

Reconstructing Women's Independence Through Makeup Training: A Multidimensional Analysis from a Community Education Perspective

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Abstract

Non-formal education through Training and Course Institutions (LKP) plays a strategic role in alleviating structural unemployment, yet its implementation is often hindered by inefficient managerial governance. This study aims to analyze the managerial role of the LKP Leader in increasing community income and economic independence through bridal makeup training at LKP La Dhiva, Bandung Regency. Employing a descriptive qualitative approach, data were collected through in-depth interviews, observation, and documentation involving the leader, instructors, and alumni selected purposively. Data were analyzed using an interactive model (condensation, data display, and verification) and validated through technique and source triangulation. The findings reveal that successful empowerment is constructed through a model of "administrative centralization and pedagogical decentralization." Demand-driven planning and learning-by-doing execution successfully convert participants' time into high-value human capital. Empirical results indicate that 70% of graduates successfully started independent businesses, triggering an escalation in community welfare (Sejahtera II families) from 29.18% to 38.12%. In conclusion, adaptive and orchestrated leadership is proven effective in reducing micro-vocational barriers. This best practice recommends integrating vocational curricula with industry trends and strengthening capital partnerships to sustain graduates' businesses.

Keywords: *Non-Formal Education; LKP Management; Transformative Leadership; Economic Empowerment; Vocational Training.*

INTRODUCTION

Resource development Power Human resources (HR) are an essential pillar in alleviation poverty and drivers growth economy inclusive (Todaro & Smith, 2015). In the midst of complexity challenge unemployment structural and disparity access formal education , intervention through non-formal education in particular training vocational recognized in a way empirical and global as an adaptive catalyst For expand capability economy public marginalized (Muchira et al., 2023; UNESCO, 2012). In Indonesia, the mandate equality access This implemented in a way juridical through the Course and Training Institute (LKP), which is designed in a way specific For equip graduates with skills market -oriented life skills to respond the needs of the business world and the industrial world (Kebudayaan, 2018; Sujanto, 2019).

One of sector proven training own resilience and prospects empowerment the most promising economy is industry service beauty , especially bridal makeup . This sector represent industry creative growing , driven by shifts style life and trends consumption modern society (Kotler & Keller, 2016). Skills in cosmetology and makeup can provide spatial and financial flexibility for women who seek to work independently, although the scale of this effect in the Indonesian context has not been established empirically.

Although its potential big , transformation skills become autonomy the real economy is largely determined by the quality of governance institutions organizer . Based on Human Capital Theory (Becker, 1964) and the principles fundamental management (Terry & Smith D.F.M., 2013), human resource investment is only will have optimal impact if orchestrated through synergy planning , organizing , implementing , and supervising under visionary leadership (Siagian, 2014). Unfortunately , the reality on the ground often show anomaly ; many LKP

failed print graduates who are absorbed by the market because weakness function managerial leadership , especially in post-training actuating and controlling stages (Sujanto, 2019). However , a success empirical found at LKP La Dhiva, Bandung Regency , which was proven success manage ecosystem the training until culminating in an increase real income family participants , which indicates existence practice leadership transformational at the level root grass .

Phenomenon success at LKP La Dhiva present urgency urgent academic For dissect anatomy management leadership at the level large-scale non- formal education micro . Remembering literature previously tend trapped in separation between evaluation pedagogical vocational and analytical governance role institutions (Fauzi & Widiastuti, 2018; Sujanto, 2019), research This occupy position crucial For to unravel knot interaction between leadership operational Head of LKP and improvement external economic outcomes of society in a way comprehensive .Discourse about non-formal education , training vocational and empowerment economy has Lots explored by scholars through various lens scientific . In general , literature previously can classified to in three theme main . First , effectiveness training vocational to independence economy . Some studies has show that the training program based skills applied correlated positive with improvement opportunity work and income families in rural areas (Fauzi & Widiastuti, 2018; Ratnasari et al., 2021). Second , the significance industry beauty as catalyst entrepreneurship women . Studies of course institutions in the beauty and fashion sector describe how such programs are managed and facilitated (Daryani et al., 2023), Dewi (2020) documents bridal makeup training at LKP Vivi in Samarinda as an instrument of women's empowerment, tracing the program from learning planning through implementation to evaluation, while Sholeh et al. (2023) record the role of an LKP in preparing participants to become entrepreneurs.

