



MaHaKeTang: An Innovative Method for Learning How to Style a Ukel Tekuk Bun

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Abstract: Non-formal educational institutions, such as bridal makeup courses, must innovate to provide adaptive learning for students in theory and practice to meet the market demand. This study used a qualitative phenomenological approach to reveal the process of knowledge transfer related to local wisdom, especially the implemented MaHaKeTang learning technique at Imam Mandiri Blitar Course and Training Institute (LKP) and has successfully facilitated its graduates for their employment and starting their businesses. This study involved 12 participants, including the founders, instructors, alumni, and students of LKP Imam Mandiri. The data were collected through interviews and observations and analyzed using descriptive and quantitative methods. This study found that the MaHaKeTang technique is implemented by synergizing the students' knowledge and skills through an active combination of the eyes, heart, head, and hands. In addition, LKP Imam Mandiri also applies peer learning so that students can easily accept knowledge and skills deepened through internship activities. With certified instructors, students are always encouraged to be able to innovate and adapt to developments in the era of makeup.

Keywords: transfer of knowledge; makeup education innovation; course and training

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INTRODUCTION

Vocational education plays a significant role in helping young people transition from school to employment. Vocational school graduates have more opportunities to find work than graduates of general schools (Choi et al., 2019; Haviland & Robbins, 2021; Klassen, 2024). Vocational education bridges the transition to work skills and enhances economic competitiveness by equipping students with knowledge, skills, and competencies (Green et al., 2009; Shi & Bangpan, 2022; Takyi Mensah et al., 2023). This makes vocational education a solution to unemployment although there is still a notable salary disparity between male and female workers in certain circumstances (Bolli et al., 2021; Chuan & Ibsen, 2022; Jüttler et al., 2021; Korber & Oesch, 2019).

Competent professional skills and the ability to innovate in the workplace are required to succeed today (Chaubey et al., 2022; Ortiz-Villajos & Sotoca, 2018; Ugur & Vivarelli, 2021). Competence in the wedding makeup profession involves makeup skills, problem-solving abilities, and cultural awareness throughout the makeup process (Agustiani & Susilo, 2021; Hestiningrum et al., 2023; Maspiyah et al., 2024). Bridal makeup competency is often learned



through course institutions or non-formal educational institutions that focus on developing individual competence (Meifert, 2013; Scott et al., 2023).

In the previous decade, innovation in learning methods at wedding beauty training institutions in Blitar Regency, East Java, has not progressed significantly, failing to produce graduates to work in this profession (Hastuti et al., 2016; Wahjuningsih & Hidayati, 2018). Therefore, choosing a wedding makeup innovation model that may serve as a benchmark for competing in the present market is critical. One example is the Imam Mandiri Course and Training Institute (LKP) in Blitar, which has used the MaHaKeTang (eyes, heart, head, and hands) approach innovation to educate and prepare wedding cosmetics course participants since 1993.

The success of LKP Imam Mandiri is very interesting to study because it focuses both on learning aspects of skills and attitudes. In addition, the learning methods applied by this institution are particularly effective in producing graduates with strong competencies and a strong entrepreneurial spirit. The instructors greatly influence students into successful graduates in the world of work and have great entrepreneurial ability. In this institution, teaching includes skill and philosophical values of the original Blitar bridal makeup, namely Blitar Kartika Rukmi to instill students through professional ethics aligned with local wisdom (Wahjuningsih & Hidayati, 2018). Moreover, the emphasis on entrepreneurship within the MaHaKeTang technique aligns with global trends in vocational education. Project-based learning stands out as a preferred method for developing entrepreneurship competence, allowing learners to acquire and develop a set of transversal skills (Cedefop, 2021). Winarno (2016) emphasizes that entrepreneurship education in Indonesian vocational schools is now a compulsory subject, aimed at fostering students' entrepreneurial intentions and preparing them for the business world.

