

# IMPLEMENTATION OF HAIRSTYLING TRAINING IN DEVELOPING THE SKILLS OF LEARNERS AT RIKA HAIR STUDIO SAMARINDA CITY

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## Abstract

Unemployment is one of the social problems present in society, and training has become one of the solutions for the community to develop skills so that the knowledge gained can be applied according to the field of expertise. This research aims to describe the implementation of the stages of execution, planning, and evaluation of hair beauty treatments in enhancing the skills of learners at Rika Hair Studio. This study uses a descriptive research method with a qualitative approach. Data were collected through interviews, observations, and documentation. The techniques used in data analysis are data reduction, data presentation, and conclusion. The data validity tests used are source and technique triangulation. The results show that: 1) the planning stage includes the identification of needs, training objectives, and learning methods; 2) the implementation stage involving the provision of material with theory and practice, and guidance given during the learning process; 3) the evaluation stage aimed at measuring the assessment of the learning process in developing skills. The research results indicate that the training can foster the skills of learners as seen from their development as well as graduates who have managed salons independently.

**Keywords:** Implementation, Hair Beauty Treatment, Learners

## Abstrak

Pengangguran merupakan salah satu permasalahan sosial yang ada di masyarakat pelatihan menjadi salah satu solusi bagi masyarakat untuk menumbuhkan keterampilan sehingga ilmu yang didapat mampu diterapkan sesuai dengan bidang keahlian. Penelitian ini bertujuan untuk mendeskripsikan implementasi tahap pelaksanaan, perencanaan dan evaluasi tata kecantikan rambut dalam menumbuhkan keterampilan warga belajar Rika Hair Studio. Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan kualitatif. Data dikumpulkan menggunakan wawancara, observasi, dan dokumentasi. Teknik yang digunakan dalam analisis data adalah reduksi data, penyajian data, dan kesimpulan. Uji keabsahan data yang digunakan yaitu Triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa: 1) tahap perencanaan mencakup identifikasi kebutuhan, tujuan pelatihan, dan metode pembelajaran; 2) tahap pelaksanaan yang melibatkan pemberian materi dengan teori dan praktek, dan pendampingan yang dilakukan selama proses pembelajaran; 3) tahap evaluasi yang bertujuan untuk mengukur penilaian proses pembelajaran dalam menumbuhkan keterampilan. Hasil penelitian menunjukkan bahwa pelatihan dapat menumbuhkan keterampilan warga belajar dilihat dari perkembangan warga belajar serta lulusan yang telah mengelola salon secara mandiri.

**Kata kunci:** implementasi, perawatan kecantikan rambut, pembelajar

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## INTRODUCTION

Education has an influence on humans to enhance the quality of human resources and to provide knowledge to every individual. Humans have the right to receive education, including the Indonesian society. Education guides those who are ignorant to become knowledgeable, allowing them to be directed in building their lives. There are three education pathways, namely formal, non-formal, and informal education.

One of the educational pathways is non-formal education, which is education provided outside of formal education. This type of education can be organized by an institution, with the aim of providing knowledge, skills, and abilities to learners in a structured manner. Non-formal education includes equivalency education, literacy, skill training, and job training, as well as other forms of education aimed at developing the abilities of students. As explained, one form of education is skills training. Training is a structured process designed to cultivate or enhance skills, expertise, and abilities. The goal is to improve the skills and knowledge of participants and to enhance human resource capacity.

According to the Head of the Statistics Agency (BPS) of East Kalimantan Province, the Open Unemployment Rate (TPT) in August 2024 will be 5.14 percent. The impact of unemployment can lead to reduced economic productivity, which in turn affects economic growth. Therefore, training programs can help the community acquire skills, expertise, and abilities that they can apply in their own work-related fields. Rika Hair Studio located on Jl. Soekarno Hatta, Loa Janan Ilir Subdistrict, Samarinda City, is one of the places that provides training courses, specifically beauty care training, which imparts knowledge, techniques, and skills in caring for, styling, and beautifying hair. The training conducted by Rika Hair Studio aims to equip students with skills in hair beauty care. To understand the stages of training carried out by Rika Hair Studio, it's necessary to examine the planning, execution, and evaluation phases in developing the skills of the learners at Rika Hair Studio.

