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Implementation of Daily Make-Up Learning as a Means of Increasing Self-Confidence of Female Students of Dharma Wanita Gresik Vocational School

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ABSTRACT

The purpose of this research is to investigate the relationship between the self-confidence of female students at SMK Dharma Wanita Gresik and daily make up learning. Self-confidence is an important component in adolescent development, and female students are expected to enhance their self-confidence by learning make up. This study employs a quantitative approach, and data were collected through questionnaires distributed to fifty respondents to find the relationship between the variables of make up learning and self-confidence, the obtained data were analyzed statistically. The results of the study indicate that make up lessons have a significant positive effect on the self-confidence of female students. Make up lessons resulted in a good level of self-confidence in 74% of respondents. Furthermore the research found that female students with better make up skills tend to have higher self-confidence. These findings suggest that vocational education, which includes practical skill learning such as make up, can aid in the development of students' character and professionalism. It is hoped that this research will contribute to the development of vocational education curricula, enhance students' practical skills, and improve their self-confidence in vocational high schools (SMK).

ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara rasa percaya diri siswi di SMK Dharma Wanita Gresik dan pembelajaran *make up* sehari-hari. Rasa percaya diri merupakan komponen penting dalam perkembangan remaja, dan siswi diharapkan dapat meningkatkan kepercayaan diri mereka dengan belajar *make up*, penelitian ini menggunakan pendekatan kuantitatif, dan data dikumpulkan melalui angket yang dibagikan kepada lima puluh responden. Untuk menemukan hubungan antara variabel pembelajaran *make up* dan rasa percaya diri, data yang diperoleh dianalisis dengan statistik. Hasil penelitian menunjukkan bahwa pelajaran *make up* memiliki efek positif yang signifikan terhadap rasa percaya diri siswi. Pelajaran *make up* menghasilkan tingkat percaya diri yang baik pada 74% responden. Selain itu, penelitian ini menemukan bahwa siswi yang memiliki keterampilan *make up* yang lebih baik cenderung memiliki rasa percaya diri yang lebih tinggi. Hasil ini menunjukkan bahwa pendidikan vokasional yang mencakup pembelajaran keterampilan praktis

seperti *make up* dapat membantu perkembangan karakter dan profesionalisme siswa. Diharapkan penelitian ini akan berkontribusi pada pengembangan kurikulum pendidikan vokasional, meningkatkan keterampilan praktis siswa dan meningkatkan rasa percaya diri mereka di sekolah menengah kejuruan (SMK).

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INTRODUCTION

Appearance is a priority for many people, especially their outward appearance. Everyone wants to look their best in every activity, especially women. Appearance is something that is highly considered in carrying out daily activities. Appearance here refers to the physical appearance of a person [1]. Good appearance is often closely related to a person's level of self-confidence. Individuals who feel comfortable and satisfied with their appearance tend to have higher self-confidence in interacting with their surroundings. Conversely, an appearance that is not given attention can lead to a lack of self-confidence, which can even affect performance in daily activities.

Self-confidence is crucial in the development of adolescents, particularly high school students. Social interactions, academic achievement, and emotional health can all be influenced by high self-confidence. The most basic self-confidence is the existence of self-acceptance and self-esteem. A positive attitude enables individuals to develop more positive assessments of themselves and their environment [2]. There are four factors that can influence self-confidence, namely parenting (democratic parenting is the parenting style that has the most influence on self-confidence, this is because this parenting style trains to have responsibility and solve problems independently), gender (women are considered to have less self-confidence because they have a weak nature and must be protected), education (individuals with low education will feel cornered and unsure of their abilities, but individuals with higher education have a more optimistic nature and are confident in their abilities), and physical appearance (individuals who look attractive tend to be treated better, so that self-confidence increases, one of the things related to physical appearance is body image) [3].

In modern times, a person's appearance is often a primary concern. Self-confidence can be built, in part, through appearance. Some people will be more confident if they appear good, polite, neat, and attractive. For women, wearing makeup is a way to express themselves and stand out from the crowd [4].

According to the Big Indonesian Dictionary, makeup refers to facial makeup. Makeup is used to enhance someone's appearance and attract attention (5). Make-up is an art. Makeup is an activity that changes someone's appearance using cosmetics and specific tools and techniques. Make-up can be applied to various face shapes and various skin colors [6].

