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Implementation of Andragogical Principles in Hairdressing Training Conducted by the Community Learning Activity Center (PKBM) Bina Mandiri Center

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Abstract. Hairdressing has become an integral part of contemporary youth fashion, making it an attractive field of study and training for those wishing to engage in the evolving beauty and fashion industry. This activity is closely related to life skills training that applies the principles of adult education, aiming to help participants gain additional income to meet their family needs. The urgency of this study lies in motivating the community members who participate in the hairdressing training organized by the Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM) Bina Mandiri Center in Cigondewah Kidul Village. This study employed a qualitative descriptive approach to naturally observe the process of hairdressing training. The data sources included the program coordinator, hairdressing facilitator, and training participants. Data were collected through interviews, observation, and documentation. These instruments were used to analyze how andragogical principles were implemented to enhance community life skills through hairdressing training. The results show that the application of andragogical principles in the hairdressing training program was effective and efficient. Both facilitators and learners felt comfortable throughout the learning process, which fostered a positive transformation toward independence and creativity. The training program successfully applied the main andragogical principles—self-concept, learning experience, learning readiness, and learning orientation. The PKBM Bina Mandiri Center requires every graduate to become a skilled and independent individual. In conclusion, the implementation of andragogical principles in this training program produces autonomous adults equipped with knowledge, skills, and attitudes that are beneficial and applicable in addressing real-life problems.

Keywords. Andragogical Principles, Life Skills, Training

Introduction

In the current era of globalization, life skills are essential for helping individuals solve and cope with the complex problems of everyday life. Continuous training programs can produce human resources capable of adapting to technological changes and market demands (Wahyuningtyas et al., 2025). Therefore, life skills must be developed in every individual so they can be prepared to face future challenges. Skills are a crucial aspect of personal growth, shaping one's life direction and adding professional value. Every person should possess certain abilities, whether self-taught through hobbies or obtained through formal training. Such skills

can significantly influence one's life, including financial independence and social recognition. Life skills are a continuum of knowledge and competencies necessary for individuals to function independently (Alquriyah Yusroh & Ahmadi, 2021). With these skills, individuals can transform their lives by securing adequate income and living more productively. Therefore, every individual must identify and develop their potential skills to address personal and professional challenges.

Training participants in this study are adults positioned as the subjects of the training program that will be encouraged to be active in every stage and activity of the training. Hence, they are encouraged to actively engage in every stage and activity. To achieve this, an appropriate approach that aligns with adult characteristics is required—one that supports learning objectives through the application of adult education principles. Adult education, or andragogy, is the art and science of helping adults learn. As self-directed individuals, adults benefit more from learning activities that focus on their active participation rather than teacher-centered instruction (Kurniati et al., 2022).

Knowles' theory emphasizes the importance of life experience, self-concept, and intrinsic motivation as elements influencing adult learning (Jamali et al., 2022). The RAMP2FAME principles (Recognition, Adult needs, Motivation, Practice, Pre-assessment, Feedback, Application, Methods, and Environment) have been successfully tested in several training programs, including Package C learning groups (Meilya & Emifa, 2022). These principles stress the recognition of adults' existing capabilities, understanding their learning needs, providing strong motivation, and ensuring the immediate applicability of learning outcomes in real-life contexts. According to Knowles, adults experience changes in self-concept, possess rich learning experiences, demonstrate readiness to learn driven by clear goals, and engage in problem-oriented and intrinsically motivated learning.

(a) Self-concept: Adults tend to reject any learning approach that contradicts their self-concept as autonomous individuals. They possess the ability to manage themselves independently. Therefore, adults require a learning environment that respects their autonomy, particularly in decision-making processes. They should be actively involved in every stage of learning, from planning to evaluation. (b) Experience: Each adult brings a unique set of experiences shaped by their life background. Adults have accumulated a wide range of experiences that can serve as valuable learning resources. Learning becomes more meaningful and effective when it is connected to their prior experiences. (c) Readiness to learn: Adults' readiness to learn varies according to their developmental stage and age group. Their social roles and responsibilities evolve over time, influencing their motivation and readiness to engage in learning activities. (d) Learning orientation: Adult learning is primarily oriented toward the immediate application of acquired knowledge. Learning activities are directed toward practical benefits, problem-solving, and meeting current needs, reflecting the functional nature of adult learning. Adults learn because they have specific needs, a defined self-concept, prior learning experiences, readiness to learn, and motivation to achieve meaningful outcomes. In summary, adult education is a systematic and continuous learning process undertaken by individuals with adult status—characterized by mature social roles—with the goal of achieving changes in knowledge, attitudes, values, and skills.

A life skills training program is designed to provide individuals with practical and applicable competencies. Hairdressing training, for instance, is closely related to labor market demands, business opportunities, and the existing economic or industrial potential within society. Moreover, such training programs help community members sustain their livelihoods through the skills they acquire from various training activities.

