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IMPACT ANALYSIS OF THE LIFE SKILLS EDUCATION PROGRAM (PKH) FOR BEAUTY STYLING SKILLS AT SANGGAR KEGIATAN BELAJAR (SKB) UNGARAN ON THE SOCIO-ECONOMIC LEVEL OF GRADUATES

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ABSTRACT

Life Skills Education (PKH) is one approach in non-formal education that teaches skills, enabling individuals to think critically, make informed decisions, manage emotions and communicate effectively. In Indonesia, the PKH program is integrated with specific skills training, one of which is beautician skills. One of the institutions that organize the PKH beauty styling skills program is the Ungaran Learning Activity Center (SKB). The PKH beauty styling skills program held at SKB Ungaran aims to equip the community with practical skills to support economic independence and form competent and professional human resources, so that they are able to compete in the industry and the world of work. However, the real impact of this program has not been analyzed. Knowing the impact of SKB Ungaran's PKH beauty program on the socioeconomic conditions of graduates is a picture of the success of the program's objectives in the real world. This study aims to analyze the impact of the program on the socioeconomic condition of its graduates as well as to describe the profile of graduates of SKB Ungaran's PKH beauty styling skills program who have become employed or entrepreneurs, and to find out the supporting and inhibiting factors of the program. Using a descriptive qualitative approach, this study collected data through interviews, observation and documentation studies. Respondents totaling 10 program graduates were selected using purposive sampling method. Data were analyzed using the Miles & Huberman Interactive Analysis model. The results showed that the program had a positive impact on the socio-economic level of graduates. The graduates produced by the program reflect competent and professional human resources in the field of beauty. Challenges were found in the form of a lack of a graduate tracking system and limited communication media to support graduates. This article recommends strengthening the monitoring system and expanding access to employment opportunities and further training.

KEYWORDS: - Life Skills Education, Life Skills, Beauty Styling Skills, Socio-Economic Impact.

1. INTRODUCTION

Life skills education is one of the important aspects of education that focuses on developing individual abilities to face various life challenges. Life Skills Education (PKH) is one of the approaches in nonformal education to improve individual skills. It teaches skills that enable a person to think critically, make informed decisions, manage emotions and communicate effectively. According to Susanto (2020), PKH aims to equip individuals with relevant skills to face the challenges of the world of work and daily life. This education not only emphasizes technical aspects but also includes character development and interpersonal skills.

In *line* with this, Sukirman (2021: 4) emphasizes the definition of life skills education as a form of education where the learning process prioritizes the formation of skills or basic abilities of a person with the aim of improving skills in mastering the field of work to be undertaken, as well as the ability to organize, cooperate, manage and develop these skills creatively. In the midst of increasingly complex changes, this education is one of the important keys in preparing a generation that is resilient and ready to face diverse social and economic dynamics. Along with the increasing challenges of globalization, skills' training is increasingly needed as part of life skills education. With the skills acquired, trainees are expected to be able to be economically independent or even create new jobs.

One of the institutions that actively organizes the PKH program is the Ungaran Learning Activity Center (SKB). Minister of Education and Culture Regulation No. 4/2016 Article 1 states that the Learning Activity Center (SKB) is a technical implementation unit of the agency handling education affairs in the regency/city in the form of a similar non-formal education unit. Based on Semarang Regent Regulation No. 98/2017, SKB has a strategic role in non-formal education in Semarang Regency, including organizing PKH programs that are actualized in the form of trainings. The program is designed to equip people of productive age with skills that are relevant to the needs of local industries.

The preliminary study shows that the PKH program at SKB Ungaran focuses not only on developing technical skills, but also on character building. Through this PKH program, it is expected that graduates not only have competence, but also have integrity and concern for the social environment. With a variety of practical skills and relevant knowledge, the PKH program helps trainees to become more independent and confident. The targets of the PKH program are people of productive age who do not yet have skills, jobs, or a steady income.

The results of the document review of the list of prospective program participants showed that PKH beauty styling skills is one of the training fields that has many applicants. There is a tendency for interest in beauty training to increase. Beauty training registrants recorded at SKB Ungaran in 2022

were 56 people, in 2023 there were 61 people and in 2024 there was a significant increase of 138 people.

Based on the Graduate Competency Standards (SKL) document of the Level III Skin Beauty Course and Training, the graduate profile is a description of the role that can be performed by graduates with certain skills and levels according to KKNI qualifications. Graduates of the KKNI Level III Skin Beauty course and training program have attitudes and values, abilities, and complete operational knowledge, principles and general concepts related to a series of tasks in performing facial skin care in accordance with occupational health and safety standards so as to produce clean and healthy facial skin.