Third , leadership and management in institutions non-formal education . Previous studies emphasize that sustainability of training programs No only depends on the curriculum , but also capabilities managerial the manager (Sujanto, 2019). Muchira et al. (2023) argue that vocational institutions require partnership with industry and curricula that respond to labour market demand. However , the balance between managerial control and instructor autonomy is not settled ; Daryani et al. (2023) locate the quality of learning in the facilitation work of the instructor, while Nugraheni & Desmawati (2020) locate it in the completeness of the manager's planning, organizing, and evaluation cycle. More recent empirical work strengthens this third theme while leaving the same gap open. Nugraheni & Desmawati (2020) examined the management of a bridal makeup course program at LKP Widya Semarang, mapping the program from planning through to evaluation. Daryani et al. (2023) traced the facilitation role of the instructor in maintaining the quality of learning in a dressmaking course at LKP Jelita Masa, while Sholeh et al. (2023) described the role of LKP Dina in preparing participants to become entrepreneurs on the basis of data drawn from the manager, the instructors, and the learners. At the international level, Muchira et al. (2023) recommend partnership between vocational institutions and industry together with a continuous assessment of how far the competencies acquired align with labour market demand, and Mariano & Tantoco (2023) report an employment rate of 87.94% among 423 vocational graduates. Each of these studies isolates one element, namely the managerial cycle, the instructor, the entrepreneurial outcome, or the graduate employment rate, without connecting the managerial practice of the institution's leader to the economic outcome experienced by participants' households.

Through synthesis the literature above , it can be seen clear existence gap theoretical and contextual . The majority study previously tend separate between effectiveness of vocational programs (domain pedagogy / economics) and leadership institution (realm management). Existing studies often only measure impact end make-up training for well-being , or just

evaluate style leadership in a way general without link it with results economy specific (Sujanto, 2019). There is emptiness literature (research gap) regarding How in a way specific function operational management (POAC) run by the Head of LKP transformed become catalyst strengthening human capital which is direct culminating in an increase income society , especially in context sociocultural urban-suburban areas such as Bandung Regency .

Study This offer explicit novelty in three dimensions . In terms of conceptual , research This integrating Human Capital Theory (Becker, 1964) with function management classic (Terry, 2013) for construct framework understanding new about leadership productive in non-formal education . In contextual , research This adopting best practices from LKP La Dhiva, a representation institution root grass in Indonesia, which focuses on the bridal makeup niche something sector essential in culture local However often marginalized in literature current main governance education . Contribution from study This expected can enrich runway theoretical management education outside school , at the same time provide a practical model or framework for maker policies and other LKP managers in designing adaptive and valuable empowerment programs economy tall .

Based on arguments and gaps literature that has been described , research This aim For analyze in a way in-depth and comprehensive role managerial Chairman of the La Dhiva Course and Training Institute (LKP) through function planning , organizing , implementing and monitoring in increase income and independence economy public through organizing bridal makeup training programs.

RESEARCH METHODS

Study This use approach qualitative with method Descriptive . Qualitative design Creswell (2014) was chosen Because allows researchers For explore phenomenon in a way comprehensive in context naturally , whereas method descriptive in a way specific used For describe the empowerment process in a way systematic , factual , and accurate . In operational , design This aligned with focus research that examines effectiveness function management operational includes stage planning , implementation , and program evaluation inside A institutions non-formal education . Through approach this , reality program management is seen as a series activity structured in nature adaptive to need society and the world of work . Approach this is very relevant with objective study For to unravel in a way intact narrative leadership , where the Head of LKP acts as designer , director , mover , all at once controller all over program activities . Approach flow This facilitate researchers in identify facilitation strategies instructor , implementation method learning based practice (learning by doing), as well as mapping factor supporters and inhibitors in a way holistic .