Makeup lessons have been incorporated into the curriculum at SMK Dharma Wanita Gresik to provide students with practical skills. The course covers not only makeup techniques but also how makeup can boost self-confidence. After learning makeup techniques, many students feel more confident. However, there has been little research on the relationship between this knowledge and self-confidence. Consequently, the purpose of this study was to investigate the relationship between everyday makeup lessons and self-confidence among female students at SMK Dharma Wanita Gresik [7].

Individuals often use makeup to hide imperfections in their bodies. Makeup can also enhance their overall appearance. Many people use cosmetics to highlight features they desire, such as enhancing their eyebrows, plumping their cheeks, or adding shine to their lips. Those who pay attention to their appearance through makeup often feel more confident and better prepared to interact in various social situations. In situations like this, makeup is more than just an aesthetic tool; it is also a means of self-expression and a means to increase self-confidence [8]. The activity of applying makeup can make someone more confident because, in general, the function of makeup is to enhance one's appearance and disguise facial flaws, thereby increasing self-confidence and facilitating daily life activities. High self-confidence will create a positive aura in a person [9]. According to Hardianita, interests

in early adulthood encompass a range of factors, including appearance, clothing, makeup, symbols of maturity, social status, financial concerns, and religion [10]. During this period, an attractive appearance is often considered a prerequisite for achieving a certain social status. Many people pay attention to their appearance, as this can significantly impact how others perceive them and their level of acceptance within social groups. Therefore, appearance is not just a matter of aesthetics, but also about social recognition and how one wants to be seen by others.

Appearance has become very important in everyday life today, especially for teenage girls. Makeup can increase self-confidence. Makeup learning is included in the curriculum at SMK Dharma Wanita Gresik with the aim of preparing students for socializing. Self-confidence is crucial in various aspects of life, particularly in relationships [11].

As the beauty industry advances, makeup skills are becoming more important in the workplace. Therefore, the aim of this study was to examine how makeup learning affects female students' self-confidence and how these skills can help them face future challenges [12].

The beauty industry is experiencing growth due to increasing demand and a desire for a flawless appearance. Indonesia has significant potential in the cosmetics sector, thanks to its abundant natural resources that can be utilized to create more diverse and inventive beauty products.

This study has significant importance because it fills the knowledge gap regarding the relationship between makeup skills and self-confidence among female vocational high school students. Makeup learning for female vocational high school students is not only to improve skills, but also to increase students' confidence in social interactions and facing future challenges. The purpose of this study was to investigate the relationship between students' self-confidence at SMK Dharma Wanita Gresik and their daily makeup learning. Self-confidence is an important component in adolescent development, and students are expected to increase their confidence by learning makeup.

METHOD

This study employs a quantitative approach with an associative research design, aiming to investigate the relationship between daily makeup learning and self-confidence among female students at Dharma Wanita Gresik Vocational School. The research design used is correlational, with the independent variable being make-up learning (X) and the dependent variable being self-confidence (Y). The population in this study consisted of all female students at Dharma Wanita Gresik Vocational School, with a sample of 50 individuals selected randomly.

Data collection was conducted using a questionnaire instrument that had been validated and tested for reliability. Each variable was measured using specific indicators formulated in the instrument's grid, and the data collection results were analyzed statistically. Data analysis techniques used included prerequisite tests (validity and reliability tests) and hypothesis testing using simple correlation.

This research was conducted from January 2024 to March 2025 at SMK Dharma Wanita Gresik. The ultimate goal of this method was to empirically demonstrate that daily makeup learning significantly correlates with increased self-confidence in female students. Through a measurable and systematic quantitative approach, the results of this study are expected to contribute to the development of beauty and vocational education curricula.

RESULTS AND DISCUSSION

The data in this study are presented in the form of tables and diagrams to provide a clear picture of the relationship between daily make-up learning and the level of self-confidence of female students at Dharma Wanita Gresik Vocational School.