The availability of skilled human resources has empowered LKP Imam Mandiri alumni to start their own businesses and increase social status in their environment to reduce the number of unemployed. Based on the results of initial interviews with the founder of LKP Imam Mandiri, 80% of graduates were employed by 2016. By 2019, Blitar Regency had 586 makeup artists, 319 of whom were LKP Imam Mandiri alumni, which is why this institution was selected as the setting of the study.

The preservation of Indonesia's vast cultural heritage is deeply intertwined with its vocational education programs. These programs, such as bridal makeup courses, are designed not only to impart technical skills but also to instill an understanding and appreciation of local cultural values. For instance, the Blitar Kartika Rukmi bridal makeup program emphasizes the importance of cultural heritage in professional practice (Betty et al., 2023). The MaHaKeTang technique exemplifies this dual focus by combining traditional knowledge with contemporary educational methods, thereby safeguarding local wisdom while equipping students with practical skills. This approach is consistent with similar initiatives across Indonesia, where vocational training institutions integrate cultural elements into their curriculum to enhance the learning experience (Agustiani & Susilo, 2021).

Innovation serves as a cornerstone for the evolution of vocational education, enabling it to adapt to the ever-changing demands of the job market. The MaHaKeTang technique, for instance, represents a significant step forward in vocational training by combining visual, cognitive, emotional, and manual learning components into a cohesive framework. This approach ensures that students develop a well-rounded skill set that goes beyond technical expertise. Similar innovations have been observed in other regions, such as the Solo Putri bridal makeup course, which employs multimedia tools to enhance learning outcomes (Haryono et al., 2021). These innovative strategies not only improve the quality of education but also prepare students to be more adaptable and competitive in their respective industries.

Recent studies further emphasize the need to align vocational training programs with local cultural contexts. For instance, Rahayu (2020) highlights the integration of batik

education into vocational training as a way to foster entrepreneurial abilities while preserving cultural heritage. Similarly, Purwanto and Sari (2021) discuss the effectiveness of traditional handicraft training programs in imparting both practical skills and cultural knowledge, ensuring the preservation of Indonesia's rich heritage. Additionally, Wijaya (2021) explores the integration of digital tools, such as interactive mobile applications, in vocational training programs. These tools provide learners with step-by-step tutorials and assessments, fostering greater learning autonomy and improving the effectiveness of traditional methods.

This study aims to show the process of transferring knowledge of local wisdom, namely the MaHaKeTang approach at LKP Imam Mandiri, and how it affects alumni success in entrepreneurship. The MaHaKeTang approach introduces a unique and innovative method of vocational education by integrating skill development with the preservation of local cultural values, specifically those found in Blitar Kartika Rukmi's bridal makeup. This method moves beyond traditional training by fostering a holistic learning experience that combines practical skills with ethical and cultural understanding, while also encouraging entrepreneurial thinking and creativity. Addressing the lack of advancement in wedding beauty education models within Blitar Regency, this approach offers a flexible framework to improve vocational training outcomes. By studying its implementation at LKP Imam Mandiri and its role in the entrepreneurial achievements of graduates, the research demonstrates how innovative educational strategies can promote economic empowerment and maintain cultural heritage simultaneously.

METHODOLOGY

This study used a qualitative phenomenological approach to reveal the knowledge transfer process related to local wisdom, especially the implemented MaHaKeTang (eyes, heart, head, hands) learning technique at the Imam Mandiri Blitar Course and Training Institute. The in-depth interviews and observations were conducted to analyze the life experiences of students and alumni (Berger & Luckmann, 2016; Sutisna, 2021). This study involved 12 participants as subjects, including the founder, teachers, graduates, and students of LKP Imam Mandiri. The data were examined using five steps (Moustakas, 2011; Naeem et al., 2023; Patton, 2014), namely immersion, incubation, illumination, explication, and creative synthesis. Finally, to test the credibility, the sustained involvement, continuous observation, peer debriefing, and triangulation were conducted and for transferability, detailed descriptions were given to ensure the feasibility of the study outcomes. These procedures are carried out to verify that the collected data is consistent with objectives and reliable (Bingham, 2023; Miles & Huberman, 1994).