Based on preliminary research and the results of documentation studies, graduates of the PKH beauty program at SKB Ungaran have not been documented systematically, causing the profile of PKH beauty graduates at SKB Ungaran to not be clearly described. The profile of a program's graduates is a measure of the program's success. In addition, the impact of the program on the socio-economic conditions of graduates also needs to be known because it can show the extent to which program objectives are successfully realized in real life.

Based on the problems found, this research was conducted, which aims to 1) describe the profile of graduates of the SKB Ungaran beauty program who have successfully obtained employment or entrepreneurship; 2) analyze the social and economic impacts of the SKB Ungaran beauty program for graduates; and 3) find out the supporting and inhibiting factors for the success of the PKH beauty program at SKB Ungaran.

According to the Big Indonesian Dictionary (<http://kbbi.web.id>), impact can be defined as a strong influence that brings about consequences (both negative and positive). Dicktus in Setiawati et al (2020: 6), states that impact is a measure of the level of social, economic, environmental, or other public interest influence initiated by the performance achievement of each indicator in an activity. Abdulsyani in Adri et al (2019: 183) explains that socio-economics is the position or position of a person in a human group determined by the type of economic activity, income, level of education, age, type of residence and wealth owned. Setiawati et al (2020: 6) explain that the definition of social impact is the influence or effect of an event, situation, policy that results in changes that are both positive and negative for the social environment and social conditions such as changes in education, social processes and lifestyles. Economic impact is the influence or effect of an event, situation, policy resulting in changes that are both positive and negative for the economy.

Soekanto in Oryza and Listiadi (2021: 25) states that aspects that affect socio-economic include income level, type of work, level of education, lifestyle, social position and role. Melly G. Tan in Aqmal (2024) says that to see socio-economic conditions can be seen from work, education, health and fulfillment of life needs in the household. Based on several indicators described, in this study indicators were selected that describe the socio-economic conditions of respondents, namely changes in knowledge, changes in mindset and behavior, income, fulfillment of basic needs, assets and ownership, and social integration and participation.

This research is expected to provide results in accordance with its main objective, namely analyzing the impact of the program, especially on the socio-economic conditions of its graduates. Analysis of the impact of the PKH beauty styling skills program will provide critical insight into how the program influences the socio-economic aspects of its graduates. By understanding the extent of the program's impact on the graduates, SKB Ungaran as an organizing institution can assess the success of the program, as well as identify areas that require improvement. In addition, an impact analysis will help ensure that the program remains relevant to industry needs and provides maximum benefit *to participants. Without a systematic analysis, it is difficult to* measure the real impact of the program.

2. LITERATURE REVIEW

PKH aims to equip individuals with relevant skills to face the challenges of the world of work and daily life. This education not only emphasizes technical aspects but also includes character development and interpersonal skills (Susanto, 2020). Sukirman (2021: 4) emphasizes the definition of life skills education as a form of education where the learning process prioritizes the formation of skills or basic abilities of a person with the aim of improving skills in mastering the field of work to be undertaken, as well as the ability to organize, cooperate, manage and develop these skills creatively.

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3. METHODS

This study used a descriptive qualitative approach to explore the impact of the PKH beauty program at SKB Ungaran. Data was collected through: 1) interviews, involving 10 graduates of the program in 2019-2023 as respondents. Respondents were selected using purposive sampling method. 2) Observation aims to directly see the implementation of the program and changes in graduates. Observations were made of graduates to obtain direct data on how graduates apply the skills gained from the program, both in the form of technical and non-technical skills (e.g. professional ethics). 3) Documentation study, conducted on activity reports, curriculum and training modules, list of graduates and related documents from SKB Ungaran.

Data validity was obtained through data and method triangulation to confirm findings and ensure data validity. The data obtained were analyzed using the Miles & Huberman Interactive Analysis model, which consists of several stages, namely data collection, data reduction, data presentation and conclusion drawing (Sidiq & Choiri, 2019: 78). The data were analyzed continuously until saturated, and in the end the main theme or conclusion was found that reflected the impact of the PKH beauty program on the socio-economy of graduates.

4. RESULTS AND DISCUSSION

The results show that the PKH cosmetology program has an impact on the following aspects:

4.1.Social and Economic Impacts:

4.1.1. Knowledge Change

SKB Ungaran's PKH beautician program successfully increased participants' knowledge of beautician techniques, including skin care, makeup and hair styling. All graduates reported a better understanding of the service quality standards required in the beauty job market. They also stated that their knowledge improved after attending the training, both on the theoretical and practical aspects of beautician training, as well as on occupational health and safety (OHS) and professional ethics. They acknowledged that this increase in knowledge was also accompanied by an increase in skills in these aspects. Seven out of 10 graduates stated that the OHS and Professional Ethics material taught in the program was indeed a new insight for them. All graduates stated that participating in the PKH beauty program at SKB Ungaran made them master more materials or techniques in the world of beauty and provided new insights into beauty skills. For graduates who do not have basic knowledge or skills in the field of beauty, participating in the PKH beauty program at SKB Ungaran feels very real in providing knowledge and skills about beauty.

