

## Practice Make Perfect : The ongoing training in makeup skills using face chart

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**Abstract:** In 21st century skills, the arts of creativity are being emphasized and a prominent place in teaching and learning in vocational education. Hence, this study aims to provide students with ongoing training in the art of makeup especially in blending techniques using face chart through the BLENDme module. Qualitative case studies have been used to obtain in-depth information about the progress of students' skills in blending techniques. The observation rubric was used as research instruments to get data from 4 participants who have involved training in the BLENDme module. Observations were carried out to assess students' abilities in 6 elements in the blending technique. There are 3 levels in the BLENDme module that were designed to teach students mastering the techniques of integrating makeup skills. The findings show that students' skills in applying blending techniques are at a satisfying stage during the early level of training but their skills were improved during the second and third exercises because students seem comfortable with blending techniques. It is suggested that in this study, students' skills in makeup could be developed through systematic ongoing training.

**Keywords:** vocational education; art education; makeup skills; blending technique; face chart

## INTRODUCTION

In 21<sup>st</sup> century skills, the arts of creativity are being emphasized and a prominent place in teaching and learning in vocational education (P21 Framework for 21st century learning, 2007). The outcome claimed “*students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products*” (Partnership for 21st Century Skills, 2010). The art of producing works of art through painting and color processing makes 21st century students more creative and quality in accordance with the demands of the current labor market. Therefore, makeup is one of the creative arts that applies color to human faces for specific purposes.

In order to educate the student on makeup skills, specific techniques need to be mastered by students' is blending techniques. Blending techniques are needed in makeup applications and the most basic in cosmetology skills (Kehoe, 1995) and (Buchman, 1990). However, student skills in applying the blending technique are considered low because lack of skills about the makeup technique essence. There are some weakness of systematic 3D makeup training in turkey (Baltacioglu, 2012). Teaching method such demonstration seem less impact because difficulty of understanding the technique through seeing. In addition, studies suggested that some program participants may not be able to focus on the demonstration presented by the instructor because each student has a different ability to absorb the knowledge presented and make the program participants' makeup work less satisfactory (Pradita & Puspitorini, 2016) and (Sari & Nia Kusstianti, S.Pd., 2018). Students not only learn something through observation, students must use their senses to engage in learning activities (learning by doing), (Dale, 1969). It is also suggested that student have not been taught properly on blending technique and makes them unable to produce a good even makeup application. Research by (Robiah & Nia Kusstianti, 2016) and (Yarizqi, Rostamailis, & Astuti, 2015) found that there are students who are not exposed to techniques and

knowledge of stage makeup and there are also students who do not have makeup knowledge on shading and brightness during facial contouring.

In this study, blending technique is introduced in the BLENDme module. A good makeup skills need a good hands on consistency called blending technique. Blending technique is a primary skills to produce an even beauty makeup through blending and mix the color edges smoothly. Hence in this study the effect of blending technique on makeup skills will be investigated.

## BACKGROUND

### 1. *Makeup skills*

Makeup skills are the skills of a artist who uses the human body as a canvas to paint a work of art (Sevtap n.d. , Mitsui, 1997) and (Setiawardani & Suhartiningsih, 2014). Mastering in makeup skills makes students more competent in controlling brushes and colors during makeup application. Various methods had been used by lecturer to ensure students are able to master in makeup skills. However, in this study the researcher used a continuous training method for blending techniques on face chart paper aimed at improving students' makeup skills.

### 2. *Blending technique and BLENDme module*

Blending technique is a makeup skill by using make-up apparatus and substance for the purpose of balancing colors evenly without showing the difference between shades (Davis & Hall, 2008). An important skill in making good makeup is the technique of blending colors and lines in makeup (Kehoe, 1995). This technique requires students to control the movement and pressure of the makeup brush in the right way consequently the color is uniform on all makeup surfaces. Therefore, blending technique is an important method that students need to master to improve their makeup and to make beautiful and perfect face makeup.

