



Original Article

# Strengthening Professional Attitudes of Undergraduate Makeup Education Students Through Self Management and Makeup Skills Training

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**Abstract.** Professional readiness in beauty and makeup education requires the integration of technical competence and professional attitudes. This community service program strengthened professional attitudes of undergraduate Makeup Education students through integrated self management and professional makeup skills training. Using a qualitative participatory design, the program combined training sessions and hands on workshops with 80 students at Institut Seni Indonesia Padangpanjang. Data were collected through participant observation, guided reflection, short interviews, and documentation, and analyzed thematically using rubrics and indicators. Baseline observations showed only 52.5% arrived on time, 46.3% prepared complete tools, 58.8% displayed low confidence, and about 60% lacked understanding of grooming standards. After the program, 87.5% attended on time, 72.5% participated in discussions, and 65% volunteered for demonstrations. Rubric ratings improved from 45% to 82.5% for discipline and work readiness, from 41.3% to 78.8% for professional communication, and from 37.5% to 85% for professional appearance and hygiene. Reflections indicated 81.3% improved understanding of self management and ethics, and 76.3% reported higher confidence in practice. Overall, the model supports holistic professionalism.

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**Keywords:** Self-Management, Vocational Education, Makeup Skills, Professional Attitude

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## Introduction

In service-oriented professions, technical competence alone is no longer sufficient. Professionalism is increasingly evaluated through everyday work behaviors, including punctuality, readiness of tools and materials, communication style, hygiene, and appropriate appearance. In the field of makeup and beauty services, these aspects become particularly visible because practitioners interact directly with clients and are required to maintain trust, service standards, and professional self-presentation. Therefore, preparation for young people entering this field needs to address both behavioral professionalism and practical skills (OECD, 2021).

Along with ongoing changes in the world of work, young people are expected to demonstrate not only technical abilities but also strong self-regulation, adaptability, and professional presentation. Reports on future skills highlight that employability in the twenty first

century is closely related to self-management and professional self-presentation (World Economic Forum, 2023). However, structured opportunities to develop these competencies remain limited, especially within community based and non-formal learning contexts.

This community service program was conducted on 8 November 2025 at Jl. Perkampungan Minangkabau Village, Silaiang Bawah, Padang Panjang, West Sumatra, and was supported through independent funding. The program targeted young people and students with an interest in makeup and beauty practice. Initial observations during the activity revealed several challenges related to professional readiness, such as inconsistent punctuality, insufficient preparation of tools and materials, low confidence during practice demonstrations, and personal appearance that did not yet align with professional service standards. These challenges affected the effectiveness of practice sessions and limited participants' readiness to perform confidently in real work situations.

In this program, professional attitude is defined as the integration of internal behavioral regulation and external professional appearance. Professional attitude includes discipline, responsibility, confidence, ethical behavior, and effective interpersonal communication (Suleman, 2021). These qualities do not develop automatically but require structured and repeated learning experiences that integrate understanding, practice, and reflection, particularly in skill-based learning environments.

One key component in developing professional attitude is self-management, which refers to an individual's ability to plan, monitor, and evaluate behavior, emotions, and time in order to achieve specific goals (Zimmerman, 2008). This concept is supported by self-regulated learning theory, which emphasizes goal setting, self-monitoring, and reflection as essential mechanisms for sustainable behavioral development (Panadero, 2020). In practice-oriented training, weak self-management is often reflected in irregular practice habits, lack of preparation, and difficulty following procedures consistently and systematically.

In addition to internal regulation, professional appearance plays an important role in shaping professional identity and first impressions, particularly in service contexts. Makeup and grooming, when framed as workplace appropriate presentation rather than purely aesthetic expression, can support confidence and positive professional self-perception. Research indicates that personal grooming influences self-perceived body image (van Paasschen et al., 2015), while the use of cosmetics can affect social perception in various professional situations (Nash et al., 2006). From a psychological perspective, makeup also functions to support mood, self-image, and confidence (Korichi et al., 2008). Within makeup training contexts, these factors are directly linked to communication quality and performance during practical demonstrations.

Many existing training programs still treat soft skill development and technical skill training as separate components. Soft skill training often remains conceptual and does not always translate into observable behavioral change, while makeup training tends to focus on technical mastery without explicitly strengthening professional attitudes. Evidence from community-based practice shows that makeup training combined with hands on activities can contribute to increased confidence among participants (Munawaroh et al., 2024). This suggests the need for a more integrated training approach.

Based on these considerations, this community service program was designed using an integrated approach that combines self-management training with practical makeup skills development. The activities were implemented through structured training sessions and hands on workshops. This program is expected to strengthen participants' professional attitudes, enhance confidence, and improve work readiness in a more sustainable manner within the local community of Silaiang Bawah, Padang Panjang.