This method ensures a holistic understanding of the teaching and learning process. Comparative studies conducted in other vocational training settings, such as programs in Jember and Malang, further validate the effectiveness of the MaHaKeTang technique and highlight its potential for broader application (Nikmah et al., 2018). Moreover, Sulistyani (2020) emphasizes the importance of participatory methodologies in vocational training. By involving students in curriculum design, these approaches enhance the learning experience and foster a sense of ownership and accountability, aligning with the principles of the MaHaKeTang method. To strengthen the validity of this research, data triangulation was applied by incorporating interviews, direct observations, and document analysis. The researchers ensured diverse perspectives by engaging participants from various backgrounds, including novice students, experienced alumni, and industry professionals. Additionally, longitudinal tracking was used to assess the long-term impact of the MaHaKeTang approach on graduates' career trajectories. This method provides a clearer picture of how skill development through this technique influences employability and entrepreneurial success over time. The study also considers external factors such as market demands and policy changes that may affect vocational training outcomes.

RESULT AND DISCUSSION

Learning Model of the MaHaKeTang Technique

The training of bridal makeup for Blitar Kartika Rukmi at LKP Imam Mandiri used the MaHaKeTang technique developed by Imam Suparno. This systematic approach involves four components: the eyes, heart, head, and hands. This technique integrates four key elements of learning: knowledge, motivation, information, and skills. In this technique, the eyes are used for watching, the heart is for learning, the mind is for thinking, and the hands are for applying skills and demonstrating knowledge.

The stages of learning activities include preparation/planning, implementation, and evaluation. The MaHaKeTang technique integrates these activities into the planning, implementation, and evaluation stages. However, the emphasis is on the implementation stage. The MaHaKeTang technique's learning process is separated into three phases: preparation, implementation, and evaluation.

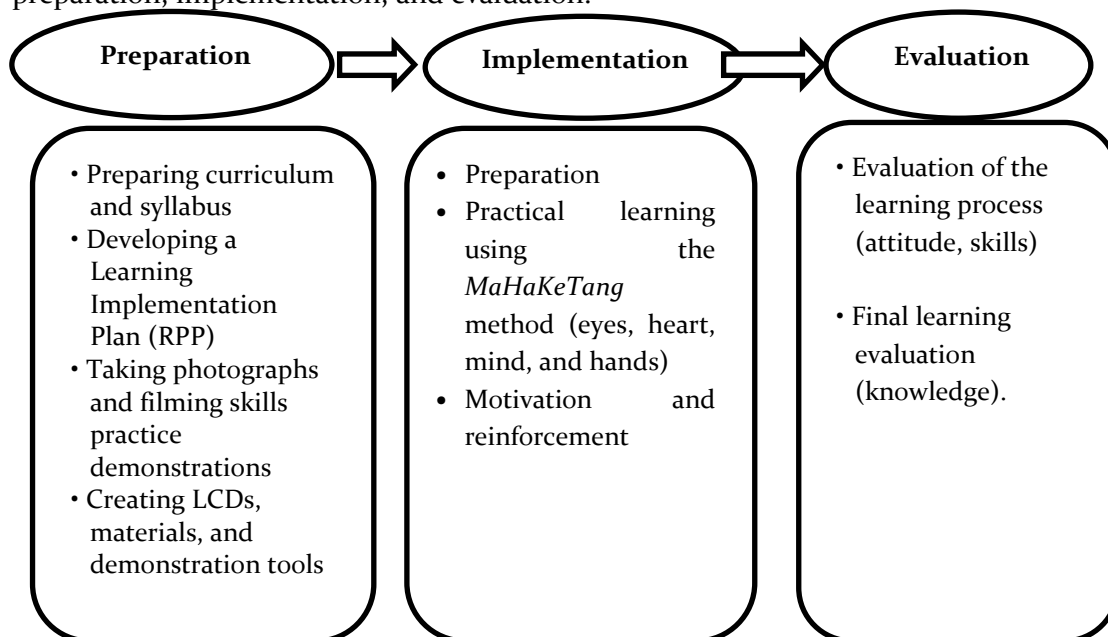


Chart 1: Learning Stages of the *MaHaKeTang* Technique

a. Preparation

The planning steps that must be taken before the learning process using the MaHaKeTang technique include:

- 1) Creating a syllabus and lesson plan is essential when using the MaHaKeTang technique. Several things need to be collaborated with the syllabus, including the standards that apply because the MahaKeTang technique simultaneously applies elements of the eyes, heart, head, and hands. So, several things must be included in the lesson plan so that the learning of the MaHaKeTang technique can be absorbed.
- 2) Preparing LCD/Projector media to display images of the steps in the learning material and videos of the learning process as an initial step before the instructor demonstrates the learning material.
- 3) Conducting photo shoots and video shoots about the steps of learning materials to be shown during the learning process.
- 4) Preparing unique papers, tools, materials/facilities, and infrastructure to demonstrate materials for practical skills.

b. Implementation

The lesson plan has been outlined in the syllabus but is still in a broader form. The description is made in the lesson plan to discuss the learning steps in concrete and more detail.

The implementation steps are the most important part of the MaHaKeTang technique because it is innovation is carried out. In general, the implementation of learning with the MaHaKeTang technique can be described as follows:

- 1) The opening is carried out to prepare students to take part in the learning and teaching process.
- 2) The learning process starts with a film about skill practice to engage students, followed by a demonstration by the teacher. In this MaHaKeTang technique learning innovation, it is a complete application. The components of the eyes, heart, head, and hands are used as symbols of the window of knowledge, motivation, information, and skills.



Figure 1. Element of MaHaKeTang

- 3) Using multichannel and multi-modality learning maximizes existing infrastructure and potential in the learning process.
- 4) Using unique learning media for skills practice media.
- 5) Evaluation of attitudes and skills and awarding prizes to those who excel.
- 6) Closing is done to repackage the learning and teaching process in a conclusion that summarizes the material that has been presented.

c. Evaluation

The MaHaKeTang learning innovation technique is comprehensively evaluated to obtain a complete picture of learning outcomes. The evaluation includes evaluation of attitudes, knowledge, and skills.

- 1) Attitude evaluation is carried out by assessing students' attitudes towards the learning process as a whole. The assessment uses the filling of an instrument containing several variables of an attitude and implementation is carried out during the learning process.
- 2) Evaluating knowledge using several tests, namely multiple choice and descriptive answer types.

- 3) Skills evaluation includes skills to measure learning achievement against one of the indicators in a basic competency.

The MaHaKeTang approach used at LKP Imam Mandiri has significantly increased the number of graduates from local and national competency examinations. Students registered in the Blitar Kartika Rukmi bridal cosmetics course at LKP Imam Mandiri obtain competency-based evaluations. The MaHaKeTang technique enables students to study successfully and efficiently. This technique is implemented in a scheduled manner. The Blitar Kartika Rukmi bridal makeup lesson is extremely well organized, from planning to evaluation steps.

The MaHaKeTang technique was implemented well because several supporting factors were available and could be utilized optimally.

- 1) The curriculum and syllabus provide space for learning innovations that combine several components in a learning process.
- 2) Various learning media can be used to emphasize certain areas of the MaHaKeTang technique. For example, learning media games are used to increase learning motivation, simulations are used to achieve skill goals, and LCD slides are used to provide knowledge as required by basic competencies.
- 3) Certified educator instructors are competent to provide creative, innovative, and integrative learning processes. Creative learning involves varied and exciting learning processes, while innovation means that instructors can carry out learning processes using new methods or strategies. Integrative teaching ensures that instructors apply various components of learning in an integrated, complete, and synergistic manner.

