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Project-Based Learning on Skin Cosmetology Course

Asri Wibawa Sakti*, Juju Masunah, Tri Karyono, Tati Narawati

Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: achiewibawasakti@upi.edu

ABSTRACT

This research revealed information about the application of Project-Based Learning (PjBL) in the Skin Cosmetology course. The Fashion Education Program at UPI offers four areas of expertise for students to choose from, namely Makeup, Boutique, Crafts, and Design. Traditional regional beauty practices are incorporated into the Skin Cosmetology course, which is part of the Beauty Concentration program. The research involved seven students from the class of 2020 from this study program. The make-up theme in the PjBL was the make-up of the participants' region of origin. Therefore, the make-up and clothing worn also varied according to the region. Additionally, international students displayed make-up and clothing according to their countries. This research was conducted in the Make-Up Laboratory located on the 4th floor of the Faculty of Technology and Vocational Education at UPI. This research uses descriptive qualitative research to ensure that the information presented is more in-depth. The participants have followed lecture materials on skin cosmetology for one semester. Then, they were asked to observe, imitate, and modify other learning sources such as Instagram, YouTube, and other social media. Then, they displayed the make-up work of the participants' home regions with themselves as models. Overall, their progress in applying makeup is approaching the skills of a professional makeup artist. They also showcased their best skills in make-up by understanding skin beauty materials.

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1. INTRODUCTION

The Project-Based Learning (PjBL) model can significantly facilitate students' comprehension of the material. It is considered effective in enhancing students' learning outcomes, particularly in mastering the fundamental competencies of make-up artistry. This approach engages students actively, allowing them to apply theoretical knowledge in practical scenarios, thereby reinforcing their understanding and proficiency in the subject matter (Yansah et al., 2024). Other research written by Muanis and Homdijah (2023) says the same idea. The implementation of teaching make-up artistry skills requires effective instructional strategies to facilitate children's understanding of the subject matter. One of the strategies that can be employed is PjBL. This method, known as PjBL, utilizes projects or activities as a medium for instruction. Through this approach, students engage in exploration, evaluation, interpretation, synthesis, and the assimilation of information. These processes enable them to produce a variety of learning outcomes. By participating in hands-on projects, students can connect theoretical concepts to real-world applications, thereby deepening their understanding and retention of the material. This experiential learning framework not only promotes active engagement but also helps develop critical thinking, problem-solving, and collaborative skills among students, ultimately leading to a more comprehensive and meaningful educational experience (Muanis & Homdijah, 2023).

Aisha (2023) argue that The PjBL model serves as a motivational tool for students, encouraging them to gain valuable experiences and deepen their understanding and knowledge of the subject matter they have learned. This educational approach not only provides training but also fosters the development of creative and engaging make-up themes. Through this method, students are empowered to cultivate and refine their skills and proficiency, enabling them to effectively express their ideas. By participating in hands-on projects, students can explore and experiment with different techniques and concepts, which ultimately leads to the enhancement of their practical abilities and artistic capabilities in the field of make-up artistry. This process of active involvement and creative expression helps build their confidence and competence, preparing them for future challenges and opportunities in their professional journey (Aisha, 2023).

Arisa (2023) believes that the students exhibit a high level of enthusiasm when it comes to applying make-up. They have shown a particular fondness for the PjBL approach, as it allows them to creatively explore their make-up skills without relying on filters. This method provides students with the opportunity to experiment by combining different colors and using various make-up tools according to the designs they have created. Before engaging in practical make-up sessions, students meticulously develop their designs in advance. This preliminary design process ensures that the final make-up application is well-conceptualized and thoughtfully executed. Through this structured yet creative approach, students can enhance their artistic expression and technical proficiency, resulting in make-up applications that are both innovative and polished. The PjBL method not only encourages their creativity but also reinforces their planning and design skills, leading to a more comprehensive and fulfilling learning experience.