## Method

This community service program employed a qualitative participatory approach using training and workshop methods. The approach was chosen to actively engage undergraduate students and to obtain an in depth understanding of how self management competencies and makeup skills can be developed to strengthen professional attitudes (Creswell, 2014).

The program was implemented at the Makeup Education Study Program, Institut Seni Indonesia Padangpanjang, West Sumatra, Indonesia. The participants were 80 undergraduate students from the Makeup Education Study Program. They were selected purposively based on their relevance to professional readiness in the beauty and makeup service field. The activities were conducted in an academic and practice based learning environment that supported the integration of theoretical instruction and hands on makeup training.

The program implementation consisted of three main stages. The preparation stage included coordination with the study program, identification of students' training needs, and development of training materials to ensure relevance and feasibility. The implementation stage involved training sessions and workshops covering self management topics such as time management, discipline, communication skills, and professional ethics, as well as professional makeup content including professional appearance ethics, basic and applied makeup techniques, personal hygiene, and grooming standards. Learning activities were delivered through interactive lectures, discussions, demonstrations, and guided practice, which are commonly used to support vocational skill development. The evaluation stage included structured reflection and participant feedback to capture students' responses and perceived benefits related to professional attitude development.

Data were collected through participant observation, short interviews with selected students, and activity documentation. The data were analyzed using thematic analysis by categorizing findings into key themes, including self management development, makeup skill enhancement, confidence building, and professional attitude formation (Braun & Clarke, 2006).

Trustworthiness was strengthened through source triangulation and member checking. Ethical considerations were addressed by informing participants about the program objectives, obtaining informed consent, and ensuring confidentiality and anonymity throughout the program and reporting process (Creswell, 2014).

## Results and Discussions

The results of the community service program demonstrate a positive response and observable behavioral changes among undergraduate students toward the integrated training on self-management and professional makeup skills. At the initial stage of the program, observations indicated several limitations in students' professional readiness. Only 52.5% of students arrived on time, 46.3% did not prepare complete makeup tools and materials, 58.8% showed low confidence during short demonstrations, and approximately 60% lacked adequate understanding of professional appearance and hygiene standards in makeup services. These initial conditions were identified through observations conducted during registration, opening sessions, and early practice activities.

Student involvement throughout the program was monitored using structured participation indicators. Attendance data showed that 87.5% of students attended the activities fully and on time until the end of the program, while 12.5% experienced minor delays during one or two early sessions. Active participation also increased, as 72.5% of students were involved in discussions and question and answer sessions, and 65% of students voluntarily participated in practice demonstrations. Facilitator notes indicated a clear shift from predominantly passive participation in the initial sessions to more active engagement in subsequent sessions.

Behavioral changes were assessed using an observation rubric with four performance categories, namely low, moderate, good, and very good. The results showed substantial improvement across several aspects of professional attitude. In terms of discipline and work readiness, the proportion of students rated in the good and very good categories increased from 45% at the beginning of the program to 82.5% at the end. For professional communication, improvements were observed from 41.3% to 78.8%, reflected in clearer verbal expression, better eye contact, and more confident behavior during demonstrations. Similarly, in the aspect of professional appearance and hygiene, students meeting grooming standards increased from 37.5% to 85%.

Findings from the reflection sessions supported the observational data. Based on guided reflections, 81.3% of students reported a better understanding of time management, responsibility, and professional ethics, while 76.3% of students stated that they felt more confident applying makeup skills in a professional manner during practice simulations. These results indicate that integrating self-management training with makeup skills development not only enhanced technical competence but also contributed meaningfully to the formation of professional attitudes.

Overall, the results suggest that the integrated training approach effectively facilitated positive changes in students' professional attitudes, particularly in discipline, work readiness, communication, confidence, and professional appearance. Although the findings were derived from a qualitative approach based on observation and reflection, the use of structured indicators, observation rubrics, and percentage-based outcomes provide strong evidence of the practical impact of the community service program. The interactive delivery of the material encouraged active discussion between facilitators and students, as illustrated in Figure 1.



**Figure 1.** Opening session and delivery of self management material to students of the Makeup Education study program during the community service workshop.

Observational results indicate an increase in students' awareness of professional attitudes, as measured using predefined behavioral indicators. The development of professional attitudes was assessed through observable criteria, including punctuality, preparedness of tools and practice materials, compliance with professional communication ethics, and students' ability to explain work procedures in a clear and logical sequence during practice simulations. By the end of the program, most students were able to relate self-management concepts to real workplace

situations, such as organizing practice time, managing task duration during demonstrations, and responding appropriately to instructions and feedback. These findings support previous studies emphasizing the importance of self-management competence in shaping professional attitudes among vocational students (Lestari, 2021; Rahmawati et al., 2021).