Discussion

The bridal makeup training emphasizes both aspects of basic makeup competencies and local wisdom values contained in Blitar Kartika Rukmi's bridal makeup. The objective is that students are able to apply the values contained in the bridal makeup of Blitar Kartika Rukmi appropriately and carry out their professional ethics well in everyday life. In line with the opinion of (Bernstein, 2011; Krishna, 2017; Varghese & Crawford, 2021), that knowledge and skills taught through local wisdom values will shape students' attitudes later.

The learning process at LKP Imam Mandiri in Blitar Kartika Rukmi's bridal makeup course uses the MahaKeTang technique to activate students in learning activities. The MaHaKeTang method as learning innovation is a conscious effort to synergize various components of the learning process in a complete learning activity. Students actively learn by involving themselves in and outside the classroom. They are active in the classroom by sharing their experiences and knowledge, in addition to being active in participating in learning activities. Outside the classroom, students are involved in real practice in bridal makeup. The success of the entrepreneurship of the students of LKP Imam Mandiri with the competence of bridal makeup of Blitar Kartika Rukmi is inseparable from instructors and the owner of LKP Imam Mandiri at the same time, namely Mr. Imam Suparno. The individual competence of Mr. Imam Suparno turned out to be very influential on the success of his students and his mentoring ability went very well (Geeraerts et al., 2015; Preechawong et al., 2024; Zhang et al., 2024). His learning about local wisdom in Blitar Kartika Rukmi's bridal makeup has improved the students' competence and competitiveness.

The learning process at LKP Imam Mandiri actively involves its students. The students who master faster are involved in learning activities as peer tutors. Students are involved in the practice of bridal makeup, where they observe and apply the knowledge and skills they have acquired in their work. LKP Imam Mandiri encourages students to develop their competence through innovative bridal makeup designs. This is in line with the argument (Børte et al., 2023; Braxton et al., 2000; Park & Xu, 2024) that active learning can improve students' knowledge and understanding of training content.

Furthermore, according to (Fink, 2013; Fuentes et al., 2021), active learning has two principles: (1) the effectiveness of learning activities in one activity consisting of three components, namely experience, reflection, and information and ideas, and (2) the direct provision of three forms of learning. The comprehensive concept of active learning requires learning bridal makeup. Active learning strategies, such as peer teaching, further enhance educational outcomes by fostering student engagement and improving knowledge retention. These methodologies empower students to take on leadership roles, thereby boosting their confidence and reinforcing their understanding of the subject matter (Geeraerts et al., 2015).

The MahaKeTang learning technique as an innovation model can be adopted for developing bridal makeup institutes or established as an initial guideline for starting course training. As for studies related to bridal makeup, the MahaKeTang technique is very useful in enriching similar learning models (Betty et al., 2023; Haryono et al., 2021; Maspiyah et al., 2024; Nikmah et al., 2018), which will further preserve and increase the selling value of Indonesia's local wisdom-based creative economy. Utami and Rahardjo (2021) discuss the use of business simulation exercises in vocational curricula, highlighting their role in preparing students for real-world challenges. Such initiatives bridge the gap between theoretical knowledge and practical application, empowering learners to become self-reliant and competitive in the job market.

The key advantage of the MaHaKeTang technique is its ability to cultivate both individual creativity and collaborative learning. By integrating peer teaching, students are encouraged to exchange ideas and refine their skills through collective practice. This aligns with modern educational principles that emphasize student engagement and participatory learning. Furthermore, the structured yet flexible nature of the MaHaKeTang method allows learners to personalize their training experience based on their strengths and interests. Another critical factor in the technique's success is its emphasis on mentorship, as instructors play an active role in guiding students toward professional readiness. The program's focus on entrepreneurship further enables graduates to establish independent businesses, contributing to economic development in their communities. Therefore, The MahaKeTang teaching method blends knowledge transfer and skill development in bridal makeup with the preservation of local cultural values, specifically those of Blitar Kartika Rukmi bridal makeup. This innovative approach promotes active learning by engaging students in both classroom activities and practical experiences. Through collaborative learning and peer-to-peer teaching, students develop technical skills while embracing the cultural significance inherent in bridal makeup artistry. By combining experiential learning, reflection, and knowledge integration, this method strengthens students' abilities and supports the sustainability and economic growth of Indonesia's culturally inspired creative industries.