Table 1. Respondent Characteristics by Major

No	Concentration	F	%
1.	Cosmetology	11	22
2.	Culinary Arts	20	40
3.	Fashion Design	19	38
Total		50	100

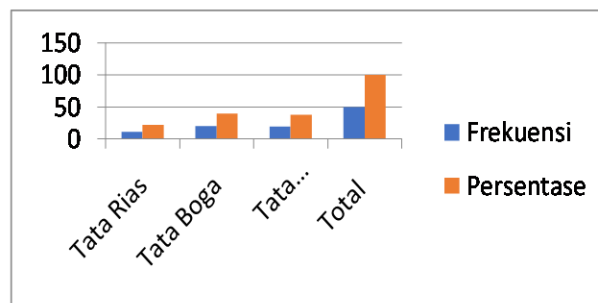


Figure 1. Respondent Characteristics Diagram Based on Major

In terms of concentration, based on the data analysis from the table and diagram above, it can be seen that out of a total of 50 respondents, 20 students or 40% chose the Culinary Arts concentration, followed by 19 students or 38% in the Fashion Design concentration, and 11 students or 22% in the Makeup Arts concentration. This shows that Culinary Arts is the most common choice among students.

Table 2. Respondent Characteristics Based on Age

No	Age	F	%
1.	17-18	30	60
2.	19-20	20	40
Total		50	100

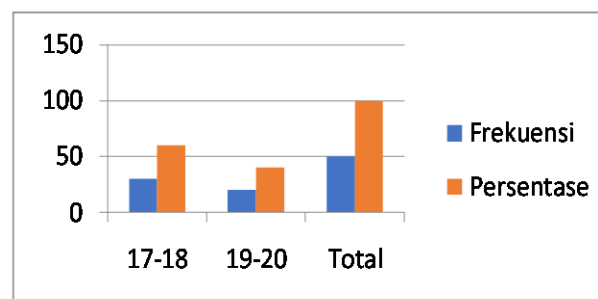


Figure 2. Respondent Characteristics Diagram Based on Age

Based on the data analysis by age category in the table and diagram above, the majority of respondents were aged 17-18, with 30 respondents (60%), and 20 respondents (40%) aged 19-20. This indicates that most students are in their early teens.

Table 3. Respondent Characteristics Based on Level of Makeup Learning

No	Make up learning	F	%
1.	Less Makeup learning	9	18
2.	Good Makeup learning	41	82
Total		50	100

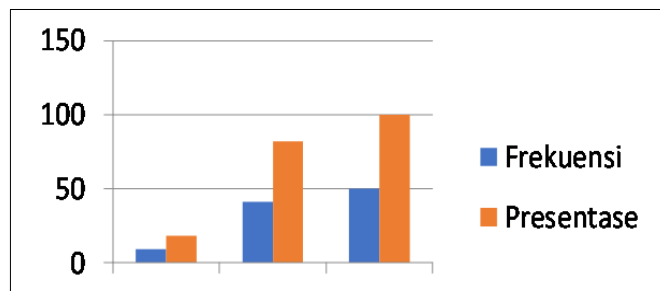


Figure 3. Respondent Diagram Based on Make Up Learning

As shown by the respondent characteristics data based on their makeup learning level, the majority of respondents had a good level of makeup learning. Of those who answered, 41 (82%) stated they understood and mastered the makeup material quite well. Conversely, 9 (18%) were still in the "poor" category in their makeup learning.

Table 4. Respondent Characteristics Based on Self-Confidence Level

No	Self-confident	F	%
1.	Not confident	13	26
2.	Self-confident	37	74
Total		50	100

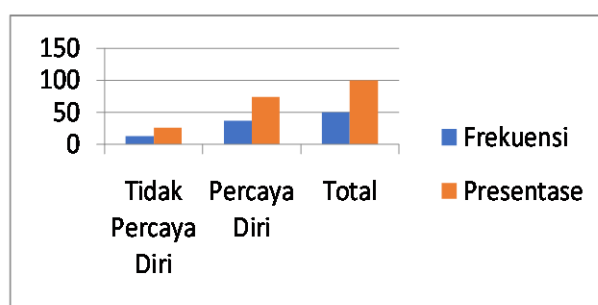


Figure 4. Respondent Characteristics Diagram Based on Self-Confidence Level

Respondent characteristics data based on self-confidence levels show that the majority of respondents have high levels of self-confidence. Of the 50 respondents who answered, 37, or 74%, were in the good self-confidence category. This indicates that most respondents have considerable confidence in their abilities, especially regarding the

activities or learning they undertake. However, 13 respondents, or 26%, remained in the low self-confidence category.

