

Empowering Female Prisoners Through Makeup and Hairstyling Training to Improve Skills and Economic Independence at the Semarang City Women's Prison

Ifa Nurhayati , Dra Erna Setyowati M.Si , Pramesti Adika Ratri 

¹ Universitas Negeri Semarang, <https://orcid.org/0009-0002-3298-7527>

² Universitas Negeri Semarang, <https://orcid.org/0009-0001-1842-7091>

³ Universitas Negeri Semarang, <https://orcid.org/0000-0002-4447-4633>

Corresponding author's email: Ifa.nh@mail.unnes.ac.id

Abstract

The issue of social reintegration and rehabilitation, particularly for women in correctional institutions (Lapas), remains a significant challenge in Indonesia. Female inmates often face negative stigma, limited access to education and skill training, and significant economic hardship upon release. Their unpreparedness for life outside often leads them to relapse into criminal behavior. Therefore, a strategic approach is needed that can provide skills and build their self-confidence, so they can live productively and sustainably in society. One skill that can be developed is hairdressing and makeup, which has broad market potential in Indonesia. With the increasing demand for beauty services, skills in this field not only open up job opportunities but can also become a sustainable independent business. Based on initial observations at Semarang City Prison, it was discovered that knowledge of certain skills was urgently needed, as the inmates had never received training in these areas. This community service program aims to utilize hairdressing and makeup skills, with a focus on creating more productive and sustainable skills, both during their sentence and after returning to society. This program is expected to build self-confidence and increase economic opportunities for women's success, so they can become independent and useful individuals both inside and outside of prison. This training was held at the Semarang City Women's Prison on May 8-9, 2025, and used lectures, reflection, practice, and evaluation methods. The training results showed that the participants developed skills and high levels of motivation and received full support from the prison administration. The program provided economic resources, self-confidence, and opportunities for independent entrepreneurship as compensation after serving their sentence.

Keywords: female prisoners, skills, make-up, hair styling, economic independence

INTRODUCTION

Semarang Class IIA Women's Prison is established in a low socioeconomic background with limited access to education and job skills. This situation makes it difficult for inmates to find employment after release due to social stigma and a lack of membership. Therefore, relevant, easy-to-learn, and economically valuable training is needed, one example of which is hairdressing and makeup training that also utilizes social media for marketing.

Makeup and hairdressing training is a learning program that teaches makeup and hair techniques for both personal and professional needs ^{1, 2}, including the theory and practice of makeup application, product selection, and various makeup methods³. The goals include developing skills, increasing self-confidence,

¹ Anisa, S. (2017). Keterampilan Merias Wajah Cantik (Fancy Make Up) Melalui Pelatihan di Kecamatan Jombang Kabupaten Jember. *Jurnal Tata Rias*, 6(01).

² Anggraini, A. W., Dwiyantri, S., & PSDM, M. (2017). Penerapan Video Tutorial Make Up Pada Pelatihan Make Up Foto Casual di CV. Indo Creative Entertainment. *Jurnal Tata Rias*, 6(1), 99-107.

³ Robiah, M. (2016). Pelatihan Make Up Karakter Untuk Meningkatkan Keterampilan Merias Wajah Pada Ekstrakurikuler Teater Di Sma Negeri 1 Pandaan. *Jurnal Tata Rias*, 5(01).

preparing for a career as a MUA, and entrepreneurial opportunities ^{4, 5}. Other benefits for participants are understanding the art of makeup, opening up job or business opportunities, developing creativity, and earning additional income ^{6, 7}. Makeup itself is a technique of applying cosmetics to improve or highlight the appearance of the face ^{8, 9}, while hairdressing includes combing, blow-drying, curling, and adding hair ¹⁰. Makeup also functions for professional needs such as entertainment, photography, and formal events, with the aim of highlighting facial features and disguising flaws ¹¹.

Makeup and hairdressing skills have high economic value because they can be applied to bridal makeup services, formal events, and the promotion of beauty services and products ^{12, 13}. The ever-growing makeup industry provides opportunities for those seeking profit to build independent businesses while expressing their creativity, thereby increasing their self-confidence ¹⁴. This training not only provides technical skills but also economic opportunities after release ^{15, 16}.