PjBL is an instructional approach that actively involves students in real-world projects that are directly relevant to their everyday lives. In the context of PjBL, students engage in hands-on and collaborative work, striving to create products or develop solutions that demonstrate their comprehension of specific topics. This approach emphasizes practical application and experiential learning, allowing students to connect theoretical knowledge to tangible outcomes. Throughout this process, students are granted the freedom to propose and

explore their ideas, fostering a sense of ownership and creativity in their learning journey. By working on meaningful projects, students not only enhance their understanding of the subject matter but also develop essential skills such as critical thinking, problem-solving, and teamwork. This holistic method of learning ensures that students are not merely passive recipients of information but active participants in their education, capable of producing valuable contributions that reflect their insights and understanding (Hamsar, 2023).

2. LITERATURE REVIEW

2.1. Skin Cosmetology Course

Ihsani *et al.* (2023) explained that fundamentally, throughout history, women have consistently strived to cultivate a sense of beauty that encompasses both physical allure and spiritual vitality. Among the manifold strategies employed to enhance their physical appearance, facial makeup emerges as a cornerstone practice deeply ingrained in the lives of women from early childhood through maturity. This enduring tradition not only underscores the societal value placed on personal presentation but also highlights the evolving artistry and techniques associated with skincare and makeup application. By embracing these practices, women embark on a journey of self-discovery and empowerment, where the pursuit of beauty intertwines with broader cultural expressions of identity and well-being.

Saidatunnisa (2023) explained that there is a crucial need for strategic planning to enhance life skills within the Cosmetology and Beauty Department by integrating these essential skills into the curriculum and teaching methods. By embedding life skill values into the educational framework, the department aims to produce students and graduates who are not only knowledgeable in their field but also equipped with the competencies necessary to thrive in their careers. This comprehensive approach to education is expected to cultivate highly competitive and successful individuals who can navigate and excel in the professional world. Through meticulous planning and implementation, the curriculum will ensure that students develop a robust set of life skills that complement their technical expertise, thereby preparing them for various challenges and opportunities they may encounter in their future careers. This integration is intended to foster well-rounded graduates who possess the resilience, adaptability, and interpersonal skills required to achieve long-term success and make meaningful contributions to the beauty industry.

It is very important to improve the quality of graduates from Cosmetology Education programs. This can be achieved by implementing follow-up actions that include providing guidance and motivation to students, aimed at fostering their interest in both skin and hair beauty sciences. These follow-up actions are expected to cultivate a stronger enthusiasm among students for both disciplines, as a heightened interest can significantly impact their learning outcomes. By directing efforts towards motivating students and providing them with a clear sense of direction, the program aspires to ignite a passion for cosmetology that encompasses all aspects of beauty education. This increased interest not only enriches the student's educational experience but also contributes to their academic success. Ultimately, by nurturing a deep-seated interest in skin and hair beauty, the program aims to produce graduates who are not only proficient in their technical skills but also highly motivated and driven to excel in their chosen fields. The integration of these motivational strategies into the curriculum is expected to result in more engaged and successful learners, thereby elevating the overall standard of the Cosmetology Education program.

This initiative encompasses a sequence of foundational activities designed to empower communities, enabling them to attain self-reliance in generating household income or supplementary earnings. The initial training session focuses on skincare and makeup

techniques, aimed at imparting comprehensive knowledge and practical skills in the realm of cosmetic beauty. Hence, this training program is strategically implemented to bolster community development efforts and enhance income opportunities through educational empowerment (Danial et al., 2020).

A successful student is characterized by their ongoing commitment to understanding and harnessing their inherent potential, rooted in intelligence, and fortified by confidence, creativity, and diligent effort. The facets of one's personality become evident through their job performance, yet they can be assessed against established criteria and benchmarks. These attributes are further cultivated through the acquisition of knowledge in makeup techniques and materials, facilitated by educators who play a crucial role in enhancing students' motor skills and overall development. This holistic approach not only fosters academic achievement but also nurtures personal growth, enabling students to navigate challenges and excel in their chosen fields.