1. Data Analysis

Before commencing the research, the author will conduct a validity test to ensure that the questionnaire used is accurate and reliable. The purpose of this validation test is to assess how well each statement in the questionnaire represents the predetermined variables. After the validation test is completed, the author will distribute the questionnaire to 50 students of SMK Dharma Wanita Gresik randomly via Google Forms. Consisting of a total of 40 statements, this questionnaire is divided into two variables. Variable X focuses on learning make-up, with 20 statements aimed at measuring students' understanding and skills in make-up.

Variable Y consists of 20 statements designed to assess self-confidence. These statements measure the extent to which students feel confident in various academic and social contexts. The study aims to identify a significant relationship between students' learning make-up skills (Variable X) and their self-confidence (Variable Y).

2. Validity Test

Validity is defined as the extent to which the collected data accurately represent the actual research topic. Validity in this context refers to the extent to which a measurement tool, such as a questionnaire, accurately measures the specified variables. If the calculated value is greater than the table's r , then the questionnaire indicator is considered valid. In other words, a measurement tool is reliable only if there is a strong relationship between the construct and the items in the questionnaire.

The study aims to ensure that measurement tools, such as questionnaires, accurately measure variables. We used a questionnaire consisting of 20 statements about self-confidence and 20 statements about makeup learning. The authors used the Product-Moment correlation formula to test the validity of these figures.

3. Reliability Test

Table 5. Reliability Test

No	Variables	Cronbachs Alpha	Status
1	Make Up Learning (X)	0,864	Realiabel
2	Self-Confidence (Y)	0,940	Realiabel

The results of the reliability analysis in this study show the Cronbach's Alpha values for the two main variables, namely Makeup Learning (X) and Self-Confidence (Y). For the makeup learning variable, the Cronbach's Alpha value obtained was 0.864. This value indicates that the measurement instrument for this variable has a high level of reliability, because generally values above 0.273 are considered adequate to indicate good internal consistency. With a value of 0.864, it can be concluded that the items in the questionnaire measuring Make Up Learning are well correlated with each other and collectively reflect the intended construct. This means that respondents provided consistent answers when responding to statements about their experiences and knowledge in creating learning.

Meanwhile, for the Self-Confidence variable, the Cronbach's Alpha value obtained was 0.940. This value indicates a very high level of reliability, even exceeding the generally accepted threshold. With a value of 0.940, it can be said that the instrument used to measure Self-Confidence is highly consistent and reliable.

These two values indicate that the questionnaire used in this study can reliably measure both variables. High reliability is crucial because it ensures that the resulting data is accurate and unaffected by unwanted external factors.

4. Hypothesis Testing

Tabel 6. Korelasi Pembelajaran *Make Up* Dan Rasa Percaya Diri

		<i>Correlations</i>	
		Make Up Learning	Self-Confidence
Make Up Learning	<i>Pearson Correlation</i>	1	.485**
	<i>Sig. (2-Tailed)</i>		.000
	<i>N</i>	50	50
Self-Confidence	<i>Pearson Correlation</i>	.485**	1
	<i>Sig. (-Tailed)</i>	.000	
	<i>N</i>	50	50

***. Correlation Is Significant At The 0.01 Level (2-Tailed)*

Hypothesis testing is a crucial step in research that aims to determine whether there is sufficient evidence to support a statement made about a population based on the sample analyzed. In the context of this research, we will test the hypothesis regarding the relationship between Makeup Learning (X) and Self-Confidence (Y).

The results of the correlation analysis revealed a significant relationship between the variables of Makeup Learning and Self-Confidence, as indicated by the Pearson correlation coefficient. From the data obtained, a correlation coefficient of 0.485 was found between Makeup Learning and Self-Confidence. This value indicates a strong positive relationship between the two variables, which means that improvements in makeup learning tend to be followed by increases in self-confidence.

The significance value (Sig. 2-tailed) obtained was 0.000, which is far below the significance limit of 0.01. This indicates that the relationship found between the two variables is not significant. In other words, these results suggest that there is strong evidence to support the absence of a significant relationship between an individual's ability to apply makeup effectively and their level of self-confidence.