4.1.2. Changes in Mindset and Behavior

The results showed that after the training, graduates exhibited a more optimistic and creative mindset in facing job or business challenges. They also reported improved discipline and responsibility. This is shown by the graduates' courage to start beauty services. Some graduates managed to open beauty salons independently, others opened beauty services at home and also mobile (*home care*), and a small number worked in beauty salons that were also interspersed with mobile beauty services (*home care*). Before attending the PKH beauty program at SKB Ungaran, they stated that they were not yet confident to start a business in the field of beauty because their knowledge and skills were still very limited. After attending the program, graduates also stated that they had participated in similar programs to further improve their skills, by attending beauty *workshops*. courage of the graduates to open a business or work, the desire to continue to enrich their knowledge and skills, and the interest to keep up with developments in the beauty world indicate a change in mindset and behavior towards a positive direction.

4.1.3. Income

It can be stated that all graduates noted an increase in income after attending the program. The increase was between 50% and 700% of their income before joining the PKH beauty program at SKB Ungaran. The largest increase occurred in certain months that were busy with customers, one example is the time before religious holidays. The highest increase in income occurred for

graduates who worked with partners or peers. More clearly, the increase in graduate income is shown in table 2.1 below.

Table 2.1. List of graduate income changes

No.	Respondent Name	Income before joining the program (IDR)	Income after joining the program (Rp)	Percentage change (%)
1	Mella	1.000.000	3.000.000	200
2	Nanik	0	1.800.000	100
3	Nina	0	500.000	100
4	Arum	500.000	4.000.000	700
5	Dina	3.000.000	5.000.000	67
6	Ika	2.000.000	3.500.000	75
7	Khoriah	400.000	2.000.000	400
8	Selma	0	500.000	100
9	Heny	3.000.000	5.000.000	67
10	Agustin	2.000.000	3.000.000	50

From table 2.1. it can be concluded that all graduates experienced an increase in income, although the percentage of increase varied.

4.1.4. *Fulfillment of Basic Needs*

Increased income enables graduates to fulfill basic needs such as children's education and health care. The PKH program encourages graduates' economic independence. Graduates stated that they are better able to meet family health needs, including the fulfillment of nutritious food for the family. They also have no difficulty in gaining access to health services. Awareness about hygiene both in daily life and hygiene when doing work has increased, such as washing hands and maintaining sterile equipment. In the aspect of education, graduates also utilize the additional income to finance their children's education needs, such as school fees and learning supplies. It can be concluded that all respondents did not experience difficulties in meeting the basic needs of the family. The income from their business doing beauty services helps in fulfilling the basic needs of the family.

4.1.5. *Assets and Ownership*

The program contributes to increased asset ownership. Graduates reported being able to purchase salon equipment, vehicles for business on credit, or improve their business premises. Respondents were able to purchase basic necessities without relying on others and even invested income to purchase beauty materials and tools. Some graduates were able to use their income to purchase new equipment or expand their business in order to improve the beauty services they offer. Others were able to purchase beauty service materials. It can be concluded that all graduates were able to own or add assets after participating in the PKH beauty program at SKB Ungaran.

4.1.6. *Social Integration and Participation*

Graduates reported experiencing an increase in social status in their communities as they gained knowledge and skills in beauty due to the program. They were recognized as beauty businesses, which increased their confidence and social connections. Furthermore, this is one of the factors driving graduates to become more active in social activities in their communities. It is not uncommon for their skills to be useful in community social activities. In addition, graduates are also active in sharing knowledge with fellow beauty entrepreneurs.

The research shows that the program has a significant impact on the socio-economic level of graduates, especially in the aspects of changes in knowledge, mindset and behavior, income, and social integration and participation. This finding supports Subagja & Rosita's study (2019) which emphasizes the importance of skills training in increasing income and social empowerment. The positive impact on the aspect of changes in mindset and behavior supports the results of Anjani and Dorajatun's research (2019) which states that the training of bridal makeup courses at LKP Henny's has a positive impact, seen from the improvement of living standards and social improvement. An increase in living standards occurs in the economy of students and families, namely by opening their own businesses in the field of bridal makeup in accordance with the abilities that have been obtained during training or courses. The courage to open a business and take risks after attending the program or training is a form of change in the mindset and behavior of graduates after attending the program towards a positive direction.

