

EFFECTIVENESS OF HAIR CUT ENTREPRENEURSHIP TRAINING WITH EXPERIENTIAL LEARNING APPROACH TO IMPROVE ADOLESCENT ENTREPRENEURSHIP SKILL

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Abstract

This study aims to find a training model that can improve the entrepreneurial skills of teenagers. To achieve this goal, the research developed a training model with an experiential learning approach so that after haircut entrepreneurship training, the entrepreneurial skills of teenagers can be increased. This study is a multi-disciplinary study using pre-post-test experiments without using a control group with only one type of treatment. The results of this study proved effective in improving adolescent entrepreneurial skills which include the ability to observe, experiment, communicate and make decisions and increase economic independence. so that it can be used by practitioners or organizers such as PKBM or LKP at the district/city level. The pattern of implementation with experiential learning is expected to be a complement and reinforcement in increasing youth entrepreneurial skills which are supported by policy makers in this case the Cimahi City Education Office and the Manpower Office in disseminating this model as an alternative to preparing skilled youth. there are weaknesses, shortcomings and limitations in the implementation of research so that further studies and research are needed on hair cutting entrepreneurship training with an experiential learning approach to improve the entrepreneurial skills of these teenagers.

Keywords: experiential learning, Entrepreneurship Skills, youth

Abstrak

Penelitian ini bertujuan untuk menemukan suatu model pelatihan yang dapat meningkatkan keterampilan berwirausaha pada remaja. Untuk mencapai tujuan tersebut maka penelitian ini mengembangkan suatu model pelatihan dengan pendekatan experiential learning sehingga setelah dilakukan pelatihan kewirausahaan potong rambut keterampilan berwirausaha pada remaja dapat meningkat. Penelitian ini merupakan penelitian multidisiplin dengan menggunakan eksperimen pre-post test tanpa menggunakan kelompok kontrol dengan hanya satu jenis perlakuan. Hasil penelitian ini terbukti efektif dalam meningkatkan keterampilan berwirausaha remaja yang meliputi kemampuan mengamati, melakukan percobaan, mengomunikasikan dan mengambil keputusan serta meningkatkan kemandirian ekonomi. sehingga dapat digunakan oleh para praktisi atau penyelenggara seperti PKBM atau LKP di tingkat kabupaten/kota. Pola pelaksanaan dengan experiential learning diharapkan dapat menjadi pelengkap dan penguat dalam peningkatan keterampilan berwirausaha pemuda yang didukung oleh para pemangku kebijakan dalam hal ini Dinas Pendidikan Kota Cimahi dan Dinas Tenaga Kerja dalam menyebarluaskan model ini sebagai salah satu alternatif penyiapan pemuda terampil. terdapat kelemahan, kekurangan dan keterbatasan dalam pelaksanaan penelitian sehingga diperlukan penelitian dan kajian lebih lanjut tentang pelatihan kewirausahaan potong rambut dengan pendekatan experiential learning untuk meningkatkan keterampilan berwirausaha pada remaja tersebut.

Kata kunci: pembelajaran eksperiensial, keterampilan kewirausahaan, pemuda

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INTRODUCTION

The needs of clothing, food and shelter are necessities of life that must be met by every human being. To meet these needs, the community must work, either as employees or as entrepreneurs by opening their own jobs. Creative, innovative people will be able to pick up business opportunities because they have competitiveness. The view that working is being an employee or employee is still widely held by the people around us and this view is what causes the high unemployment rate in Indonesia.

Non-formal education in a society has an important function in the economic development of the community, so non-formal education needs to be developed in addition to formal education. In the context of sustainable economic development, by looking at the target group, non-formal education plays a role in empowering disadvantaged communities as well as those who are lucky, workers and those who will work. The emergence of disadvantaged people on the one hand is caused by economic development which is marked by an increase in employment opportunities that can generate income but cannot be enjoyed by all levels of society due to limited capabilities, both knowledge, attitude, mentality, health and also ownership of capital.

This unfortunate condition also occurs in the Leuwigajah Village, Cimahi City, where many teenagers in the environment do not have jobs so it is feared that it will result in the rate of juvenile delinquency and unemployment increasing. Unemployed youth will feel that they are no longer useful to others and sometimes society will also ridicule them. People often assume that unemployed teenagers are lazy people, thereby taking away the motivation of the teenagers themselves. Meanwhile, they still need living expenses for their clothing, food and shelter needs. If unemployed youth are not directed to positive activities, it is possible that they will become naughty.