2.2. Reason for Choosing the Make-Up Style

The selection of makeup artistry is influenced by a variety of factors, which can be categorized into internal and external elements. Internal factors include personal enjoyment, individual knowledge, and specific needs. These internal elements reflect the personal motivations and preferences of individuals, driven by their emotions, understanding, and requirements. On the other hand, external factors encompass influences such as makeup artists, the social environment, socio-economic status, and cultural traditions. These external elements highlight the impact of professional expertise, societal norms, economic conditions, and cultural heritage on the choice of makeup artistry. Among all these factors, the internal need emerges as the most dominant influence in the selection process, indicating that personal requirements and motivations play a crucial role in determining an individual's preference for makeup artistry. Each region showcases its distinct characteristics, beauty, and unique makeup styles. These styles are deeply influenced by a variety of factors, including the local culture, traditional customs, and legendary tales that have been passed down through generations. Additionally, ancestral heritage and myths specific to the area, as well as the prevailing social conditions of the surrounding community, play significant roles in shaping these unique makeup traditions. This confluence of cultural elements and social context imbues each region's makeup artistry with a richness and individuality that reflects its historical and societal influences (Maharani & Puspitorini, 2020).

3. METHOD

Yuliani (2018) believes that qualitative research possesses both notable strengths and inherent weaknesses. One of the foremost strengths of qualitative research is its inherent flexibility, which allows us to adapt their approach and description of the research process in a highly open-ended manner. This flexibility is crucial because it enables us to explore research questions without rigid constraints, thus allowing for the emergence of new possibilities and insights as the study progresses. This adaptability is particularly advantageous in capturing the complexities and nuances of human behavior and social phenomena, which often cannot be adequately addressed through more structured, quantitative methods. The ability to adjust and respond to the unfolding context of the study can lead to a deeper and more comprehensive understanding of the research topic. However, qualitative research also has its weaknesses. One of the main challenges lies in our ability to accurately capture and interpret significant moments or data during the research process. Since qualitative research often relies on observational and interpretive techniques, the

precision and reliability of the data collected depend heavily on our skills, perceptiveness, and attentiveness. Any lapses in these areas can lead to incomplete or biased data collection, potentially compromising the validity and reliability of the research findings. Moreover, the subjective nature of qualitative data interpretation can introduce additional challenges, as our biases and perspectives may inadvertently influence the analysis. This necessitates a high level of reflexivity and methodological rigor to ensure that the findings are trustworthy and reflective of the true nature of the phenomena being studied.

Septiani and Wardhana (2022) explained that field research utilizing a qualitative approach involves a comprehensive set of techniques for data collection, which include observation, interviews, and documentation. These methods are employed to gather in-depth and nuanced information directly from the field. Once collected, the data undergoes a meticulous analysis process that comprises several stages: data reduction, where irrelevant or redundant information is eliminated; data presentation, where the refined data is organized and displayed coherently; and conclusion drawing, where the key findings and insights are synthesized. The primary objective of this research is to offer a detailed and descriptive account of the program's implementation. This involves examining how the program is put into practice, identifying the factors that influence its success or challenges, and understanding the experiences and perspectives of the participants involved. By doing so, the research aims to provide valuable insights that can inform future improvements and adaptations of the program, ensuring its effectiveness and sustainability.

4. RESULTS AND DISCUSSION

4.1. Results

In **Figure 1**, we are prominently featured at the center of the photograph, surrounded by a group of seven participants enrolled in the Fashion Education Program at UPI. Each participant, having diligently absorbed makeup techniques throughout the semester, demonstrates their proficiency in the art. Their creative journey was profoundly shaped by the pervasive influence of modern digital platforms such as YouTube, Instagram, and TikTok, which serve as dynamic repositories of evolving makeup trends.



Figure 1. Example of the clothes.