The results showed that the program provides material that focuses on certain competency areas so that the material learned is more detailed and in-depth. This illustrates the positive impact on changes in knowledge, increased income, fulfillment of basic needs and asset ownership, which is in line with the research of Istiyani and Utsman (2019) which states that training participants increase their abilities/skills in the field of sewing, and can make clothes according to the level of courses taken. Thus, skills acquired during the training program can be a provision in earning a livelihood. The results of research by Diana et al (2023) also support this, namely that Entrepreneurship Training has a positive and significant effect on Economic Improvement.

The results show that all graduates have the ambition to continue to deepen their knowledge and skills in the beauty field. To achieve this, almost all graduates choose to attend beauty *workshops*. It can be said that this is a positive impact of the SKB Ungaran beautician PKH program on the socio-economic conditions of graduates, especially in the aspects of mindset and behavior. These results support Ramdani et al's research (2023) which states that the Sekoper Cinta Program has a positive impact on women, namely increased access to education and skills training, as well as the economic improvement felt after participating in the program. Furthermore, the results of Ramdani et al's research show that there are program graduates who are able to open their own business opportunities by utilizing the skills they have acquired during the program. Thus, it can be concluded that the program or training has a significant impact on the socio-economic level of graduates, especially in the aspects of changes in knowledge, changes in mindset and behavior, income, and social integration and participation.

4.2. Graduate Profile

Graduates of the PKH beauty program at SKB Ungaran who became respondents generally come from the lower middle economic community with an age range between 24-45 years or the productive age category. Most graduates have successfully run independent businesses providing mobile beauty services or home care, some others opened independent businesses and some worked in beauty salons. The results showed that graduates are skilled in performing beauty treatments or services, especially skin beauty.

The profile of graduates can be described that the competencies they have are in accordance with the established competency standards, namely based on the Indonesian National Work Competency Standards (SKKNI) in 2021. They appropriately and confidently perform beauty services in accordance with beauty service standards. They also understand operational procedures when performing beauty services to customers, starting from applying occupational safety and health (K3) in the beauty business, doing work preparation in the beauty business, professional ethics, performing beauty care or *treatment* services, carrying out cleaning and maintenance procedures for equipment and workplaces to managing beauty businesses. This supports the results of research by Subagja & Rosita (2019: 135), which states that the hairdressing course and training program is a very efficient and effective short-term learning program. This is because with a relatively short learning time students can quickly master life skills in the field of beauty (hair). These results also support the research of Anjani and Dorojatun (2019) which states that the utilization of the results of the Sundanese bridal makeup course gives trainees confidence to be independent and confident in their ability to open a business. Thus it can be concluded that graduates of the PKH beauty program at SKB Ungaran are competent and professional human resources in the field of beauty.

4.3. Supporting and inhibiting factors:

The results showed that the quality of training, ease of access to training, instructor support and relevance of training materials to market needs were key factors in the success of the PKH beauty program at SKB Ungaran. The results also show that all graduates stated that the supporting factor for them in achieving success in the beauty business was the support of their families and people around them, including peers.

The support of family and people around the graduates, including peers, is a factor that greatly strengthens them in running a beauty business. Family support, especially the husband/head of the family, is something that facilitates graduates in running a business because the husband provides flexibility for graduates to actualize their abilities. Peer support, for example in the form of sharing knowledge, tricks and even sharing work (*jobs*) in the beauty business, also facilitates the beauty business they run. This supports the results of Nuraeni's research (2020:102) which states that training graduates (sewing) form business groups to share work.

The results show that the lack of a graduate tracking system and lack of access to official communication media make it difficult for graduates to obtain information related to job opportunities or further training. Online communication media exists but has not been fully utilized. The results also show that there are inhibiting factors for graduates personally in running a beauty business, namely the existence of unhealthy business competitors, one example is beauty business

actors who provide low prices but use low quality materials. There are still customers with the mindset of wanting to get maximum quality but at a low price is also an obstacle for some graduates.

5. CONCLUSION

The profile of graduates of the PKH Beauty Program at SKB Ungaran can be described as a professional person in the field of beauty who has the knowledge and skills, professional ethics and confidence as stated in the SKKNI for Beauty in 2021.

The PKH beauty program at SKB Ungaran has a significant impact on changes in knowledge, changes in mindset and behavior, income, and social participation. On the aspects of meeting basic needs and assets and ownership are less significant. Only a few graduates can have large assets from income while running a beauty business.

The ease of accessing the program, qualified instructors and focused and detailed program materials are supporting factors for the success of the program. For graduates, the support of family, friends and peers is a supporting factor in the success of running a beauty business. The graduate tracking system and graduate communication channels that have not been carried out systematically are inhibiting factors for the program, which results in less than maximum impact felt by graduates.

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