In this study, researchers combined two theories in BLENDme module namely color theory and art fundamental in order to enhance the blending technique in makeup skills. The researcher extracted 6 elements from these theories to obtain the real blending technique in practical context. Elements and principles in art fundamental such as movement, repetition and rhythm are closely related to gain students skills for applying the blending technique in makeup. Meanwhile, color attributes in color theory such as hue, value and intensity works together with elements and principles in art fundamental to deliver a perfect blending technique in makeup application.

The BLENDme module has 3 activities that combine 6 elements to train students in blending techniques. Activity 1 is known as a line chart that gives students training in applying color blending in three types of lines. Activity 2 involves the exercise of blending colors in shape diagrams and activity 3 on facial contouring using facial anatomy charts.

The findings of this study help students to apply the doable knowledge for makeup application in practical manner. The color theory and art fundamental elements help students to deliver the blending technique in an easy ways. Besides, as an additional method for teachers to bring out the best input for students to do the makeup application.

### 3. *Color Theory (Hue, Value and Intensity)*

Hue, the first attribute of color with ordinary typical name is base or pure color (Middleton, 2018). The hue is closely related to the selection of foundation color to match with skin tone. For instance, beige and ivory reflect on brown hue skin tone, thus the color contrast occur from two attributes of value and intensity alter. Therefore, the three attributes of color are hue, value and intensity move integratedly to publish even and neat makeup blending. This study using hue as a base skin tone in makeup blending technique for basic makeup activity to develop students skills in applying color foundation. Figure 1 shows three group of hue in determining suitable foundation color match. Each hue precisely choose based on identical skin tones to confirm a good result of foundation color match.

Figure 1. Makeup Base Colors (Middleton, 2018)



Value, the second attribute of color that integrated along the blending technique implementation. Value refers to a choice of hue color in the same value scale (Middleton, 2018) and (Ocvirk, 2009). The selection of hue in the same value scale to ensure the right skin tone has picked. In process of makeup, value color should be controlled consistently (blending) in the same color scale to get three dimensional effect in face contouring activity. This study used value element from color attribute to gain students skills in makeup blending technique.

**Figure 2. Value Color Scale (Middleton, 2018)**



Figure 2 shows two group of value color scale in ten of tone from dark to light. In this study, students should only use the same value color in the same scale accordingly and blends each other to produce an even contouring makeup.

Intensity, the third attribute of color that integratedly with hue and value to complete the blending technique implementation. Intensity related to color vividness and color saturation point in determines the quality of light in color (Ocvirk et al. ,2009) and (Itten, 1970). However, in context of makeup blending technique, intensity practically used to control an equality of color with the rights amount of color and avoids spot and dot in some part.



**Figure 3. Color Intensity (Middleton, 2018)**

Figure 3 shows color intensity scale from desaturated to saturated. This study used color intensity for students skills in applying makeup blending technique in context of controlling color saturation point. A good saturation point is a full color is saturated. A best desaturation point is a full color is desaturated.

#### **4. Art Fundamentals (Movement, Repetition and Rhythm)**

According to (Ocvirk et al., 2009), movement, repetition and rhythm are parts of main principle to produce a good artwork used by an artist. These principles, however, from the art fundamentals views as a tool to combine and refine art elements, for instance, applying color attributes (the constituent parts of art elements) in an artwork needs a handling of art tool toward the art effect. Thus, the elements of movement, repetition and rhythm had used in this study to strengthen the makeup blending technique implementation.

The movement element refers to the control of makeup brushes through repeated hand movements throughout the makeup area and in accordance with the rhythm of the face shape. These three elements worked together with color attributes to produce the blending technique in makeup skills.

#### **5. Face chart**

The face chart is used as a real face replacement for training activities in the BLENDme module because there are complaints from students about facial skin problems resulting from using a real face for training purpose. The experiential learning method introduced by (Dale, 1969) states that the concept of simulator or model in learning activities can be used when there are obstacles in real situations. Therefore, the researcher use face chart as a medium for blending exercises in the BLENDme module.