To fully realize the potential of the MaHaKeTang technique, it is essential to document its best practices and develop standardized training modules. For example, Sulistyani (2020) advocates for participatory curriculum design, which aligns with the MaHaKeTang approach by involving students and instructors in creating effective and culturally relevant learning materials. Additionally, collaborations with government agencies, educational institutions, and industry stakeholders, as highlighted by Utami and Rahardjo (2021), can facilitate the widespread adoption of this innovative approach. Furthermore, Fauzi (2021) emphasizes the role of technology in modern vocational training, suggesting that integrating virtual reality tools could further enhance student engagement and learning outcomes. Establishing robust alumni networks, such as the ALIM association discussed by Haryono et al. (2021), can strengthen the sustainability of such programs and create opportunities for mentorship and professional growth. Collaborations between government agencies, educational institutions, and industry stakeholders can help facilitate the wider adoption of this innovative approach. Additionally, incorporating digital tools, such as interactive mobile apps, into vocational training can enhance learners' autonomy and the effectiveness of the programs. Establishing

strong alumni networks will also contribute to the sustainability of these programs, providing mentorship and professional development opportunities (Mutiaraningrum & Nusantara, 2022).

CONCLUSION

The MaHaKeTang technique represents a groundbreaking approach to vocational education that seamlessly integrates technical skill development with cultural preservation and entrepreneurial training. By combining elements of active learning, peer teaching, and innovative methodologies, this technique prepares students to excel in a rapidly evolving job market. The comparative analyses provided by Fauzi (2021) and Sulistyani (2020) reinforce the broader relevance of the MaHaKeTang method and its potential as a model for vocational training worldwide. This expanded exploration highlights the method's significance in advancing vocational education and sets the stage for further research and application.

The MaHaKeTang technique also serves as a model for integrating cultural heritage with vocational education, ensuring that traditional skills remain relevant in modern industries. Its structured learning process, combined with active student involvement, enhances both technical proficiency and entrepreneurial capability. Given its success at LKP Imam Mandiri, this approach could be expanded to other vocational fields, providing a framework for skill-based education across Indonesia. Future research should explore ways to incorporate digital tools and online learning modules to further enhance accessibility and effectiveness. By continuing to innovate, vocational education institutions can bridge the gap between heritage preservation and workforce readiness, ultimately strengthening Indonesia's creative economy.

The transfer of knowledge process at LKP Imam Mandiri integrates the philosophical values of Blitar Kartika Rukmi's bridal makeup in learning, coaching, and internship processes, knowledge and skills development, and network-building strategies. In learning, LKP Imam Mandiri uses the MaHaKeTang technique, combining elements of the eyes, heart, head, and hands, which means synergizing knowledge and skills. The learning applied is active learning that involves active student participation. The curriculum and syllabus applied have been adjusted to the competencies that will be taught to students. Assessment is guided by mastery learning through competency tests that aim to determine the competencies that students have mastered.

LKP Imam Mandiri also implements peer learning so that students can easily accept and deepen their knowledge and skills through internship activities. In the learning process, the certified instructors encourage students to always innovate and adapt to the development of the times in terms of makeup. Therefore, the role of the network is very important so ALIM (Imam Mandiri alumni) was formed and the obligation to be involved in the HARPI association (Indonesian Bridal Makeup Experts Association) Melati. Pratama et al. (2020) elaborate on the efficacy of peer-led workshops in vocational education. These workshops enhance teamwork and problem-solving skills, fostering a culture of collaboration and shared responsibility among students.

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