Research background The selection was focused on the La Dhiva LKP, located in Pakutandang Village , Ciparay District , Bandung Regency . background This based on considerations contextual that institution the in a way active and consistent organize bridal makeup training , as well as has proven produce graduate of with skills professionals who have an impact on independence economy . Determination subject in study This use purposive sampling technique Sugiyono (2022). Informants key informant is Chairman of LKP La Dhiva, who holds authority full on overall program cycle from planning until action continue . In order to obtain balanced perspective and avoiding managerial bias , researchers also involved supporting data sources that include training instructor (tutor) , participants who are currently active , and alumni . Multi- actor involvement This essential For verify to what extent is the alignment between vision leadership institution with success actual perceived graduates , such as opening field business new .

Field data extraction process done through three technique integrated main , namely interview in-depth , observation direct , and study documentation . Interview deep with semi-structured format done together Head of LKP, instructors , and alumni for dig narrative factual regarding the identification process market needs , preparation curriculum , up to dynamics management constraint operational like limited business capital . Observation direct implemented in the LKP environment to observe in a way careful interaction pedagogical , effectiveness use means appropriate practice trends , as well as activity visit field participants . As strong support , study documentation utilized For examine archives institutional , report evaluation and recording footsteps statistics that confirm change percentage level life participant going to Prosperous II category .

Collected qualitative data Then analyzed using analysis models interactive method developed by Miles et al. (2014). The analysis process This nature cyclical and consists on three stages main . Stage First , data reduction is carried out with selecting , focusing , and categorizing transcript interview as well as notes field to in themes main research , such as planning , implementation , factors external /internal, and external income . Stage second is data display, where the information that has been reduced assembled to in text narrative descriptive complete with quantitative data supporters (for example , the achievement of 70% of graduates who open effort) so that the pattern empowerment seen systematic . Stage lastly , withdrawal conclusion and verification , carried out with evaluate findings field use knife surgery theory management base For produce findings credible ending.

In order to ensure degrees validity and rigor of data, research This adapt principle credibility qualitative Lincoln & Guba (1985) through implementation technique triangulation in a way strict . Triangulation source applied with do inspection cross -check against information provided by the Head of LKP, and compare it with testimony empirical from instructor as well as participant training . Triangulation technique done with validate results interview through observation direct during the practice process in progress and match it with document report evaluation . In addition that , implementation studies This hold on stick to the principles ethics study social . Before data collection begins , researchers has ensure agreement voluntary (informed consent) from all over informant . Identity and privacy participants guarded its confidentiality with great care , especially moment describe related demographic data with transition of economic status underprivileged , to ensure all over series study uphold tall dignity of the subjects.

RESULTS AND DISCUSSION

Results

The management of the bridal makeup training program at LKP La Dhiva represents A ecosystem Dynamic non-formal education . Research results reveal that the success of this program No happen in a way coincidence , but rather constructed through stages orchestrated management in a way systematic starting from precise planning , adaptive implementation , and ongoing evaluation.

Planning Based on Market Demand and Partnership Mobilization

Planning at LKP La Dhiva was found to extend beyond the fulfillment of administrative requirements and to function as an instrument of strategic mapping. Field data show that the first step taken by the Head of LKP was not the direct preparation of learning materials, but an analysis of community needs cross-checked against a reading of market opportunities in the beauty service sector. On that basis, the curriculum was arranged to answer the concrete

requirements of the local industry, covering the bridal makeup styles actually in demand by prospective users in Bandung Regency.

The planning stage also produced a network of external partnerships. The Head of LKP actively built social relations among the institution, the surrounding community, and local business actors such as salons and wedding organizers. These relations were established before the training was run, so that the competencies taught were aligned with the working standards applied by the partners, and graduates obtained an initial channel of access to the local labour market.