## **METHOD**

### **1. Research design**

This research used a case study design with a qualitative approach. Case study is a method that deals with investigating the actual events that occur in depth (Yin, 2018). Six elements in the blending technique are widely

observed and evaluated to determine the level of students' proficiency in the application of blending techniques. The location of this case study is at Community College, Perak, Malaysia where there are 3 semesters for the beauty and spa therapy program, while this study focuses on second semester students. This particular college and students semester was chosen because these students studied the makeup module in semester 2 and so the researchers developed methods of training students to master blending techniques while improving students' skills in makeup. The study had been conducted in 11 days (2 hours per day) to train students in blending technique application on face chart. The method of observation and rubric assessment of students' make-up work was used in this study to determine students' skills in blending techniques.

## 2. Sample

The purposive sampling in this study involved 4 participants who were poor in the art of makeup voluntarily agreed to join this program. Participants are college students who participated in the makeup module in semester 2. All participants were female students aged between 18 and 19 years.

## 3. Instrument

This study uses two types of instruments for the purpose of data collection: observation and document analysis to get a real picture of the level of participant skills in the practice of blending techniques. Empirical observations were made on three elements (Movement, Repetition and Rhythm) in the blending technique based on the score of the observation rubric to determine students' skills in blending techniques. Table 1 shows the observation rubric. Three scores with 5 indicate a good skill level, 3 scores a satisfying skill level and 1 score a low skill level.

**Table 1. Observation rubric**

NO.	OBSERVATION ITEM	SCORE		
		5 (Good)	3 (Satisfying)	1 (Low)
1.	<b>Movement</b>	Control the movement of the brush in a rounded smoothly and consistently.	Control the movement of the brush in a rounded, not so good and less consistent.	Control the movement of the brush in a rounded, weak and not consistent.
2.	<b>Repetition</b>	Control repetition of circular techniques with equal pressure, good and consistent	Control repetition of circular techniques with equal pressure, not so good and less consistent	Control repetition of circular techniques with equal pressure, weak and not consistent.
3.	<b>Rhythm</b>	Control brush strokes according to lines, shapes and face contour with correctly and consistently	Control brush strokes according to lines, shapes and face contour, not so good and less consistent.	Control brush strokes according to lines, shapes and face contour, weak and not consistent.

Document analysis was used to evaluate the final artwork of the makeup that was applied to the face chart. Three elements (hue, value and intensity) evaluated refer to the final artwork assessment rubric to determine the level of makeup skills in the blending technique after undergoing the exercises. Three scores, 5 for good level, 3 for satisfying level and 1 for low level. The researchers adapted the rubric concept from the curriculum of the beauty and spa therapy program, Department of Community College Studies, and modified it to fit in the research. Table 2 shows the final makeup artwork assessment rubric.

**Table 2. Final makeup artwork assessment rubric**

NO.	CRITERIA	SCORE		
		5 (Good)	3 (Satisfying)	1 (Low)
1.	<b>Hue</b> Basic color in face chart	Blending hue with neatly and evenly	Blending hue with less neat and less even	Blending hue untidy and uneven
2.	<b>Value</b> Mixing brightness and darkness color in the same value scale	Blending brightness and darkness color in the same value scale, very neatly and very evenly	Blending brightness and darkness color in the same value scale, less neat and less even	Blending brightness and darkness color in the different value scale, untidy and uneven

NO.	CRITERIA	SCORE		
		5 (Good)	3 (Satisfying)	1 (Low)
3.	<b>Intensity</b> Mixing color saturation	Blending color saturation very neatly and very evenly	Blending color saturation with less neat and less even	Blending color saturation untidy and uneven

#### 4. Pilot study

The pilot study was carried out before the actual study was conducted for the purpose of the validity of the research instrument which will be applied to the actual study. 3 female students from community college in semester 3 of the beauty therapy and spa program participated in this pilot study. The participants had the same characteristics and study location as the actual research. This pilot study was conducted for two hours for students to practice applying the blending technique to the face chart. The findings of the pilot study indicate that some adjustments need to be made to ensure that the actual research is carried out smoothly. Table 3 shows participants' comments about the implementation of the blending technique training. Participants noted that the lack of training time, materials and equipment (face charts) make-up during blending exercises and researchers had made improvements by extending the training period, adding makeup ingredients, brushes and face charts.