Observations show that the Semarang City Women's Prison has never received hairdressing and makeup training. The head of the Prison, Mrs Kristiana Hambawani A. Md. I. P, S. Sos, M. Hum, welcomed this program as an effort to empower the release. This community service activity aims to create a productive and sustainable life during and after the sentence by improving skills and independence. Universitas Negeri Semarang fully supports the program "Empowering Female Prisoners Through Makeup and Hairdressing Training to Improve Skills and Economic Independence", with the hope that the mentoring can be carried out sustainably and comprehensively.

METHOD

The implementation method for this community service program is structured to achieve the goal of empowering women through makeup and hairdressing skills training. The implementation stages are as follows:

⁴ Joesyiana, K., El Hasan, S. S., Prihastuti, A. H., Haryadi, R. N., & Suratminingsih, S. (2023). Pelatihan Strategi Mempelajari Bisnis Tata Rias Make Up Artis bagi Ibu-Ibu PKK RW. 06 Kecamatan Marpoyan Damai Pekanbaru. *Jurnal Surya Masyarakat*, 5(2), 214-222.

⁵ Hasibuan, N. A., Tanjung, A. I., Panggabean, S. A., & Daulay, F. (2023). Pelatihan Class Make Up Art bagi Masyarakat Desa Patupangan Kecamatan Barus Kabupaten Tapanuli Tengah. *COVIT (Community Service of Tambusai)*, 3(2), 110-119.

⁶ Kusianti, N., Megasari, D. S., Usodoningtyas, S., Lutfiati, D., & Puspitorini, A. (2022). Pelatihan Keterampilan Make Up Karnaval Untuk Meningkatkan Life Skill Siswa MAN 2 Madiun. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, 3(3), 520-528.

⁷ Kristiana, N., & Marlina, M. (2014). Manfaat Hasil Pelatihan Tata Rias Pengantin Sunda Puteri Sebagai Kesiapan Uji Kompetensi Rias Pengantin. *Fesyen Perspektif*, 6(1).

⁸ Pebrianti, S. I. (2023). Pelatihan Rias dan Busana Tari Bagi Siswa Sanggar Jelantik Sasongko Dalam Mewujudkan Kemandirian Berkarya Seni. *Varia Humanika*, 4(1), 52-58.

⁹ Efrianova, V. (2018). Studi Tentang Tata Rias Pengantin Padang Di Kecamatan Lubuk Begalung Kota Padang. *UNES Journal of Social and Economics research*, 3(2), 178- 184

¹⁰ Pratiwi, D., & Rakhmawati, Y. (2016). Guru pembelajar modul paket keahlian tata kecantikan rambut SMK kelompok kompetensi C: perawatan dan penataan rambut, pengembangan kurikulum.

¹¹ Dewi, R. V. K. (2020). Pemberdayaan Perempuan Peserta Pelatihan Tata Rias Pengantin di Lembaga Kursus Pelatihan (LKP) Vivi Kota Samarinda. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 1(2), 12-17

¹² Kumalasari, M., & Raihana, P. A. (2019). Kepercayaan Diri pada Mahasiswi Pengguna Make Up di Surakarta.

¹³ Astuti, M., & Dewi, I. P. (2019). Peningkatan Pengetahuan Make Up Dan Mehndi (Go Salon Muslimah Berbasis Android) Untuk Menciptakan Kewirausahaan Mahasiswa Dan Alumni Jurusan Tata Rias Dan Kecantikan UNP. *Journal of Community Service*, 1(1), 128-136.

¹⁴ Mentari, T. A. S., Rosalina, L., Minerva, P., Saputra, I., & Oktarina, R. (2023). Pelatihan Keterampilan Make-Up Bold dan Hair Cutting Sebagai Upaya Pembinaan Wirausaha Baru pada Kelompok Marginal di Nagari Rao-Rao Tanah Datar pada Era New Normal. *Jurnal Pendidikan Tambusai*, 7(1), 5690-5696.

¹⁵ Anjani, T. R. D., & Darajatun, I. (2019). Program Pelatihan Keterampilan Tata Rias Pengantin Dalam Upaya Peningkatan Pendapatan Masyarakat (Studi kasus Penelitian pada Peserta Didik di LKP HENNY S Kota Cimahi). *Comm-Edu (Community Education Journal)*, 2(2), 153-161.