## **METHODS**

The research method used in this study is descriptive with a qualitative approach. A qualitative approach was chosen because it allows for in-depth exploration of the social and educational phenomena occurring at Rika Hair Studio, particularly those related to the management process, learning, and participants' experiences. According to Creswell (2018), qualitative research enables researchers to understand the meanings constructed by individuals in a real-life context, so that the results obtained are not only descriptive but also interpretive, reflecting the reality on the ground.

The research instruments used consisted of interview guidelines, observation sheets, and documentation notes. Interviews were conducted semi-structured to allow researchers to gather more extensive information from managers, tutors, and students. Observations were used to directly record the learning dynamics and interactions occurring at Rika Hair Studio, while documentation in the form of archives, activity photos, and administrative records served as supplementary data to strengthen the validity of the research results. This aligns with Sugiyono's (2020) opinion, which emphasizes the importance of using a variety of instruments in qualitative research to obtain richer, more accurate, and more accountable data.

Research respondents were selected purposively, namely those directly involved and relevant to the research focus. Respondents included the manager of Rika Hair Studio as the primary

administrator, tutors involved in the learning process, and students attending the training. This selection was carried out to ensure that the information obtained aligns with the research needs and reflects real-life experiences from various perspectives.

Data analysis was conducted inductively through three main stages. First, data reduction was carried out by sorting and simplifying the raw information from interviews, observations, and documentation. Second, data presentation was carried out in the form of descriptive and thematic narratives to facilitate researchers in identifying patterns and interconnections between findings. Third, conclusions were drawn through an iterative verification process using triangulation of sources and techniques to ensure data validity. With this method, the research is expected to produce an in-depth, valid picture that reflects actual conditions on the ground.

## **RESULTS AND DISCUSSION**

Implementation is a process of applying ideas, concepts, policies, or innovations into practical actions in order to bring about changes in knowledge, skills, as well as values and attitudes. Implementation is an execution or application according to Mulyasa (2002) in Jasin (2022). The implementation stage of training in Rika Hair Studio includes the planning stage, stage of implementation, and evaluation stage.

### **1. Planning Stage**

Silmi et al. (2024) Planning is the decision-making process that involves selecting goals and developing plans to achieve those goals. Planning is a fundamental process in deciding the objectives and achieving them. In planning, there are several stages, namely needs identification, training objectives, and learning methods. Planning is the process of thoughtful and systematic thinking and decision-making in determining activities, goals, and decisions to achieve the desired results. In the planning stage, there are three aspects: identifying needs, determining training objectives, and learning methods (Hasan & Imsiyah, 2018).

Identifying needs is a process to determine the learning needs required; by conducting identification, it can determine the programs to be implemented according to the needs of the learners (Hasan & Imsiyah, 2018). Rika Hair Studio conducts recruitment of learners by promoting through social media, namely by using Facebook and Instagram. Learners who wish to undergo training have their needs identified through an analysis of the requirements of the learners and by providing questions related to the learners' understanding of hair beauty care. With this approach, Rika Hair Studio can direct learners to training that suits their needs, thus helping them develop the necessary skills.

The goal is the target that one aims to achieve from an activity. In formulating the goals for training, it is important to include the aspects that the training aims to achieve. To determine the goal, it must be articulated clearly regarding what is intended to be achieved with the training (Sustiana et al., 2020). In determining its goals, Rika Hair Studio aims to provide knowledge, understanding, and skills for learners in accordance with existing standards, by teaching and explaining the knowledge of hair beauty care, as well as the correct techniques about hair beauty care.