Inspired by these platforms, the participants embarked on a process of reinterpretation, infusing their own creativity and personal flair into popular makeup styles. They meticulously crafted and adapted these trends, transforming them into unique expressions that resonate with their individual identities and artistic visions. To complement their innovative makeup

designs, they carefully curated their attire, ensuring that each outfit harmonized seamlessly with their artistic presentations. Through this collaborative endeavor, the photograph not only captures a moment of artistic exploration and expression but also reflects the intersection of education, creativity, and contemporary digital culture within the realm of fashion and beauty.

Participant 1 (see **Figure 2**) has embraced a trending TikTok makeup style rooted in traditional Indian cosmetic practices, reflecting a synthesis of cultural heritage and contemporary beauty trends. Leveraging her comprehensive understanding gained over a semester of dedicated study, she deftly applies facial skincare and corrective makeup techniques gleaned from specialized tutorials. An exemplary demonstration of her skill is evident in her meticulous eyebrow shaping using an eyebrow pencil, which serves to accentuate her facial contours with precision. Additionally, she employs brown-hued soft contact lenses to impart a subtle, natural enhancement to her eyes, complementing the overall aesthetic. Her makeup artistry extends beyond technical proficiency, showcasing a nuanced approach to modern aesthetics. Notably, she employs the ombre lip technique with finesse, starting with a nude lipstick base that subtly transitions into a deeper red hue towards the center of her lips. This technique not only enhances lip volume but also creates a vibrant, healthy appearance.



Figure 2. Image of clothes for participant 1.

Participant 2 (see **Figure 3**) exquisitely adorned herself in traditional Lampung attire, showcasing a harmonious blend of cultural heritage and individual expression. Her meticulous attention to detail extended to her makeup routine, where she sought to achieve a luminous and flawless complexion. Through careful selection of skincare products and application techniques, she enhanced her natural radiance, ensuring a glowing appearance that complemented her traditional ensemble.

Central to her makeup strategy was the enhancement of her eyes, a focal point of beauty in Lampung culture. Participant 2 artfully applied false eyelashes to achieve a dramatic, curled lash effect, enhancing the allure and expressiveness of her gaze. Her choice of lipstick, opting for lighter hues, was deliberate in portraying a youthful and vibrant persona, reflecting her spirited approach to cultural representation through makeup. A defining feature of her makeup artistry was her eyebrows, meticulously shaped to align with contemporary trends

prevalent across various social media platforms. Sporting a defined, full arch that gracefully tapered towards the ends, this eyebrow style not only accentuated her facial symmetry but also conveyed qualities of innocence and sincerity in her personality.

Participant 2 adorned her hands with elaborate white henna designs on both sides, a practice that has gained significant popularity in recent years. White henna, known for its distinctive and delicate appearance, has emerged as a preferred choice for those seeking a unique and sophisticated alternative to traditional henna. The intricate patterns of white henna not only enhance the aesthetic appeal of Participant 2's hands but also evoke a sense of cultural heritage and artistic finesse. The motifs used in the designs bear a striking resemblance to the ornamental elements typically found in Indian bridal adornments, symbolizing beauty, grace, and ceremonial significance.



Figure 3. Image of clothes for participant 2.

Participant 3 (see **Figure 4**) curated a captivating ensemble, starting with the choice of bright grey soft contact lenses to complement her striking makeup. The decision to opt for these lenses was strategic, aiming to harmonize with the bold makeup palette she selected. These lenses subtly intensified her gaze, adding a layer of depth and allure to her overall look. Enhancing her eyes further, Participant 3 applied thick false eyelashes that exuded elegance and enhanced the dramatic effect of her eye makeup. This meticulous attention to detail underscored her commitment to achieving a polished and impactful appearance.

Her attire choice reflected a deep cultural connection, as Participant 3 proudly wore traditional Batak clothing. The ensemble featured delicate chain adornments that delicately framed her face, imbuing her look with a sense of cultural richness and authenticity. To complement these traditional elements, she opted for a bold blush application, which added warmth and definition to her cheeks, enhancing her facial contours. In alignment with the ornate motifs of her Batak attire, Participant 3 chose a brick red lipstick that harmonized beautifully with the ensemble. This thoughtful selection not only highlighted her lips but also emphasized the cultural significance embedded in her attire and overall aesthetic. Embracing her natural features, Participant 3 showcased her thick eyebrows without extensive grooming, preferring instead to gently shape them with an eyebrow brush to maintain their natural fullness and shape. This approach not only added to the authenticity of her appearance but also emphasized her appreciation for natural beauty and cultural identity.