Governance Pattern: Administrative Centralization and Pedagogical Decentralization

The governance of the training program was found to follow a consistent division of authority. In the administrative domain, which covers planning, the provision of facilities, scheduling, and the evaluation of achievement, control was held fully by the Head of LKP. Every decision concerning the direction of the program, the allocation of resources, and the quality standard of graduates passed through the leader of the institution.

In the technical domain of classroom implementation, by contrast, the instructors (tutors) were given room to act as independent facilitators. They determined the sequence of practice, the pace of guidance, and the makeup techniques demonstrated to participants without detailed intervention from the leader. Field observation shows that the two patterns operated side by side without friction: administrative decisions were centralized, while pedagogical decisions were delegated.

Implementation of Learning by Doing and Responses to Operational Constraints

The implementation stage is where strategic plans were converted into pedagogical action through participatory organization and coaching. The autonomy of the instructors was visible in the use of the learning-by-doing method with an andragogical orientation. The transfer of knowledge did not take the form of one-way instruction; participants worked directly with makeup tools that were regularly updated to follow current beauty trends.

Implementation was not free of constraints. Field data record limited facilities and infrastructure, limited training time, and a shortage of business capital among graduates. These constraints did not stop the program. The Head of LKP responded by optimizing the available facilities and by adding field visit activities, which served both as a means of contextual learning and as an occasion for participants to meet actors already working in the beauty service market.

Training Outcomes and the Shift in Community Welfare

The evaluation system at LKP La Dhiva covers input, process, output, and outcome. The outcome data show that 70% of alumni had started an independent business or obtained new work, 20% recorded an improvement in professional skills, and 10% gained additional applicable knowledge. No participant (0%) reported receiving no benefit from the training.

Regional statistical records over the same period show a shift in the welfare profile of the village. The proportion of families in the Sejahtera II category rose from 29.18% in 2020 to 38.12% in 2025, while the proportion of underprivileged families fell from 10.41% to 6.48%.

Discussion

The findings above are discussed below in relation to the management and human capital literature that frames this study. The discussion follows the same four themes as the results, namely planning, the division of managerial authority, the implementation of learning, and the economic outcomes of the training.

Demand-Driven Planning and the Mobilization of External Partnerships

The planning pattern found at LKP La Dhiva confirms the application of the demand-driven education model, in which the curriculum is designed to answer the real needs of the industry rather than the assumptions of the institution. Beyond that, the finding empirically supports the argument of Muchira et al. (2023) that the capacity of a vocational institution to

build partnerships with industry is what makes a practical, demand-driven curriculum possible. Network development from the planning phase onwards became an important foundation for keeping the competencies taught in harmony with local industry standards, so that graduates carry a high level of absorptive capacity into the labour market. This indicates that the strength of a micro-scale institution rests less on the sophistication of its curriculum than on the accuracy with which its leader reads the surrounding market. Those authors also stress the continuous assessment of the fit between acquired competencies and labour market demand, a function that at LKP La Dhiva was performed informally through the leader's reading of the local market. The outcome side of that argument appears in Mariano and Tantoco (2023), who record an employment rate of 87.94% among 423 vocational graduates but read the result at the level of the graduate rather than of institutional management. The case of LKP La Dhiva supplies the missing link between the two: the alignment that one study treats as a precondition and the other as an outcome is here observable as a deliberate managerial act carried out by the leader at the planning stage.

Answering the Debate on Managerial Centralization versus Instructor Autonomy

The governance pattern described in the results speaks directly to an unresolved debate in the literature on the management of micro-scale educational institutions. One line of work locates the quality of learning in the autonomy of the instructor, whose facilitation work shapes what participants actually master (Daryani et al., 2023). Another locates it in the completeness of the manager's cycle of planning, organizing, and evaluation (Nugraheni & Desmawati, 2020). The pattern at LKP La Dhiva suggests that the two are not in competition. The explanation lies in the object of centralization. What is centralized at LKP La Dhiva is the administrative domain, not the pedagogical one; the leader acts as the architect of supporting infrastructure rather than as an intervening party in the instructor's pedagogical space. Centralization therefore does not extinguish creativity as long as the boundary between the two domains is maintained, and this qualification narrows rather than removes the concern that centralization restrains instructor creativity. The boundary drawn at LKP La Dhiva maps onto that same division. Nugraheni and Desmawati (2020), in their study of the management of a bridal makeup course program at LKP Widya Semarang, place the managerial cycle from planning to evaluation at the centre of program quality, which is precisely the domain that LKP La Dhiva centralizes. Daryani et al. (2023), by contrast, locate the quality of learning in the facilitation role of the instructor, which is the domain LKP La Dhiva leaves autonomous. Read side by side, the two studies suggest that the tension between managerial control and instructor autonomy is less a contest over how much authority a leader should hold than a question of which domain that authority occupies.