¹⁶ Laksana, Y. S., Sholih, S., & Naim, M. (2017). Pelatihan tata rias pengantin bagi wanita tuna susila dalam meningkatkan kemandirian usaha. *Journal of Nonformal Education and Community Empowerment*, 43-54. aan keluarga FT Unnes.

Need Analysis and Practice

The initial stage includes observation to identify the level of knowledge related to makeup and hairdressing, as well as interviews to explore their interests, motivations, and challenges. Next, a schedule, number of participants, training modules, a list of equipment and materials needed, and a budget plan are developed in coordination with the prison.

Development of Learning Modules and Media

The team develops learning modules covering the theory and practice of makeup and hairdressing. Supporting materials such as practical tools (combs, straighteners, hair dryers, rollers, clips, brushes, sponges, cosmetic), video tutorials, and presentation materials are also prepared. A pre-test is prepared to measure the participants' initial abilities.

Theoretical Material

Basic material is delivered through lectures and discussions, including an introduction to makeup tools and materials, basic makeup techniques (such as everyday makeup and simple contouring), and basic hair styling principles (curling techniques, simple buns, and modern braids). A question-and-answer session is used to ensure participant understanding.

Practical Training/Demonstration

The practice is conducted through improvisation by the instructor, followed by independent practice by the participants with intensive guidance. The exercises are repeated until participants demonstrate adequate mastery of the techniques, with mentoring support from the students.

Program Evaluation and Compilation of Feedback

A comprehensive evaluation is conducted to assess the effectiveness of the program based on observations, documentation, and interviews with participants and prison officials. The evaluation findings are used as a basis for future program improvements and compiled for scientific publications.

RESULTS & DISCUSSION

The process and results of the community service activities are as follows:

1. Needs Analysis and Planning. At this stage, initial observations were conducted to determine the level of knowledge related to makeup and hair styling, including basic skills and previous experience. Interviews were conducted by Ifa Nurhayati to explore their interests, motivations, and the challenges they faced during the skills training. The analysis revealed that most participants had high interest but minimal practical experience. Based on these findings, the team developed an implementation plan that included the training schedule, number of participants, module structure, equipment and material requirements, and budget planning. The entire process was formulated through intensive coordination with the prison administration to ensure the activities ran according to procedures and participant needs.
2. Development of Learning Modules and Media. The team then developed training modules that included theoretical material and developed practical applications related to makeup and hair styling. The module development process was based on the results of the need analysis, ensuring the material was designed to be more applicable and easily understood by participants. In addition to the written modules, the team prepared supporting media such as video tutorials, presentation slides, and step-by-step process sheets. Practical tools such as combs, straighteners, hair dryer rollers, hair clips, brushes, sponges, and cosmetics were provided to ensure each participant could practice independently. A pretest was also developed to measure baseline abilities, and the results showed a variation in ability, allowing the practical module to be adjusted to ensure all participants could effectively participate.
3. Theoretical material. The theoretical material was delivered using lecture, discussion, and question-and-answer methods to encourage interaction among participants. The material presented by accompanying lecturer Pramesti Adika Ratri included an introduction to makeup tools and materials, basic makeup techniques such as daily makeup and simple contouring, and by accompanying lecturer Erna Setyowati, basic hair styling principles, including curling techniques, simple buns, and modern braids. Observations showed high enthusiasm and actively asked questions, particularly regarding the use of tools and techniques they had never tried before. Participant's understanding improved, as evidenced by their ability to reiterate the basic steps taught at the end of the session.
4. Practical Training/Demonstration. The practical phase began with a direct briefing by

supervising lecturer Ifa Nurhayati, followed by independent practice with intensive guidance from the community service team. Participants practiced basic makeup techniques and various hair styling techniques, such as curling, modern braids, and simple buns. Students and supervising lecturers helped monitor and assess errors to gradually develop participants' skills. The practical results showed significant improvement, evident in the participants' ability to complete makeup and hair styles more neatly and confidently than in the initial session. Several participants were able to master certain techniques so well that they became role models for others.