The Central Statistics Agency (BPS) noted that the number of workers in Indonesia in February 2020 was 137.91 million people. That number increased by 1.73 million people compared to February 2019. Meanwhile, at the same time the number of unemployed people increased by 60,000 people. This shows that there are still many unemployed youths. The concept of training is also expressed by Dearden (1984) in Mustofa Kamil (2012: 7), which states that training basically includes teaching and learning processes and exercises aimed at achieving a certain level of competence or work efficiency. (Goleman, daniel; boyatzis, Richard; Mckee , 2019). Through skills training, it is hoped that a teenager's competence will be achieved for their future life.

The role of entrepreneurship is to renew by creative destruction (creative destruction maker) with the courage to see and change what is considered established, routine, and satisfying. Another role of entrepreneurship is as an innovator who brings new things to society. Also take and take into account the risk (risk calculator). Entrepreneurs also play a role in finding opportunities and taking advantage of them (opportunity seekers and exploiters). (Purnomo, 2017). According to Frinces (2011:12), entrepreneurship are people who have instincts (spirit, soul, reason, intuition and competence) to do business, take risks, dare to invest, dare to lose in gaining profits and dare to make changes quickly and big for making progress all the time (Ghina et al., 2017). One of the activities that can be done to foster an entrepreneurial spirit is through training, because having talent alone is not enough to run a business. In order for a business to be managed properly, various aspects of knowledge are needed combined with

expertise in entrepreneurship. Through haircut training, it is hoped that teenagers can become entrepreneurs and will be economically independent.

LITERATURE REVIEW

Training

According to Kenneth Robinson (1981), in Sudirman (2001) suggests that: "Training, therefore we are seeking by any instructional or experiential means to develop a person behavior patterns in the areas of knowledge, skill or attitude in order to be achieved " So it can be understood that training is education for the development of human resources in the field of knowledge skills so that they can be maximally empowered. When associated with entrepreneurship, this entrepreneurship training is the process of transferring knowledge and skills from the source to the recipient to improve one's enthusiasm, attitude, behavior, and ability in dealing with business or efforts to find, create, and apply ways of working in a business activity to obtain a good profit. larger (Purnomo, 2017; 21–30).

Training Objectives And Benefits

According to Adrew E. Sikula (in Mangkunegara, 2008) training is a short-term educational process that uses systematic and organized procedures, non-managerial employees learn technical knowledge and skills for limited purposes. Training is felt to be very important to carry out. This is in accordance with what Manullang (2008: 66) said, namely, "with training or education it is easier for someone to carry out their duties. The existence of training or education ensures the availability of personnel in the company who have expertise, after all, people who are trained or educated can use their minds critically. Therefore, in this study, entrepreneurship training is felt to be very important in order to provide students with knowledge and skills. There are several studies on entrepreneurship training, including research by Muhuda (2001, Daryanto (2008), and Sastri (2010); Muhtarom, Nizaruddin, & Zuhri, 2017).

As a result, they are trained to get the most out of the product. The expected objective of the training activities is for all employees to have the opportunity to maintain and develop their skills in the workplace. Give employees the new skills they need to grow the company. Improving the quality of human resources in the company Persuading employees to develop constructive and planned innovative discourses that will have a positive impact on the sustainability and future of the company.

Definition and purpose of Barbershop

Hair trimming is an act of reducing the size of the original hair length which is carried out with the help of combs, scissors and fingers, in order to beautify or change the shape of the previous trimming pattern into a new hairdo mode in accordance with the development of current hair trends by looking at the suitability of the client's face shape. itself.

The Purpose of Hair Trimming is (1) To change the shape of the hairdo into a new hairstyle; (2) To get a new face and appearance; (3) To facilitate the arrangement and styling of hair.

Understanding Experiential Learning

Experiential Learning is a model of the teaching and learning process that activates learners to build knowledge and skills through direct experience. In this case, Experiential Learning uses experience as a catalyst to help learners develop their capacities and abilities in the learning

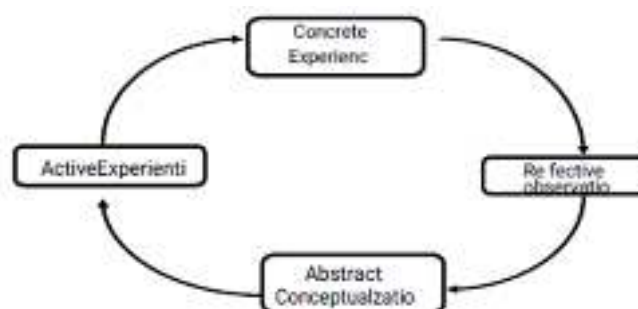
process. Furthermore, experiential learning can be defined as an action to achieve something based on experience that is constantly changing in order to increase the effectiveness of the learning outcomes themselves. The purpose of this model is to influence students in three ways, namely 1) changing students' cognitive structures, 2) changing student attitudes, and 3) expanding students' existing skills. The three elements are interconnected and affect as a whole, not separately, because if one element is not present, the other two elements will not be effective.