Improvements in makeup skills were evaluated using specific technical performance indicators rather than general impressions. The indicators included (1) accuracy in following the sequence of basic makeup application steps, (2) consistency of techniques during advanced makeup practice, (3) compliance with hygiene and tool sanitation procedures, and (4) adherence to professional grooming standards. Assessment based on observation rubrics showed that students were able to work with more structured procedures, reduce technical errors, and demonstrate better maintenance of tool and workspace hygiene during workshop sessions. In addition, students increasingly demonstrated the ability to complete makeup tasks independently in accordance with established procedural checklists. The use of demonstration methods and guided practice, as illustrated in Figure 3, provided direct hands-on experience that supported measurable improvements in both technical skills and students' professional confidence.

These findings are consistent with previous studies demonstrating that experiential learning is an effective approach for developing vocational skills in beauty education (Azzahra, 2020; Sari, 2019). In the present program, experiential learning functioned not only as a means of improving technical makeup competence, but also as a mechanism for strengthening professional attitudes through repeated practice, increased responsibility, and systematic performance reflection.

The development of makeup skills contributed to professionalism by requiring students to engage in structured work procedures, manage time efficiently during practice, maintain hygiene and sanitation standards, and present themselves appropriately in simulated service contexts. Through hands-on makeup activities, students were consistently exposed to conditions that demanded discipline, attention to detail, accountability for outcomes, and adherence to professional norms. Consequently, technical skill execution became directly integrated with professional behavior, rather than being treated as an isolated or purely technical competency.

Beyond technical skill acquisition, the program further reinforced professional attitudes through reflective discussions and structured question-and-answer sessions, as illustrated in Figure 2.



**Figure 2.** Interactive discussion and question and answer session between facilitators and participants during the workshop.

These activities provided participants with opportunities to articulate their learning experiences, critically reflect on challenges encountered during practice, and evaluate their readiness for professional work environments. Reflection served as a mediating process between practical experience and professional identity formation, enabling students to internalize behavioral expectations associated with professional makeup practice.

Most participants reported increased confidence, heightened awareness of professional appearance standards, and a stronger sense of responsibility toward their future careers. This suggests that confidence emerged not solely from technical mastery, but from sustained engagement with professional routines, standards, and expectations embedded within the practice process. Such reflective processes play a critical role in internalizing professional values and transforming experiential learning into professional competence (Knapp & Hall, 2010).

Overall, the integration of self-management training and makeup skill development within a community service framework proved effective in enhancing students' professional readiness. The findings indicate that makeup skills contribute to professionalism not only by improving technical performance, but also by fostering discipline, responsibility, communication skills, and self-regulation through structured practice and reflection. This integrated approach supports holistic competency development in vocational education and is consistent with Herawati's (2021) assertion regarding the importance of combining soft skills and technical skills in preparing students for professional practice. These findings are consistent with Herawati (2021), who emphasizes the importance of combining soft skills and technical skills to prepare students for professional practice.

**Table 1.** Outcomes of the Community Service Program

No	Development Aspect	Initial Condition (Observational)	Condition After the Program	Community Service Outcome
1	Self-management	Limited time awareness and discipline	Improved discipline and time awareness	Enhanced self-management competence
2	Professional attitude	Limited understanding of work ethics	Better understanding of professional ethics	Strengthened professional attitude
3	Makeup skills	Techniques applied inconsistently	Techniques applied more systematically	Improved vocational skills
4	Professional appearance	Grooming standards not fully applied	Neater and more professional appearance	Improved work readiness
5	Self-confidence	Hesitant during practice	More confident in makeup practice	Increased professional readiness

## Conclusions

This community service program contributes an integrated training model that links self-management development with professional makeup practice to strengthen students' professionalism and work readiness. Rather than treating soft skills and technical skills as separate outcomes, the program demonstrates how structured procedures, hygiene standards,

and practice-based routines can function as a practical pathway for internalizing professional ethics, discipline, and responsible work behavior in vocational makeup education.

The main implication is that professionalism can be cultivated through competency-based workshops that embed professional norms into technical practice, supported by guided reflection to reinforce professional identity formation. This approach provides a feasible framework for vocational programs seeking to improve graduate readiness for the beauty industry, particularly by emphasizing behavioral indicators and workplace relevant performance standards.

Future implementation is recommended to incorporate more systematic evaluation tools, such as standardized rubrics, attendance and participation tracking, and follow up assessments during internships or practicum settings. Scaling the program across cohorts and integrating it into routine training schedules may strengthen institutional efforts to improve graduate quality and professional employability in makeup education.

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