**Table 3. Pilot study report**

No.	Participant comments	Improvement
1.	All three participants said the number of face chart were not enough to make more practice	The researchers added more face charts for the actual study.
2.	All three participants said that the time frame for each activity was insufficient	The researcher will adjust the time according to the needs of each activity.
3.	It seems that the ingredients and makeup brushes are not enough to do the blending exercise.	The researchers provided enough makeup substance and makeup tools.

Table 3 shows participants' comments about the implementation of the blending technique training. Participants noted that the lack of training time, materials and equipment (face charts) make-up during blending exercises and researchers have made improvements by extending the training period, adding makeup substances, brushes and face charts.

#### 5. Treatment (implementation)

Blending technique exercises were carried out for 11 days. In a week student were exposed to blending technique for 2 hours. In total student were taught using blending technique for 22 hours. The college has set a date and time to enable researchers to conduct the research.

**Table 4. Schedule of the treatment**

Day	Date	Time	Activity
1.	30.08.2019	10.00am – 12.00pm	<ul style="list-style-type: none"> <li>Participants activity</li> <li>Observation by researcher</li> </ul>
2.	10.09.2019	11.00am – 1.00pm	
3.	17.09.2019	11.00am – 1.00pm	
4.	23.09.2019	11.00am – 12.00pm 12.00pm – 1.00pm	<ul style="list-style-type: none"> <li>Participants activity</li> <li>Observation by researcher</li> </ul>
5.	24.09.2019	11.00am – 1.00pm	<ul style="list-style-type: none"> <li>Participants activity</li> <li>Document analysis</li> </ul>
6.	30.09.2019	11.00am – 1.00pm	
7.	01.10.2019	11.00am – 1.00pm	
8.	07.10.2019	11.00am – 1.00pm	
9.	08.10.2019	11.00am – 1.00pm	<ul style="list-style-type: none"> <li>Participants activity</li> </ul>
10.	14.10.2019	11.00am – 1.00pm	
11.	15.10.2019	11.00am – 1.00pm	

Table 4 shows the date and time for conducting the study of 3 activities in the blending technique training. Activity 1 was conducted for 4 days on various dates. Activity 1 involved movement, repetition and rhythm training on three types of line graphs namely straight lines, curved lines and wavy lines. In this exercise, the researchers provide three types of line graphs and guides how to apply the blending technique to the line graphs and directs the participants to practice blending technique on the line graphs. The ongoing observation by researchers on three elements (movement, repetition and rhythm) was done during the activity 1 to determine the level of blending skills and the consistency of the participants skills.