Experiential Learning Cycle

There are several cycles in experiential learning. According to Kolb (1984), the experiential learning model is a process when knowledge is acquired through the transformation of experience. This statement gave birth to a learning cycle model consisting of four stages, namely:

- a. concrete experience (concrete experience);
- b. reflection observation (reflection observation);
- c. preparation of abstract concepts (abstract conceptualization); and
- d. application.

These four stages form a cycle as shown in the following figure:



Experiential Learning Cycle. (Kolb's, 1984)

Figure 2.4 Experiential Learning learning cycle (Source: Kolb's, 1984)

The learning cycle according to experiential learning as shown above starts from a concrete experience followed by a process of reflection and observation of that experience. The results of this reflection will be assimilated/accommodated in a cognitive structure (abstract conceptualization) and then formulated into a new hypothesis to be tested again in a new situation (experiment). The results of the experimental stage will lead the learner back to the stage of concrete experience.

Entrepreneurship Skills

A successful entrepreneur is generally those who have competence, namely skills related to the business they run. The skills that must be possessed by an entrepreneur are technical skills (technical skills), conceptual skills (conceptual skills), (human skills) skills to understand, understand, communicate, and relate (Pasaribu, 2018).

Technical skills are the extent to which entrepreneurs utilize processes to produce products or services that advance their business. While conceptual skills include knowledge skills, skills to find and recognize opportunities to see and process trends in consumer tastes, markets, and industries to evaluate and modify organizational functions quickly, plan, organize, and strategize. While Human Skills are skills to understand, understand, communicate and relate to other people in the organization (Baum, Frese, & Baron, 2006). In a business environment, these three skills are absolutely possessed by an entrepreneur (entrepreneur).

METHODS

This study uses research and development methods, which according to Borg & Gall (1983:623) is a strategy to develop educational products that have proven their effectiveness. This empirical study on the implementation of haircut training for teenagers in Leuwigajah Village, Cimahi City was conducted through data collected using survey techniques, observation, documentation studies, and limited interviews. Surveys and observations were carried out to several stake holders in Leuwigajah Village, Cimahi City, namely the head of the local RT and RW, community leaders and local youth leaders, madrasah/psatren administrators, which aims to obtain a direct picture of the condition of the youth, the training needs of the youth, and training that has been attended by the youth. Documentation study by collecting data on madrasah/peantren administrators as well as data from local RT/RW administrators. The documentation study collects written data regarding the trainings to increase youth independence that have been carried out in Cimahi City. The documentation study aims to obtain an overview of (1) the number of skills training institutions in Cimahi City and the number and profile of youth in the Al-Muhtar Madrasah environment of Cimahi City; for mapping a limited trial and a wider trial, (2) the number of teenagers who have attended training organized by the government or self-management (3) reviewing the implementation of haircut training for teenagers that has been carried out in Leuwigajah Village, Cimahi City. Finally, interviews were conducted with RT/RW administrators, madrasah/Islamic boarding schools, and youth in connection with the haircut training that had been carried out in Cimahi City until 2020 when this research was completed.

RESULTS AND DISCUSSION

Results

At the implementation stage of the research, before testing the hypothesis, the prerequisite test for data analysis results from the dual-principle training was carried out using the normality test. Here are the pretest and posttest scores

Table 2. Pretest and Posttest Score Data

NO	NAMA PESERTA	SKOR	
		<i>PRETEST</i>	<i>POSTEST</i>
1	Ridwan	23	45
2	Ceceng	34	54
3	Sule	23	44
4	Fajar Abdillah	12	56
5	Saeful	45	67
6	Rendi	43	55

NO	NAMA PESERTA	SKOR	
		PRETEST	POSTEST
7	El Maulana	23	67
8	Fajar Prasetyo	34	66
9	Wawan	34	73
10	Nana	22	56
11	Samsul	15	45
12	Juhana	45	34
13	Dicky	33	56

1) Normality test can be performed using the one-way Kolmogorov Smirnov test. The decision to determine whether a data follows a normal distribution or not is by assessing its significance. The basis for making the decision on the Normality test is as follows: If the significance value is > 0.05 , then the residual value is normally distributed. If the significance value is < 0.05 , then the residual value is not normally distributed. From the results of the normality test, the following results are obtained:

Tabel 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.191	13	.200*	.924	13	.281
POSTEST	.165	13	.200*	.949	13	.584

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Hypothesis formulation:

H_0 : data is normally distributed

H_1 : data is not normally distributed

Criteria: If sig > 0.05 then normal distribution

Because the number of students is 13 people < 33 people, what is seen in the Kolmogorov column is sig.