Figure 4. Image of clothes for participant 3.

Participant 4 (see **Figure 5**) opted for a distinctive approach that set her apart from the other participants in the group. Unlike her peers, she chose not to use false eyelashes, preferring instead to highlight her natural eyelashes and create a more subdued yet sophisticated eye makeup look. This decision lent a sense of authenticity and understated elegance to her overall appearance. To compensate for the absence of false eyelashes, Participant 4 focused on maximizing the impact of her eye makeup using carefully selected eyeshadow shades. She skillfully applied these shades to enhance the contours and depth of her eyes, aiming for a balanced and refined aesthetic. A notable feature of Participant 4's makeup was the incorporation of a traditional Kota Padang eyebrow accessory. Positioned strategically on her brow, this accessory served as a cultural statement, drawing attention to its intricate design and craftsmanship. By featuring this local adornment, Participant 4 emphasized her connection to heritage and added a unique cultural dimension to her makeup ensemble. Enhancing her natural eye color, Participant 4 opted for light brown soft contact lenses, which subtly enriched her gaze while maintaining a natural appearance. She also chose not to trim her eyebrows, instead using an eyebrow pencil to shape them delicately. Her technique focused on defining and thickening her brows with a brown shade, carefully arching them at the peak to convey a sense of grace, confidence, and strength in her facial expression. Complementing her refined eye makeup, Participant 4 applied a light and natural blush to her cheeks. This minimalist approach added a hint of warmth and vitality to her complexion, harmonizing beautifully with her subdued eye and brow enhancements.



Figure 5. Image of clothes for participant 4.

Participant 5 (see **Figure 6**) drew profound inspiration from the timeless elegance of Japanese makeup traditions, meticulously crafting her appearance to reflect a delicate and refined aesthetic. Embracing the iconic pale white complexion associated with geisha makeup, she applied foundation and powder to achieve a flawless and porcelain-like finish. This choice not only highlighted her dedication to authenticity but also underscored her admiration for the artistry behind Japanese beauty practices.

To complement her ethereal complexion, Participant 5 opted for dramatic false eyelashes that added volume and intensity to her eyes. This contrasted beautifully with the pale backdrop of her makeup, enhancing the prominence of her eye features and lending a captivating allure to her gaze. Choosing brown-colored soft contact lenses, Participant 5 aimed to emulate the natural eye color typical among Japanese individuals, thereby enhancing the overall harmony of her makeup look. The lenses subtly enriched her gaze while maintaining a natural appearance, contributing to the authenticity of her Japanese-inspired presentation.

Her approach to lip color was equally deliberate, as she applied red lipstick with meticulous precision. Focusing the color predominantly on the center of her lips and gently diffusing it towards the edges, she created a soft gradient effect. This technique accentuated the petite silhouette of her lips and harmonized seamlessly with the subdued tones of her facial makeup. Highlighting the bridge of her nose with a touch of illuminating powder, Participant 5 emphasized its slender and refined contour. This technique not only added dimension to her face but also enhanced the impression of a sharply defined nose—a hallmark of traditional Japanese beauty ideals.



Figure 6. Image of clothes for participant 5.

Participant 6 (See **Figure 7**) made deliberate choices in her makeup to reflect the distinctive glamour associated with Minangkabau culture. Central to her look was a bold and vibrant blush-on application, chosen specifically to convey a sense of opulence and flair typical of traditional Minang makeup styles. This choice not only highlighted her appreciation for cultural aesthetics but also showcased her desire to make a striking visual statement.