**Figure 4. Activity 1 line chart**

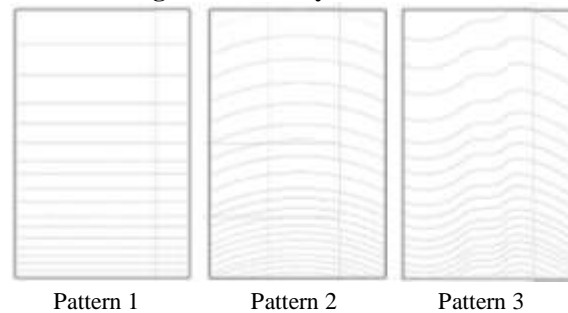
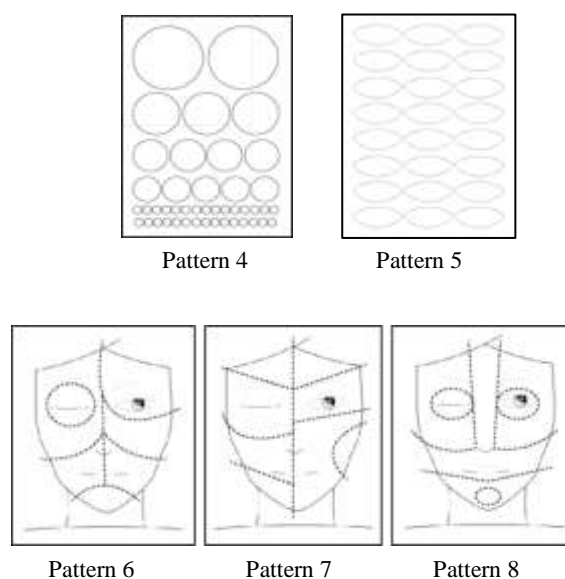


Figure 4 shows three types of patterns in activity 1 aimed for training the softening of the participant's hand to master the blending technique. Pattern 1 refers to a straight line, pattern 2 to a curved line and pattern 3 to a wavy line.

Activity 2 was conducted for 5 days involved movement, repetition and rhythm training but in the different shape patterns such as round patterns, eyeshape patterns and patterns on the face chart. In this exercise, the researchers provide five types of patterns and the researchers guides how to apply blending techniques to this pattern chart and directs the participants to do a blending exercise on a pattern chart. The researchers observed three elements that are movement, repetition and rhythm during the duration of activity 2 to determine the level of blending skills of the research subjects.

Figure 5 shows five types of shape patterns in activity 2. Pattern 4 refers to a round shape pattern, pattern 5 refers to an eyeshape pattern and pattern 6, pattern 7 and pattern 8 refer to the shape pattern on the face chart.

**Figure 5. Activity 2 shape chart**



Activity 3 was conducted in 3 days involved form and contouring exercises. In this exercise the researchers gave a blank face chart with a face chart that has facial anatomy lines to help participants apply face contouring using blending techniques freely. Participants were required to use three elements in blending technique are movement, repetition and rhythm to apply color to the shape of the face on the face chart paper. The researcher evaluated the final work of the face chart on three elements, hue, value and intensity. Figure 6 shows a face chart with the anatomy lines in activity 3.

## FINDING AND DISCUSSION

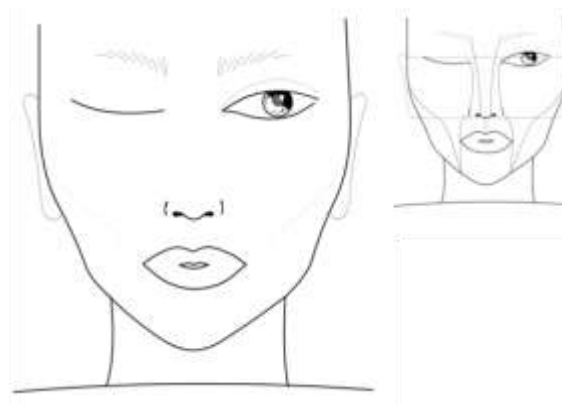
### 1. Finding(s)

This study aims to identify the level of participant skills in conducting blending techniques through continuous observation. The level of blending technique skills was assessed through 6 elements including movement, repetition, rhythm, hue, value and intensity.

The observation rubric was used to determine the level of participant skills during the application of the blending technique with score 5-good, score 3-satisfying and score 1-weak.

Ongoing observations were done to obtain a high level of reliability and the score is based on overall skill achievement. Meanwhile, the final makeup artwork assessment rubric aims to evaluate the final results of applying the blending technique on the face chart with score 5-good, score 3-satisfying and score 1-weak.

**Figure 6. Activity 3 Form and Contouring**



The researcher and lecturer's evaluation were used as data triangulation to ensure the validity of the research findings.