These two variables were measured using 50 respondents, and the analysis provides important information about the interaction between makeup skills and their impact on individual self-confidence. In other words, the better someone is at learning makeup, the more likely they are to feel confident, and vice versa.

Overall, the results of this correlation analysis provide valuable insights into research, demonstrating that strengthening makeup skills can positively contribute to increased self-confidence. This can be an important consideration for developing learning programs aimed at improving not only technical skills but also psychological aspects such as participants' self-confidence.

The results of the study indicate that the measuring instrument (questionnaire) used has excellent validity and reliability. All questionnaire items were deemed valid based on the Product-Moment correlation test and reliable based on Cronbach's Alpha values: 0.864 for the makeup learning variable and 0.940 for self-confidence, both well above the minimum threshold of 0.273.

Of the 50 female students who responded, 82% demonstrated a good level of makeup learning. This reflects that the majority of students have mastered makeup techniques, from the basics to the final finishing touches. They understand the function of each makeup product and apply it correctly, which directly contributes to their increased self-confidence.

However, 18% of female students still fall into the low category, likely due to a lack of motivation, insufficient practice, or a limited understanding of makeup products. In response, more varied learning strategies are needed, such as hands-on practice and personal mentoring.

Overall, makeup learning has been shown not only to strengthen technical skills but also to build psychological aspects, such as self-confidence, self-presentation skills, and readiness for the workplace. These findings are supported by research (Kaisa Tanazzalul Hikmah, Eka Sari Setianingsih, and Farikha Wahyu Lestari, 2023), which emphasizes the importance of self-efficacy in skills learning and also underscores that social interaction and practical education contribute to strengthening students' self-identity.

Hypothesis testing using Pearson correlation showed a positive and significant relationship between makeup learning and self-confidence ($r = 0.485$, $\text{sig} = 0.000$). This means that the better students understand makeup, the higher their self-confidence.

Survey data shows that 74% of female students reported positive self-confidence after participating in makeup lessons, while 26% still reported low self-confidence. This increased self-confidence is closely linked to mastery of makeup techniques, which makes students more comfortable and confident in expressing themselves in social and academic settings.

Self-confidence influences students' courage to perform, express their opinions, and actively participate in practical activities. This is crucial in the context of vocational education, where technical skills and mental readiness are key assets for facing the world of work.

Social learning theory and self-development theory support the importance of social interaction and hands-on practice in building student self-confidence. However, for students who still lack self-confidence, inclusive, supportive, and collaborative learning strategies are needed. Approaches such as providing positive feedback, group practice, and light counseling can help them recognize their potential [13].

According to Positive Psychology theory, self-confidence plays a significant role in contributing to students' emotional well-being (14). Furthermore, the Self-Efficacy theory states that individuals with high self-efficacy are better able to face challenges. Therefore, makeup learning is also effective in building students' mental resilience and character [15].

CONCLUSION

Makeup learning at SMK Dharma Wanita Gresik has been shown to have a significant and positive relationship with increasing students' self-confidence, where mastery of good makeup theory and practice can boost self-confidence in their appearance and personal potential. Students' self-confidence after participating in daily makeup learning was recorded as high, with the majority of students feeling more confident and comfortable with themselves, thanks to their ability to apply makeup skills independently, thus contributing to the formation of a positive self-image.

Therefore, it is crucial for students to utilize makeup learning as a means of building self-confidence. For those who still lack confidence, personalized coaching, such as intensive mentoring and ongoing practice, is essential. Schools are also expected to adapt their curriculum to students' needs and increase makeup practice hours so that their skills can develop optimally and be applied effectively. Teachers play a significant role in implementing a participatory and enjoyable learning approach through positive feedback, which can increase students' enthusiasm for learning and encourage active participation. The Beauty Career Development Program (PVKK) is also expected to enhance the curriculum, not only technically but also psychologically, with a focus on strengthening

students' character and self-efficacy. Community support is also crucial in fostering practical makeup learning by providing opportunities for students to participate in meaningful beauty training or workshops, and fostering awareness of the importance of appearance in both social and professional life.

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