According to Article 26, Paragraph 3 of Law No. 20 of 2003 on the National Education System, life skills education is defined as “*education that provides personal, social, intellectual, and vocational skills for employment or self-employment.*” Essentially, the training process consists of three stages: needs analysis as the planning phase, training implementation, and training evaluation (Nurhalim & Puspita, 2021). Hairdressing training represents the practical application of **andragogical principles** in enhancing the community’s life skills. The planning process begins with a needs analysis, which forms the foundation for training implementation.

(1) **Training Planning:** Adult training requires careful planning to ensure that the learning process aligns with andragogical principles. Planning refers to a set of actions designed to achieve specific goals. Determining training needs involves designing an appropriate program, taking into account several aspects such as time allocation, participant involvement, required materials, organizational structure, and evaluation mechanisms. The main objective is to identify the stages of the training process to be implemented, including models, materials, methods, and strategies to be used during the program. (2) **Training Implementation:** Implementation consists of a series of activities aimed at achieving predetermined objectives. It serves as the execution phase of a program that includes preparation, delivery, and reporting of results. (3) **Training Evaluation:** Evaluation functions as a control mechanism to determine the extent to which the learning program has been successfully implemented as intended. Therefore, the evaluation focuses on assessing the achievement of objectives within the hairdressing training program

Life skills training provides individuals with practical competencies and helps create a qualified human workforce, thereby reducing unemployment rates and improving the overall standard of living within the community. Training, in this context, refers to a planned effort designed to facilitate learning related to job-specific knowledge, skills, and behaviors. The **Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM) Bina Mandiri Center** is an institution that offers a variety of courses and training programs as part of non-formal education organized by community groups. The implementation of life skills education at PKBM Bina Mandiri Center aims to foster community self-reliance. The independence gained through life skills training can later be applied to secure employment or to establish one’s own business (Saputra & Muarifuddin, 2025).

The problem that arises is that the training participants have a need to acquire hairdressing skills that can be immediately practiced in their daily lives to generate income. Prior to joining the program, participants did not possess any hairdressing skills. The purpose of this study is to examine the implementation of **andragogical principles**—including self-concept, learning experience, readiness to learn, learning orientation, and motivation—within the hairdressing training program organized by **Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM) Bina Mandiri Center**. The implementation of andragogical principles, which emphasizes practical activities over theoretical instruction, motivates participants to actively engage in learning and to follow contemporary hairdressing trends. An effective application of andragogical principles in adult learning enables training participants to become skilled practitioners ready to contribute to the development of modern hairdressing styles.

Method

The approach used in this study is descriptive qualitative with a qualitative research method. The reason for choosing the descriptive qualitative approach is that the issues discussed

are not related to numerical data but rather involve the description, elaboration, and depiction of an ongoing problem. (Sugiyono, 2023), qualitative research is a method based on post-positivist philosophy, applied to investigate phenomena in their natural settings where the researcher serves as the key instrument. Data collection employs triangulation techniques (a combination of methods), the data analysis is inductive/qualitative, and the results emphasize meaning rather than generalization.

The focus of this study is the implementation of andragogical principles in hair beauty training at Kalurahan Cigondewah Kidul. The research subjects consisted of five individuals: one program coordinator as an informant and four primary subjects, including one hair beauty training instructor and three training participants. The sources of data used in this study are primary and secondary data. Data collection techniques include observation, interviews, and documentation. Data validity is ensured through source triangulation and technique triangulation. The data analysis process involves data collection, reduction, data display, and conclusion drawing.

Result and Discussion

The hair beauty training activities were carried out effectively and efficiently, following the training components of planning, implementation, and evaluation. The hair beauty training activities were carried out effectively and efficiently, following the training components of planning, implementation, and evaluation. The training participants are community members with a need for life skills. Based on the identification results, the community in Cigondewah Kidul Village expressed a desire and need for hair beauty training. Considering the need for life skills and the community's interest, the hair beauty training was organized so that participants could promptly apply the skills to their children or others. Additionally, some community members were interested in enriching their experience in the field of hair beauty.

3.1 Implementation of Andragogical Principles in Hair Beauty Training

Self Concept. Self-concept is an independent attitude and not relying on others' decisions, possessed by adults. Related to this study, this principle directs training participants is to be able to determine the direction of their learning activities according to their needs and desires. Adults have a self-concept applied in hair beauty training that runs in accordance with the conditions within the training. The presence of the instructor plays a role in ensuring that adult participants do not feel a gap with other learners or the instructor. The self-concept in adults includes: learning environment, learning needs, learning planning, learning experience implementation, and learning evaluation. (Soraya & Muarifuddin, 2025).