Data analysis:

For the pretest, sig = 0.200 > 0.05 , then H_0 is accepted so that the pretest data is normally distributed

For the posttest, sig = 0.200 > 0.05 , then H_0 is accepted so that the posttest data is normally distributed

Because both data are normally distributed, it is continued with the Wilcoxon test

1) Based on the Wilcoxon test, the following data were obtained:

Table 4. Test Statistics^a

	POSTEST - PRETEST
Z	-3.112 ^b
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Hypothesis Formulation:

H₀: There is no average difference between the results of the pretest and posttest training

H₁: There is an average difference between the results of the pretest and posttest training.

Criteria:

If Asymp sig (2-tailed) < 0.05 then Ho is rejected and H1 is accepted If Asymp sig (2-tailed) > 0.05 then Ho is accepted and H1 is rejected Data Analysis:

Based on the data above, it is known that the Asymp Sig (2 tailed) value = 0.002 < 0.05, then H₀ is rejected and H₁ is accepted. This means that there is an average difference between the results of haircut entrepreneurship training through the Experiential Learning approach to improve adolescent entrepreneurial skills at the pretest and posttest.

2) Paired sample test

Table 5. Paired Samples Test
Paired Differences

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRETEST - POSTEST	-25.538	14.712	4.080	-34.429	-16.648	-6.259	12	.000

Based on the data table 5 Sig. (2-tailed) was 0.000 ($p < 0.05$) Therefore, the pretest and posttest results changed significantly, statistically descriptive. The pretest and posttest were proven by higher posttest scores. It means: Haircut entrepreneurship training can improve the skills of teenagers.

Discussion

Based on the results of hypothesis testing through statistical tests, it was found that there was an average difference before and after training. That is, the development of haircut entrepreneurship training with an experiential learning approach has proven to be effective in improving adolescent entrepreneurial skills. Thus it can be concluded that through this training the youth can develop into productive youth, who have the skills and are able to be

economically independent, as well as facilitation techniques. includes the ability to analyze, interpret, make decisions, and predict information. So skilled in terms of haircuts, especially haircuts that are fast and neat. Experiential Learning Theory (ELT), which later became the basis of the experiential learning model, was further developed by David Kolb in the early 1980s. This model emphasizes a holistic way of learning in the learning process. In the Experiential learning model, experience plays a major role in the learning process. This emphasis is what distinguishes ELT from other learning theories. This experiential learning approach provides an opportunity to create a learning experience when it is needed and where there is for participants. This flexibility of learning time and place makes mixed learning said to provide the widest opportunity for participants to learn. In line with (Husamah, 2003) there is no rigid boundary between fully face-to-face learning and fully online learning. Face-to-face learning in the process requires online learning and online learning also requires face-to-face learning.

There are several cycles in experiential learning. According to Kolb (1984), the experiential learning model is a process when knowledge is acquired through the transformation of experience. This statement gave birth to a learning cycle model consisting of four stages, namely; a) concrete experience (concrete experience); b). reflection observation (reflection observation); c). preparation of abstract concepts (abstract conceptualization); and D). application.

The results of the development of haircut entrepreneurship training with an experiential learning approach to improve youth entrepreneurial skills can be shown through the outputs that are the result of the training. These results are obtained from the assessment of learning outcomes that are an assessment of the process, so that it is not only done once or twice at a certain time, but must be continuous. Experiential learning can also be mentioned as a learning process when students construct or compile knowledge, skills and values from direct experience. The learning procedure in experiential learning consists of 4 stages, namely 1) the real experience stage, 2) the reflection observation stage, 3) the conceptualization stage, and 4) the implementation stage.

If experiential learning is done properly and correctly, there are several advantages to be gained, namely: a). increase the enthusiasm and enthusiasm of learners; b). help create a conducive learning atmosphere; c) generate excitement in the learning process; d). encourage and develop creative thinking processes; e). help learners to see in different perspectives; f). raise awareness of the need for change and strengthen self-awareness.

CONCLUSION

Based on the data from the limited trial results processed using the normality test, the Wilcoxon test and the paired sample t test, it can be concluded that haircut training with an experiential learning approach is said to be effective in improving the entrepreneurial skills of teenagers. The effectiveness of haircut entrepreneurship training with an experiential learning approach to improve youth entrepreneurship skills in its implementation is more directed at learning with experience and how to cut hair neatly and quickly which refers to the skills of teenagers. Experiential Learning combines individual spontaneity, feeling, and insight with rational thinking and reflection. Experiential Learning maintains the individual's capacity to grow and learn, which is very important in the concept of lifelong learning (Miettinen, 2006:70).

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