In contrast to current eyebrow trends, Participant 6 opted to shape her eyebrows with a downward arch, a technique intended to evoke humility and simplicity—a characteristic often admired in the Minangkabau tradition. By darkening her eyebrows uniformly from start to end, she eschewed the gradient shading and 3D techniques popular in contemporary makeup, emphasizing instead a more traditional and understated approach. To enhance her complexion, Participant 6 selected a bright shade of blush that not only lifted her skin tone

but also added a radiant glow to her overall appearance. This choice reflected her attention to detail and her intention to harmonize her makeup with cultural expectations of beauty within the Minangkabau community. In addition to her blush and eyebrow choices, Participant 6 applied highlighter along the bridge of her nose to accentuate its contours, aiming for a refined and sculpted look. This technique not only enhanced her facial features but also contributed to the overall balance and harmony of her makeup ensemble. Completing her makeup look, Participant 6 chose a lipstick color that complemented the velvet dress she wore, ensuring a cohesive and polished appearance.



Figure 7. Image of clothes for participant 6.

Participant 7 (see **Figure 8**), a Korean student, exemplified a deep cultural connection by adorning traditional Korean Hanbok attire while embracing the contemporary makeup trend known as *aegyo sal* or *aegyo* bags. This trend focuses on enhancing the appearance of slight under-eye puffiness, inspired by the Korean notion of *aegyo*, which embodies a charming and youthful expression often associated with children or young adults. In contrast to Western perceptions where under-eye bags are typically seen as signs of aging or fatigue, *aegyo sal* celebrates a natural and endearing aesthetic.



Figure 8. Image of clothes for participant 7.

The popularity of *aegyo sal* can be traced back to its adoption by Korean celebrities, whose influence catalyzed its widespread adoption within the beauty industry. Participant 7 enthusiastically embraced this trend, demonstrating a nuanced understanding and application of makeup techniques tailored to enhance their under-eye area. They artfully applied concealer, selecting a shade slightly darker than their natural skin tone to create the illusion of gentle under-eye puffiness. Complementing this, they skillfully used highlighter to brighten and accentuate the under-eye bags, achieving a subtle and harmonious balance between enhancement and natural appearance.

Beyond mere adherence to trends, Participant 7's approach to makeup underscored a sophisticated blend of cultural pride and contemporary beauty standards. By integrating *aegyo sal* with traditional attire like *Hanbok*, she not only showcased their cultural heritage but also exemplified their skill in adapting and interpreting modern beauty practices within a traditional framework.

4.2. Discussion

The PjBL model, recognized for its effectiveness in enhancing students' comprehension and learning outcomes in subjects such as make-up artistry (Yansah *et al.*, 2024; Muanis & Homdijah, 2023), involves active engagement through practical applications of theoretical knowledge. By immersing Participant 1 and the others in hands-on projects, PjBL encourages exploration, evaluation, and synthesis of information, enabling them to connect theoretical concepts to real-world scenarios. This approach not only fosters critical thinking and problem-solving skills but also promotes collaborative learning, enriching the educational experience. Aisha (2023) argue that PjBL motivates students to deepen their understanding of make-up artistry and develop creative themes. This approach helps students refine their skills and express ideas effectively through hands-on projects, enhancing their practical abilities and artistic capabilities in the field.

Arisa (2023) notes students' enthusiasm for applying make-up, especially through PjBL, which allows them to explore creatively. They experiment with various tools and colors based on their designs, ensuring thoughtful execution and showcasing innovation. This method not only fosters creativity but also strengthens planning and design skills, providing a comprehensive learning experience. Participant 2 exemplifies this approach, blending traditional Lampung attire with meticulous makeup techniques and intricate white henna designs, reflecting both cultural heritage and personal expression.