Learning methods are the approaches used by educators to deliver lessons to learners, and learners receive the content during the teaching process. Learning methods serve as a means to create an effective teaching and learning process. The methods chosen by educators should align with the learning objectives so that learners can understand the learning material well (Nasron et al., 2024). The methods set by Rika Hair Studio are carried out by observing the learners to adjust the methods to be used so that the learning process during training can be optimal. The learning methods used are practical and theoretical instruction to learners.

## 2. Stage Of Implementation

The implementation in training is a series of processes carried out according to the planning that has been prepared previously with the aim of achieving the goals set for the benefit of both the institution and individuals (Dewi & Sutarto, 2023). The training implementation process at Rika Hair Studio includes the delivery of materials and activity procedures. The delivery of material is the process of conveying knowledge from educators to learners in an educational manner. By giving material, learners will have an understanding of the material and information provided (Setiani, 2019). The material delivery conducted by Rika Hair Studio is done through a combination of theory and practice using demonstration methods so that learners have a clear picture of the material being taught. By providing both theory and practice, it can strengthen learners' understanding of studying hair beauty techniques. The learning process is accompanied by tutors to facilitate learners in understanding, mastering, and developing the taught skills.

Wijaya & Irawan (2018) explain that a procedure is a series of steps or a sequence of activities involving several individuals in one department or more, carried out repeatedly to achieve a specific goal. A procedure is a sequence of related activities that serve as a method for conducting activities or carrying out a task. Procedures are designed according to applicable guidelines to achieve the desired final objective (Ermawijaya, 2022). The training implementation process is carried out by preparing the materials to be provided, determining the method, and then providing training to the learners accompanied by tutors, with the learning process allowing for questions and discussions. Tutors conduct the learning activities by providing theory, demonstrations, and practice, with a training duration of 6 months and 20 meetings.

## 3. Evaluation Stage

Evaluation in training is an assessment conducted to evaluate all activities that take place during the training, with each learning activity performed by the learners being evaluated from the beginning to the end of the activities. It is important to conduct evaluations in order to assess the success of the processes undertaken (Hasan & Imsiyah, 2018). Evaluation is a systematic process conducted to determine the value of activities, provisions, decisions, performance, processes, people, objects, and others, based on certain criteria through assessment. Evaluation, measurement, and assessment are hierarchical activities where these are carried out consecutively. In learning conducted during training, evaluation can determine the extent of success that has been achieved (Idrus, 2019). The evaluation process carried out by Rika Hair Studio involves both test and non-test techniques.

Evaluation tests are a type of examination that can be conducted through written tests, namely written examinations, oral tests which involve tasks or questions presented in the form of both oral questions and assignments, and performance tests which involve executing actions or

behaviors (Hasan & Imsiyah, 2018). The testing technique used by Rika Hair Studio is conducted by providing a test sheet to learners and performing a practical test to measure or assess the learners' understanding of hair beauty techniques. Non-test techniques refer to evaluations conducted without testing learners but can be done through systematic observations, interviews, document inspections, and others (Asrul et al., 2022:31) The non-test evaluation conducted by Rika Hair Studio is carried out by observing the learners during the training process, observing the techniques applied, the knowledge and skills of the learners by discussing, conducting discussions, and directly asking questions to the learners to obtain feedback.

## CONCLUSION

This study shows that the implementation is carried out through 1) the planning stage, which is done through several steps, namely identifying needs, determining objectives, and selecting methods. By doing this, it can help determine the needs of learners, making it effective in fostering the skills of learners; 2) Implementation stage by providing materials to learners with both theoretical and practical teaching using methods of discussion, demonstration, question and answer, and direct participation. During the learning process, the tutor provides theory and practice to the learners accompanied by the tutor directly. During the training process, learners are also taught how to complete tasks, manage time, solve problems, and interact well. This training implementation can develop learners' skills in terms of knowledge, technical skills, and professional attitudes.; and 3) the evaluation stage is conducted by giving tests to learners through written exams and practical tests to measure learners' understanding, as well as conducting non-test evaluations through observations.

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