data on student learning outcomes taught using the INOLYN learning model based on Blended Learning is normally distributed. This is known from the large Lcount <Ltable at a significant level of 5%, namely 0.13 < 0.154. Data on learning outcomes taught using the Discovery Learning learning model is normally distributed. This is known from the large Lcount < Ltable at a significant level of 5%, namely 0.135 <0.154.

To test the homogeneity of the research data, Fisher's test was used. Based on the calculation of homogeneity, it is concluded that the data on student learning outcomes taught using the INOLYN learning model based on Blended Learning is homogeneous. It is known from the Fcount < Ftable at a significant level of 5%, namely Fcount (1.52) < Ftable (1.80). Data on student learning outcomes that are taught using the Discovery Learning learning model is homogeneous. It is known from the Fcount < Ftable at a significant level of 5%, namely Fcount (1.10) < Ftable (1.80). A summary of the homogeneity test can be seen in Table 13 below:

Table 13. Summary of Data Homogeneity Test

No	Class	F count	F table	Conclusion
1	Student learning outcomes taught using the INOLYN learning model based on Blended Learning	(1,52)	(1,80)	Homogeneous
2	Student learning outcomes taught using the Discovery Learning learning model	(1,10)	(1,80)	Homogeneous

Learning Outcomes of Students Using the INOLYN Learning Model Based on Blended Learning in the Subject of Fundamentals of Beauty and SPA Class X SMK Negeri 10 Medan are Higher Than Learning Outcomes Using the Discovery Learning Learning Model. Testing the hypothesis used is a different test. From the calculation results obtained, tcount = 2.04 and ttable = 1.66. Because tcount = 2.04 > ttable = 1.66, it can be concluded that the learning outcomes of students using the INOLYN learning model based on blended learning are higher than the learning outcomes of students using the discovery learning model. A summary of the hypothesis testing can be seen in Table 14 below:

Table 14 Summary of Hypothesis Test Calculations

Average Posttest Value		t_{hitung}	t_{tabel}	Conclusion
Using the INOLYN learning model based on Blended Learning	Using the Discovery Learning learning model	2,04	1,66	There is a significant difference
72,60%	65,33%			

From the results of testing the hypothesis, empirical evidence is obtained that student learning outcomes using the INOLYN learning model based on blended learning are higher than student learning outcomes using the discovery learning model.

The effectiveness of the inolyn learning model based on blended learning in the basics of beauty and SPA subjects is as follows:

$$x = \frac{\text{Total score obtained}}{\text{Total ideal score}} \times 100\%$$
$$x = \frac{2396}{3300} \times 100\% = 72,60\%$$

While the effectiveness of learning by using the learning model of discovery learning

$$x = \frac{\text{Total score obtained}}{\text{Total ideal score}} \times 100\%$$
$$x = \frac{2156}{3300} \times 100\% = 65,33\%$$

Thus the value of the effectiveness of the INOLYN learning model based on blended learning in the basics of beauty and SPA subjects is higher than the discovery learning model.

3.2 DISCUSSION

Aunurrahman [28] states that student activity in learning is an important and fundamental issue that must be understood and developed by teachers in the learning process. This was also stated by Trinandita [29], who stated that the most basic thing

required in the learning process is student activity. The benefits obtained by using the INOLYN learning model based on blended learning in the basics of beauty and SPA subjects provide active, creative, and innovative learning between students and teachers. The INOLYN learning model will also provide students with real-life learning experiences so they can better understand learning. This is in line with Kolb [30], who stated that learning experiences actually have a major role in learning so that they can increase the effectiveness and results of learning itself.

Based on the explanation above, it can be concluded that the INOLYN learning model based on blended learning is proven to be feasible to use because it has passed the material, media, and instructional design validation tests. It was even tested in initial field tests, main field tests, and operational field tests, and the average results were declared "very good".

The INOLYN learning model can be used online and face-to-face, which will make learning happen anywhere and anytime. Learning with technology and a combination of face-to-face learning can produce more effective and efficient learning. This is in line with Sagala [31], who states that by using a variety of learning variations, it can increase student enthusiasm for learning. The step taken to see the results of practicality is to fill out a response questionnaire filled out by students.

Based on the results of research data processing conducted to see the practicality of the blended learning-based learning model, it is evident that the INOLYN learning model is practically used in the learning process. This can be proven by the average practicality test results in the initial, main, and operational fields, which meet the criteria of "very practical."

Blended learning can accommodate broad technological developments without having to leave face-to-face learning in class by combining face-to-face learning and e-learning so that students can continue learning and communication in the learning process can run smoothly. This is in line with Comey's statement [32], which states that communication plays an important role in the learning process and is the key to creating an effective learning environment. Then Fauziah et al. [33] stated that the Google Classroom platform has advantages in helping teachers create and manage class assignments quickly and easily, provide direct feedback to students efficiently, and communicate with students without being limited by space and time.

Based on the results of research data processing, there were differences in student learning outcomes using the INOLYN learning model based on blended learning in the basics of beauty and SPA subjects with students using the discovery learning model, namely the average value of the basics of beauty and SPA subjects, especially in manual facial skin care material taught using the INOLYN learning model based on blended learning, is higher than that using the discovery learning model based on the results of the t test, obtained tcount = 2.04 while ttable = 1.66. Because tcount = 2.04 > ttable = 1.66, it can be concluded that the learning outcomes of students using the INOLYN learning model based on blended learning are higher than the learning outcomes of students using the discovery learning model.

This can be seen from the average value of the basics of beauty and SPA taught using the blended learning-based INOLYN learning model, which is 72.60% higher than that using the discovery learning model, which is 65.33%. This data proves that the INOLYN learning model based on blended learning can improve student learning outcomes. What makes the INOLYN learning model advantageous compared to discovery learning is that students become more enthusiastic, active, creative, and innovative in the learning process. The difference in learning outcomes for the basics of beauty and SPA, especially in manual facial skin care materials using the INOLYN learning model based on blended learning using the discovery learning model, is 7.27%.

4. CONCLUSION

1. The INOLYN learning model, based on blended learning in the basics of beauty and SPA subjects, is declared feasible. This can be seen in the results of the interval scores of material experts (4.24 with the criteria of "very good), media experts (4.41 with the criteria of "very feasible), and instructional design experts (4.69 with the criteria of "very This can be seen in the results of the interval scores of material experts (4.24 with the criteria of "very good"), media experts (4.41 with the criteria of "very feasible"), and instructional design experts (4.69 with the criteria of "very feasible"). Meanwhile, the initial field trials received a score interval of 3.92 with "good" criteria, 4.32 for main field trials with "very good" criteria, and 4.78 for operational field trials with "very feasible" criteria.

2. The INOLYN learning model, based on blended learning in the basics of beauty and SPA subjects, is practically used in learning. The results of the practicality test on the initial field get a score interval of 3.40 in the "practical" category, the results of the practicality test on the main field get an interval score of 3.68 in the "very practical" category; and the results of the practicality test in the operational field get an interval score of 3.82 in the "very practical category.

3. The use of the INOLYN learning model is more effective in improving learning outcomes in the basics of beauty and SPA compared to using the discovery learning model because tcount = 2.04 > ttable = 1.66, so it is concluded that the learning outcomes of students using the INOLYN learning model are based on blended learning more than the learning model of discovery learning. In this case, the INOLYN learning model based on blended learning is 72.60% higher than that using the discovery learning model, which is 65.33%.

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