PjBL engages students in real-world projects relevant to their lives, fostering hands-on collaboration and practical learning. Students create solutions demonstrating their understanding, and exploring ideas independently for creativity and ownership. This approach develops critical thinking, problem-solving, and teamwork skills, ensuring active participation and meaningful contributions to their education (Hamsar, 2023). Participant 3 exemplified this approach with a striking ensemble, pairing bright grey soft contact lenses with bold makeup to intensify her gaze. Thick false eyelashes added elegance, complementing her traditional Batak attire adorned with delicate chain embellishments. A bold blush and brick red lipstick highlighted her cultural connection, while gently shaped eyebrows emphasized natural beauty and identity.

Ihsani *et al.* (2023) note that women historically cultivate beauty blending physical allure with spiritual vitality, often through facial makeup. This practice, rooted in societal norms and evolving techniques, reflects a journey of self-discovery and empowerment linked to cultural identity. Participant 4 took a unique approach by emphasizing natural eyelashes and using carefully chosen eyeshadow shades to enhance her eyes' contours. She incorporated a

traditional Kota Padang eyebrow accessory, highlighting cultural heritage. Natural brown soft contact lenses subtly enhanced her gaze, while a delicately shaped eyebrow pencil and light blush completed her elegant, confident look.

Saidatunnisa (2023) advocates integrating life skills into the Cosmetology and Beauty Department's curriculum to prepare graduates for success in the industry. Participant 5's geisha-inspired makeup showcased flawless skin with foundation and powder, dramatic false eyelashes, brown contact lenses, precise red lipstick, and illuminating powder for enhanced facial features.

Improving the quality of Cosmetology Education program graduates through targeted follow-up actions. These include guiding and motivating students to enhance their interest in skin and hair beauty sciences, aiming to significantly boost learning outcomes and cultivate a passion for comprehensive beauty education. Participant 6 opted for a traditional Minangkabau eyebrow shape, focusing on simplicity and humility. She complemented her look with vibrant blush to brighten her complexion and highlighter for refined facial contours, completing her ensemble with a lipstick shade that harmonized with her attire.

The choice of makeup artistry is influenced by internal factors like personal enjoyment, knowledge, and specific needs, reflecting individual motivations and preferences. External factors, such as makeup artists, societal norms, socio-economic status, and cultural traditions, also play a significant role in shaping these preferences. These factors highlight the dominance of personal motivations in makeup selection. Each region's makeup styles are shaped by local culture, traditions, ancestral heritage, and social conditions, giving each its unique historical and societal influences (Maharani & Puspitorini, 2020).

Participant 7, a Korean student, blended traditional hanbok attire with the contemporary Korean makeup trend known as *aegyo sal*. This trend enhances under-eye puffiness, celebrating a natural and charming aesthetic rooted in Korean culture. They skillfully applied makeup to achieve a subtle enhancement that complements their natural features, reflecting a deep cultural connection.

Based on the extensive research and discussions presented, it is evident that PjBL serves as a highly effective instructional approach in the field of make-up artistry. This method engages students actively through hands-on projects, allowing them to apply theoretical knowledge in practical scenarios. By immersing themselves in real-world projects, students not only deepen their understanding of makeup techniques but also enhance their critical thinking, problem-solving, and collaborative skills.

Research by Yansah et al. (2024), Muanis & Homdijah (2023), and others consistently underscores the benefits of PjBL in fostering students' comprehension and proficiency in makeup artistry. The approach not only encourages creativity and innovation but also reinforces planning, design, and execution skills crucial in the professional makeup industry.

Moreover, the integration of PjBL into cosmetology education aligns with broader educational goals of promoting active learning, personal empowerment, and cultural appreciation. It allows students to explore diverse makeup styles influenced by cultural heritage, societal norms, and personal preferences, as exemplified by participants integrating traditional attire with contemporary makeup trends (Aisha, 2023; Arisa, 2023; Hamsar, 2023).

5. CONCLUSION

PjBL stands out as a transformative educational approach in the context of makeup artistry education, fostering holistic learning experiences that prepare students not only with technical skills but also with the creativity and adaptability needed for success in the beauty industry. This methodological shift from passive learning to active engagement through

practical projects enriches students' educational journeys, equipping them with the skills and confidence to excel in their professional careers.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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