5. Program Evaluation and Compilation of Feedback. The evaluation was conducted through direct observation during the activity, documentation of the process and results of participants' work, and brief interviews with drivers and prison staff. The evaluation findings indicated that the program effectively improved participants' knowledge and skills, particularly in the use of makeup tools and basic hair styling techniques. Participants also provided positive feedback, as the training was deemed beneficial by opening up opportunities for productive skills after the training period. All evaluation results were formulated as recommendations for improving future activities and compiled into scientific publications as a form of academic accountability.

The success of implementing this community service activity can be seen from several indicators, namely: 1) the results of the instructor's assessment of participants' practical skills and increased understanding based on the pretest-posttest, and 2) the level of participation and enthusiasm of participants during the activity.

Instructor Assessment Results and Pretest-Posttest. Practical skills were assessed by the instructor, taking into account several indicators: accurate use of makeup and hair styling tools, and creativity in applying makeup, neatness of the final product, and the ability to follow the steps for simple curling, braiding, and bun techniques. Of the total participants, the average assessment results were as follows: 38% were categorized as very good, 45% as good, and 17% as fair. Furthermore, theoretical assessment was conducted through pretests and posttest to measure improvement in understanding of the basics of makeup and hair styling. The evaluation results showed an average pretest score of 62, while the average posttest score was 81. This represents a minimum increase of 19% indicating that this training activity was effective in enhancing participants' knowledge of basic makeup and hair styling techniques. **Participant Enthusiasm and Participation.** The success of the training was also reflected in the level of attendance and active engagement of participants throughout the training. Participants' enthusiasm was very high, as evidenced by attendance rates exceeding 90% for each session, as well as active participation in discussions, Q&A sessions, and practical sessions. Participants demonstrated a strong interest in learning makeup and hairstyling skills, believing they would be productive after the training. The instructor noted that most participants demonstrated significant progress in their independent practice, including the ability to apply curling techniques, style buns, and apply basic makeup independently.

The results of this activity reinforce the fact that beauty skills training is an effective strategy for improving the soft skills and vocational skills of participants, in line with the theory that vocational training plays a crucial role in enhancing self-confidence and work readiness in the training environment. The practical and practice-based content provided also encouraged participants to be more creative and skilled, thus ensuring the training has the potential to have long-term impact on their empowerment.

The implementation of community service activities also faces several obstacles, namely the difficulty of matching the time between the community service team and the prison activity schedule so that all sessions can be carried out optimally.

Participants varied in ability, with some experiencing difficulties in the initial stages of the practice, particularly with tools like hair straighteners, hair dryers, and makeup supplies due to their inexperience. These challenges were overcome through intensive mentoring and repeated demonstrations by instructors and accompanying students. Limited tools and materials meant participants had to take turns using certain equipment. Nevertheless, the activity proceeded smoothly through well-organized practice times and collaborative equipment management.

CONCLUSION

The conclusions drawn from this community service activity are as follows:

1. The training successfully improved basic knowledge and skills in makeup and hair styling.
2. Participants experienced increased self-confidence and motivation to develop their skills.
3. The Program provided valuable skills and opportunities for independent businesses.
4. The prison strongly supports the empowerment program.

ACKNOWLEDGMENTS

The authors would like to express our gratitude to fakultas Teknik Universitas Negeri Semarang for funding this community service. The gratitude also extended to the entire invited speakers, participants, and everyone who have involved and supported so that the community service could take place.

DECLARATION OF CONFLICTING INTERESTS

The authors states that there is no conflict of interest in the publication of this article.

FUNDING

Implementation of Community Service for lecturers (fakulty) of DPA FT Unnes funds in 2025 Nomor: 22.14.4/UN37/PPK.05/2025, Faculty of Engineering, Universitas Negeri Semarang, 2025.

