

ABSTRAK

IMPLEMENTASI MODEL *DISCOVERY LEARNING* DALAM PEMBELAJARAN TATA RIAS KARAKTER HOROR DI SMKN 3 BANDAR LAMPUNG

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Penelitian ini bertujuan untuk mendeskripsikan implementasi model *discovery learning* dalam pembelajaran tata rias karakter horor pada siswa kelas XI SMKN 3 Bandar Lampung. Pembelajaran tata rias karakter menuntut siswa menguasai keterampilan teknis serta mengembangkan kreativitas, imajinasi, dan berpikir kritis, namun guru tidak memberikan contoh langsung, siswa harus mencari dan mengembangkan pengetahuan secara mandiri. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian satu guru pengampu dan 34 siswa kelas XI jurusan kecantikan dua. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, serta uji keabsahan data menggunakan triangulasi sumber dan teknik. Penelitian ini menggunakan konsep *discovery learning* yang dikemukakan oleh Widiasworo yang terdiri atas enam tahapan yakni stimulasi, identifikasi masalah, pengumpulan data, pengelolaan data, pembuktian, penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model *discovery learning* secara sistematis mampu meningkatkan keaktifan, kemandirian, dan kreativitas siswa dalam proses pembelajaran. Siswa tidak hanya mengikuti instruksi, tetapi aktif menemukan konsep dan mengembangkan ide rias secara mandiri. Selain itu, siswa mampu menghasilkan karya rias karakter horor yang lebih bervariasi, inovatif, dan sesuai dengan karakter yang ditentukan dibandingkan sebelum penerapan model.

Kata kunci: *discovery learning*, tata rias karakter horor, model pembelajaran

ABSTRACT

THE IMPLEMENTATION OF THE DISCOVERY LEARNING MODEL IN TEACHING HORROR CHARACTER MAKEUP AT SMKN 3 BANDAR LAMPUNG

By

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This study aims to describe the implementation of the discovery learning model in teaching horror character makeup to eleventh-grade students at SMKN 3 Bandar Lampung. Learning character makeup requires students not only to master technical skills but also to develop creativity, imagination, and critical thinking. However, since the teacher does not provide direct examples, students are required to independently seek and develop their knowledge. This study employed a descriptive qualitative approach with one teacher and 34 eleventh-grade students of the beauty department as research subjects. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. This study applied the discovery learning concept proposed by Widiasworo, which consists of six stages: stimulation, problem identification, data collection, data processing, verification, and conclusion drawing. The results showed that the systematic implementation of the discovery learning model was able to improve students' activeness, independence, and creativity in the learning process. Students not only followed instructions but also actively discovered concepts and developed their own makeup ideas. In addition, students were able to produce more varied, innovative, and appropriate horror character makeup compared to before the implementation of the model.

Keywords: discovery learning, horror character makeup, learning model