The adult learning atmosphere that develops within a conducive learning environment fosters familiarity and mutual respect among participants as well between participants and instructors, both during theoretical sessions and practical activities. Communication flows openly, creating emotional closeness and a sense of mutual appreciation. (1) **Learning Needs of Adult Learners:** The primary learning needs of adults are to develop competencies and practical skills relevant to the labor market, which in turn enhance their ability to face everyday challenges. Through the hairdressing training program, participants acquire practical skills that help improve their quality of life and meet their personal and economic needs. (2) **Learning Planning:** Effective adult learning requires relevant and flexible planning, allowing learners to actively participate in the process to achieve meaningful and sustainable learning outcomes. The planning process at **Community Learning Activity Center (Pusat Kegiatan Belajar**

Masyarakat/PKBM) Bina Mandiri Center involves collaboration among the program director, training instructors, and participants. This collaboration is key to creating an effective learning process that meets the actual needs of participants. Each party—the director, instructors, and learners—plays a distinct role, yet maintains open communication, mutual respect, and shared commitment to helping participants achieve independence through the hairdressing training program. (3) **Learning Implementation:** At the beginning of the training, participants are engaged in understanding materials that are relevant to their needs. Theoretical lessons enhance their knowledge, while exposure to contemporary hairdressing models provides new learning experiences. The process is supported by skilled and experienced instructors, ensuring that participants gain both technical proficiency and confidence. (4) **Learning Evaluation:** Following the completion of the training, participants acquire valuable new knowledge that supports their personal development. They apply these skills in collaboration with external parties as a form of follow-up action, reflecting their increased competence and independence. Evaluation is conducted during each practical hairdressing session to assess participants' progress. As part of the follow-up strategy, **Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM) Bina Mandiri Center** encourages participants to engage in internships under the supervision of hairdressing instructors. Additionally, the institution seeks to expand partnerships with external organizations to provide further opportunities for training graduates to enter the workforce.

3.2 Learning Experience

Learning experience is not merely viewed as the application of knowledge, but rather as a process of connecting theory with real-life contexts in everyday situations. This perspective aligns with the principles of andragogy, which recognize that adults bring a wealth of experience that serves as a valuable source of learning and forms an integral part of their personal identity (Yoshehira et al., 2025).

The implementation of the hairdressing training program emphasizes the participants' prior experiences, allowing them to feel valued and to exchange knowledge with one another. Adults possess a wealth of accumulated experiences that can serve as important learning resources. Training participants are encouraged to openly share their experiences with others, particularly with newcomers, fostering a collaborative learning environment. Participants are also given the opportunity to actively engage and contribute their experiences during practical sessions. The application of andragogical principles —particularly the recognition of adults' prior experiences—has been effectively implemented during the hairdressing practice sessions. To further enhance community capacity, cooperation and mutual support among participants are essential.

3.3. Readiness to Learn

Adults demonstrate readiness to learn when the learning content meets their needs, particularly those related to their professional or practical lives. In the hairdressing training program, participants show preparedness by bringing the necessary tools and equipment to support the training activities, as well as writing materials for sketching hairdressing models. There is a clear alignment between the principles of andragogy and the training program implemented by **Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat/PKBM) Bina Mandiri Center**. Participants' readiness to learn is motivated by their desire to acquire knowledge, skills, and attitudes that can be directly applied in real-life situations, enabling them to improve their quality of life and increase their income. Through

this approach, educators are better able to understand the characteristics of adult learners, design relevant learning strategies, and apply innovative methods—particularly those inspired by early learning models that emphasize creativity and engagement. The enhancement of these instructional skills has a positive impact on the overall quality of learning, fostering a more interactive and effective educational experience (Yuliani et al., 2024).

3.4. Learning Orientation

Adults possess a strong orientation toward learning, characterized by their desire to immediately apply the knowledge and skills acquired upon completing a training program. Field findings show that some participants continue their existing businesses by incorporating the new knowledge and techniques gained from the training, including mastering new hairdressing models and styles. Meanwhile, new participants are able to undertake apprenticeships with more experienced trainees to enrich their understanding of current fashion trends and contemporary practices. The implementation of this orientation involves a shift in the learning focus—from teacher-centered to learner-centered approaches. Experienced participants assist newcomers through **peer tutoring**, and innovative teaching methods are introduced to make learning more dynamic. The impact of this approach has been highly positive, encouraging participants to become more active and engaged in the learning process

(Arutmayanti & Hiryanto, 2023). Through this training, participants are also able to generate additional income for their families, contributing to an overall improvement in their standard of living.

Conclusion

Based on the findings and discussion of this study, it can be concluded that the application of the **andragogical approach** in the hairdressing training program has produced positive outcomes and significant impacts for the residents of *Kelurahan Cogondewah Kidul*. Participants demonstrated strong readiness and enthusiasm for learning, as reflected in their active engagement throughout the training activities. The learning process was conducted effectively and efficiently through interactive methods that encouraged participant involvement, active communication, and an egalitarian learning atmosphere rather than a teacher-centered approach. The community members were treated as adults rather than as conventional students, in line with the principles of andragogy.

The implementation of these principles fostered positive changes among participants, leading them toward greater independence, creativity, and improved life skills in terms of knowledge, attitudes, and practical abilities. Furthermore, the program enhanced community awareness of the importance of acquiring vocational skills. It is also expected that, through this hairdressing training, participants will be able to follow contemporary beauty and hairdressing trends while improving their economic well-being.

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