REFERENCES

- Anisa, S. (2017). Keterampilan Merias Wajah Cantik (Fancy Make Up) Melalui Pelatihan di Kecamatan Jombang Kabupaten Jember. *Jurnal Tata Rias*, 6(01).
- Angraini, A. W., Dwiyantri, S., & PSDM, M. (2017). Penerapan Video Tutorial Make Up Pada Pelatihan Make Up Foto Casual di CV. Indo Creative Entertainment. *Jurnal Tata Rias*, 6(1), 99-107.
- Robiah, M. (2016). Pelatihan Make Up Karakter Untuk Meningkatkan Keterampilan Merias Wajah Pada Ekstrakurikuler Teater Di Sma Negeri 1 Pandaan. *Jurnal Tata Rias*, 5(01).
- Joesyiana, K., El Hasan, S. S., Prihastuti, A. H., Haryadi, R. N., & Suratminingsih, S. (2023). Pelatihan Strategi Mempelajari Bisnis Tata Rias Make Up Artis bagi Ibu-Ibu PKK RW. 06 Kecamatan Marpoyan Damai Pekanbaru. *Jurnal Surya Masyarakat*, 5(2), 214-222.
- Hasibuan, N. A., Tanjung, A. I., Panggabean, S. A., & Daulay, F. (2023). Pelatihan Class Make Up Art bagi Masyarakat Desa Patupangan Kecamatan Barus Kabupaten Tapanuli Tengah. *COVIT (Community Service of Tambusai)*, 3(2), 110-119.
- Kusianti, N., Megasari, D. S., Usodoningtyas, S., Lutfiati, D., & Puspitorini, A. (2022). Pelatihan Keterampilan Make Up Karnaval Untuk Meningkatkan Life Skill Siswa MAN 2 Madiun. *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, 3(3), 520-528.
- Kristiana, N., & Marlina, M. (2014). Manfaat Hasil Pelatihan Tata Rias Pengantin Sunda Puteri Sebagai Kesiapan Uji Kompetensi Rias Pengantin. *Fesyen Perspektif*, 6(1).
- Pebrianti, S. I. (2023). Pelatihan Rias dan Busana Tari Bagi Siswa Sanggar Jelantik Sasongko Dalam Mewujudkan Kemandirian Berkarya Seni. *Varia Humanika*, 4(1), 52-58.
- Efrianova, V. (2018). Studi Tentang Tata Rias Pengantin Padang Di Kecamatan Lubuk Begalung Kota Padang. *UNES Journal of Social and Economics research*, 3(2), 178- 184
- Pratiwi, D., & Rakhmawati, Y. (2016). Guru pembelajar modul paket keahlian tata kecantikan rambut SMK kelompok kompetensi C: perawatan dan penataan rambut, pengembangan kurikulum.
- Dewi, R. V. K. (2020). Pemberdayaan Perempuan Peserta Pelatihan Tata Rias Pengantin di Lembaga Kursus Pelatihan (LKP) Vivi Kota Samarinda. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 1(2), 12-17
- Kumalasari, M., & Raihana, P. A. (2019). Kepercayaan Diri pada Mahasiswi Pengguna Make Up di Surakarta.
- Astuti, M., & Dewi, I. P. (2019). Peningkatan Pengetahuan Make Up Dan Mehndi (Go Salon Muslimah Berbasis Android) Untuk Menciptakan Kewirausahaan Mahasiswa Dan Alumni Jurusan Tata Rias Dan Kecantikan UNP. *Journal of Community Service*, 1(1), 128-136.
- Mentari, T. A. S., Rosalina, L., Minerva, P., Saputra, I., & Oktarina, R. (2023). Pelatihan Keterampilan Make-Up Bold dan Hair Cutting Sebagai Upaya Pembinaan Wirausaha Baru pada Kelompok Marginal di Nagari Rao-Rao Tanah Datar pada Era New Normal. *Jurnal Pendidikan Tambusai*, 7(1), 5690-5696.
- Anjani, T. R. D., & Darajatun, I. (2019). Program Pelatihan Keterampilan Tata Rias Pengantin Dalam Upaya Peningkatan Pendapatan Masyarakat (Studi kasus Penelitian pada Peserta Didik di LKP HENNYâ€™ S Kota Cimahi). *Comm-Edu (Community Education Journal)*, 2(2), 153-161.
- Laksana, Y. S., Sholih, S., & Naim, M. (2017). Pelatihan tata rias pengantin bagi wanita tuna susila dalam meningkatkan kemandirian usaha. *Journal of Nonformal Education and Community Empowerment*, 43-54.aan keluarga FT Unnes.