#### 1.1 Activity 1 and Activity 2

The findings show that the level of participant's skills in Activity 1 as a whole was satisfactory. Meanwhile, in activity 2 the skills of blending as a whole increased to a good level.

**Table 5. Data analysis for the observation rubric for activity 1 and activity 2**

No.	Participants	Observation score					
		Movement The control of brush movements in circular motion is ...		Repetition The control of repetition of circular motion with equally pressures is ...		Rhythm The control of brush strokes in accordance with lines and shapes is ...	
		Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
1.	P01	3 moderate and less consistency.	3 moderate and less consistency.	3 moderate and less consistency	3 moderate and less consistency	3 moderate and less consistency	5 well and consistent
2.	P02	1 weak and	3 moderate and less	1 weak and	3 moderate and less	3 moderate and less	3 moderate and less

No.	Participants	Observation score					
		Movement The control of brush movements in circular motion is ...		Repetition The control of repetition of circular motion with equally pressures is ...		Rhythm The control of brush strokes in accordance with lines and shapes is ...	
		Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
3.	P03	inconsistent. 3	consistency. 5	inconsistent. 3	consistency 5	consistency 3	consistency 5
		moderate and less consistency. 3	well and consistent 5	moderate and less consistency 3	well and consistent 5	moderate and less consistency 3	well and consistent 5
4.	P04	moderate and less consistency. 3	well and consistent 5	moderate and less consistency 3	well and consistent 5	moderate and less consistency 3	well and consistent 5
Score indication		5 = Good	3 = Satisfying	1 = Weak			

Table 5 shows the analysis of findings for rubric observations on the application of blending techniques for activity 1 and activity 2 on elemental movement, repetition and rhythm.

#### a. Movement

The results showed that in activity 1, the control of brush movements is moderate and less consistency for P01, P03 and P04 and the level of blending skills was satisfactory with a score of 3. In contrast to P02, finding shows that P02 is weak in control of brush movements and circular motion is not consistent and the level of blending skill P01 is low with a score of 1. However there was an increase score in blending skills in activity 2. P01 maintains the skill level satisfactorily in score 3. P02 seems to have improved the control of brush movement from low level to a satisfactory level with a score of 3. P03 and P04 also showed an increase, this study found that in activities 2, P03 and P04 were able to control brush movements very well and consistent with a score of 5.

#### b. Repetition

In activity 1, the skill levels P01, P03 and P04 for repetition of elements at score 3 are satisfactory. The control of repetition with circular techniques with equally pressures is moderate and less consistency. But in activity 2, P03 and P04 showed an increase in skills with a score of 5 and managed to control the repetition of the same circular technique with the same pressure and consistency. P01 still maintains the level of blending skills in activity 2 with a satisfactory score of 3. However, P02 skill level for repetition of elements is also weak in activity 1 because repetition control techniques are rounded with the same pressure is weak and inconsistent. In addition, in activity 2 it is found that the level of blending skills for P02 increased to a satisfactory level of score 3.

#### c. Rhythm

In Activity 1, the findings show that P01, P02, P03 and P04 control the rhythm element satisfactorily on a score of 3. The control of brush strokes in accordance with lines and shapes is moderate and less consistency. Meanwhile, in activity 2, P01, P03 and P04 showed an increase in rhythm control. The brush control along the lines and shapes is done well and consistently. P02 maintains the blending skill level of the rhythm element with a satisfactory score of 3.

### 1.2 Activity 3

In Activity 3, the final makeup artwork of the participants in the face chart is evaluated by referring to the evaluation rubric that has been developed.