Experiential Learning and Social Capital as a Form of Managerial Resilience

The learning-by-doing method applied by the instructors reflects an andragogical orientation in which adult participants learn through direct experience rather than through one-way instruction. The managerial value of this choice becomes clearer when it is read against the constraints faced by the institution. Field visits, which emerged as a tactical response to limited facilities and capital, functioned twice over: as a medium of contextual learning in a real work setting, and as a channel connecting participants to social capital in the labour market (Sihombing, 1999). The resilience of the institution therefore did not come from the adequacy of its resources, but from the ability of its leader to convert limitation into pedagogical opportunity.

Human Capital Transformation and the Escalation of Community Welfare

The outcome data indicate that the training succeeded in converting the time and energy of participants into human capital with a high market value, consistent with the proposition of Becker (1964) that investment in human beings yields an economic return when it is channelled

through a relevant process. The absence of participants who felt they gained nothing (0%) shows that the conversion occurred across the whole cohort rather than only among the most capable. At the aggregate level, the shift in the welfare profile of the village cannot be attributed solely to this intervention, since general macroeconomic growth also plays a part; nevertheless, the concentration of independent businesses started by LKP La Dhiva alumni indicates a direct contribution of the vocational intervention to the economic resilience of the community. At this point the role of the Head of LKP exceeds the limits of a course manager, operating instead as the architect of an empowerment process that reconstructs the economic resilience of participants' households in a sustainable manner. A comparable pattern is reported by Sholeh et al. (2023), whose study of LKP Dina describes how an institution prepares its participants to become entrepreneurs through the combined work of the manager, the instructors, and the learners. The contribution of the present case is to follow that role through to its economic consequence at the household level, which the earlier study does not measure.

CONCLUSION

Based on results analysis and discussion , research This conclude that The Head of the La Dhiva Course and Training Institute (LKP) holds a very strategic and determinant role in success of bridal makeup training program as instrument essential For increase income and independence economy society . Central role the articulated in a way effective through implementation function integrated and adaptive management , which includes planning based market needs (demand-driven), implementation learning based experience (experiential learning), as well supervision quality sustainable governance success institutions root grass This answer debate theoretical with prove that the leadership model that applies " centralization" administrative However decentralization pedagogical " capable " guard guarantee quality institutional without sacrifice room creativity instructor in transfer skills applicable to participants . Series intervention managerial the proven success overcome various obstacle classic institutions vocational scale micro , such as limitations infrastructure and lack of financial capital beginning for graduates , through strengthening social capital and orchestration network collaborative partnerships at the level local .

In a way practical and macroeconomic , effectiveness leadership managerial This give contribution real measurable shift demographic welfare family participants . Conversion time and energy participant become valuable human capital sell tall reflected from height percentage successful graduates pioneering field business independent as well as occurrence depreciation significant in numbers family underprivileged in the research area . Therefore that , experience empirical at LKP La Dhiva implications important as a practice model good (best practice) that can replicated by the managers institutions other non-formal education in designing empowerment programs relevant and sustainable society . Recommendations strategic directed to maker policies in the field education vocational For give support strengthening infrastructure and schemes financing micro for alumni, as well as encourage LKP practitioners to in a way consistent align design curriculum with shift trend industry creative so that power competitiveness and resilience economy graduates at the level footprint can Keep going awake optimally.

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