**Table 6. Data analysis for final makeup artwork assessment rubric**

No.	Participant	Assessment score					
		Hue		Value		Intensity	
		Mixing basic color is ...		Mixing brightness and darkness color in the same value scale is ...		Mixing color saturation is...	
		By researcher	By lecturer	By researcher	By lecturer	By researcher	By lecturer
1.	P01	5 very neat and even	5 very neat and even	5 very neat and even	3 less neat and uneven	5 very neat and even	3 less neat and uneven
2.	P02	3 less neat and uneven	5 very neat and even	3 less neat and uneven	5 very neat and even	3 less neat and uneven	3 less neat and uneven
3.	P03	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even
4.	P04	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even	5 very neat and even
<b><u>Score indication</u></b>		5 = Good		3 = Satisfying		1 = Weak	

Table 6 shows the analysis data for the assessment of the participant's final makeup artwork performed on the face chart. Evaluation was carried out on another 3 elements of blending technique, hue, value and intensity.

#### **a. Hue**

The hue element is assessed on the basis of selection of basic color. This study found that the hue elements in final makeup artwork on face charts of P01, P03 and P04 in a good level with a score of 5 given by researchers and lecturers. The makeup on the face chart by P01, P03 and P04 is very neat and

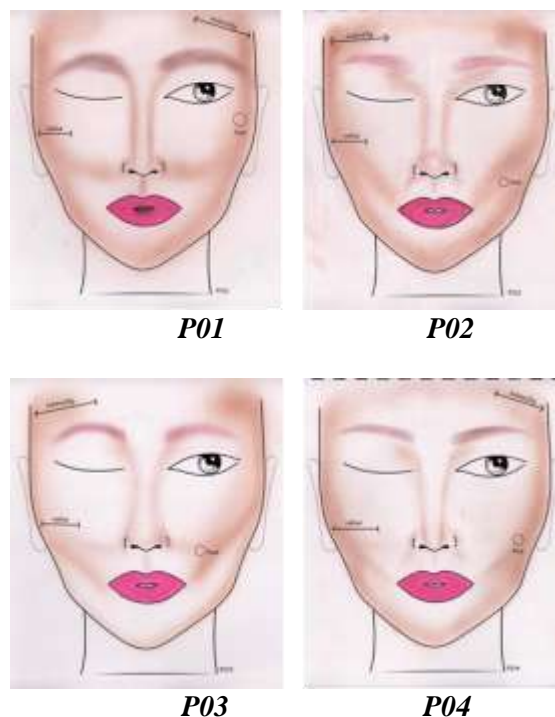
**Figure 7. Final makeup artwork on face chart**

Figure 7 shows the results of the participants' makeup done on the face chart in activity 3.

even in terms of color blending. However, P02 was assessed by researchers with a satisfactory score of 3 because the makeup on the face chart was less neat and uneven. Meanwhile, a good 5 point score is given by the lecturer on the hue element for the final makeup artwork on the P02 face chart.

#### **b. Value**

Element value is evaluated based on the blending of dark and bright colors on the same value scale. The findings show that final makeup artwork on face charts by P01 was good because the color looks like a mixture of dark and bright colors on a very neat and evenly colored scale. Contradicting the assessment given by the lecturer with a score of 3 on satisfactory makeup performance on face chart P01 for value element. Meanwhile, analysis of the research data found that the researchers gave a score of 3 to P02 because the makeup had a mixture of dark and bright colors on the same scale but was less neat and unevenly distributed. The lecturer's evaluation found that the makeup on P02's face chart on the value element was very neat and even with a score of 5. For P03 and P04 the results show that makeup on the face chart has a mixture of dark and bright colors on a very neat and uniform scale, a score of 5 is given by researchers and lecturers for P03 and P04.

#### **c. Intensity**

The intensity element is evaluated based on perfecting a neat and even color saturation. The study found that P01 was scored with 5 by the researchers because makeup on the face chart was produced with very neat and even color saturation. While the lecturer rated the makeup on the P01 face chart as satisfactory with a score of 3 due to less neat and uneven color saturation. For final makeup artwork on face chart P02, the findings show that the results of a blending intensity color is less neat and uneven, researchers and lecturers gave a score of 3 at a satisfactory level for P02. While assessments with the same score were given by researchers and lecturers for final makeup artwork on face charts P03 and P04 because the color saturation results are very neat and even with a good score of 5.

## **2. Discussion(s)**

This study found that participants' skills in applying color blending techniques in Activity 1 were moderate because at this stage the participants seemed uncomfortable with brush control when applying color blending techniques on face charts. However, in activity 2 and activity 3 there was an increase in the participants skills because the participants seemed comfortable and confident in applying the color blend to the face chart, this shows that the process of blending colors in Activity 1 provided participants with experience and input to improve the application of color blending techniques much better. These findings indicate that the learning process exists through experience as suggested by (Yosimeida & Lutfiati, 2015), (Diana & Maspiyah, 2013) and (Dale, 1969), the learning process will be more effective if the learning activities are done on their own hand (learning by doing) will gather more real experiences.

Controlling brush movements in a circular motion and repeating the techniques with the same brush pressure is a challenge for subject 01 and subject 02 because these two elements should move together when applying color blending techniques. Meanwhile, subject 03 and subject 04 managed to control the hand to move the brush and make smooth and consistent circular movements. These findings explain that there are differences in absorption between students in the knowledge and skills learned as found in study of (Sari & Nia Kusstuant, S.Pd., 2018), every student has a different character and not all students can easily learn makeup skills, a series of systematic exercises are needed to produce a good makeup skills.

The rhythm element in the application of color blending occurs simultaneously with the elements of movement and repetition, but in this study the researchers evaluated separately the rhythm element because each activity requires a different rhythm application. This art principle has been successfully controlled by participants in smoothly and consistently. The findings of this study indicate that participants' skills in controlling rhythm elements are good and they understand the important role of rhythm elements in the application of color blending techniques. As suggested by (Catherine M. Frangie, 2008) and (Judilla, 2000) The element of rhythm plays an important role in the technique of blending colors for makeup skills.

The results from the observation found that participants' skills in choosing and applying hue color were good.

Participants' skills in controlling the intensity in the application of color blending are improved. After ongoing training, participants' skills in manipulating and controlling color saturation increase and confidence. The researchers observed that the training conducted by the participants through the application of the BLENDme module had a positive effect on instilling theoretical and practical knowledge to the participants to

improve students' skills in color blending techniques. These findings indicate that there is a relationship between theoretical and practical knowledge in the teaching and learning process of makeup, not just relying on demonstration methods. As suggested by (Robiah & Nia Kusstianti, 2016), (Chendra Wibawa et al., 2015) and (Yarizqi et al., 2015), students with good knowledge (theory) will mastery in the art of makeup skills.

There is involvement of the value element in determining the level of student skills in the application of makeup as suggested in past study (Middleton, 2018)a and (Yuliati & Dra. Hj. Suhartiningsih, 2014), student skills in the application of face contouring showed improvement. The application of value elements is used in face contouring exercises through various patterns on the face chart. The results of this previous study were successfully expanded in this study in the context of color blending skills on the face chart through the application of the BLENDme module.

## CONCLUSSION

Overall, this research was conducted in the context of students' problem solving skills in color blending techniques in makeup applications. Students' theoretical and practical knowledge is weak due to the fact that the lecture method using demonstrations in makeup teaching is not effective in communicating the concept of color blending to students. In addition, this study also aims to solve the problem of students' damaged skin as a result of ongoing face-to-face training activities.

11 days of continuous observation of the 6 elements in the color blending technique found that the level of students' skills increased from activity 1 to activity 3. The brush and color control on face chart makeup is consistent after students mastery the rhythm and concepts in color blending techniques. The results of this study conclude that the BLENDme module has played an effective role in providing training and improving student skills. The knowledge gained by students from the BLENDme module has helped students to master the technique correctly. Thus, students' skills in makeup can be improved through systematic, theoretical and practical ongoing training.

Module designs with more interesting patterns can be used for future study by other researchers. Additional of the art elements and principles can also be used by other researchers in subsequent studies to improve students' knowledge and skills in the field of makeup artwork.

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